

Posted: Friday, February 13, 2026

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 February 16, 2026

A. Call to Order

Pledge of Allegiance

B. Public Hearing

Pursuant to RSA 40:14-b, II(b), the Hudson School Board shall hold a public hearing for public input regarding the petition warrant article to designate the budget committee for determining the school district's default budget.

C. Public Input

D. Good News Update (Information)

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

E. Student Representative Comments

F. Presentations to the Board

1. Learning Management Systems

Director of Technology Chris Jamrog, Dean of Academics Dan Pooler, and Assistant Superintendent Jessica Benson will discuss learning management systems.

[Learning Management Systems Review](#)

G. New Business

1. 2026-27 School Board Calendar- Draft

Superintendent Moulis will present a first draft of the School Board calendar.

[2026-27 School Board Calendar-Draft](#)

2. Budget Transfer

Business Administrator Jenny Graves will present a budget transfer for approval.

[Budget Transfer-Special Services](#)

H. Old Business

1. FY 26 Food Service Financial Review and Meal Pricing

Director of Food Service Karen Atherton and Business Administrator Jenny Graves will present information on Food Service financial review and meal pricing.

[Food Service Financial Review and Meal Pricing](#)

2. 2026-2027 School District Calendar

Superintendent Moulis will present a third draft of the School District calendar.

[2026-2027 School District Calendar-Draft](#)

I. Policy

1. First Reading

BGAA Policy Development, Adoption and Revisions	<u>New Policy for NHSBA/ Board/District combining other "B's" below.</u> <u>NHSBA policy with revisions</u>
IKFG Alternative Learning Plans and Individual Plans	<u>NHSBA policy with revisions</u>
JLCF Wellness	<u>Current policy with revisions</u>
BG Board Policy Process	<u>Current policy for withdrawal (when BGAA is approved)</u>
BGA Policy Development System	<u>Current policy for withdrawal (when BGAA is approved)</u>
BGB Policy Adoption	<u>Current policy for withdrawal (when BGAA is approved)</u>
BGC Policy Review and Evaluation	<u>Current policy for withdrawal (when BGAA is approved)</u>
BGE Policy Dissemination	<u>Current policy for withdrawal (when BGAA is approved)</u>

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2. Second Reading

IHBH Extended Learning Opportunities	<u>Current policy with revisions</u> <u>IHBH-R(1) ELO Application</u> <u>IHBH-R(2) ELO Memorandum of Understanding</u>
IKB Homework	<u>Current policy with revisions</u>
IMAH Daily Physical Activity	<u>Current policy with revisions</u>
JEB Age of Entrance	<u>Current policy with revisions</u>

J. Recommended Action

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [February 2 - Draft minutes](#)
[February 7 - Post Deliberative Session Minutes](#)

K. Reports to the Board (Information)

District administrators will share updates for the board and public

1. Superintendent Report

L. Committee Reports

Board members will share committee updates

M. Correspondence (Information)

[Discipline Report](#)
[Financials](#)

N. Board of Selectmen -Liaison Comments

O. Board Member Comments

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P. 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: (c)

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.

(i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

(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.

Q. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	March 9	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	March 23	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	TBD	TBD	Hills Memorial Library	Regular Meeting

Learning Management System

(LMS)

Data-Driven Review

**2025-2026 Technology
Committee**

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What is a Learning Management System (LMS)?

An LMS is a digital platform used to deliver, track, and manage learning in school settings.

Most LMS platforms include tools for:

- Posting lessons and course materials: (videos, readings, assignments)
- Tracking student progress: (grades, completion, time spent, analytics)
- Creating assessments: (quizzes, tests, discussion boards)
- Communication: (messaging, announcements, feedback)
- Managing enrollment: (students, teachers, classes, groups)

Examples of LMS Platforms:

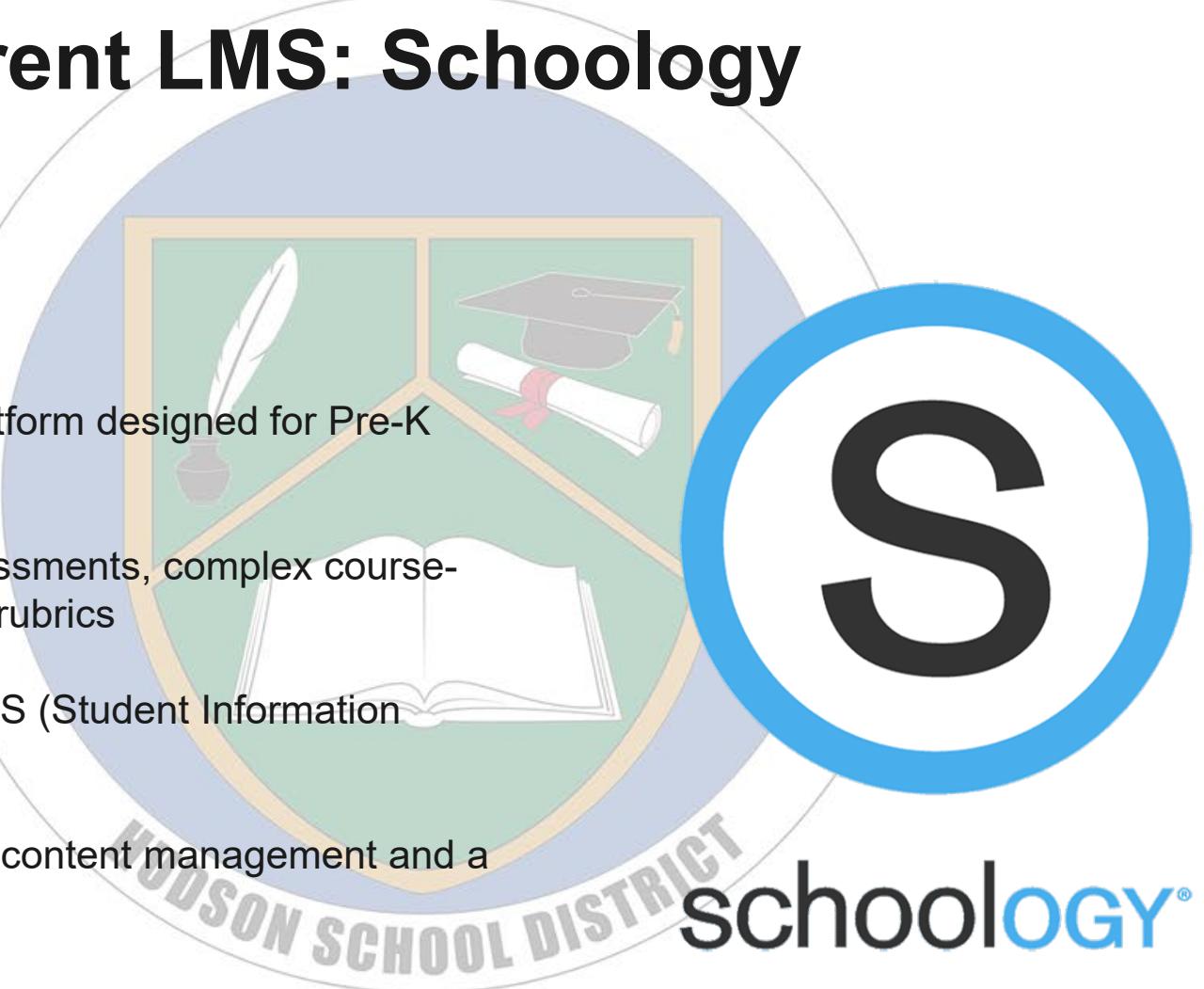
- Google Classroom, Canvas, Schoology, Blackboard



Current LMS: Schoology

Schoology is a full-featured LMS

- A comprehensive, all-in-one platform designed for Pre-K through 12
- Options to build advanced assessments, complex course-building, videos, and integrated rubrics
- Integration with PowerSchool SIS (Student Information System) for grades and rosters
- Strong, centralized district-level content management and a robust parent portal



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Review of Current LMS - Schoology

August 2025:

- The Hudson School Board requested a review of our current LMS (Schoology) and an analysis of a potential move to another LMS, such as Google Classroom

September 2025:

- Technology Committee begins to gather information and data

October-December 2025:

- Survey of Hudson teachers/principals/parents/students on use and experience with Schoology

January 2026:

- Technology Committee presentation to the School Board with a phased implementation approach recommendation

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Schoology/LMS Staff Survey Results

150 staff members responded, which is about 40% of the total teaching population

- 50% of respondents have been in the district for more than seven years
- 30% of respondents have been in the district for fewer than three years
- 1/3 of respondents received formal training from Schoology representatives
- 53% of respondents are not satisfied with Schoology

Staff priorities with any LMS:

- Strategic and ongoing professional development from LMS provider
- LMS should integrate with the grading system
- Ease of use - usability for teachers, students, and parents

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Schoology/LMS Parent/Student Survey Results

58 Parents responded, 11 with students in Pre-K to 5th and 47 with students in 6th to 12th

- Many parents across both grade bands do not use Schoology, instead relying on emails, classwork sent home, and newsletters.
- A large portion of parents report Schoology is difficult to navigate
- In secondary grades, parents often prefer or rely on PowerSchool over Schoology for academic updates.

AHS and HMS Student Responses:

- Most students use Schoology daily or a few times a week, mainly at school
- Students overwhelmingly use Schoology for turning in assignments and viewing class materials, with many also using it for quizzes, discussions, or club/activity
- 91% Agreed or felt neutral about Schoology being easy to navigate
- 85% Agreed or felt neutral about easily finding information

Benefits of Migration to Another LMS (e.g. Google Classroom)

Potential for Slight Cost Savings

Costs vary. With Google Classroom, it is included with Google Workspace, eliminating annual LMS licensing fees. But there will be an upgraded Google Education Plus that costs \$6 per user/per year.

G-Suite (Google) Integration

With Google Classroom, the LMS will work with Google Docs and Google Drive, which streamlines the digital workflow.

Anticipated Higher User Adoption

With Google Classroom, there is likely a minimal learning curve for staff who have experience with Google Classroom. There tends to be a higher familiarity among teachers and students.



Google Classroom

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Challenges of Migration to Another LMS (e.g. Google Classroom)

Loss of Advanced Features

Google Classroom lacks robust assessment tools, complex rubrics, options for differentiation, and centralized question banks found in Schoology.

Reduced Parent Insight

With Google Classroom, there would be a loss of an integrated parent portal, reverting to basic email summaries. This would be a reduction in communication/details.

Less District Oversight

With Google Classroom, there would be limited tools for district-wide management, shared resource libraries, and administrative analytics.

Content is Not Transferable

Content and courses from Schoology do not migrate to Google Classroom. Teachers will need to manually rebuild all courses, quizzes, and resources.

Time & Cost

Additional professional development costs associated with the change, and time for teachers to rebuild classes.

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Committee's Recommendation: 3-Phase Implementation of New LMS

Phase 1: Research & select a pilot (4-6 Weeks) starting in spring of 2025-2026 school year

- Establish LMS selection team within the Technology Committee
- Identify must-have criteria such as: integration with SIS, ease of use for teachers, accessibility, parent communication features, cost effectiveness & device compatibility
- Review multiple LMS options (Schoology, Canvas, Google Classroom, others TBD)
- Conduct demos, score each LMS using a **selection rubric**, and gather teacher feedback
- Confirm **Google Classroom or other LMS** as the recommended LMS based on evaluation data
 - Gather evidence of stakeholder buy-in
- Present the selection decision to district leadership and communicate rationale to stakeholders

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Committee's Recommendation: 3-Phase Implementation of New LMS

Phase 2: Pilot new LMS & evaluate (8-12 Weeks) starting in the fall of the 2026-2027 school year

- Test Google Classroom or other LMS in a controlled environment to validate effectiveness before district-wide implementation.
- Identify pilot cohort: 10–20 teachers across grade levels and content areas
- Provide training to pilot cohort
 - Establish pilot expectations
 - Weekly modules, clear classwork organization, use of formative assessments (Google Forms), regular feedback to students
- Collect data on the pilot
 - Teacher data collection
 - Teacher surveys (baseline, mid-pilot, post-pilot, student engagement data, assignment completion, time on tasks)
 - Parent/guardian feedback on communication clarity
- Evaluation focus:
 - Ease of use & teacher adoption, impact on instructional workflow, student engagement, technical reliability, PD/support needs
- Outcomes: Pilot evaluation, recommended adjustments for full implementation, identified training needs for scaling

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Committee's Recommendation: 3-Phase Implementation of New LMS

Phase 3: Full Implementation - Starting in the 2027-2028 school year

Implementation of a new LMS district-wide with structured support and ongoing evaluation

Implementation Activities:

- Explain district-wide LMS use expectations guidelines
- Provide multi-tiered PD:
 - Beginner teacher sessions, advanced/power-user sessions, admin & instructional coach training
- Roll out parent and student orientation materials (quick-start guides, tutorials)
- Integrate SIS (if available) and ensure single sign-on
- Establish technical support channels and regular coaching cycles
- Continue to monitor and improve

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Hudson School BOARD

Calendar 2026-2027- draft



APRIL 2026						
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NOVEMBER 2026						
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DECEMBER 2026						
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JANUARY 2027						
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FEBRUARY 2027						
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MARCH 2027						
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- School Board meeting dates
- No School/Holiday
- First Day
- Early Release for Students

1st Meeting – March 23, 2026 (Reorg Mtg)

April

27 – 30 Spring Break (No school)

May

1 Spring Break (No school)
25 Memorial Day (No School)

June

19 Last day for students (tentative)
(Early release for students)
22 Teacher Workshop (am only)

August

17 – 18 New Teacher Orientation
19 - 21 Teacher Workshop
24 First Day for All Students
28 No School

September

4 No School
7 Labor Day (No school)
8 Teacher Workshop (No School for students)

October

9 No school
12 Columbus Day (No school)

November

3 Teacher Workshop (No school for students)
11 Veterans Day (Observed-No school)
25 – 27 Thanksgiving Break (No school)

December

24 – 31 Holiday Break (No school)

January 2027

1 Holiday Break (No school)
18 Martin Luther King Jr/Civil Rights Day (No school)

February

10 Teacher workshop (early release for Students)
22 – 26 Winter Break (No school)

March

9 Teacher Workshop – (No school for students)
Adopted 00/00/00

School Board Reading	<input type="text"/>	SAU Office only	#	<input type="text"/>
	Date	School Board Approval	SB#	<input type="text"/>

**HUDSON SCHOOL DISTRICT
BUDGET TRANSFER FORM**

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

School: **DISTRICT WIDE**

Date: 02/02/2026

Purpose: Transfer funds from Tuition (Special Services) to Contracted Services to pay Effective School Solutions

