

Posted: Friday, March 6, 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 March 9, 2026

A. Call to Order

Pledge of Allegiance

B. Public Input

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

C. Good News Update (Information)

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

D. Student Representative Comments

E. Presentations to the Board (Information)

1. Strategic Plan

Members of the Strategic Planning Committee will present the district's new Strategic Plan.

[Strategic Plan Document](#)

F. New Business

1. Nominations (Decision)

Superintendent Moulis will present nominations for the district.

[Alvirne High School Spring Nominations](#)

[Hudson Memorial School Spring Nominations](#)

2. Hills House Property Approval (Decision)

Superintendent Moulis will present a request from the East Coast Camaro Club for use of the Hills Grounds for August 23, 2026.

[East Coast Camaro Club Request](#)

F. New Business (Continued)

3. Budget Transfer (Decision)

Superintendent Moulis will present a budget transfer for the Special Services Department.

[Budget Transfer](#)

G. Old Business

1. Food Service Non-Program Food Revenue (Discussion)

Business Administrator Jenny Graves will present information from the Food Service Department.

[Food Service Non-Program Food Revenue Memo](#)

H. Policies - First Read (Discussion)

IHBI Alternative Learning Programs and Individual Plans	Current Policy with revisions
JH Attendance, Tardiness and Truancy	Current policy with revisions

Policies – Second Read (Decision)

BGAA Policy Development, Adoption and Revisions	New policy for NHSBA/Board/District combining other “B’s” below NHSBA policy with revisions
IKFG Career Exploration, Readiness, Pathways and Credentialing	NHSBA policy with revisions
JLCF Wellness	Current policy with revisions
BG Board Policy Process	Current policy for withdrawal (when BGAA is approved)
BGA Policy Development System	Current policy for withdrawal (when BGAA is approved)
BGB Policy Adoption	Current policy for withdrawal (when BGAA is approved)
BGC Policy Review and Evaluation	Current policy for withdrawal (when BGAA is approved)
BGE Policy Dissemination	Current policy for withdrawal (when BGAA is approved)

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I. Recommended Action

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [February 16 - Draft minutes](#)

J. Reports to the Board (Information)

District administrators will share updates for the board and public

1. Superintendent Report
2. Assistant Superintendent Report
3. Director of Special Services Report
4. Business Administrator’s Report

K. Committee Reports

Board members will share committee updates

L. Correspondence (Information)

[Overnight Travel Workshops](#)

M. Board of Selectmen -Liaison Comments

N. Board Member Comments

O. Non-Public Session

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

These conditions are: **(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.

P. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	March 23, 2026	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	April 6, 2026	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	April 20, 2026	6:30 pm	Hills Memorial Library	Regular Meeting



HUDSON SCHOOL DISTRICT STRATEGIC PLAN

2026-2030

20 Library Street Hudson, NH 03051



ACHIEVING EXCELLENCE TOGETHER
in partnership with students and families



* District Beliefs *



Believe all students can learn and achieve.

Demonstrate character to ensure a safe environment.

Foster a sense of community awareness.

Engage students in meaningful work.

Provide employees a meaningful and supportive work environment.

Develop transferable lifelong skills.

* District Vision *

Empowering future leaders today; our school district embraces, inspires, and challenges every student.



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Student Credits	Logo Key
<p><u>Front Cover Design:</u> Colin Lechner Class of 2026</p>	 <p>Hudson School District (Grades Pre-K through 12)</p>
<p><u>District Beliefs Design:</u> Garrett Hall Class of 2026</p>	 <p>Alvirne High School (Grades 9-12)</p>
<p><u>Back Cover Design:</u> Tyler Dozois Class of 2026</p>	 <p>Hudson Memorial School (Grades 6-8)</p>
	 <p>Hills Garrison Elementary School (Grades 2-5)</p>
	 <p>Nottingham West Elementary School (Grades Pre-K + 2-5)</p>
	 <p>Early Learning Center Library Street School (Grade K) Dr. H.O. Smith School (Grade 1)</p>





About the Hudson School District and Town Community

A six-week summer school program was established in 1948 at the former Hills House estate. Alvirne High School was formed by the generosity of Alfred and Virginia Hills. Throughout history, the Hudson School District and our schools have thrived due to the partnership and strong support of the Hudson community. The School District has evolved over the years, with full-day kindergarten starting in 2020, and in 2021, a completed renovation of the Wilbur H. Palmer Career and Technical Education Center at Alvirne High School. In total, the School District has approximately 3,000 students in grades preschool through grade 12 and is supported by 800 teachers and staff. The District represents six schools: Library Street School, Dr. H.O. Smith School, which comprises the Early Learning Center; Nottingham West Elementary School, Hills Garrison Elementary School, Hudson Memorial School, and Alvirne High School, which includes the Wilbur H. Palmer Career and Technical Education Center.

Hudson School District Profile

Graduation Rate	2024	2025
Five-Year Graduation Rate	84.93%	84.81%
Four-Year Graduation Rate	85.56%	77.25%

Finance Information	2024	2025
Cost Per Pupil	\$18,577	\$19,704
Total Expenditures	\$64,516,732	\$65,477,210
Total Revenues	\$64,241,259	\$67,233,343

Educator Profiles

Educators Certified in the Subject	96.34%
Educators on an Intern Path	3.41%
Experienced Educators	72.70%

The Hudson community has a population of 25,787 based on the 2020 National Census and is the tenth largest municipality in New Hampshire by population. The Hudson community is close to major New Hampshire cities such as Nashua and Manchester, and regional business hubs like Boston. The town is also close to the New Hampshire beaches, lakes, and mountains. The community and the School District have many community and school events to celebrate and recognize residents, families, teachers, staff, and students. This sense of community is at the heart of Hudson.





Letter from the Superintendent

HUDSON SCHOOL DISTRICT

SAU # 81

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Dear Hudson Community:

The journey began during the fall of 2023 when a strategic plan committee was formed with the mission to develop a new vision and direction for the Hudson School District. As part of this process, new articulated portraits of learner documents were created as students progressed throughout their education. Clearly articulated hopes and dreams for the students were established, along with new core values.

The work by committee members was instrumental in creating a new direction for the district, with each focus area serving as a key pillar for this plan. The four focus areas include: rigorous and aligned curriculum, student well-being and belonging, building educator capacity, and safety, facilities, and operational excellence. This plan would not have been realized without the feedback from community members, families, students, and staff who provided valuable input to ensure the district has a comprehensive plan. I am appreciative of the members' hours and efforts in serving on this committee and bringing this plan to realization. Lastly, in the past year, the district has worked with consultants Dr. Mark MacLean, Director, and Jerry Frew, Associate Director from the New Hampshire School Administrators Association, who assisted during the final stages of articulating this plan.

In order to ensure the implementation of this plan, indicators of success have been outlined. The intent of the plan is to be a living document that is not stagnant and is adaptable to changes in education, our students, and the community. As part of the metrics of success, the plan will be reviewed quarterly with the School Board, with public forums and informational sessions to continue to gain feedback and to communicate progress of the strategic plan.