APPROVED:

Total Added: \$ 175,000.00

Rachel Borge
Digitally signed by Rachel
Borge
Date: 2026.02.02
15:25:49 -05'00'

Principal/Supervisor

Melissa Van Sickle
Digitally signed by Melissa Van Sickle
DN: cn=Melissa Van Sickle, o=Hudson School District, ou=SAU 81, email=mvansickle@sau81.org, c=US
Date: 2026.02.03 09:01:46 -05'00'

Finance Director

1/14 2/5/26

Business Administrator

See Pauli 2/3/26

ANSWER

Superintendent of Schools

Hudson School Board

Food Service FY26 Financial Review

February 16, 2026

By: Karen Atherton, Director of Food Service

Jenny Graves, Business Administrator

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Background

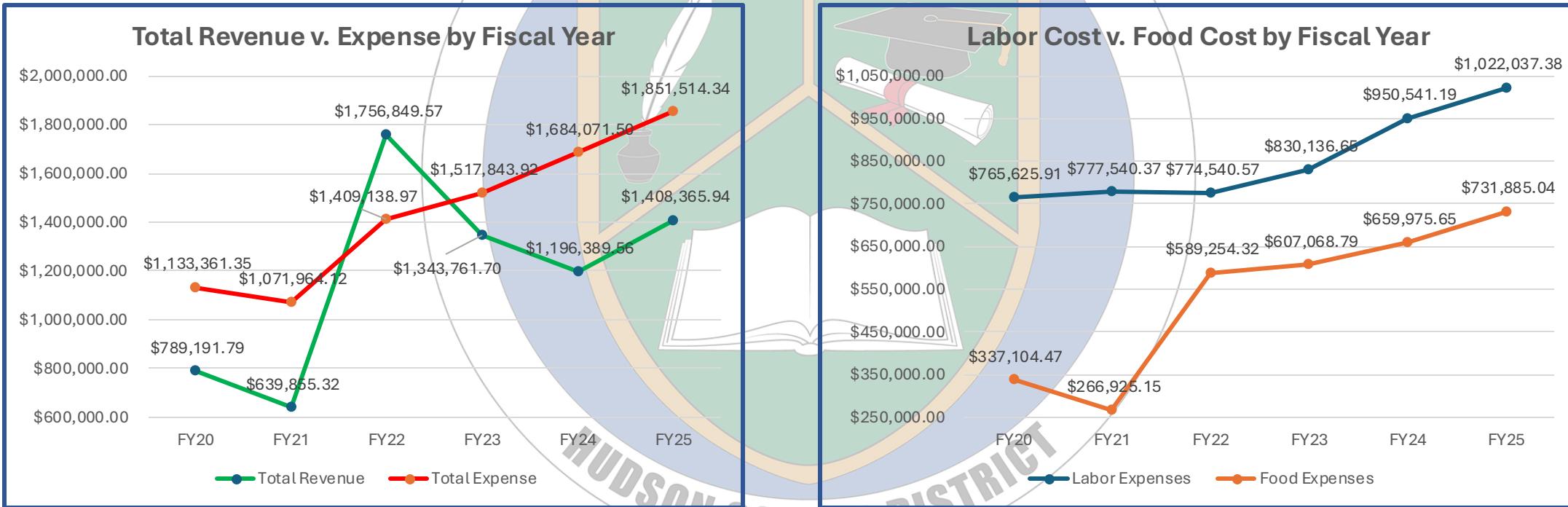
The Hudson School Board received a presentation on July 14, 2025 to consider raising meal prices for the current academic year. At that time, no action was taken.

A subsequent presentation was made on September 22, 2025 to consider raising a la carte meal prices. Action was taken to raise a la carte prices by an aggregate average of 20%. Adult meals were also raised by \$0.25 per meal, respectively.

The Food Service Program is experiencing continued financial pressure which is forecasted to require a transfer from the general fund with the close of FY26 in June. This is necessary to balance the Food Service fund.

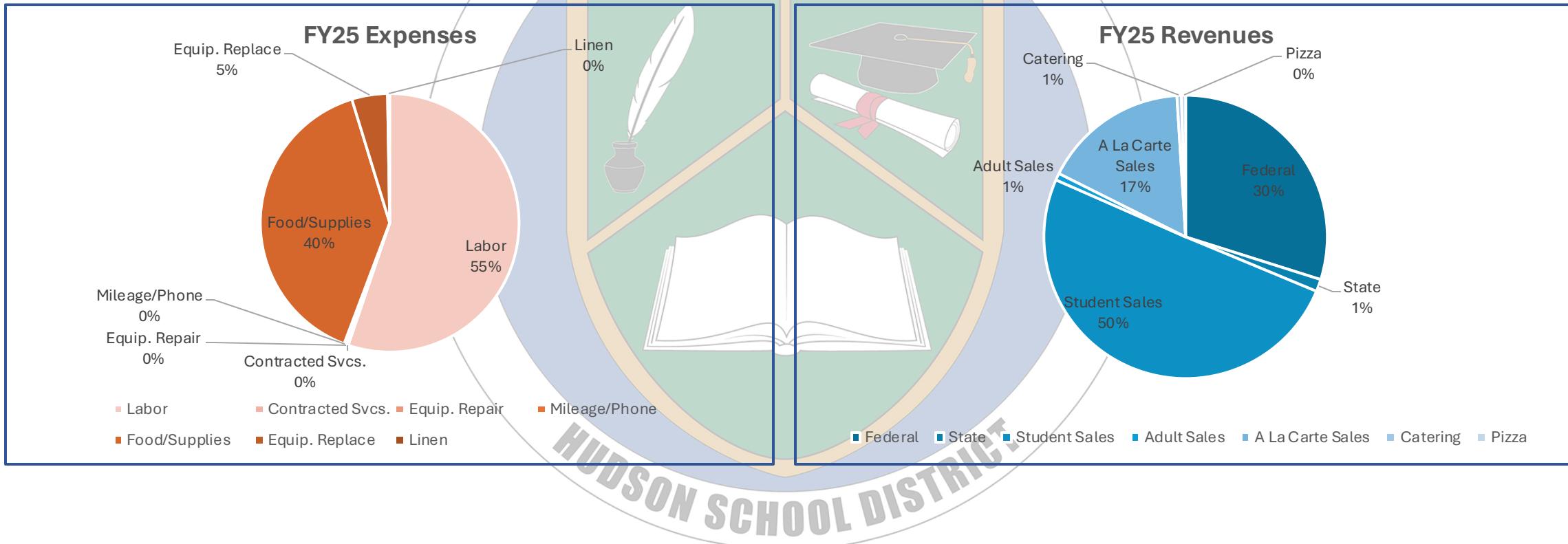
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Historical Trends



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Expense & Revenue Types



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Labor

- Labor (salaries & benefits) has increased since FY20 an aggregate total of 33.5%
- Last year (FY25) the increase was approximately 3.9%
- The Food Service Staff is unionized and we are required to pay associated salaries and benefits.
 - This includes things such as longevity, holidays, and flex medical dollars.
- Currently filled staffing levels are already lean and aligned with daily tasks.

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Federal Funding

Since the COVID-19 pandemic concluded, federal funding has been reduced or eliminated in several key areas.

- Universal free meals were eliminated
 - Returning districts to eligibility-based reimbursement increased financial pressures on our program due to student meal prices not keeping pace with rising costs.
- Supply Chain Assistance funds to buy program required fresh produce and meats has been eliminated
 - These costs have shifted into the local budget (approximately \$90,000).
- Delivery fees are now being charged by USDA
 - Last year it was introduced for the first time, and this year the delivery fee has doubled in price. Anticipated cost for FY26 is \$6,000.

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Food Cost

Food costs are rising due to higher vendor pricing and reduced USDA commodity support.

- Historically, USDA foods have helped offset food costs by providing essential products such as cheese, turkey roasts and certain canned goods at little to no cost. To maintain compliant menus and consistent offerings we must now replace these items at higher commercial prices.
- In addition to reduced commodity availability, we are now being charged double delivery fees for each case of USDA foods delivered, increasing our costs by \$3,000 so far this year.
- While the NH Buying Group provides cost savings through cooperative purchasing, we are still impacted by inflation. Food costs have doubled over the last 10 years, significantly outpacing reimbursement rates and meal prices.
- New USDA regulations (sugar, sodium, and dyes) mean distributors must reformulate their products which has increased product costs.

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USDA Commodities

USDA allocates specific quantities of commodities to the district. Once that inventory has been used, the district must pay out of pocket for these items to continue offering them for the remainder of the year. The example below represents the past two months, with a continuation for the remainder of the year.

Rate	Description	Annualized Savings
9 Cases	Cheddar Cheese	\$427.77
13 Cases	American Cheese	\$721.24
7 Cases	Brown Rice	\$215.60
5 Cases	Hamburgers	\$279.45
6 Cases	Canned Peaches	\$382.20
4 Cases	Mozzarella Cheese	\$272.24
5 Cases	Canned Pears	\$279.05
	TOTAL	\$2,587.55

New Hampshire Buying Group

The Hudson School District is a member of the New Hampshire Buying Group to increase its buying power, commodity availability, and meet nutritional compliance standards.

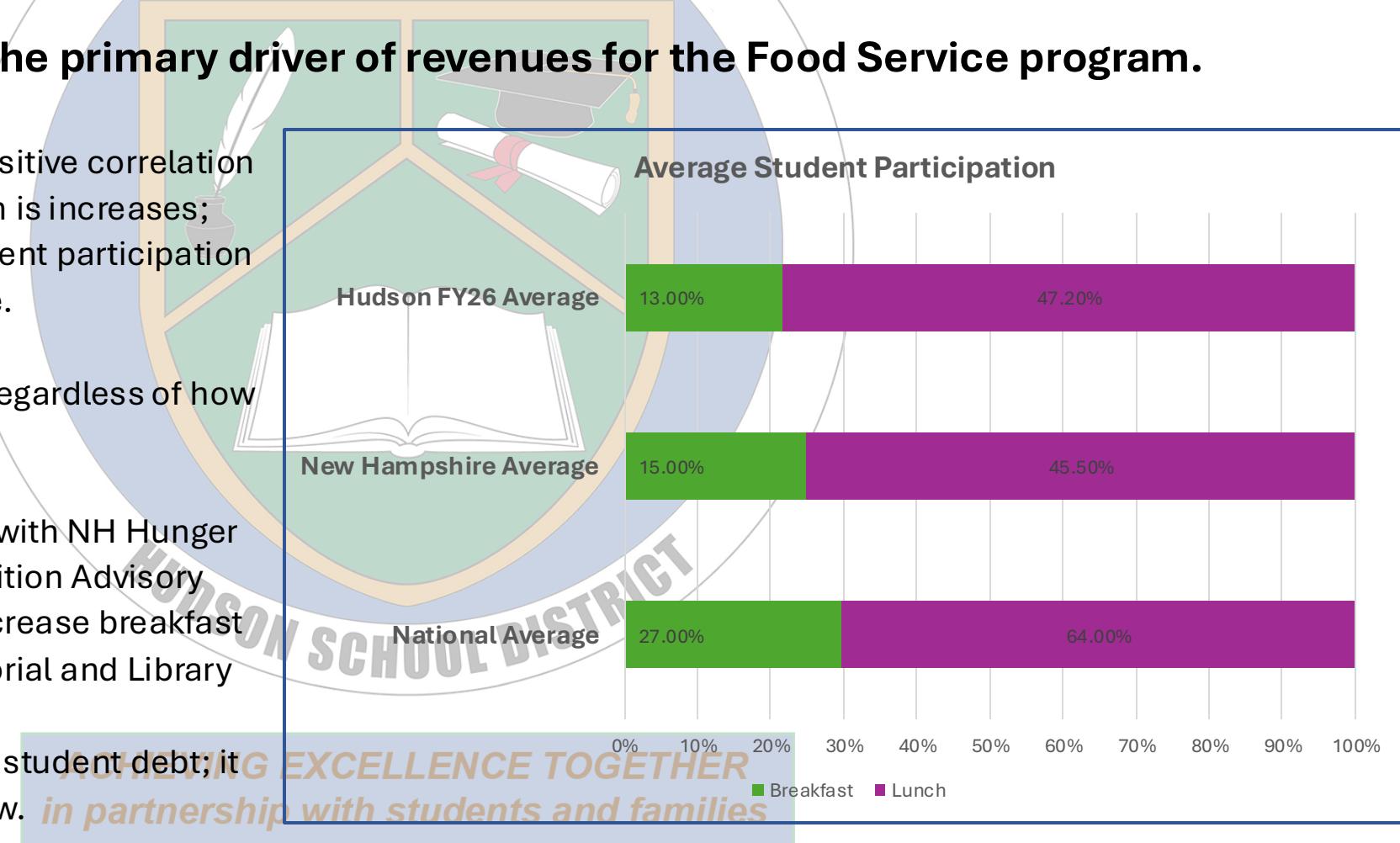
- Lower Food Costs: Sixty-four NH school districts participate which allows for buying power that translates into discounted pricing on groceries, paper, produce, ice cream, and more.
- Nutritional Information: Easy access to case size, ingredients, allergens, nutrition data, CN labels, formulation statements, and Buy American documentation for menu planning.
- USDA & Procurement Compliance: All nutritional labels, bids and RFPs are designed to meet USDA requirements, with full documentation available online for administrative reviews.
- Member Website & Dashboard: Central hub for bids, vendor contacts, district data, delivery schedules, training opportunities and new product suggestions.
- Networking & Collaboration: Connect with fellow Food Service Directors to share new menu ideas, best practices, and discuss new regulations.

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Student Participation

Student participation is the primary driver of revenues for the Food Service program.

- Student participation has a positive correlation to revenue. When participation is increases; revenues increase. When student participation decreases; revenues decrease.
- Fixed operating costs remain regardless of how many meals are served.
- Collaborations are in process with NH Hunger Solutions and the School Nutrition Advisory Committee with the goal to increase breakfast participation at Hudson Memorial and Library Street schools.
- Five years ago we did not have student debt; it is approximately \$29k right now.



FY26 Snapshot

Actuals

July 1, 2025 to June 30, 2026

\$1,032,932 Expenses

(\$760,937) Revenue

\$271,995 Current “Deficit”

Projected Annual

July 1, 2025 to June 30, 2026

\$1,907,059 Expenses

(\$1,524,937) Revenue

\$382,122 Projected “Deficit”

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Expense Reductions

Category	Description	Annualized Savings
Labor	Eliminate Vacant Asst. Manager at HGS	\$18,436
Labor	Eliminate Vacant 5 Hr. Position at HMS	\$12,225
Labor	Reduce 1 Hour at Dr. HO Smith	\$3,197
Labor/Food	Eliminate Custom Deli Bar at AHS	\$10,000
Food	Eliminate Additional Condiments (Guacamole, Sour Cream, Extra Sauces for Chicken)	\$1,621
Food	Eliminate Orange Juice	\$1,218
	TOTAL THIS TABLE	\$46,697

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Breakfast Price Comparison

District Name	Elementary	District Name	Middle	District Name	High
NASHUA	\$ 1.50	AMHERST	\$ 1.50	HOLLIS/BROOKLINE	\$ 1.75
CONCORD	\$ 1.50	DERRY	\$ 1.70	PELHAM	\$ 1.85
AMHERST	\$ 1.50	NASHUA	\$ 1.75	NASHUA	\$ 2.00
SALEM	\$ 1.60	HOLLIS/BROOKLINE	\$ 1.75	CONCORD	\$ 2.00
DERRY	\$ 1.70	CONCORD	\$ 1.75	AMHERST	\$ 2.00
HOLLIS/BROOKLINE	\$ 1.75	HUDSON	\$ 1.75	LONDONDERRY	\$ 2.00
HUDSON	\$ 1.75	SALEM	\$ 1.80	HILLSBORO-DEERING	\$ 2.00
MILFORD	\$ 1.75	WINDHAM	\$ 1.80	WINDHAM	\$ 2.05
MERRIMACK	\$ 1.75	PELHAM	\$ 1.85	SALEM	\$ 2.10
WINDHAM	\$ 1.80	LONDONDERRY	\$ 2.00	DERRY	\$ 2.25
PELHAM	\$ 1.85	HILLSBORO-DEERING	\$ 2.00	HUDSON	\$ 2.25
LONDONDERRY	\$ 2.00	GOFFSTOWN	\$ 2.00	GOFFSTOWN	\$ 2.25
HILLSBORO-DEERING	\$ 2.00	MILFORD	\$ 2.00	MILFORD	\$ 2.25
GOFFSTOWN	\$ 2.00	MERRIMACK	\$ 2.00	MERRIMACK	\$ 2.25
HOOKSETT	\$ 2.50	HOOKSETT	\$ 2.50	HOOKSETT	\$ 2.50
LITCHFIELD	\$ 2.75	LITCHFIELD	\$ 2.75	LITCHFIELD	\$ 2.75
Average		Average	\$ 1.93	Average	\$ 2.14

Lunch Price Comparison

District Name	Elementary	District Name	Middle	District Name	High
NASHUA	\$ 2.75	WINDHAM	\$ 2.90	NASHUA	\$ 3.25
CONCORD	\$ 2.75	HUDSON	\$ 2.95	HOLLIS/BROOKLINE	\$ 3.30
MILFORD	\$ 2.75	NASHUA	\$ 3.00	WINDHAM	\$ 3.30
WINDHAM	\$ 2.80	CONCORD	\$ 3.00	HILLSBORO-DEERING	\$ 3.35
AMHERST	\$ 2.85	AMHERST	\$ 3.10	SALEM	\$ 3.35
HUDSON	\$ 2.85	LONDONDERRY	\$ 3.10	HUDSON	\$ 3.35
LONDONDERRY	\$ 2.85	HOLLIS/BROOKLINE	\$ 3.15	PELHAM	\$ 3.45
HOLLIS/BROOKLINE	\$ 2.90	DERRY	\$ 3.20	CONCORD	\$ 3.50
DERRY	\$ 3.00	SALEM	\$ 3.20	DERRY	\$ 3.50
HILLSBORO-DEERING	\$ 3.00	PELHAM	\$ 3.20	MILFORD	\$ 3.50
SALEM	\$ 3.05	HILLSBORO-DEERING	\$ 3.25	LONDONDERRY	\$ 3.60
PELHAM	\$ 3.10	MILFORD	\$ 3.25	GOFFSTOWN	\$ 3.75
GOFFSTOWN	\$ 3.25	GOFFSTOWN	\$ 3.50	AMHERST	\$ 3.85
MERRIMACK	\$ 3.50	MERRIMACK	\$ 3.75	MERRIMACK	\$ 4.00
LITCHFIELD	\$ 3.75	HOOKSETT	\$ 3.90	HOOKSETT	\$ 4.00
HOOKSETT	\$ 3.90	LITCHFIELD	\$ 4.00	LITCHFIELD	\$ 4.25
Average	\$ 3.07	Average	\$ 3.28	Average	\$ 3.58

Revenue Estimator

Category	Description	Annual Revenue Potential	Revenue Potential March-June 2026
Breakfast	+\$0.10	\$4,910	\$1,968
Breakfast	+\$0.25	\$12,275	\$4,920
Breakfast	+\$0.50	\$24,549	\$9,841
Breakfast	+\$0.75	\$36,824	\$14,761
Lunch	+\$0.10	\$19,436	\$7,391
Lunch	+\$0.25	\$48,591	\$18,477
Lunch	+\$0.50	\$97,182	\$36,953
Lunch	+\$0.75	\$145,772	\$55,430

Based on an annual meal count of 49,098 for breakfast and 194,363 for lunch

ACHIEVING EXCELLENCE TOGETHER
in partnership with students and families

Hudson School District

Calendar 2026-2027 – draft3



AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
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27	28	29	30			

OCTOBER 2026						
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NOVEMBER 2026						
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29	30					

DECEMBER 2026						
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JANUARY 2027						
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31						

FEBRUARY 2027						
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28						

MARCH 2027						
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29	30	31				

APRIL 2027						
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MAY 2027						
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JUNE 2027						
S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Teacher Workshop – No school for students
- Early Release for students
- No School
- First/Last Day

August thru January: 96 days
February thru June: 87 days

NOTE: Last day includes 3 snow days

August
17-18 New Teacher Orientation
19-21 Teacher Workshop
24 First Day for All Students
28 No School

September
4 No School
7 Labor Day (No school)
8 Teacher Workshop (No school for students)

October
9 No School
12 Columbus Day (No school)

November
3 Teacher Workshop (No school for students)
11 Veterans Day (Observed – No school)
25-27 Thanksgiving Break (No school)

December
24 – 31 Holiday Break (No school)

January
1 Holiday Break (No school)
18 Martin Luther King Jr/Civil Rights Day (No school)

February
10 Teacher Workshop -Early release for students
22 – 26 Winter Break (No school)

March
9 Teacher Workshop (No school for students)

April
26 – 30 Spring Break (No school)

May
31 Memorial Day (No school)

June
17 Last day for students (tentative – includes 3 snow days, if needed - Early release)
18 Teacher Workshop (am only – includes 3 snow days, if needed); 187th scheduled day is June 18

Approved 00/00/00

HUDSON SCHOOL DISTRICT POLICY

BGAA Policy Development, Adoption and Review

Updated: For School Board First Reading February 16, 2026

Related Policies: BAAA, BDE, ~~BDF~~, BEDH, BGD

Category: Recommended

The development and adoption of policies that govern the Hudson School District is one of the School Board's most important functions. The School Board policies establish the goals, direction, and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the School Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students, and parents.

The School Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the School Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a School Board-level procedure.

A. Policy Committee Responsibilities and Meetings

The School Board's Policy Committee, with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full School Board for its consideration, including adopting new policies, revising existing policies, and deleting obsolete policies.

B. Policy Committee Meetings and Agendas

The Superintendent or his/her designee, in consultation with the Policy Committee Chair, shall prepare all agendas for the meetings of the Policy Committee.

C. Review of Existing Manual

The Policy Committee shall establish a schedule for reviewing existing School Board policies and forming recommendations regarding the same for the School Board.

D. Procedures for Policy Development and Review

1. Individual School Board members, School Board standing or special committees, the Superintendent, or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.

2. The Superintendent or designee is responsible for notifying the School Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.

3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other School Board standing committees, to district staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full School Board.
4. The Superintendent should seek counsel of the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
6. After revision of any policy, the Policy Committee will provide reports to the full School Board at the next School Board meeting. The ~~reports recommendations~~ will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the School Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full School Board, and any other information deemed appropriate by the Policy Committee.

E. School Board Actions Required to Approve, Revise, or Repeal Policies

~~- Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, including minor revisions, requires a majority vote of a quorum of the board at a public meeting. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.~~

1. Policy Committee ~~recommendations reports~~ shall be placed on the agenda of a regular School Board meeting and will be made part of the agenda package for that meeting.
2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full School Board to occur at a regular board meeting. There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the School Board or the Chair may determine that actual reading is appropriate.
3. The School Board will allow opportunity for public comment on policy proposals per School Board policy BEDH.
4. Any changes agreed upon or requested by the School Board during the first reading shall be made by the Superintendent or designee~~by the [Superintendent]~~

~~OR Policy Committee OR _____~~] prior to the second reading.

5. At the next School Board meeting (or a later meeting if so agreed by the School Board), the policy ~~shall~~ be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
6. Once the policy receives final approval by the School Board, each policy will be titled, and dated, and coded consistent with the classification system used by the New Hampshire School Boards Association. ~~OR if the district does not use the NHSBA/NEPN code system, include a reference to the appropriate policy code assigned by the New Hampshire School Board's Association to allow for tracking updates.]~~
7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee

~~- The School Board authorizes the Policy Committee to make non substantive corrections and minor changes to existing policies provided that the Policy Committee shall document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, "non substantive changes" shall include grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting misidentified or modified job titles (e.g., "school counselor" in place of "guidance counselor"). Upon review of such a report from the Policy Committee, the Board may take such action as the School Board deems appropriate, including accepting the report without objection or other formal action.~~

G. Suspension or Waiver of Policy Process

1. The School Board may adopt, amend, or repeal written policies at any meeting by a majority vote of School Board members in attendance, provided that public notice of the proposed action was given at least 24 hours ~~days? weeks? at a previous Board meeting?~~ and that each School Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each School Board member is deemed sufficient if it identifies the policy to be acted upon.
2. On matters of unusual or unexpected urgency, the School Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal

procedures.

H. Policy Dissemination, Records and Manual Updates

1. All School Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. All current School Board policies shall be readily available, including on the school district's website with separate, clearly identified links on each school's independent website. Information about the location of the policies shall be included in all parent/guardians, student, and employee handbooks.
3. The Superintendent will ensure that information about new School Board policies and any School Board policy revisions, repeals, or other changes is included in a timely manner on the district's website, is otherwise made publicly available, and is specifically communicated to affected groups (i.e., school staff, students, parents/guardians).
4. The Superintendent shall ensure that copies of all policies deleted from the School Board policy manual as well as copies of former versions of revised policies are retained as permanent records of the School Board.
5. An up-to-date policy manual shall be maintained on the district's website with a hard copy, in the Superintendent's Office.

Legal References

RSA 189:74	School Board Public Comment Period
RSA 91-A:2	Meetings Open to Public
N.H. Code Admin. Rules 306.04(a)	Availability of School Policy
N.H. Code Admin. Rules 306.04(b)	Required Policies

First Reading: February 16, 2026

Second Reading:

Adopted:

HUDSON SCHOOL DISTRICT POLICY

IKFG Career Exploration, Readiness, Pathways and Credentialing

Updated: For School Board First Reading February 16, 2026

Related Policies: IHBH, IHCD, IK, IKF

Category: Priority/Required by Law

~~Beginning in September 2020, the District shall assess career interests and advise how to achieve a career readiness credential upon graduation for each incoming freshman. The district shall document school pathways to career readiness credentials, and also record on a student's transcript progress towards the credential.~~

~~The district shall report the following annually to the Department of Education in the manner required by the Department: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work based learning enrollments; and the number of career ready credentials awarded.~~

~~As used in this policy, the terms "career readiness credential", "career readiness pathways", "CTE" and "work-based learning" shall have the same meanings as ascribed to them under RSA 188-E:2. "Dual enrollment" and "concurrent enrollment" shall have the meanings ascribed in RSA 188-E:25.~~

~~The Superintendent, in coordination with the CTE Director, shall develop procedures and guidelines for establishing the criteria necessary for career pathways and work-based learning opportunities, and for obtaining a career readiness credential. Each career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall designate the personnel responsible for carrying out the provisions of this policy.~~

A. Career Exploration

The Hudson School Board recognizes the importance of guiding students toward career readiness through exploration that aligns with their cognitive, social, and emotional development. This policy ensures that career pathways are introduced in ways that foster engagement, curiosity, and informed decision-making at each stage of a student's educational journey. Career pathway exploration should be integrated into the curriculum and school activities in a manner that is age-appropriate and supports students in understanding a range of opportunities that align with their interests and strengths. Examples of exploration methodologies for different age and grade groups follow:

1. Elementary School (Grades K-5)

- Career awareness may shall be introduced through school counseling curriculum, storytelling, interactive activities, and community engagement.
- Teachers, counselors, staff, and/or building administrators shall~~can~~ help students explore various professions through classroom discussions, guest speakers or hands-on experiences.

- Emphasis should be directed toward developing universal foundational skills, such as teamwork, problem-solving, and creativity.

Middle School (Grades 6-8):

- Career exploration can be integrated into class or individual assignments, allowing students to connect their academic interests with real-world applications.
- Exposure to different industries can be facilitated through career fairs, job-shadowing experiences, and project-based learning.
- Middle school students ~~might will~~ participate in self-assessment activities that help them identify their strengths and interests in relation to career possibilities.
- Facilitating growth of self-regulation and organization skills established in elementary school will be a focus utilizing curricular and co-curricular activities as well as individualized tasks.

2. High School (Grades 9-12):

- Applied career exploration and career engagement will be highlighted. Students shall have access to career-focused electives, Career and Technical Education (CTE) programs, Dual and Concurrent Enrollment options, and Extended Learning Opportunities (ELOs).
- Individualized career pathway planning shall be emphasized with personalized meetings held by school counseling staff as well as being incorporated into advisory programs, identified course work with the intent to assisting students in setting goals for post-secondary education, training, workforce entry, or entrepreneurship.
- Building on skills established in middle school, administrators, counselors, staff and/or teachers shall facilitate growth in career maturity and career management skills for success in post-graduation endeavors and goals.
- Administrators, school counselors, staff and/or teachers should seek collaboration with community businesses, higher education institutions, and industry professionals to provide students with practical experience through networking or Extended Learning Opportunities as discussed in School Board policy IHBH.

B. Career Readiness Pathways and Credentials

For all incoming first-year students/freshmen, the district will assess career interests and advise how to achieve a career readiness credential upon graduation. The district will document school pathways to career readiness credentials, and also record on a student's transcript progress towards the credential.