The strategic plan is available on the district website, and with your partnership and support, the goals, outcomes, and measures of success of this plan will be fulfilled. We look forward to providing a new direction for the school district to support our educators and support our students' goals, dreams, and aspirations!

Sincerely,

Daniel Moulis, Ed.D.
Superintendent



Hudson School District Aspirations



ACHIEVING EXCELLENCE TOGETHER
in partnership with students and families

Hudson School District Core Values:

- 🌐 Strong and respectful relationships.
 - 🌐 Curiosity for learning and commitment to excellence.
 - 🌐 Responsive via honest and open communication.
 - 🌐 Engaging environment.
-

Aspirations at the Early Learning Center, Hills Garrison, and Nottingham West will:

- Create consistency while maintaining cultural identities.
 - Establish common learning experiences across elementary schools.
 - Expand Unified Arts opportunities.
 - Encourage flexible learning spaces.
 - Institute annual cross-elementary school events.
 - Expand opportunities to challenge accelerated elementary learners.
-

Aspirations at Hudson Memorial School will:

- Expand opportunities to promote student and family engagement in school.
 - Identify ways to create flexible scheduling and learning opportunities.
 - Embrace activities that promote core beliefs.
 - Expand Unified Arts course offerings that engage student interest.
 - Establish a student mentorship program.
 - Empower all students to take ownership of their own personal and academic journey.
-

Aspirations at Alvirne High School will:

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

Portrait of an Elementary School Learner



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Early Learning Center, Hills Garrison, and Nottingham West Core Values:

- 👂👂 **Be safe.**
- 👂👂 **Be respectful.**
- 👂👂 **Be responsible.**
- 👂👂 **Be positive.**

Learning Objectives at the Early Learning Center, Hills Garrison, and Nottingham West allow students to:

- 👂👂 Develop and utilize self-advocacy skills.
- 👂👂 Pursue continuous learning.
- 👂👂 Develop critical thinking skills as a way to creatively solve problems and overcome obstacles.
- 👂👂 Collaboratively utilize skillful communication as a way to engage in their learning.
- 👂👂 Demonstrate proficiency and continued growth in academic skills.

Engagement Objectives at the Early Learning Center, Hills Garrison, and Nottingham West allow students to:

- 👂👂 Ask clarifying questions.
- 👂👂 Model pride and initiative in learning.
- 👂👂 Explain and/or demonstrate learning across settings (show what I know to friends and family).
- 👂👂 Explore ways to learn in other settings (practice classroom skills in specials and after-school clubs).
- 👂👂 Experience lightbulb moments (observable excitement for learning).
- 👂👂 Demonstrate understanding by helping peers with their learning.

Social Experiences at the Early Learning Center, Hills Garrison, and Nottingham West allow students to:

- 👂👂 Attend extra-curricular school events.
- 👂👂 Demonstrate pride in co-curricular, non-school related-events.
- 👂👂 Practice emerging social skills.
- 👂👂 Adapt to changing day/routine.
- 👂👂 Develop situational and age-appropriate manners for school.
- 👂👂 Take turns in varied situations.
- 👂👂 Win and lose games, and accept the outcome.
- 👂👂 Play games that others pick as well as the ones I get to choose.
- 👂👂 Invite others to play.
- 👂👂 Learn to be comfortable making mistakes and trying new things.

Portrait of a Hudson Memorial School Learner



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in partnership with students and families



Hudson Memorial School Core Values:

- U **Respect:** esteem for or a sense of the worth or excellence of a person, personal quality, or ability.
- U **Responsibility:** answerable or accountable, as for something within one's power, control, or management.
- U **Hard work:** effort put forth by an individual to better themselves socially, emotionally, and academically.
- U **Kindness:** the quality of being friendly, generous, and considerate.

Learning Objectives at Hudson Memorial School will allow students to:

- U Use their personal strengths to support and facilitate community-based projects.
- U Monitor progress and make adjustments to improve their future learning.
- U Articulate personal needs to support their learning.
- U Pursue new learning to build upon classroom instruction.
- U Generate solutions to novel problems and see the solutions through to completion.
- U Practice social skills that require increasing emotional maturity.
- U Strive to make personal academic growth targets.

Engagement Objectives at Hudson Memorial School will allow students to:

- U Engage in active and hands-on learning activities.
- U Experience communication in varied environments, purposes, and audiences.
- U Participate in flexible learning activities that promote health and wellness.
- U Take part in community-minded activities that promote civic engagement and volunteerism.
- U Engage in opportunities to develop leadership skills.
- U Explore an integrated curriculum that promotes STEM and humanities.
- U Have an active voice in their continuum of learning.

Social Experiences at Hudson Memorial School will allow students to:

- U Participate in a wide array of school-based activities.
- U Celebrate academic and co-curricular successes.
- U Demonstrate respect and kindness for others while understanding differences.
- U Ensure generational traditions and communal experiences.
- U Participate in an integrated academic experience that promotes digital citizenship.

Portrait of an Alvirne High School Graduate



ACHIEVING EXCELLENCE TOGETHER
in partnership with students and families



Alvirne High School Core Values:

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

Learning Objectives at Alvirne will:

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

Engagement Objectives at Alvirne will:

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

Social Experiences at Alvirne will:

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



District Plan

Focus Area 1: Rigorous and Aligned Pre-K through 12 Curriculum

“The Hudson School District will provide rigorous and aligned curriculum and instruction that actively engages students in relevant and meaningful learning experiences.”

Year 1:

Strategic Action Steps:

Strengthen and align classroom instruction to approved state standards.

Review and update common assessments in grades Pre-K through 12.

Implement a plan to embed digital literacy skills in grades Pre-K through 12.

Update report cards that integrate standards/competencies and work study practices in grades Pre-K through 12.

Incorporate modern technologies in instruction, assessment, and learning practices.

Expand graduation/diploma/certificate options for all students.

Year 2:

Strategic Action Steps:

Strengthen student personalized learning and expand opportunities for differentiation.

Create opportunities for students to demonstrate research and presentation skills with a variety of methods.

Establish a formal plan to review, select, and revise instructional materials every three years.

Expand enrichment opportunities for elementary students.

Evidence:



PLC notes, curriculum documents, classroom visits, walkthroughs, and observations.



PLC notes, curriculum documents, classroom visits, walkthroughs, and observations.



Lesson plans, curriculum documents, walkthroughs, and observations.



Report card documents/curriculum documents.



District Technology Plan.



Graduation policy and program of studies.



Evidence:

Curriculum documents and PLC notes.



Curriculum documents and PLC notes.



Policy and procedure that is approved by the School Board.



Program and informational resources.



Focus Area 1: Rigorous and Aligned Pre-K through 12 Curriculum (Continued)

Year 3:

Strategic Action Steps:

Provide additional opportunities for students to earn credit in advanced-level (AP, Honors, dual enrollment, etc.) high school courses.