Each career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall designate the personnel responsible for carrying out the provisions of this policy.

The district shall report the following annually to the Department of Education in the manner required by the Department: the number of students who complete a CTE program; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career-ready credentials awarded.

As used in this Section B, the terms “career readiness credential”, “career readiness pathways”, “CTE” and “work-based learning” shall have the same meanings as ascribed to them under RSA 188-E:2. “Dual enrollment” and “concurrent enrollment” shall have the meanings ascribed in RSA 188-E:25.

C. Implementation

The Superintendent or designee, in coordination with the Director of School Counseling, Career Development Coordinator, Principal, and CTE Director (the cte director? principal?) shall develop procedures and guidelines for establishing the criteria necessary for fostering career exploration, career pathways planning and career maturity in an appropriate manner according to student grade levels. Procedures and gGuidelines should also facilitate the earning of a career readiness credential such as OSHA 10, ServSafe, LNA, and Dental Assistant upon graduation for those students who wish to pursue that pathway.

Legal References

RSA 188-E:2 Career and Technical Education Definitions

RSA 188-E:5, XI Career and Technical Education Program

N.H. Code Admin. Rules Ed 306.04(b)(22) Career Exploration

First Adoption: June 17, 2020

First Reading: February 16, 2026

Second Reading:

Updated:

HUDSON SCHOOL DISTRICT POLICY

JLCF Wellness

Adopted: For School Board First Reading February 16, 2026

Related Policies: DEGA, EF, EFAA, EFE, IMAH, JLC, JJE, JLCI, and JLCK

Category: Priority/Required by Law

The School Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The School Board also recognizes that health and student success are inter relatedinterrelated. It is, therefore, the goal of the School Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the district's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff, and schools in the district.

1. District Wellness Committee

The Superintendent or his/her designee, in consultation with the Director of Food ServicesWellness Committee Chair, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent or his/her designee shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The district will establish a "District Wellness Committee (DWC) (or "Wellness Committee"), whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of periodic reviews of specific goals for nutrition promotion, educationeducation, and physical activity. The committee will meet at least three times per school year (October, January, and April). - Additionally, the Wellness Committee is charged with making recommendations relative to the objectives and requirements of Board policy IMAH, Daily Physical Activity.

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee. Committee membership will represent each school and the diversity of the community, and will consist of faculty and staff within the district including the Director of Food ServicesWellness Committee Chair, Building Wellness Coordinators, school administrators, physical education teachers, school health professionals, and to the extent possible: Superintendent or his/her designee, school counselors, a school board member, outside health professionals, individual school building representatives, parents/guardians, students, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent or his/her designee. The School Board Chair shall appoint the School Board member. -Remaining members,

other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

2. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

A. Implementation Plan

Each building Wellness Coordinator, with the assistance of the District Wellness Committee, will conduct a ~~school level~~school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation's ~~America's Healthiest Healthy~~ Schools Program. An annual progress report will be generated and presented to the District Wellness Committee at the first yearly meeting for review. The District Wellness Committee will create, based on the annual progress reports, a school and ~~district wide~~district-wide action plan. The school-level assessment/report should be completed by September 30 of each school year and provided to the Superintendent or his/her designee.

B. Annual Notification of Policy

The district will inform families and the public of basic information about this policy, including its content, any updates to the policy, upcoming wellness events and/or activities organized by the District Wellness Committee, and the policy's implementation status. The district will make this information available via the district website. Annually, the district will publicize the name and contact information of the Wellness Committee Chair ~~district office~~ leading the committee, as well as information on how the public can get involved with the District Wellness Committee.

C. Triennial Progress Assessments

Every three years, the Director of Food ServicesWellness Committee Chair will assess the implementation of the policy and include:

- The extent to which each of the district's schools ~~are in compliance~~comply with the wellness policy
- The extent to which the District Wellness Policy compares to model wellness policies
- A description of the progress made in attaining the goals of the District's Wellness Policy

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as district priorities change, community needs change, wellness goals are met, new health science, information, and technology emerges, and new Federal or state guidance or standards are issued. The recommendations should include those relating to the provisions of School Board policy IMAH, Daily Physical Activity. The School Board will review and act upon such assessments as required or as the School Board deems appropriate.

D. Recordkeeping

The Superintendent or his/her designee will retain records related to this Policy, to include at least the following:

- The District Wellness Policy
- The most recent assessment on the implementation of the local school wellness policy

- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public
- Documentation confirming annual compliance with the requirement that the District Wellness Policy, including updates, and the most recent assessment on the implementation of the policy, have been made available to the public
- Documentation of efforts to review and update the District Wellness Policy, including who is/was involved in each update and the methods the district uses to make stakeholders aware of opportunities to participate on the District Wellness Committee

E. Community Involvement, Outreach, and Communications

The district will inform parents/guardians of any changes that have been made to school meals and compliance with school meal regulations, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snack in School nutrition standards. The district will use email, displaying notices on the district's website, newsletters, and sending information home to parents/guardians, to ensure all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

3. Nutrition

A. School Meals

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings
- Promote healthy food and beverage choices
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The district offers reimbursable school meals that meet USDA nutrition standards, which may be found at:
<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
<https://www.fns.usda.gov/schoolmeals/nutrition-standards>

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:
<https://www.fns.usda.gov/school-meals/professional-standards>

C. Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

Students shall be permitted to bring water bottles to school that:

1. Are made of material that is not easily breakable;
2. Have lids to prevent spills; and

3. Are filled exclusively with water

School Principals may discipline students for the misuse of water bottles, consistent with School Board policy JICD.

D. Competitive Foods and Beverages and Marketing of Same in Schools

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

<https://www.fns.usda.gov/school-meals/smart-snacks-school>

<https://www.fns.usda.gov/tn/guide-smart-snacks-school>

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but ~~is~~ not limited to:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items ~~are in compliance~~ comply with the marketing policy.).
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons ~~of for~~ for a product, or free samples displaying advertising of a product

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. ~~-~~Likewise, the marketing restrictions do not apply to clothing or other examples of expression ~~which that~~ include brand information for non-compliant food or beverage items.

As the district, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment, and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District Wellness Policy.

E. Celebrations and Rewards

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents/guardians and teachers, including non-food celebration ideas, and a list of foods and beverages which that meet Smart Snack nutrition standards.

F. Food Sale Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day, except during times school meals are being served. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

G. Nutrition Promotion

The district will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include:

- Implementation of at least 3three or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:
[Smarter Lunchrooms Movement \(healthyeating.org\)](http://smarterlunchrooms.org)
[How to Build a Smarter Lunchroom](http://smarterlunchrooms.org/build-a-smarter-lunchroom)
- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the district and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:
[https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner.](https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner)
<https://foodplanner.healthiergeneration.org/>

H. Nutrition Education

The district will teach, model, encourage, and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in each school cafeteria.
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects

- May include enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff

2.4. Physical Activity

The district will provide physical education consistent with national and state standards. In addition, the district will promote developmentally appropriate physical activity as provided in School Board policy IMAH, Daily Physical Activity. Without limiting the scope of that policy, this Wellness Policy requires: Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

A. Classroom Physical Activity Breaks

In addition to any recess periods provided in the ordinary daily schedule, students will be offered periodic opportunities to be active or to stretch throughout the day. The district recommends teachers provide short 3–5-minute physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

B. Before and After School Activities

The district offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

C. Walking and Biking to School

The district will support walking or biking to school by students or faculty only if determined safe by the building principal.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason.

3.5. Other Activities to Promote Student Wellness

The district will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the district will identify at least one activity or list of options with a requirement to engage in one or more each school year.

4.6. Professional Learning

When feasible, the district will offer annual professional learning opportunities and resources for

staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

Legal References

42 U.S.C. 1751, et seq. Richard B. Russell National School Lunch Act

42 U.S.C. 1771, Child Nutrition Act of 1966

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program

7 C.F.R§ 210.31 Local School Wellness Policy

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

RSA 91-A Right to Know Law

N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), WellnessN.H. Code Admin Rules Ed 306.04(b)(15) Behavior Management and Intervention for Students

N.H. Code Admin Rules Ed 306.10(d-g) Food and Nutrition Services

N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), Food and Nutrition ServicesN.H. Code Admin Rules Ed 306.31 Health and Wellness Education Program

N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)

N.H. Dept. of Education Administrative Rule – Ed 306.40, Health Education ProgramN.H. Code Admin Rules Ed 310 Daily Physical Activity

First Reading: September 26, 2022

Second Reading: October 3, 2022

Adopted: October 3, 2022

First Reading: February 16, 2026

HUDSON SCHOOL DISTRICT

POLICY CODE: BG Board Policy Process	FIRST ADOPTION: 11/04/2019
RELATED POLICIES: [Related Policy Codes]	LATEST REVISION: [Latest Revision] Page 1 of 1

Category R

The Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.

The Board considers policy development its chief function, along with providing the resources such as personnel, buildings, materials, and equipment for the successful interpretation and evaluation of its policies.

Policies are principles adopted by the Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to School District personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the public schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. The Board will welcome suggestions for ongoing policy development from citizens, students, and staff in the District.

Action on such proposals, whatever their source, is taken finally by the Board after receiving the recommendation of the Superintendent. The Superintendent bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff and appropriate study committees. The Superintendent shall seek counsel of the School Attorney when there may be a question of legality or proper legal procedure in the development of a proposed School Board policy.

HUDSON SCHOOL DISTRICT

POLICY CODE: BGA Policy Development System	FIRST ADOPTION: 11/04/2019
RELATED POLICIES: [Related Policy Codes]	LATEST REVISION: [Latest Revision] Page 1 of 2

Category R

The Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

Policy Adoption, Dissemination and Review

- A. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that notice of the proposed action was given at a previous Board meeting and that each Board member was notified of the proposed action. For purposes of notification, the meeting agenda delivered to each Board member is deemed sufficient.
- B. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.
- C. The Board will allow an opportunity for public comments on policy proposals.
- D. All policies will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
- E. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
- F. Policies and amendments will be effective immediately upon adoption, unless a specific effective date is provided in the adopted final policy.
- G. All written policies and administrative rules and regulations will be open for and available for public inspection, upon request.
- H. Manuals will be accessible to each Board member, school, and central office.
- I. All Board policies will be reviewed and evaluated by the school board on a regular and continuing basis. The Board's policy manual will be updated due to actions taken as a result of this review and evaluation.
- J. The Superintendent or designee is responsible for notifying the Board of all policy updates and revisions provided by the New Hampshire School Boards Association. The Board will then schedule time for review of such updates and will take action

accordingly regarding the adoption, revision or repeal of such policies.

A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board and/or Superintendent, to maintain the Board policy manual, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

For withdrawal

HUDSON SCHOOL DISTRICT

POLICY CODE: BGB Policy Adoption	FIRST ADOPTION: 11/18/2019
RELATED POLICIES: [Related Policy Codes]	LATEST REVISION: [Latest Revision] Page 1 of 1

Category R

Except for policy actions to be taken on emergency measures, the adoption of Board policies should follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Announcement and publication of proposed new or revised policies as an item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the District marked with the date of adoption and/or amendment.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

HUDSON SCHOOL DISTRICT

POLICY CODE: BGC Policy Review and Evaluation – Manual Accuracy Check	FIRST ADOPTION: 11/18/2019
RELATED POLICIES: [Related Policy Codes]	LATEST REVISION: [Latest Revision] Page 1 of 1

Category R

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the Superintendent to recall all policy and regulations manuals annually for purposes of administrative updating and Board review.

For withdrawal

HUDSON SCHOOL DISTRICT

POLICY CODE: BGE Policy Dissemination	FIRST ADOPTION: 11/18/2019
RELATED POLICIES: [Related Policy Codes]	LATEST REVISION: [Latest Revision] Page 1 of 1

Category R

The policy manual is a public document. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and to persons in the community insofar as conveniently possible.

The Superintendent is responsible for ensuring an annual update of all manuals.

Legal References:

RSA 91-A:4, Minutes and Records Available for Public Inspection

HUDSON SCHOOL DISTRICT POLICY

IHBH Extended Learning Opportunities

Updated: For School Board Second Reading February 16, 2026

Related Policies: IHBB, IHBI, IHCD, IK, IKF, IKFG, IMBA, ~~IMBC~~, IHBH-R(1), IHBH-R(2)

Category: Priority/Required by Law ~~(for high schools and for middle schools that choose to offer ELOs)~~

Purpose

"Extended learning opportunities" (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting.

The School Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. "Extended learning opportunities" (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting.

Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, ~~online~~ remote learning, ~~courses/distance education~~, summer activities, or other opportunities approved by the Superintendent or his/her designee, as provided below, and in accordance ~~conjunction~~ with applicable School Board policies.

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, this policy 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.

~~Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of Policy IMBC, Alternative Credit Options, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. Experienced educators certified in the content area must authorize the granting of credit for learning within that content area accomplished through extended learning opportunities.~~

Credit High school 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.

If a student can demonstrate proficiency in high school competencies after the completion of the extended learning opportunity, irrespective of current grade level, the provisions of Policy IK will apply.

Roles and Responsibilities

All ~~programs areas~~ of study in the ELO program must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable School Board policies. All ~~programs of study proposed through this program shall learning opportunities approved as an ELO shall~~ have specific instructional objectives aligned with the state minimum standards and district curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue ~~programs of study under these guidelines~~ a specific learning opportunity must ~~ELO must~~ first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found on the school's website. ~~in the Student/Parent Handbook or by contacting the principal's office or the Guidance Department~~. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork, and will work with the principal and/or ELO Coordinators ~~Dean of Academics~~ to determine the competencies and potential credits that may be earned through the ELO.

The ~~Dean of Academics~~ principal ~~principal~~ will have primary responsibility and authority for ensuring overseeing the implementation of extended learning opportunities and all aspects of such programs. The ~~Dean of Academics~~ principal ~~principal~~ will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages, and disadvantages to both the student and the district.

The ~~Dean of Academics~~ principal ~~ELO Coordinators~~ will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the ~~ELO Coordinators~~ Dean of Academics ~~principal~~ within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Extended Learning Opportunities ~~Educational Services~~ signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students ~~electing seeking~~ independent study, remote instruction, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the district may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through their school counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent or his/her designee. The principal or school counselor will assist students in seeking alternative means of financial or transportation assistance if so-needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement ~~among~~between the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the School Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the ELO coordinator~~, student's Guidance counselor~~.
3. The application will be reviewed by appropriate district staff and administration, and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request. The student may not begin any portion of the ELO until cleared by the ELO coordinator.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the district cannot guarantee placement in an equivalent district-offered course.
5. The district reserves the right to determine the number of credits to be awarded. Any credits earned will be pass/fail, and such will not count towards a student's GPA.