Create additional unified arts and advanced-level courses for middle school students.



Evidence:

Program of Studies, and policy updates.



Course descriptions on the website.

Year 4:

Strategic Action Steps:

Expand dual enrollment, career internship, and extended learning opportunities (ELOs).

Expand interdisciplinary STEAM programs in elementary and middle school.



Evidence:

Program of Studies and policy updates.



Program and informational resources.



Year 5:

Strategic Action Steps:

Routinely assess and refine Career and Technical Education (CTE) offerings to align with emerging workforce demands and evolving employment trends.

Review and expand AI-focused CTE programs to prepare students for future careers in technology.



Evidence:

Annual presentation to the School Board, student feedback for future course offerings, and Program of Studies.



District Technology Plan and Program of Studies.

People Responsible: Building Level Administration, Curriculum Committees, Curriculum Coordinator, SAU Administration, School Board, Students and Families, and Teachers.



Focus Area 2: Student Well-Being and Belonging

“The Hudson School District will promote the development of students’ self-advocacy, self-awareness, and leadership skills, with a focus on achieving personal goals while fostering their well-being and sense of belonging to the larger community.”

Year 1:

Strategic Action Steps:

Expand opportunities that support students’ well-being and sense of belonging with school-based activities.

Involve and engage families in school community events, celebrations, etc.

Strengthen and sustain leadership opportunities for students in grades Pre-K through 12 (i.e., student mentoring, student leadership, school councils, etc.).

Promote art exhibits and musical concerts, and fine arts performances that foster student artistic, musical, and creative talents.

Year 2:

Strategic Action Steps:

Increase opportunities for students to set personalized goals that support their self-awareness and self-advocacy skills.

Enhance opportunities for students to present input and feedback at committee meetings and towards improvement of the school community.

Expand health and wellness activities for students across all grades that promote physical activity.

Foster civic engagement to provide options for students to engage with local, state, and national government.

Evidence:



School and district calendars, newsletter correspondence, events, programs, and district updates.



School and district calendars, newsletter correspondence, events, programs, and district updates.



Presentations to the School Board, public postings, and newsletters on leadership opportunities.



Public postings, websites, and newsletters. School and district calendars.



Evidence:

PLC notes, data review, and updated comprehensive school counseling plan for Pre-K through 12.



School Board meeting minutes, policy committee meeting notes, staff meeting notes, and student participation in School Board meetings.



Course offerings, listings of co-curricular activities, and wellness committee meeting notes.



Curriculum documents, community experiences, and the calendar of events.



Focus Area 2: Student Well-Being and Belonging (Continued)

Year 3:

Strategic Action Steps:

Engage students with community-based learning experiences that include community service projects and school community projects for grades Pre-K through 12.

Foster career-based internships at the high school level during the second semester of senior year.



Evidence:

Senior capstone projects, records of extended learning opportunities. Data from clubs and co-curricular opportunities. Calendar of events from CTE ambassadors.



Program of Studies, policies, and extended learning opportunities. Credits received from internship opportunities. Expanded business partnerships.

Year 4:

Strategic Action Steps:

Continue to expand upon students at the secondary level serving as mentors to students at the elementary grades (such as reading opportunities, CTE ambassadors, and/or high school students teaching elementary students, etc.).



Evidence:

Calendar of events, lesson plans, social media posts, websites, and newsletters.

Year 5:

Strategic Action Steps:

Foster new school traditions and ideas while also continuing to celebrate long-standing traditions.



Evidence:

Calendar of events, presentations, social media posts, websites, and newsletters.

People Responsible: Building Level Administration, Multi-Tiered System of Supports Teams (MTSS), SAU Administration, School Board, School Counselors, Students and Families, Teachers, and Wellness Committee.



Focus Area 3: Building Educator Capacity

“The Hudson District will build and foster ongoing professional learning, development, and leadership opportunities for all educators to promote a culture of collaboration, reflection, and continuous growth.”

<p>Year 1: <u>Strategic Action Steps:</u> Grow our partnership with Southern New Hampshire University and expand to other colleges.</p> <p>Continue Hudson University to support educator growth.</p> <p>Create course opportunities (in-district workshop days and outside of the district) for paraeducators.</p> <p>Develop and implement a teacher-leader model to be reviewed annually.</p>	   	<p><u>Evidence:</u> Participation data and MOUs with other colleges.</p> <p>Data collected from participating teachers.</p> <p>Data collected from participating paraeducators.</p> <p>Record of workshops, both funded and attended.</p>
<p>Year 2: <u>Strategic Action Steps:</u> Expand teacher leadership opportunities, including professional learning in workshops, PLC, staff meetings, and other opportunities.</p> <p>Create leadership and professional growth opportunities within the district for administrators.</p> <p>Establish teacher and staff celebrations and recognitions at the school and district level with school staff events.</p> <p>Establish a cohort of a teacher-leader model.</p>	   	<p><u>Evidence:</u> PLC schedules, MTSS schedules, PD schedules, TGIF proposals, record of funded projects, and staff meeting agendas.</p> <p>Committee meeting notes and leadership notes.</p> <p>Teacher spotlights, social media notes, staff curriculum newsletters, building newsletters, superintendent newsletters, and at School Board meetings.</p> <p>List of teacher-leaders.</p>
<p>Year 3: <u>Strategic Action Steps:</u> Increase opportunities for teacher-to-teacher classroom visits to support evidence-based strategies for teaching and learning.</p> <p>Create a mentoring program for paraeducators with stakeholder input.</p> <p>Evaluate and adjust the teacher-leader model.</p>	  	<p><u>Evidence:</u> Classroom observation/visit schedules.</p> <p>Completed mentoring program for new and returning paraeducators.</p> <p>Documentation of changes to the program.</p>



Focus Area 3: Building Educator Capacity (Continued)

Year 4:
Strategic Action Steps:
Cultivate partnerships with universities and colleges for student-teacher internship opportunities.

Design a student-teacher stipend model.

Expand alternative pathways towards educator/ paraeducator certification and explore supporting the process financially.

Gather feedback from school stakeholders to update the Professional Development Plan.

Year 5:
Strategic Action Steps:
Update the Professional Development Plan from stakeholder feedback.

Evidence:
Student-teacher enrollments and universities represented.

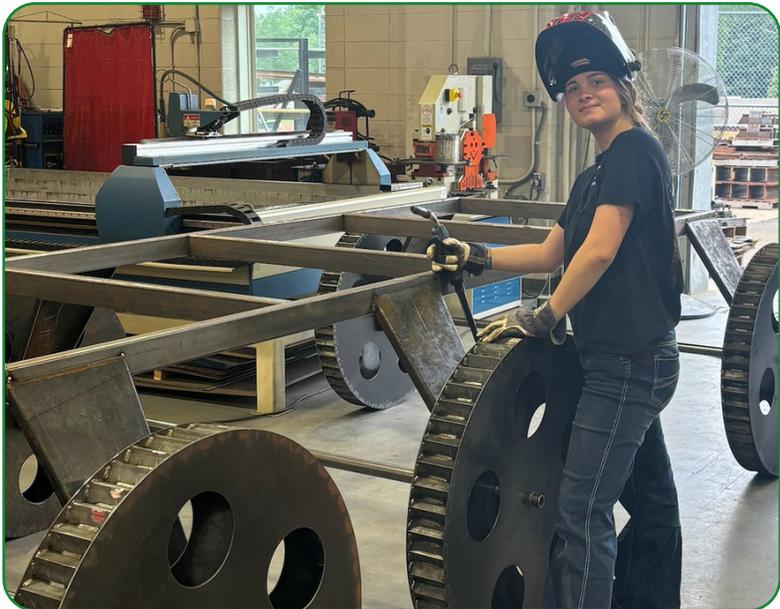
School board notes, presentation slides for board review.

Recruitment & Retention Committee data review.

The feedback may include surveys and Professional Development Committee feedback that focus on teachers' and staff needs.

Evidence:
Updated Professional Development Plan.

People Responsible: Building Level Administration, Paraeducators, Professional Development Committee, Retention & Recruitment Committee, SAU Administration, School Board, and Teachers.



Focus Area 4: Safety, Facilities, and Operational Efficiency

“The Hudson School District is committed to aligning facilities and operational planning with safety and educational objectives, using strategic approaches to enhance student achievement.”

Year 1:

Strategic Action Steps:

Advance school safety and security processes in collaboration with the Emergency Management Committee (EMC) over the next five years.

Present ELC Committee research and create a multi-year plan for the future of early learners in the district.

Conduct a comprehensive audit and enhancement of the District’s technology plan and network infrastructure to support evolving digital learning environments and strengthen cybersecurity defenses.



Evidence:

After-action reviews following drills and incidents. Updated safety reports with emergency personnel.



Public presentations of ELC research, formulation of stakeholder input group, and creation of an action plan.



The District’s Technology Plan with yearly reports to the School Board and community.

Year 2:

Strategic Action Steps:

Update the Capital Improvement Plan and School District Master Facilities Plan through feedback from stakeholders over the next four years.

Ensure the District’s facilities meet the needs of the students by monitoring enrollment, class sizes, and course offerings.



Evidence:

Revised Capital Improvement Plan and School District Master Facilities Plan, including budget estimates for review by the School Board.



District’s enrollment report for the School Board to review. Provide class size reports from all schools to the School Board.

Year 3:

Strategic Action Steps:

Build district capacity by creating offerings to improve school safety, infrastructure enhancement, and efficient operations.



Evidence:

Professional development course descriptions, schedules, and presentations to the School Board and community.



Focus Area 4: Safety, Facilities and Operational Efficiency (Continued)

Year 4:

Strategic Action Steps:

Monitor and update communication methods to keep families and the community informed and engaged.

Forecast and collaborate to develop system efficiencies throughout the school district and within departments.

Year 5:

Strategic Action Steps:

Ensure pre-planning and forethought into building and infrastructure plans to support evolving educational trends.

Develop a data dashboard for District metrics that are available to relevant departments and the public.

Explore and identify department and district efficiencies together with the Town of Hudson.

Evidence:

 District Communication Plan with yearly report to the School Board and community.

 Improved collaboration and documentation of areas of efficiency.

Evidence:

 Research-informed process that aligns with emerging educational trends for future planning.

 Data dashboard on the District website with an annual School Board review.

 School Board meeting notes and Board of Selectmen Meeting Notes.

People Responsible: Building Level Administration, Capital Improvement Plan Committee, ELC Committee, SAU Administration, and School Board.

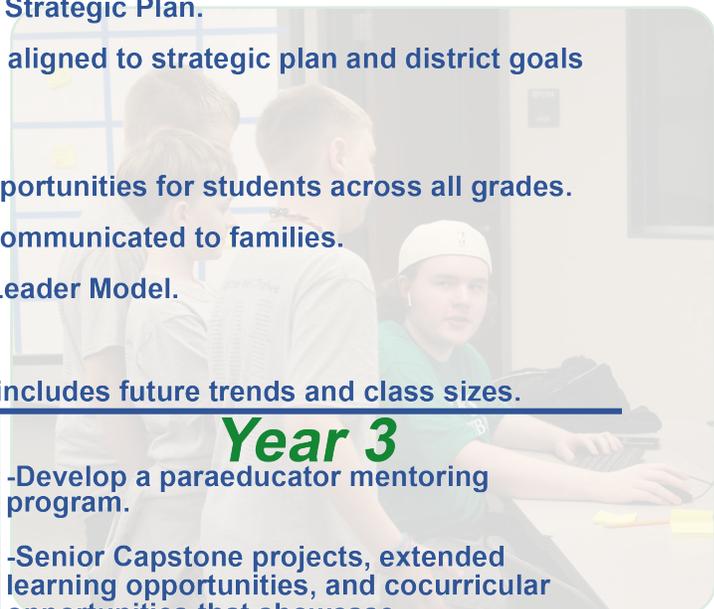




Indicators of Success

Annually

- Aligned and articulated goals across all focus areas during the five-year plan.
- Clearly defined and articulated budget process that outlines the short-term and long-term goals of the district aligned to the Strategic Plan.
- District action plan and school action plans aligned to strategic plan and district goals with key metrics for academic growth.
- An updated school safety report.
- Clearly articulate and expand leadership opportunities for students across all grades.
- Clearly outlined enrichment opportunities communicated to families.
- Develop, define, and implement a Teacher-Leader Model.
- Updates to curriculum documents.
- An updated School Enrollment Report that includes future trends and class sizes.



Year 1

- An updated technology plan.
- Revised graduation policy.
- Revised high school program of studies.
- Student leadership presentations to the School Board and public.
- Future ELC plan.

Year 3

- Develop a paraeducator mentoring program.
- Senior Capstone projects, extended learning opportunities, and cocurricular opportunities that showcase community-based learning experiences.
- Additional unified arts and advanced-level courses at the middle school.
- Additional advanced-level course opportunities at the high school.

- Develop course opportunities for paraeducators.
- Updated report cards, grades Pre-K through 12.

Year 4

- A review of student teacher enrollments and secondary institutions represented.
- District Communication Plan with yearly report to the School Board and community.
- A documented report of improvement system efficiencies within departments and throughout the school district.
- Expanded dual enrollment and ELOs.

Year 2

- An updated School Capital Improvement Plan and School District Facilities Master Plan.
- Comprehensive and articulated curriculum revision process aligned to New Hampshire education rules, legislative regulations, and school district priorities.
- Implement a diploma of distinction.
- Updated enrichment program and informational resources.