Evaluation Criteria

The Dean of Academics and the ELO Coordinator~~s principal or designee~~ will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for the administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable district standards.

Appeal Process

A student whose application has been denied may request a meeting with the Dean of

Academicsprincipal. The ELO Coordinators Dean of Academicsprincipal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the ELO Coordinators Dean of Academicsprincipal rejects the resubmitted proposal, the student may appeal to the PrincipalSuperintendent. All decisions made by the PrincipalSuperintendent shall be final.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The ELO Coordinators Dean of Academicsprincipal or designee will be responsible for certifying course completion and the award of credits (based on the achievement of competencies) consistent with the district's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the ELO Coordinators Dean of Academicsprincipal, principal's designee, or assigned experienced educator will evaluate the experience completed to date and make a determination for the award of partial credit (when the ELO has empowered the student to demonstrate some, but not all, of the required competencies) or recommend a different learning opportunity, an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the ELO Coordinators Dean of Academicsprincipal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and achievement of competencies program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated as provided in Board policy IK, by the Guidance counselor and principal.

~~It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.~~

Legal References

NH Code of Administrative Rules, Section Ed 306.04(a)(b)(13), Extended Learning Opportunities Alternative Means of Demonstrating Achievement of Competencies
~~NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities — Middle School~~
~~NH Code of Administrative Rules, Section Ed 306.04(b)(21) Instructional Program~~
NH Code of Administrative Rules, Section Ed 306.2~~27~~(bc)(4), Extended Learning Opportunities — High School Curriculum, Credits, and Cocurricular Programs

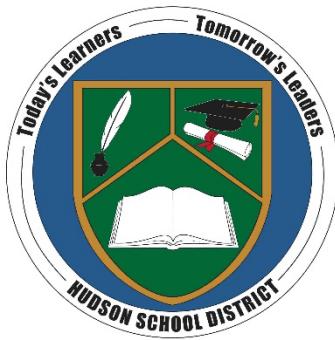
First Reading: September 9, 2019

Second Reading: September 23, 2019

Adopted: September 23, 2019

First Reading: February 2, 2026

Second Reading: February 16, 2026



HUDSON SCHOOL DISTRICT PROCEDURE

Appendix IHBH-R(1): Extended Learning Opportunities- Application

Updated: November 17, 2025

Request for Approval of Extended Learning Opportunity Program of Study

Student: _____ Current Grade: _____ Application Date: _____

Course/Program to be taken and course number (if applicable): _____

Name of Alvirne equivalent course (if applicable): _____

Semester/Year course is to be taken: _____

Course description: (Please attach)

Reason for request (check all appropriate):

- Failed Course/ Failed Competencies
 - Review for credit/summer school (make-up course work for a previously failed course)
 - Pre-requisite course in a given sequence for upcoming school year

- Earn additional high school credit (check all appropriate options)
 - College course work for high school credit
 - College course work for the alternate graduation option
 - Independent study
 - Remote Learning course work (online or virtual high school)
 - Request for credit to be utilized for early graduation

- Work-based learning- Competency based Internship or Externship: Work Study/Cooperative Education

- Other: _____

Rationale for request: (Attach pages if necessary.)

If course is approved, _____ credits will be awarded upon proof of successful completion.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

School Counselor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

ELO Coordinator/Designee _____ Date _____

Copy to: _____ Student/Parent _____ Student File _____ School Counselor

*For office use only	Date and Staff Initials
Date of projected finish	
Date of approval to start	
Date of completion	



HUDSON SCHOOL DISTRICT PROCEDURE

Appendix IHBH-R(2): Extended Learning Opportunities - Memorandum of Understanding for Extended Learning Opportunities

Updated: November 17, 2025

EXTENDED LEARNING OPPORTUNITY PROGRAM MEMORANDUM OF UNDERSTANDING OBLIGATIONS OF PARTICIPANTS

Student Name	School Name
Sponsoring Organization	Sponsor's Address

A. STUDENT LEARNER-LEARNER agrees to fulfill the following program obligations:

Duration: Participate in the program for a complete academic term/semester, on-site with the sponsor, and attending attend scheduled meetings with the assigned ELO coordinator.

Transportation: Arrange own transportation to and from the extended learning opportunity site. The district may provide transportation under certain circumstances consistent with Policy IHBH.

Communication: Maintain communication with the school district relative to assignments, progress reports, and other mandatory assignments.

Hours Worked: For work based ELOs, students will utilize a time sheet provided by the ELO Coordinator or assigned Faculty Mentor. The time sheets will be considered complete with totaled hours for the week

and accompanied by Workplace Mentor signatures. Completed timesheets will be given to the ELO Coordinator or assigned Faculty Member within one week following any week with assigned hours.

Work Habits: Demonstrate good attendance and grooming, accuracy, orderliness, promptness, maturity, appropriate dress and proper business etiquette, and professionalism.

Initiative: Seek additional responsibilities, if appropriate to the ELO experience, in the organization/company/sponsor to enhance the learning experience.

Assignments and Projects: Complete all assignments and projects as assigned by the assigned ELO coordinator. Assignments and projects may be subject to review by the sponsor at the end of the ELO experience.

B. PARENT-OR/ GUARDIAN of the student learner agrees to meet the following obligations:

Professional Etiquette: Reinforce the need for good attendance and the development of career readiness skills, including but not limited to: communication, critical thinking, teamwork, and adaptability.

Transportation: Assure-Ensure that the student has transportation to and from the site.

Support: Provide encouragement and reinforcement.

Communication: Maintain contact with the school district about any program-related problems.

C. SPONSOR agrees to fulfill the following program obligations:

Professional Regulations & Standards: Maintain compliance with all state and federal legal standards for insurance, safety practices, and best practices as applicable to the industry/service of the sponsoring organization.

ELO Proposal: Work with the assigned ELO coordinator to prepare an individualized student work plan(s).

Supervision for Approved Experiences: A commitment to providing daily and/or weekly as appropriate supervisionsupervision as appropriate for the student during their approved experience. Supervision will ensure their safety, adherence to the program's guidelines, and a high-quality learning experience, consistent with the standards required for this experience.

Progress Reports/Assessment: Provide periodic progress reports concerning the student's work/experience, as required by the School District.

Attendance: Verify student attendance. Notify the assigned ELO coordinator when student is absent without prior approval or for any other situation requiring attention.

D. COORDINATOR agrees to fulfill the following program responsibilities:

Academic Progress: Work with student and school personnel to monitor student's academic progress.

Objectives: Coordinate and monitor the ELO experience on an ~~agreed upon~~agreed-upon interval to assure that the program achieves the stated goals.

Policies: Inform the student learner, sponsor/mentor, and parent~~or~~or guardian about the purposes and policies of the program at the beginning of the term.

Site Visits: Make regular contacts with the sponsor to review the quality of the ELO experience and the student learner's development in the program, to suggest necessary changes in approach, and to ~~follow up~~follow up on recommendations. These contacts may be in the form of electronic mail, on- and off-site visits, or teleconferencing.

E. CONNECTING ACTIVITIES: Intern, Sponsor, Coordinator

ELO Agreement: Jointly develop a plan whereby the student learner will use and/or improve their current academic skill set while developing new proficiencies based on an ~~agreed upon~~agreed-upon competency profile.

Formative Assignments: Jointly define tasks, duties, and/or assignments for the student learner to meet the educational objectives and competency profile of the experience.

Summative Capstone: Facilitated by the assigned ELO Coordinator, all parties will agree to a summative assignment(s) that addresses the impact of the ELO experience, as well as demonstrating proficiency of the competency profile.

F. ACADEMIC CREDIT

If the extended learning opportunity is being taken for credit, credit will be granted per the provisions of Board Policies ILBA~~,~~ and IK. ~~ILBAA~~ and IMBC.

Student signature	Date	ELO Coordinator Signature	Date
<u>Parent</u> <ins>Parent/Guardian</ins> signature	Date	Sponsor's Signature	Date

HUDSON SCHOOL DISTRICT POLICY

IKB Homework

Updated: For School Board Second Reading February 16, 2026

Related Policies: n/a

Category: Priority/Required by Law

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

Prior to the assignment of any homework, the assigning teacher will provide a written class homework policy homework expectations overview describing how homework assignments may be accessed, how homework will be assessed or graded, and whether and how homework assignments will relate to the overall class grade. The class homework expectations overview homework policy is to be clearly communicated and made accessible to both students and their parents/guardians. If any changes are made to the initial class homework policy expectations plan overview, the teacher shall provide a written summary of the revised homework standards expectations overview to students and parents/guardians. In no case, however, may a revised class homework policy standards expectations overview apply to previous homework assignments if the effect would negatively impact a student's overall grade. For homework accessibility, teachers are encouraged to use online learning management systems/parent/guardian portals when available to communicate homework assignments. Also, without limiting a teacher's own methods for assessment and grading of homework, common objectives or elements for assessment might include accuracy, timeliness, effort, demonstration of understanding and achievement of related competencies.

~~Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.~~

Legal References

N.H. Code Admin. Rules Ed 306.04 (b)(21)(a) Basic Learning Standards: Homework (Eff. Dec 2024)

N.H. Code Admin. Rules Ed 306.04(b)(21)(a) Homework Access and Assessment Standards

Adopted: June 17, 2020

First Reading: February 2, 2026

Second Reading: February 16, 2026

Updated:

HUDSON SCHOOL DISTRICT POLICY

IMAH Daily Physical Activity

Updated: For School Board Second Reading February 16, 2026

Related Policies: JLCF, JLCL, JLCK

Category: Priority/Required by Law

The School Board recognizes that developmentally appropriate daily physical activity, exercise, and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The School Board recommends that students and staff participate in developmentally appropriate physical activity and exercise for at least 30 to 60 minutes each day as a way to minimize these health risks. The School Board recommends the following practices:

- a. Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- b. Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- c. Integrate health and physical activity across the school curriculum;
- d. Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- e. Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- f. Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- g. Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- h. Encourage physical activity during recess periods; and
- i. Institute Support a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

The district's Wellness Committee (formed pursuant to Board policy JLCF - Wellness) is charged with monitoring the implementation of this policy. At least as frequently as the Triennial Assessment required under Section II.C of JLCF, the Wellness Committee will report to the Superintendent or his/her designee with recommendations for how to advance the objectives stated above. The Superintendent or his/her designee will review the recommendations and report the same to the School Board.

Legal References

Ed 306.04(a)(17) Daily Physical Activity

Ed 306.04(l) Daily Physical Activity

N.H. Code Admin. Rules Ed 306.04(b)(23) Meeting the Special Physical Health Needs of Students

N.H. Code Admin. Rules Ed 310 Daily Physical Activity

First Reading: September 26, 2022

Second Reading: October 3, 2022

Adopted: October 3, 2022

First Reading: February 2, 2026

Second Reading: February 16, 2026

Updated:

HUDSON SCHOOL DISTRICT POLICY

JEB Age of Entrance

Updated: For School Board Second Reading February 16, 2026

Related Policies: BAAA

Category: Priority/Required by law

Annual Review

The policy of the Hudson School Board is to admit students to first grade whose sixth birthday occurs on or before September 30, in accordance with RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil:

A parent/guardian of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such a child shall attend full time when such school is in session.

A. Statement of Policy

A pupil may enter kindergarten if the chronological age will be five on or before September 30 of the year of entering school.

A pupil shall be required to enter grade one if the chronological age will be six on or before September 30 of the year of entering school. See RSA 193:1.

A birth certificate must be presented upon registration as proof of the date of birth.

B. Incoming Students Transferring from Another District

Incoming transfer students in grades 2-8, inclusive, will be placed in accordance with the data forwarded by the sending district. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee.

Incoming transfer students in grade 1 will be admitted to grade 1 if their chronological age will be six before December 31 of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent or his/her designee.

C. Waivers

Waivers covered by this policy shall only be granted for a three-month probationary period. Before the end of the probationary period, the district will assess whether the waiver/placement is appropriate. -If the district determines that the waiver/placement is not appropriate, the student will be subject to reassignment by the Superintendent or his/her designee. For a waiver of early admittance to kindergarten, reassignment shall mean withdrawal from school. -Parents requesting a waiver for early admittance to kindergarten must agree in writing or facsimile to withdraw their child if the waiver/placement, as determined by the district, is not appropriate. Likewise, parents requesting any other waiver under this policy must agree in writing or facsimile to reassignment if the placement, as determined by the district, is not appropriate. Such agreement to potential reassignment/withdrawal shall be made at the time of application for waiver to the age of entrance requirements.

D. Requesting a Waiver

Parents/guardians may request a waiver for delayed entry or early admittance.

Waiver Timeline

1. March 15 - A parent or guardian submits the waiver request form by March 15, prior to the school year in question.
All students applying for a waiver will need to take the appropriate grade-level screener in the spring.
2. May 1 – Screener results with recommendation from the screening team will be delivered to the Superintendent or his/her designee.
3. May 15 – Superintendent or his/her designee will inform parents/guardians in writing of the decision relative to the request.
4. All decisions and appeals will be concluded by June 30.

E. Information Considered

A waiver of the school entrance age policy will be granted in those cases judged to be appropriate in all assessed areas. All reviews relative to waiver requests are confidential.

A parent/guardian who wishes to request a waiver should be aware that considerations may include, but are not limited to, the following information:

1. The school entrance age policy, as stated in Section A above
2. Any hardship other than space or staffing which that may result to for the School District if the child is granted a waiver to the school entrance age policy
3. Enrollment, class sizes, and space
4. Information regarding the child's intellectual abilities
5. Information regarding the child's social and emotional development
6. Information regarding the child's physical abilities
7. Written recommendation(s) of a kindergarten teacher(s), preschool teacher(s), daycare provider(s), or other individuals with specific knowledge of the child's intellectual, social, and physical abilities
8. Information regarding the academic and/or social success of children who are admitted to school at a young age
9. Evidence of whether the child will be harmed if he or she is not granted a waiver, and evidence of what kind of harm may result
10. Any behavioral or developmental issues which that the child may face as a result of early admittance to school, and the resources available to help prevent and/or address such issues if they arise
11. Options, other than early admission to school, which are available to the child
12. Issues relating to the credibility of the evidence presented

F. Policy Review

13.1. The School Board will annually review this prior to March 1.

Legal References

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

Approved: April 17, 2017

Reviewed: July 20, 2020

Updated: January 30, 2023

First Reading: February 20, 2023

Second Reading: March 13, 2023

Updated: March 13, 2023

First Reading: November 6, 2023

Second Reading: November 20, 2023

Updated: November 20, 2023

First Reading: February 5, 2024

Second Reading: February 19, 2024

Updated: February 19, 2024

First Reading: February 2, 2026

Second Reading: February 16, 2026



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

6:30 pm Regular Meeting
Non-Public Session

School Board Meeting Minutes – February 2, 2026-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 [0:00:13]

School Board Chair Maureen Dionne called the meeting to order at 6:30pm. Steve Meyer led the Pledge of Allegiance.

B. Public Input [0:00:30]

There was no public input.

C. Good News Update (Information) [0:00:36]

Assistant Superintendent Jessica Benson shared good news happening in school:

- January 20th: Hills Garrison students sampled Cabot Cheddar Cheese (produced with milk from Alvirne farm); Nottingham West students sampled cheese the following week.
- Alvirne High School: named Unified Champion School of Excellence
- Wildlife Encounters visited Library Street kindergarten.

D. Student Representative Comments [0:01:38]

Student Representative Jane Makoviy shared the following:

- Leukemia Lymphoma Society fundraiser
- CTE Open House was successful (about 500 people in attendance).
- Model UN will attend a 3-day conference next week; she will attend and there will be updates.
- Mock trial competition this weekend
- DECA days
- Indoor track this weekend
- Cheerleading won the past weekend's competition.

Maureen Dionne made a motion to modify the agenda to move the Capstone presentations next. Ethan Beals seconded the motion. Motion passed 5-0.

E. Presentations to the Board [0:03:33]

1. Capstone Projects

Alvirne High School students and English Department Head Lauren Denis presented Senior Capstone projects to the School Board and community. The community was thanked for their support. All students presented projects to peers and the community. Time management was a challenge (reaching out to people, doing other schoolwork, etc.) The following students presented their projects:

Hailey MacNeill's project: Hosting Yoga Classes for Nurses

- No one showed up for the first class; she realized she should have opened it up to all healthcare providers instead of just nurses.
- Focus on nurse mental health and work performance. She got 100% results that yoga did help these areas.
- She was happy to impact her community.

Abigail Conroy's project: Hudson Winter Fest

- Event hosted at the Hudson American Legion, who donated the space.
- The project donated to Boston Children's Hospital to help families pay for services not directly linked to treatment.
- Online and in-person portions for donations.
- \$1,330 was raised.
- Struggles included: timeline of the class; and projects done at the same time as others for fundraising, etc.

Darian Lindsay's project: Groovin Café

- Her brother with Down Syndrome always wanted to own a café so she did this project for him.
- Money was donated to the Tim Tebow Foundation.
- Many people signed up for events.
- \$3,000 was raised.

2. Youth Climate Leadership Conference

Alvirne High School students and science teacher Kathleen Murphy discussed their recent trip to the Youth Climate Leadership Conference. Highlights included:

- Workshops: Project Planning for Success; Communicating Science to Policy & The Public; and Navigating State and Local Government: Opportunities for Climate Impact. Also: Back of Envelope Math; Leading with Purpose: Tools for Group Strategy & Facilitation and; How to Conduct an Interview and Get the News to Notice You; and The Money to Make it Happen.
- Helpful aspects of the conference: workshops, team time, meeting new people, and the breaks between working led to student networking.
- Project: Composting (small scale) starting with the “grow your future”, culinary and floristry classes. Cassella will be contacted for prices and logistics, and a trial is planned. Their hope is to start this by the end of the school year.
- Schools from NH and VT attended the conference.
- Students enjoyed interacting with others and participating in the workshops and activities.

F. New Business [0:42:37]

1. Budget Transfers (Decision)

Superintendent Moulis presented budget transfers for the Board's approval (CTE Transportation and HMS Special Services Administrative Assistant).

Ethan Beals made a motion to approve the budget transfers in the amounts of \$68,004 and \$46,030 as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

2. Warrant Article Speaker Designation (Discussion)

The Board determined speakers for warrant articles for the deliberative session:

WARRANT ARTICLES

1. Operating Budget: Raise/appropriate \$73,859,482 (operating budget) - \$73,478,275 (default budget). M. Dionne.
2. Collective Bargaining Agreement between the Hudson School Board and PSRPs: Amount TBD. M. Campbell.
3. Collective Bargaining Agreement between the Hudson School Board and AFSCME: Amount TBD. M. Dionne.
4. Collective Bargaining Agreement between the Hudson School Board and the Teamsters: Amount TBD. S. Meyer.
5. HMS Window Replacement: raise/appropriate up to \$135,000 to replace phase 8 of 11 phases of HMS window replacement plan - from June 30th fund balance. D. Kilgour.
6. Fire Alarm Panel Replacement at AHS: raise/appropriate up to \$180,000. E. Beals.
7. Science Labs at Hudson Memorial School: raise/appropriate up to \$125,000 to upgrade 1 HMS science classrooms/labs (taken from June 30th fund balance). M. Dionne.

8. District Wide Facilities Maintenance Vehicle: raise/appropriate up to \$62,000 for the purchase of one District Wide Facilities Maintenance Vehicle - from the June 30th fund balance. E. Beals.
9. 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. S. Meyer.
10. 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. M. Campbell.
11. Health Insurance Expendable Trust Fund: to establish a health insurance expendable trust fund and raise/appropriate the sum of \$1 to be added to the fund; sum to come from the June 30th fund balance. E. Beals.

3. Alvirne High School Graduation Date (Decision)

Superintendent Moulis presented a memo from Principal Beals for permission to secure a graduation date and contract with the SNHU Arena.

Maureen Dionne made a motion to approve the AHS graduation date of June 11, 2026 at 7pm at the SNHU Arena as presented. Mike Campbell seconded the motion. Motion passed 5-0.

4. NHIAA Hockey Team (Decision)

Superintendent Moulis presented information regarding a cooperative proposal for NHIAA hockey (Alvirne, Milford and possibly Souhegan who is interested in joining), to start next year. The team will remain in Division 2. Hockey is a no-cut sport.

Maureen Dionne made a motion to approve the cooperative proposal for NHIAA hockey as presented. Mike Campbell seconded the motion. Motion passed 5-0.

5. Donations (Decision)

Superintendent Moulis presented donation memos from:

- CTE Director Dr. Eric Frauwirth regarding a donation from Continental Paving for the CTE Center (truck).
- Food Service Director Karen Atherton regarding a donation from American Legion Post #48 to the district food service (\$5,000 to alleviate cost for families in need).
- Colonel Cole regarding a donation from the American Legion Post #48 to the JROTC Program (\$5,000 and \$2,100).

Ethan Beals made a motion to approve the donations as presented with appreciation. Mike Campbell seconded the motion. Motion passed 5-0.

6. Field Trip Request (Decision)

Superintendent Moulis presented a request on behalf of FFA Advisor Corie Bliss and

students to attend the Granite FFA State Convention in March.

Ethan Beals made a motion to approve the travel request for students to attend the Granite FFA State Convention as presented. Mike Campbell seconded the motion. Motion passed 5-0.

7. AFJROTC Field Trip Request (Decision)

Superintendent Moulis presented a request of behalf of Colonel Chris Cole and the AFJROTC cadets to attend a field trip to Gettysburg and Philadelphia, PA in March. There will be a presentation afterwards.

Maureen Dionne made a motion to approve the AFJROTC Gettysburg and Philadelphia, PA field trip request as presented. Mike Campbell seconded the motion. Motion passed 5-0.

8. Nominations (Decision)

Superintendent Moulis presented ACE Spring and Winter nominations for Alvirne High School.

Ethan Beals made a motion to approve the ACE Spring and Winter nominations for Alvirne High School as presented. Mike Campbell seconded the motion. Motion passed 5-0.

G. Old Business [1:03:00]

1. 2026-2027 School District Calendar – Draft (Decision)

There was a review of a revised draft of the 2026-27 School District Calendar. Prior changes included: first day of school on August 25 (Tuesday); no school on September 4; September 8 workshop (election day); October 9 (no school); last day of school with 3 snow days = June 17; and February 10 = early release day. There was discussion including early release days, attendance, and the first day of school starting on a Tuesday. It was suggested to be consistent and begin school on Monday, August 24 and have 2 Fridays in a row off. Superintendent Moulis will inquire about the day after the last day of school as an AM workshop for teachers (vs. the PM workshop as noted) – per CBA. It was confirmed that, per CBA, there should be 7 workshop days.

2. Regular Ed. Bus Transportation Update (Decision)

There was a review of an update on transportation, including review of pursuing a 1-year contract vs. a multi-year contract with First Student. There would be a \$33,000 savings (for the 3 required years) to sign on with them again. There would be an additional savings of \$26,000 to sign on for optional 2 years. There was concern about waiving policy DJE for the bidding process. It was explained that the timing was a bit late to go out to bid. It was noted that only a few bus companies could bid on the magnitude required (26 buses) so there should not be much risk. The district is in the final 2 optional years of the current contract. The district wants to try to reroute and decrease a bus. Doing an RFP now would be risky in case prices came in higher and could not be budgeted for the coming school year. There was a request for a list of significant contracts and timelines.

Ethan Beals made a motion to approve the First Student bus contract as presented. Steve Meyer seconded the motion. Motion passed 5-0.

3. Food Service Debt & Meal Pricing (Decision)

There was a review of information on the food service debt and meal pricing. Information was also seen by the Budget Committee at their request. Highlights included:

- Options included: reimbursement from Federal and State money and paid student meals; increase expenses; or earmarking the shortfall in the general fund in the beginning of the year.
- A la carte prices were raised by the Board this year and it has generated some revenue.
- Ways to cut costs are being reviewed by Ms. Atherton in the Food Service Department.
- Food service debt is statewide (stemming from government aid during the pandemic that was reduced over the years afterwards).
- There was concern about impact to families (this year).
- An idea was to have a \$0.10 increase this year for 5 out of the 6 meal categories (not AHS breakfast).
- The next meeting would include options to reduce costs/possible savings/seeing what other districts have done in NH. There was a request for expenses vs. revenue data.

H. Policies - First Reading [2:07:45]

- IHBH Extended Learning Opportunities
 - Current policy with revisions. NOTE: ELOs were defined twice – one would be stricken.
 - IHBH-R(1) ELO Application
 - IHBH-R(2) ELO Memorandum of Understanding
- IKB Homework
 - Current policy with revisions based on ED306s.
- IMAH Daily Physical Activity
 - Current policy with revisions (charges of the Wellness Committee, etc.).
- JEB Age of Entrance (Annual Review)
 - Current policy with revisions. “Annual Review” would be stricken at the top.

I. Recommended Action [2:14:08]

1. Manifests
2. Minutes: January 5, 2026

Ethan Beals made a motion approve the minutes of January 5, 2026 as presented. Mike Campbell seconded the motion. Motion passed 5-0.

J. Reports to the Board (Information) [2:14:25]

1. Superintendent Report

The Superintendent report included the following:

- Senior Capstone Projects (4th year)
- CTE Open House at AHS – including electives and student facilitation.

- AHS Course Selection Night
- Strategic Planning Committee meeting: reviewed focus areas 3: building educator capacity and 4: facilities and operational efficiency
- Communication Committee meeting: discussed HCTV broadcasts, future stories, information on Warrant Articles, and Alumni newsletter updates
- American Legion commendation for donations and support
- AHS – new Hall of Fame wall
- “Foodworks” classroom restoration ongoing: appliances installation is next

2. Assistant Superintendent Report

The Assistant Superintendent report included:

- Senior Capstone Projects
- Library Street Polar Night
- Federal grants: attending workshops
- Title 1: current policy/procedure on community engagement. State guidance is to create a Title 1 procedure. A draft was reviewed with the Board. The document will need to be approved annually.

Ethan Beals made a motion to approve the Title 1 Parent Engagement policy. Mike Campbell seconded the motion. Motion passed 5-0.

3. Director of Special Services Report

The Director of Special Services report included the following:

- Congratulations to the new coordinator at AHS.
- State report on indicators 12 (measuring the requirement to meet timelines for students referred prior to age 3) and 13 (measuring annually the transition elements required in an IEP beginning at age 16): scored 100%.

4. Business Administrator Report

The Business Administrator report

- HR Department gearing up for busy season (open enrollment, helping retirees' transition, and hiring).
- Food Service: all health inspections passed without issue.
- Breakfast participation increases at Library Street and the middle school.
- Ms. Atherton engaged with students at AHS in “tacoboutit” to see what they liked at AHS.
- 3 lunch model has returned for the second semester at AHS
- The business software conversion project is going well.

K. Committee Reports [2:31:16]

Mr. Kilgour attended the January 12 HCTV meeting: underwriting program; more polished programming; continuing outreach; polish branding; and projects including a Friends of Bensons 100-year anniversary documentary.

Mr. Meyer attended the Wellness Committee meeting: review of feedback of assessment/policy.

L. Correspondence (Information) [2:34:00]

Correspondence included a discipline report for December; a financial report; a capital reserve account report; and travel requests.

Discipline report:

Cell phone policy issues trending down.

Financial report:

- Revenues: reorganized with local revenue at the top, etc.
- Encumbrances
- Fund balance: \$566,817 currently
- Absorbed the \$1.2million in unbudgeted health insurance cost for this year.

There was a request to get from the town impact fees for the district, what the balance is, etc.

M. Board of Selectmen - Liaison Comments [2:42:53]

Mr. Morin mentioned the following from the last Selectmen meeting:

- Public hearing on the solar exemption; it passed.
- Winter operations update
- New process for hawker and peddler vendor licenses
- Approval of plant control for Robinson Pond (weeding)
- Belknap Road extension construction ongoing
- Update on Town Hall: replace elevator and seat elevator
- Bensons Park (dog park was closed due to safety issues) – private group to take it over
- Annual report and dedications

N. Board Member Comments [2:46:18]

Mr. Kilgour encouraged the public to attend the deliberative session on February 7. He attended the CTE Open House and said there are great programs offered.

Mr. Campbell also encouraged voters to attend the deliberative session and he noted that March 10 is election day in town, and he hoped people would turn out then also.

Ms. Dionne also encouraged voters to attend deliberative session and she applauded the support from the community as learning happens both inside and outside of the classroom.

O. Non-Public Session: RSA 91-A:3 II (k and l) [2:07:26]

At 9:20 pm, Ethan Beals made a motion to enter into non-public session per RSA 91-A:3 II (k and l). Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

Review of correspondence and review of CTE regional agreement.