Year 5

- Updated Professional Development Plan.
- Deliver a public-facing district data dashboard.
- Research report focusing on future learning needs and emerging educational trends.
- Expand AI-focused career technical educational programs.





Strategic Plan in Action and Revision Process

Strategic Plan in Action

The strategic plan is a multi-year roadmap for the Hudson School District designed to improve student outcomes, guide decision-making, and align resources to achieve specific measurable goals, such as academic excellence, safety, and operational efficiencies. An effective strategic plan is a dynamic document that is thoughtfully integrated into the daily activities of stakeholders throughout our learning community. Strategic plans live in annual district goals, meeting and committee agendas, yearly reflections, and public-facing documents. Our objective is to implement the Hudson School District Strategic Plan in this manner. To achieve these objectives, annual districtwide goals, along with individual professional development plans, will be informed and aligned with this strategic plan. An effective strategic plan is a dynamic document that is thoroughly integrated into the daily activities of the entire school district. This strategic plan will drive our efforts as we work together toward these shared objectives.

Revision Process

The implementation and success of this strategic plan will require the collaboration of teachers, staff, administrators, families, students, and the community. The School Board and district leadership will regularly monitor the progress of the strategic plan by reviewing measurable goals, performance indicators, and implementation of milestones throughout the year. Updates on progress will be shared with the community at School Board meetings, through district newsletters, and on the district website to ensure transparency and keep stakeholders informed. An annual report will highlight accomplishments, areas needing further attention, and adjustments to strategies, as necessary. As the current plan nears the end of its cycle, the Board and district will begin a collaborative process to develop a new strategic plan, engaging staff, families, students, and community members to establish updated priorities and guide the district's future direction.



Glossary of Terms



Advanced Placement (AP)	<i>A College Board program that allows high school students to take college-level courses, which culminates in standardized exams.</i>
Artificial Intelligence (AI)	<i>The capability of computational systems to perform tasks typically associated with human intelligence.</i>
Assessments	<i>The systematic process of collecting and interpreting data about students to evaluate learning.</i>
Capital Improvement Plan (CIP)	<i>A multi-year plan that outlines the facilities, grounds, and infrastructure needs of the district.</i>
Career and Technical Education (CTE)	<i>State-approved regional programs that include health and veterinary science, engineering, trades, business practices, technology development, and Junior Reserve Officers' Training Corps (JROTC) leadership development. Previously referred to as vocational education.</i>
Career-Based Internships	<i>Internship opportunities that align with a student's career interest.</i>
Communication Plan	<i>A comprehensive plan that outlines the district's communication methods and resources.</i>
Competencies	<i>Core skills and concepts that students work towards showing proficiency in through a variety of assessment types.</i>
CTE Ambassadors	<i>Student ambassadors who represent CTE programs in our school community and around the state.</i>
Curriculum Review Cycle	<i>The process of reviewing existing curriculum programs in relation to state and national standards, and student needs. Updated research-based instructional programs that are reviewed, piloted, and adopted.</i>
Data Dashboards	<i>A visual representation and analysis of collected data.</i>
Digital Literacy	<i>The ability to access, utilize, communicate, and create digital information. Digital citizenship/safety is a key element of Digital Literacy.</i>
Early Learning Center (ELC)	<i>Encompasses Library Street School (kindergarten) and Dr. H.O. Smith School (first grade).</i>
Educator Capacity	<i>Educators have the skills, knowledge, resources, and support needed to facilitate learning for all students.</i>



Emergency Management Committee (EMC)	<i>A committee that represents district and school administrators, the Hudson Police Department, and the Hudson Fire Department resources focused on emergency management and preparedness.</i>
Enrollment Projections	<i>The development and forecast of school district enrollment for budget planning, forecasting class sizes, and facilities planning.</i>
Extended Learning Opportunities (ELOs)	<i>Personalized learning experiences that allow for achievement of competencies through means outside the traditional classroom/course setting. Examples include independent study, internships, community service, apprenticeships, remote learning, or other opportunities.</i>
Hudson University	<i>A program offered by Hudson School District to allow new teachers to gain New Hampshire educator accreditation while on the job.</i>
Interdisciplinary	<i>Integrating concepts, methods, and perspectives from multiple subjects around a common theme or problem.</i>
Memorandum of Understanding (MOU)	<i>An agreement between the school district and a town department, organization, or agency.</i>
Multi-Tiered System of Supports (MTSS)	<i>A proactive approach to identifying and supporting students with early interventions to help them meet grade level expectations.</i>
Paraeducator (Paraprofessional)	<i>School staff who work under the supervision of certified special education teachers, implement plans designed by teachers, monitor student behavior, and assist in the provision of special education and related services.</i>
Portrait of an Elementary School Learner	<i>The skills and learning necessary for students to progress toward middle school.</i>
Portrait of a Hudson Memorial School Learner	<i>The skills and learning necessary for students to progress toward high school.</i>
Portrait of an Alvirne High School Graduate	<i>The skills and learning necessary for students to progress toward college and career opportunities.</i>
Professional Development (PD)	<i>Professional learning for teachers, paraeducators, and staff that promotes continuous improvement in teaching and learning.</i>
Professional Development Plan (PD Plan)	<i>A master plan for all staff members with opportunities to stay current with subject matter and/or specialty areas and enhance teaching practices.</i>
Professional Learning Communities (PLCs)	<i>Staff meetings in smaller groups to discuss curriculum, instruction, and assessment.</i>



Program of Studies	<i>A document that serves as a structured, sequential plan of academic and technical courses designed to guide high school students to attain graduation requirements.</i>
Recruitment & Retention Committee	<i>A committee comprised of administrators, a School Board member, human resources director and recruiter, and staff that promotes the recruitment of new staff and retention of existing staff.</i>
School District Master Facilities Plan	<i>A comprehensive report with assessments and recommendations for the Hudson School District's facilities.</i>
Science, Technology, Engineering, Arts, and Mathematics (STEAM)	<i>An integrated, instructional approach that incorporates science, technology, engineering, arts, and mathematics.</i>
Senior Capstone	<i>The Alvirne High School senior culminating project aligned with the Portrait of the Graduate. Capstone examples may include service projects, research study, learning new skills, and other independent passion projects required for graduation.</i>
Strategic Plan	<i>A document used to communicate the school district's long-term goals and action steps necessary to achieve those goals.</i>
Teacher Grants and Incentives Fund (TGIF)	<i>Funds that teachers can apply for to create projects that will enhance teaching and learning in the district.</i>
Teacher-Leader Model	<i>A system to facilitate the development and application of teacher leadership skills within the school and/or the district.</i>
Technology Plan	<i>A comprehensive plan focused on outlining the essential services to foster a productive information and technology environment.</i>
Unified Arts	<i>A curriculum model that integrates various creative and practical subjects like art, music, physical education, health, and technology.</i>





Strategic Planning Recognition

Member, Role

Ethan Beals, School Board Member

Steven Beals, Alvirne High School Principal

John Beike, Community Member

Rachel Borge, Director of Special Services

Keith Bowen, Hudson Memorial School Principal

Derrick Dike, Student of the Class of 2026

Maureen Dionne, School Board Chair

Traci Flaherty, Alvirne High School/CTE Teacher

Roger Lamarche, Parent

Sherri Lavoie, Hills Garrison Elementary School

Special Education Coordinator

Member, Role

Will LeBlond, Communications Coordinator

Erica Mitchell, Hudson Memorial School Teacher

Dan Moulis, Superintendent

Jillian Oates, Parent

Jacob Piedra, Early Learning Center Teacher

Benjamin Pinnell, Student of the Class of 2026

Line Poulin, Hills Garrison Elementary School Teacher

Kim Rustici, Parent

Heather Smalley, Parent

Jennifer Vesey, Nottingham West Elementary

School Teacher





2026-2030 HUDSON SCHOOL DISTRICT STRATEGIC PLAN



HUDSON SCHOOL DISTRICT

SAU # 81

20 Library Street Hudson, NH 03051-4240

(603) 883-7765 fax (603) 886-1236

Daniel Moulis, Ed. D

Superintendent of Schools

(603) 886-1235

dmoulis@sau81.org

Jessica Benson

Assistant Superintendent

(603) 886-1235

jbenson@sau81.org

Rachel Borge

Director of Special Services

(603) 886-1253

rborge@sau81.org

Jenny Graves

Business Administrator

(603) 886-1235

jgraves@sau81.org

To:	Hudson School Board
From:	Cathy Brackett, HRIS Coordinator
Date:	March 9, 2026
Re:	AHS Spring Sports Nominations

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

AHS
Spring

Girls Varsity Track	Adam Dufault	\$3,850
Boys Varsity Spring Track	Phil Demers	\$3,850
Assistant Spring Track	Kaitlyn Wilson	\$2,700
Assistant Spring Track	Jeff Ogiba	\$2,700
Unified Outdoor Track	Jonathan White	\$ 500
Boys Varsity Tennis	Colin Stone	\$3,150
Girls Varsity Tennis	Shannon McCarthy	\$3,150
Girls Varsity Lacrosse	Molly Norton	\$3,850
Boys Varsity Lacrosse	Richard Sperazzo	\$3,850
JV Softball	Jessica Toomey	\$2,700
Esports	Jonathan White	\$ 500

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Jenny Graves

Business Administrator

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jgraves@sau81.org

To:	School Board
From:	Cathy Brackett, HRIS Coordinator
Date:	March 2, 2026
Re:	Extra-Curricular Nominations

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

Hudson Memorial School

Baseball	Jeffrey Nichols	\$2,000.00
Softball	Megan Radziewicz	\$2,000.00
Track and Field	Robert Segal	\$1,850.00
Track and Field	Dave Melanson	\$1,850.00

**HUDSON SCHOOL DISTRICT
IN HOUSE FACILITY USE/RENTAL APPLICATION**

DIRECTIONS: The information requested is necessary for managing facility usage and to assure that your needs are met. Complete Section I and II and submit the form to the school administrative office at least 14 days prior to the proposed activity. **A Certificate of Liability must accompany this form. The Certificate of Liability must state that the Hudson School District is named as additional insured. The certificate holder must list the Hudson School District, 20 Library Street, Hudson, NH 03051. THIS APPLICATION WILL NOT BE PROCESSED UNLESS THE CERTIFICATE OF LIABILITY IS ATTACHED.**

SECTION I - APPLICANT INFORMATION

Name of Organization: East Coast Canard Club (ECCC)
 Contact Person and Telephone #: Gary Labrie
 Street Address: 67 Bartlett Dr., Weare, NH 03281
 City, State, Zip Code: Weare, NH 03281
 E-mail address: garylabrie@aol.com
 Activity Description: Car Show
 Number of Anticipated Participants: 300 Number of Supervisors Provided: 25
 Estimated Hours: 7 Hrs. Time 8:00 am - 3 pm
 Activity Date(s): Sunday, August 23, 2026 (S) M T W R F S
 Facilities Requested:

- Alvirne High School, 200 Derry Road, Hudson, NH - Telephone: 886-1260**
 - Kitchen Cafeteria Track
 - Classroom Gym Tennis Court
 - Field(s) Library Hills House field
 - Music Room V114
- Hudson Memorial School, 1 Memorial Drive, Hudson, NH - Telephone: 886-1240**
 - Kitchen Cafeteria Other
 - Classroom Gym Multipurpose Rm
 - Field(s) Library Café Kitchen
- Hills Garrison School, 190 Derry Road, Hudson, NH - Telephone: 881-3930**
 - Cafeteria Café Kitchen Other
 - Classroom Gym
 - Field(s) Library
- Dr. H. O. Smith School, 33 School Street, Hudson, NH - Telephone: 886-1248**
 - Library Cafeteria Café Kitchen
 - Classroom Gym
- Library Street School, 22 Library Street, Hudson, NH - Telephone: 886-1255**
 - Café/Gym Café Kitchen
 - Classroom Other
- Nottingham West School, 10 Pelham Road, Hudson, NH - Telephone: 595-1570**
 - Cafeteria Gym Field
 - Classroom Library Other
- Hills Memorial Library, 18 School Street, Hudson, NH**
 - Conference room

I have reviewed the attached **Policy KF Use of School Facilities: Community Use of School Facilities** and recognize there may be associated fees for groups (as outlined in the Category B column), in addition to the custodial fees.

Signature and Date: Gary Labrie

**HUDSON SCHOOL DISTRICT
IN HOUSE FACILITY USE/RENTAL APPLICATION**

Equipment requested: _____

None

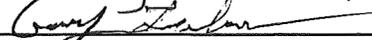
I certify that I have read and understand the regulations governing the use of the Hudson School District facilities, and my organization does not engage in any activity prohibited by School District Policy. I agree to accept personal responsibility for ensuring the compliance with these regulations during use of school facilities under this request. I affirm that all statements made by me on this form are true, complete and accurate to the best of my knowledge and belief.

FACILITIES RENTERS USING ANY HUDSON SCHOOL DISTRICT BUILDING, PLEASE BE AWARE OF THE FOLLOWING RULES: NO USE OF TOBACCO PRODUCTS, NO ALCOHOLIC BEVERAGES ON SCHOOL PREMISES, AT ANY TIME, IN/OUT OF THE BUILDING. FOOD/DRINK ALLOWED IN CAFÉ ONLY.

Printed Name and Title: _____

Gary Labrie, President, East Coast Camaro Club

Signature and Date: _____

 2-13-2026

SECTION II - REQUIRED DOCUMENTATION/APPROVALS

This form will not be processed until all documentation has been submitted. If the proposed activity will fill the requested facility to more than half of capacity, the police and fire departments must be notified. This is the sole responsibility of the renter.