P. Return to General Session and Adjourn

At 10:39pm, 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

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HUDSON SCHOOL BOARD POST-DELIBERATIVE MEETING

Hudson Community Center, 12 Lions Avenue

February 7, 2026

DRAFT
MINUTES

1. CALL TO ORDER

Maureen Dionne, School Board Chairman, called the Hudson School Board Post-Deliberative Meeting to order at 1:32 PM.

2. ATTENDANCE

All School Board Members were present:

Maureen Dionne, Chairman
Michael Campbell, Vice-Chairman
Ethan Beals, Member
Daniel Kilgour, Member
Stephen Meyer, Member.

3. CONSIDERATION OF REDETERMINATION OF WARRANT ARTICLES
RECOMMENDATIONS

Motion for consideration of redetermination of Warrant Articles recommendations.

Made by Maureen Dionne; seconded by Michael Campbell.

Roll Call Vote:

Ethan Beals - Aye
Michael Campbell - Aye
Daniel Kilgour - Aye
Stephen Meyer - Aye
Maureen Dionne - Aye.

Motion passed unanimously.

4. RECOMMENDATIONS

Motion for reconsideration of Warrant Article #1: Operating Budget as amended [changed \$72,166,427 to \$72,866,427].

Made by Maureen Dionne; seconded by Michael Campbell.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #1: Operating Budget as amended.

Made by Ethan Beals; seconded by Maureen Dionne.

Voice Vote: Article #1 Recommended by the Hudson School Board 5-0.

[No Motions made for reconsideration of redetermination on Warrant Articles: #2: Collective Bargaining Agreement between the Hudson School Board and PSRP's; #3: Collective Bargaining Agreement between the Hudson School Board and AFSCM; #4: Collective Bargaining Agreement between the Hudson School Board and the TEAMSTERS; #5: Window Replacement Hudson Memorial School.]

Motion for reconsideration of Warrant Article #6: Fire Alarm Panel Replacement at Alvirne High School.

Made by Maureen Dionne; seconded by Michael Campbell.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #6: Fire Panel Replacement at Alvirne High School

Made by Michael Campbell; seconded by Stephen Meyer

Voice Vote: Article #6 Recommended by the Hudson School Board 5-0.

Motion for reconsideration of Warrant Article #7: Science Lab Renovation at Hudson Memorial School.

Made by Maureen Dionne; seconded by Michael Campbell.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #7: Science Lab Renovation at Hudson Memorial School.

Made by Daniel Kilgour; seconded by Michael Campbell.

Voice Vote: Article #7 Recommended by the Hudson School Board 5-0.

Motion for reconsideration of Warrant Article #8: District Wide Facilities HVAC Vehicle.

Made by Maureen Dionne seconded by Michael Campbell.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #8: District Wide Facilities HVAC Vehicle.

Made by Ethan Beals; seconded by Michael Campbell.

Voice Vote: Article #8 Recommended by the Hudson School Board 5-0.

Motion for reconsideration of Warrant Article #9: Increasing Funds in the Capital Reserve School Renovation Fund.

Made by Ethan Beals; seconded by Michael Campbell.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #9: Increasing Funds in the Capital Reserve School Renovation Fund.

Made by Ethan Beals; seconded by Maureen Dionne.

Voice Vote: Article #9 Recommended by the Hudson School Board 5-0.

Motion for reconsideration of Warrant Article #10: Increasing Funds in the Alvirne Farm Capital Reserve Fund.

Made by Ethan Beals; seconded by Maureen Dionne.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #10: Increasing Funds in the Alvirne Farm Capital Reserve Fund.

Made by Michael Campbell; seconded by Maureen Dionne.

Voice Vote: Article #10 Recommended by the Hudson School Board 5-0.

Motion for reconsideration of Warrant Article #11: Employee Benefits Capital Reserve Fund.

Made by Ethan Beals; seconded by Michael Campbell.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article # 11: Employee Benefits Capital Reserve Fund.

Motion by Michael Campbell; seconded by Maureen Dionne.

Voice Vote: Article #11 Recommended by the Hudson School Board 5-0.

Motion for reconsideration of Warrant Article #12: Default Budget Determination (By Petition).

Made by Michael Campbell; seconded by Ethan Beals.

Voice Vote: 5-0; Motion passed.

Motion for redetermination vote on Warrant Article #12: Default Budget Determination (By Petition).

Made by Michael Campbell; seconded by Ethan Beals.

Voice Vote: Article #12 NOT RECOMMENDED by the Hudson School Board 4-1.

5. ADJOURNMENT

Motion to adjourn at 1:44 PM.

Made by Ethan Beals; seconded by Michael Campbell.

Voice Vote: Motion passed unanimously.

Respectfully submitted:
Diane Cannava, School District Clerk

DRAFT

Discipline Report – February 16, 2026

January 2026

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	179	0	0	0	0	0	0	0	0	0	0	0	0	0
ELC - Dr. H.O. Smith	196	0	0	0	4	4	0	1	1	0	0	0	0	0
Hills Garrison	383	0	0	0	4	4	0	2	2	0	0	0	0	2
Nottingham West	576	0	0	0	1	0	0	0	0	0	0	0	0	0
Hudson Memorial	592	27	22	5	8	8	0	2	2	0	0	0	0	9
Alvirne High School	943	185	160	25	4	4	0	13	12	1	0	0	0	204

January 2025

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	192	0	0	0	1	1	0	1	1	0	0	0	Pers Comm Dev data was not tracked in 2024
ELC - Dr. H.O. Smith	199	0	0	0	0	0	0	1	1	0	0	0	Pers Comm Dev data was not tracked in 2024
Hills Garrison	358	0	0	0	2	2	0	1	1	0	0	0	Pers Comm Dev data was not tracked in 2024
Nottingham West	575	0	0	0	0	0	0	0	0	0	0	0	Pers Comm Dev data was not tracked in 2024
Hudson Memorial	648	34	20	14	7	7	0	13	13	0	2	1	Pers Comm Dev data was not tracked in 2024
Alvirne High School	980	60	46	14	17	15	2	9	8	1	2	0	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.

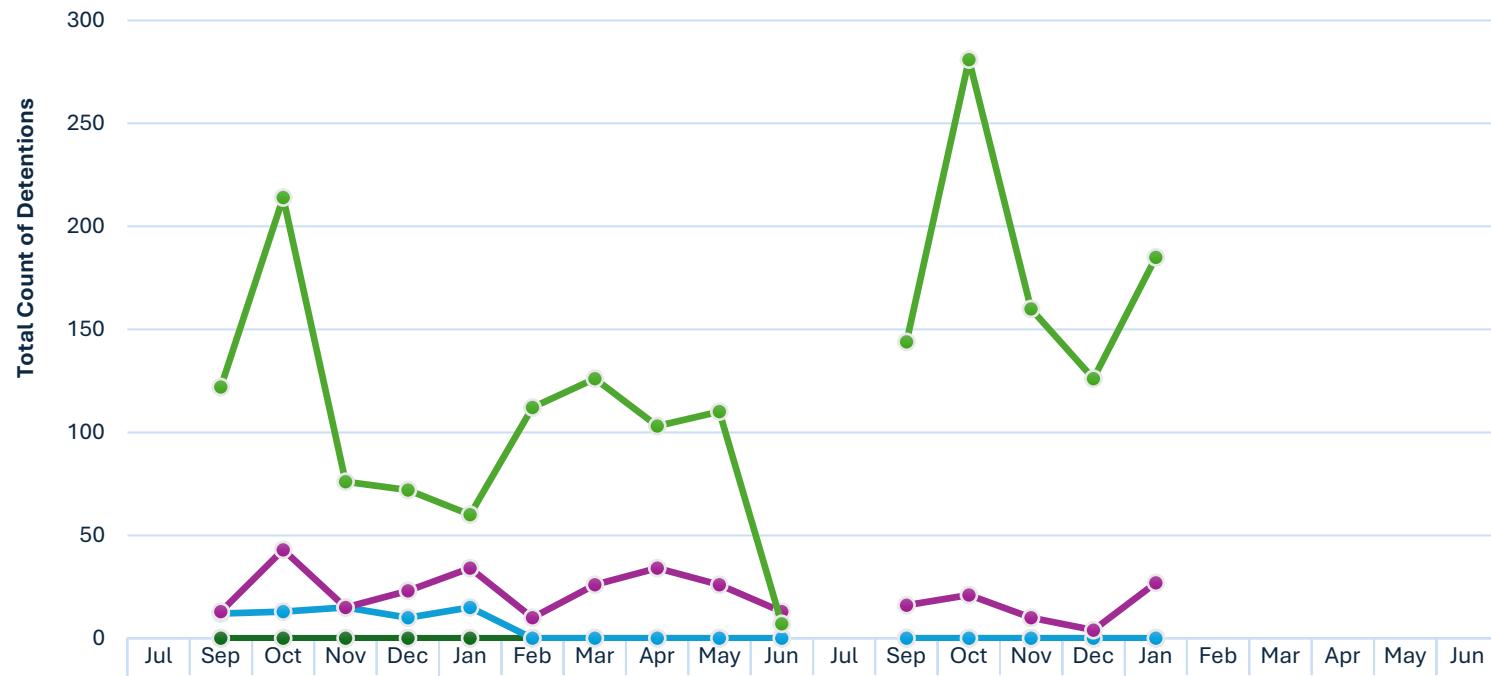
Out-of-School Suspension (OSS) – a student is given out-of-school suspension for significant violations of safety for students, teachers, staff and other members of the school community. OSS is avoided at the elementary level. Behaviors include bullying, aggressive physical conduct, threats of violence 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

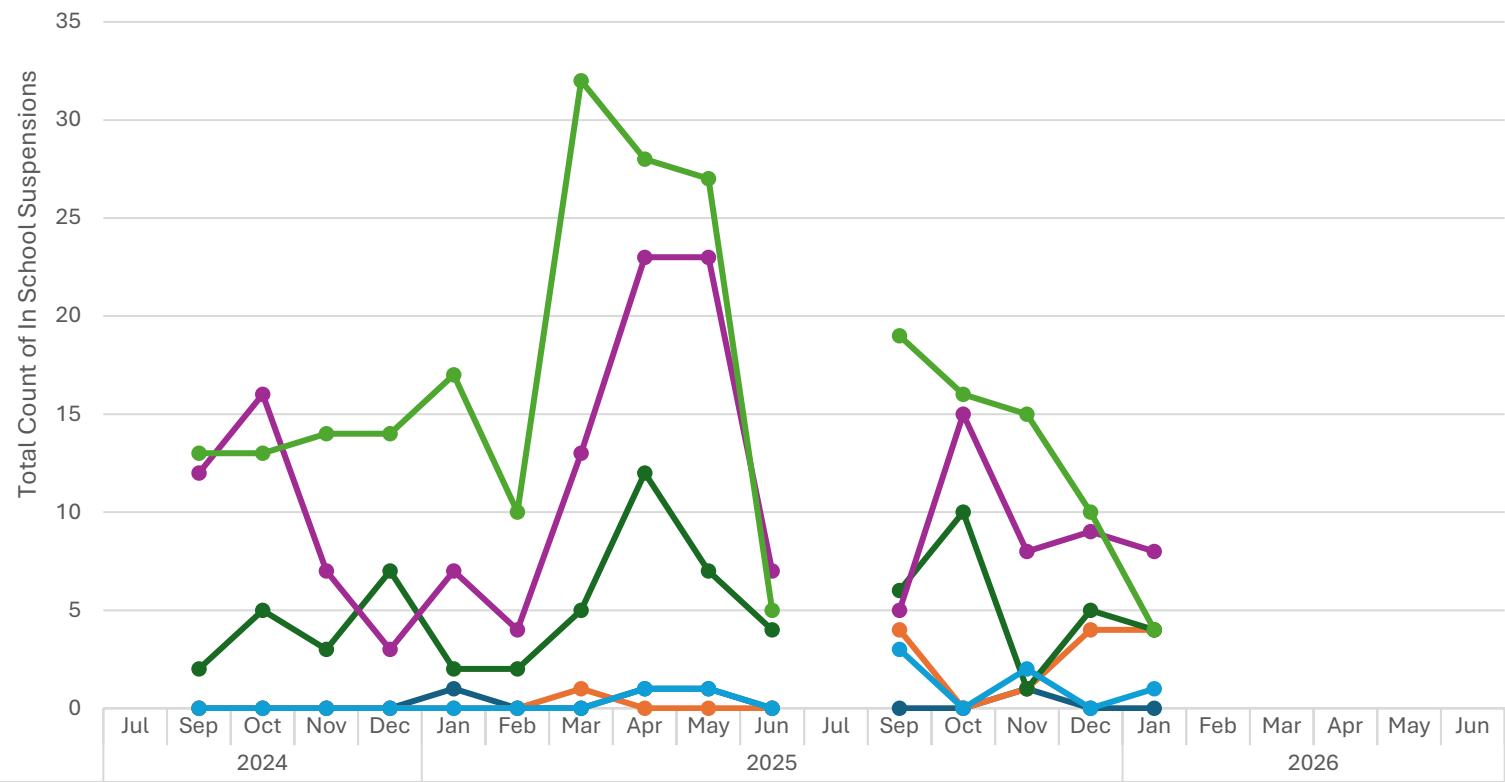
“Bullying” includes actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs

Hudson School District Detention Trends 24-25 & 25-26

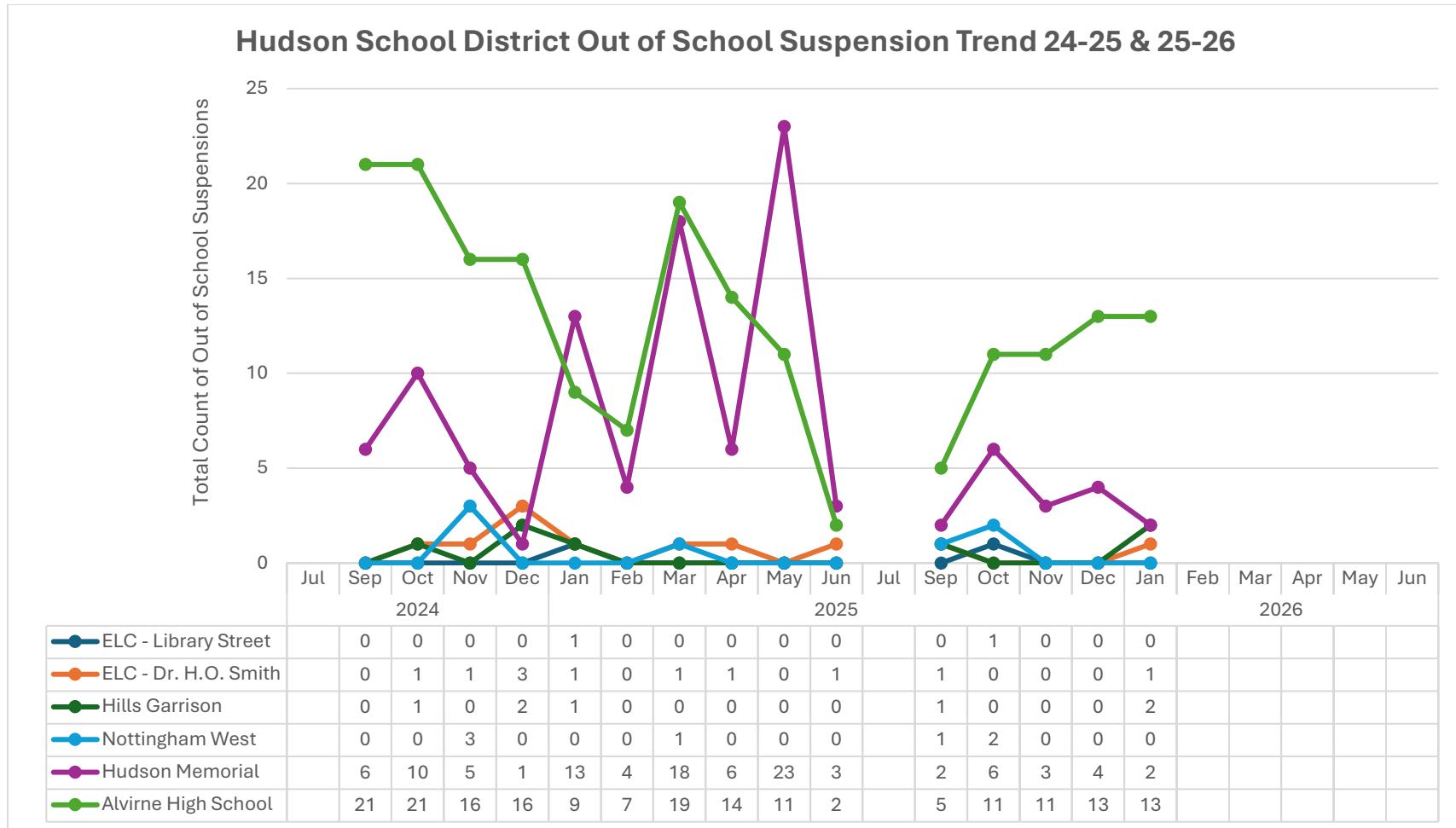


	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ELC - Library Street	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELC - Dr. H.O. Smith	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hills Garrison	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nottingham West	12	13	15	10	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hudson Memorial	13	43	15	23	34	10	26	34	26	13	0	0	16	21	10	4	27	0	0	0	0	0
Alvirne High School	122	214	76	72	60	112	126	103	110	7	0	0	144	281	160	126	185	0	0	0	0	0

Hudson School District In School Suspension Trend 24-25 & 25-26

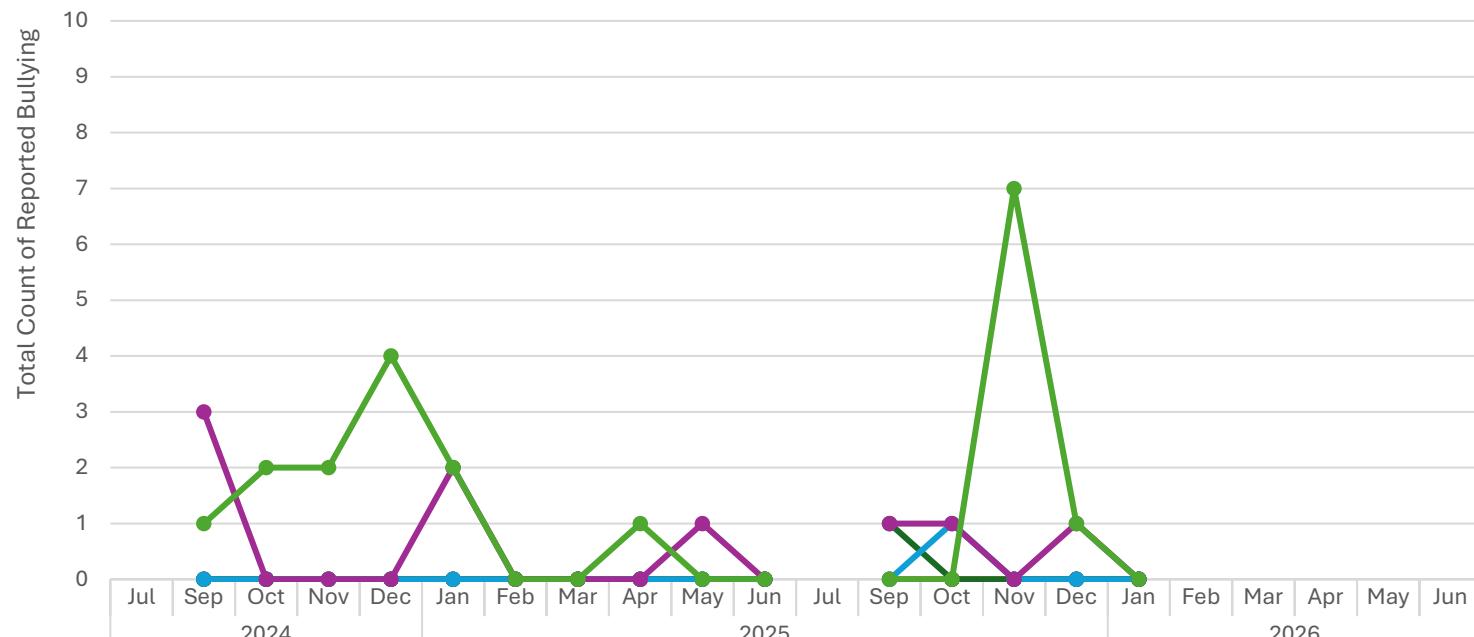


OUT OF SCHOOL SUSPENSION TRENDS



REPORTED INCIDENTS OF BULLYING THROUGH JANUARY 31, 2026

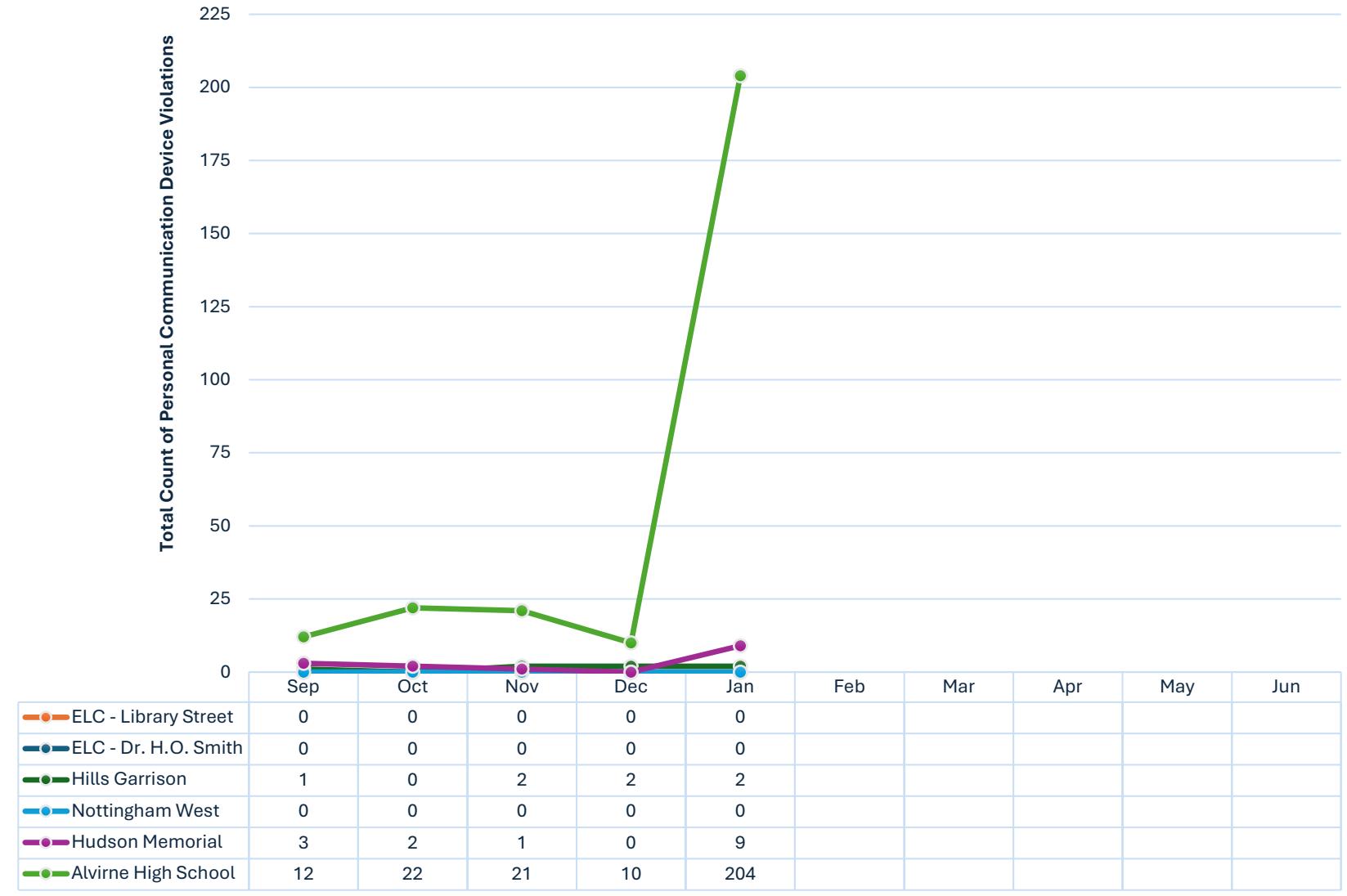
Hudson School District Reported Incidents of Bullying 24-25 & 25-26



	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ELC - Library Street	0	0	0	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	0	0	0
Hills Garrison	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Nottingham West	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Hudson Memorial	3	0	0	0	0	2	0	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0
Alvirne High School	1	2	2	4	2	0	0	0	1	0	0	0	0	0	7	1	0	0	0	0	0	0

Hudson School District

Personal Communication Device Violation Trend 25-26



FY2026 FINANCIAL STATEMENT

as of: 1/31/2026

<u>REVENUE</u>	REVENUE 2026	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
10 1121 CURRENT TAX APPROP	46,825,931	26,686,790	20,139,141	46,825,931	-
VOTED FROM FUND BALANCE (WARRANTS)	663,800	-	-	-	
FUND BALANCE TO REDUCE TAXES	3,569,588	-	-	-	
10 3110 STATEWIDE EDUCATION TAX (SWEPT)	6,167,164	3,581,823	2,585,341	6,167,164	-
10 3800 EDUCATION GRANT	8,301,943	5,811,361	2,490,582	8,301,943	(0)
REVENUE PROJECTION FOOD SERVICE	1,415,800				
REVENUE PROJECTION TITLE GRANTS	595,969				
REVENUE PROJECTION PERKINS GRANTS	53,719				
REVENUE PROJECTION IDEA GRANTS	806,670				
REVENUE PROJECTION REVOLVING FUNDS	130,000				
10 1320 TUITION FROM OTHER LEA'S	425,000	10,608	414,392	425,000	-
10 1340 PRE-SCHOOL TUITION	90,000	52,150	37,850	90,000	-
10 1510 INTEREST ON INVESTMENTS	180,000	106,611	73,389	180,000	-
10 1710 ATHLETIC FEES	9,000	2,836	6,164	9,000	-
10 1730 1:1 COMPUTER INSURANCE	25,000	25,700	-	25,700	700
10 1900 OTHER LOCAL REVENUE	20,000	29,468	-	29,468	9,468
10 1901 ERATE	2,000	13,395	-	13,395	11,395
10 1910 RENTALS	20,000	15,425	4,575	20,000	-
10 1921 ROTC PROGRAM CONTRIBUTIONS	110,000	38,812	71,188	110,000	-
10 3190 OTHER STATE AID	10,020	-	10,020	10,020	-
10 3241 SPECIAL EDUCATION AID	695,000	852,337	-	852,337	157,337
10 3242 VOCATIONAL TUITION AID	665,000	595,265	69,735	665,000	(0)
10 4580 MEDICAID	35,000	22,538	12,462	35,000	-
10 5220 INDIRECT COSTS	50,000	1,690	45,000	46,690	(3,310)
10 5231 TRANS FRM CAPITAL RESERVE	-	100,000	-	100,000	100,000
TOTAL GENERAL FUND REVENUE	70,866,604	37,946,809	25,959,839	63,906,648	275,589
FUND BALANCE RETAINED (MS-24R)		1,305,479			

<u>REVENUE</u>	REVENUE BUDGET	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
TOTAL GENERAL FUND REVENUE (From Page 1)	70,866,604	37,946,809	25,959,839	63,906,648	275,589
<u>EXPENDITURES</u>	APPROPRIATION BUDGET	ACTUAL YTD EXPENDITURES	ANTICIPATED EXPENDITURES	TOTAL ACTUAL YTD + ANTICIPATED EXPENDITURES	(OVERSPENT)/UNDERSPEND
FY25 PRIOR YEAR ENCUMBRANCES					
Prior Year Encumbrances (FY25)	636,459				
Prior Year Encumbrances Paid to Date		298,839			
Anticipated Prior Year Encumbrance Payments			5,886		
(OVERSPENT)/UNDERSPEND					331,734
FY25 PRIOR YEAR RESERVE SPECIAL PURPOSES	1,470,579				
PRIOR YEAR RESERVE SPECIAL PURPOSES (SCHOOLCARE)		1,470,579			
FY26 GENERAL FUND APPROPRIATION BUDGET	67,043,930				
Expenditures		33,398,826			
Current Year Encumbrances			23,741,457		
Anticipated Expenditures			9,438,304		
TOTAL ACTUAL FY26 YTD & ANTICIPATED EXPENDITURES (OVERPENT)/UNDERSPEND				66,578,587	465,343
TOTAL EXPENDITURES THIS REPORT	69,150,968	35,168,244	33,185,647	68,353,891	797,077
PRELIMINARY AVAILABLE FUNDS (EXCESS REVENUE & UNSPENT EXPENDITURES)					1,072,667
TOTAL ANTICIPATED ACCESSIBLE FUND BALANCE					1,072,667
RESTRICTED FY25 FUND BALANCE RETAINED (RSA 198:4-B)					1,305,479
TOTAL FY26 FUND BALANCE					2,378,146