Set up Requirement: _____

None

SECTION III - PROCESSING ACTIONS

After this request has been received/approved at the building level it must be sent to the Central Office for processing:

School Administration Approval Signature _____ Date _____

Facility Office Approval: _____ Date _____

Food Service Director: _____ Date _____

All necessary documentation has been received and checked:	_____	Yes	_____	No
Facility is available on this date:	_____	Yes	_____	No
Equipment is available on this date:	_____	Yes	_____	No
Extra Personnel Coverage required for this time/date:	_____	Yes	_____	No

Hours of custodial time required: _____

Fee Total: _____

Business Administrator Approval: _____ Date _____

After the request has been processed by the Central Office, the original request should be filed in the Purchasing Office and copies routed to the Facilities office and the designated school.

School Board Reading <input style="width: 60px; height: 15px;" type="text"/> Date	SAU Office only # <input style="width: 60px; height: 15px;" type="text"/> School Board Approval SB# <input style="width: 60px; height: 15px;" type="text"/>
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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 th 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:

Date:

Purpose:

Org	Object	Description	Current Available	Amount Reduced	New Balance
10001200	569	Tultion (Special Services)	\$ 276,392.67	-\$ 95,000.00	\$ 181,392.67
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00

Total Reduced:

Org	Object	Description	Current Available	Amount Added	New Balance
10001200	330	Sped Prof Svs	-\$ 28,148.05	\$ 95,000.00	\$ 66,851.95
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00

Total Added:

APPROVED:

Principal/Supervisor

Finance Director

Business Administrator

Superintendent of Schools

Hudson School Board

HUDSON SCHOOL DISTRICT

SAU # 81

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Assistant Superintendent
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jbenson@sau81.org

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

Jenny Graves
Business Administrator
(603) 886-1258
jgraves@sau81.org

To:	Hudson School Board
From:	Jenny Graves, Business Administrator
Date:	March 9, 2026
Re:	Food Service Updates: Deli Bar & Non Program Revenue

Background

At the February 16, 2026 meeting a presentation was made to the Hudson School Board regarding the financial status of the Food Service program for FY26. At that meeting, action was taken to initially increase student breakfast and lunch prices effective March 23, 2026, with a subsequent increase effective for July 1, 2026. There were multiple items requested for follow up at the next public meeting:

1. Reducing Deli Bar choices at Alvirne High School: **+\$3,800 Annually**
 - a. **Items were identified based on sales volume (i.e. least popular). Choices eliminated: salami, chicken salad, tuna salad, pretzel roll, bulkie roll.**
2. Non Program Food Revenue Update (from School Board action effective November 1, 2025):
 - a. The impact of raising Adult Meal prices by \$0.25: **+\$2,500**
 - i. **The \$2,500 is the projected increase for FY26 over FY25 actuals. This increase is largely driven by higher staff participation, versus the price increase alone.**
 - b. The impact of raising A La Carte prices by an aggregate of 20%: **+\$12,400**
 - i. **The \$12,400 is the projected increase for FY26 over FY25 actuals, which correlates to an annual increase in A La Carte revenue of 5.3%.**

HUDSON SCHOOL DISTRICT POLICY

IHBI Alternative Learning Programs and Individual Plans

Updated: For School Board First Reading March 9, 2026

Related Policies: ~~IHBB~~, IHBCA, IHBH, IK, ~~IKFC~~, IMBA

Category: Priority/Required by Law

A. Purpose

~~In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.~~

Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and ~~includes~~ include delivery of learning opportunities through individualization, personalization, and differentiated methods. Such plans may be designed for students who might otherwise be at risk for dropping out of school, or who require a more rigorous course of ~~studies~~ study than otherwise offered by the district. The district, through its teachers, administrators, and school guidance counselors, will endeavor to identify students who may be at risk of dropping out of high school, or who may otherwise benefit from an alternative learning plan or program.

Alternative learning programs and plans under this policy may include, but are not limited to, independent study, extended learning opportunities (ELOs), private instruction, performing groups, internships, community service, apprenticeships, ~~online courses/distance education~~ remote learning, or other opportunities by the Superintendent or his/her designee, in conjunction with School Board policies. If such a plan or program requires special expenditures beyond \$5,000, the Superintendent or his/her designee will present the plan to the School Board for approval.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet state and district requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by state minimum standards and applicable School Board policy.

Alternative learning plans may include extended learning opportunities taken ~~for credit~~ to achieve competencies and earn full or partial credits, or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities ~~taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, 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. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished~~

through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses. to achieve identified competencies and earn full or partial high school credits, the provisions of School Board policies IK and IHBH, Extended Learning Opportunities, will apply.

B. Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the state minimum standards and district curriculum and competency standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, schoolGuidance cCounselors, and aAdministrators should inform students of the district's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school, or who would otherwise benefit from an alternative learning plan/program, should inform either the principal or the schoolGuidance counselor of the ~~teacher's~~ employee's concerns. The principal will then schedule a meeting with the student, the principal, the schoolGuidance counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the schoolGuidance counselor, principal, or principal's designee.

The schoolGuidance counselor or principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian, and other appropriate people based on the individual ~~student~~ student's needs.

The principal or principal's designee and the designated team will have primary responsibility and authority for ~~approval and implementation of alternative learning plans and will oversee all aspects of such programs.~~ initial approval of alternative learning plans. If the alternative learning plan is approved by the Superintendent or his/her designee, or if required, the School Board, the principal will have responsibility for overseeing implementation of the plan. ~~The principal.~~ The ELO Coordinator will be responsible for reviewing and approving ~~alternative learning plans and credits~~ determinations that district competencies have been achieved and related credits awarded toward the attainment of a high school diploma or its equivalent.

~~Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).~~

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/~~legal~~ guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the district will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain ~~as~~ enrolled students of their district.

Alternative learning plans that are approved by the district become the responsibility of the district to facilitate implementation, ~~including associated costs and transportation.~~

C. Approval Process

1. The student and parent/guardian ~~seeking an alternative learning plan~~ shall meet with the school guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan ~~designed to enable the student to remain enrolled in school and complete educational requirements.~~ In order to be approved, the alternative learning plan must comply with and address the applicable elements included in Ed 306.17.
2. The Superintendent or ~~Superintendent's~~his/her designee will review the paperwork and will determine whether or not to approve the alternative learning plan. Ideally, the Superintendent or his/her designee's decision will be made within ten (10) days of receipt of the paperwork. As indicated above, however, if the plan will require district expenditures exceeding the dollar limit specified above, then the Superintendent will present the plan with a recommendation to the School Board at the next scheduled meeting of the School Board (unless an extension is requested by the parent). The parent/guardian will be permitted to address the School Board, and the matter will be in public or non-public at the election of the parent/guardian. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility ~~to maintain academic standing and enrollment in~~ to complete the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program, achieve the identified competencies, and, if applicable, and receive credit towards obtaining a high school diploma or its equivalent. 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 or program.
4. The district reserves the right to determine the competencies to be recognized, and, if applicable, the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

D. Evaluation Criteria

The Superintendent or his/her designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provides for proper administration and supervision of the program or plan,
2. Provides that certified school personnel oversee and monitor the program; ~~Requirement that each extended learning opportunity if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable~~

district standards

3. Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning, and
4. Are developed and amended, if necessary, in consultation with the student, a school **Guidance** counselor, the school principal and at least one parent/guardian of the student.

Appeal Process

If the submitted plan is rejected, the principal or designee will provide the student/parents or guardians with rationale as to why the proposal was rejected. A student whose application has been denied by the principal or designee may appeal that decision to the Superintendent/designee. The Superintendent/designee's decision will be final.

Appeal Process-

~~If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.~~

E. 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. The principal **ELO Coordinator** will be responsible for certifying completion of the plan ~~or program~~, and ensuring that proper assessments are administered for determining achievement of competencies, and, if applicable, the awarding of credits, consistent with the district's policies ~~on graduation~~ (see, e.g., Board policy IK).

If a student is unable to complete the alternative learning plan for valid reasons, the principal **ELO Coordinator** will evaluate the experience completed to date and make a determination for the recognition of achievement of competencies and, if applicable, award of full or partial credits ~~or recommend an alternative experience~~. The **ELO Coordinator** principal will determine the validity of such reasons on a case-by-case basis, and when appropriate, may recommend an alternative experience.

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

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

Legal References

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

[RSA 91-A:3 Non-Public Sessions](#)

[N.H. Code Admin Rules Ed. 306.04\(b\)\(12\) Remote Learning](#)

[N.H. Code Admin Rules Ed 306.4\(b\)\(13\) Alternative Means of Demonstrating Achievement of Competencies](#)

[N.H. Code Admin Rules Ed 306.17 Alternative Programs](#)

~~Ed 306.04(a)(13), Alternative Means of Earning Credit Toward A High School Diploma~~

~~Ed 306.04(a)(14), Alternative Means of Demonstrating Achievement Of Competencies~~

~~Ed 306.21, Alternative Programs~~

Adopted: June 1, 2020

First Reading: March 9, 2026

Second Reading:

Updated:

HUDSON SCHOOL DISTRICT POLICY

JH Attendance, Tardiness and Truancy

Updated: For School Board First Reading March 9, 2026

Related Policies: IKE

Category: Priority/Required by Law

Purpose and Intent

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

Parent/Guardian, Student, and School Responsibilities

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

Parents/guardians, students, school administrators, and teachers all have important roles in ensuring that students attend school and are on time. Students have an obligation to attend school and to be on time for class and scheduled activities.

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

Policy Development

It is the intent of the Hudson School Board to involve parents/guardians in the development of its Attendance, Tardiness and Truancy Policy and any amendments to the policy. The School Board will place the item on the agenda of a public school board meeting and will allow for public input on the policy. Any public input shall be advisory only and final adoption as to the policy's provisions will remain with the School Board. ~~notify parents about the proposed policy or amendments through appropriate communication channels. The School Board will also invite them to attend the School Board meeting at which the proposed policy or amendments will be discussed.~~

Excused and Unexcused Absences Defined

The School Board recognizes that absences from school may be necessary under certain circumstances. The School District recognizes two kinds of absences from school: excused and unexcused absences. Parents/guardians will have five (5) school days from the date of absence to present a doctor/provider note as documentation of absence. The principal determines whether a student's absence is excused or unexcused.

A. Excused absences may include the following situations:

1. School sponsored events such as field trips or athletic events.
2. Absences due to ~~chronic~~ health conditions or illness or mental health or physical health appointments. (The principal may require parents to produce additional documentation.)
3. Death of an immediate family member.
4. Religious holidays or attendance at religious ceremonies.
5. Absences approved by the Superintendent under RSA 193:1, I(c).
6. College visits.
7. Mandated court appearances.
8. The principal shall determine if an absence is excused for good cause for any other reason not listed above.

B. Unexcused absences and all other absences will include but are not limited to:

1. Family vacations, other vacations.
2. Absences for other personal reasons.
3. Tardiness, cutting classes, dismissals, truancy, absence from any study hall or activity for which the student is scheduled.

Any absence that has not been excused will be considered an unexcused absence. Excessive absences shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

Communicating Absences with School

In the event of an illness, parents must call the school and inform the school of the student's illness and absence each day of the absence. The school will document all doctor's notes related to absences in the child's attendance records. For other absences, parents must provide written notice that states a reason for the non-attendance. The principal may require parents to provide additional documentation in support of their reason for the absence, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the reason for non-attendance.

Other Excused Absences: Communication between the school and the parent is encouraged. If parents wish for their child to be absent for a reason not listed above, the parent/guardian must provide a written explanation of the reasons for such absence, including why the student will be absent and for how long the student will be absent. The principal will decide as to whether the stated reason for the student's absence constitutes good cause under this policy and will notify the student and parent/guardian of their decision as soon as practicable. If the principal determines that good cause does not exist, the parents may request a conference with the principal to again explain the reasons for non-attendance. The principal may then reconsider their initial decision. The principal's decision is final.

Make-Up Work: When students are absent, there will be an opportunity for students to make up the work. Guidelines for make-up work can be found in the school handbook.

Participation in School-Sponsored Activities: Attendance at school is required for students to participate in school sponsored activities. Students shall not attend or take part in school-sponsored activities on the day of an absence or suspension from school unless approved by the principal/designee. Guidelines regarding participation can be found in the school handbook.

Limitations on Unexcused Absences-Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

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

Under New Hampshire law, ten half-days of unexcused absence during the school year constitutes habitual truancy.

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. half of the total minutes in a school day. Missing more than half the total minutes in a school day is two half-day absences. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The principal is designated as the district employee responsible for overseeing truancy issues.

The district has created a procedure and put in place a series of interventions to assist the student with reintegrating back into school.

Intervention Procedures to Address and Prevent Truancy

The principal will designate a staff member to call/contact a parent when a student accumulates **three (3)** unexcused absences or when the student develops a pattern of excused absences.

When a student reaches **five (5)** unexcused absences, the principal will send the parent/guardian a letter which includes:

1. A statement of the parent's responsibility to ensure that the student attends school
2. An opportunity to convene a meeting between the parents and the principal/designee to discuss the student's truancy issues and develop a plan to reduce truancy.

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the principal will send the student's parent/guardian a letter after every eight **(8)** and ten **(10)** days of unexcused absences from school. The letter will include:

3. A statement that the student has become or is in danger of becoming habitually truant
4. A statement of the parent's responsibility to ensure that the student attends school
5. A request for a meeting between the parents and the principal/designee to discuss the student's

truancy and to develop a plan for reducing the student's truancy.

If a student shows a pattern of excused absences, the principal/designee may communicate concerns with the parents/guardian and begin an intervention plan to improve the student's attendance.

Contact with the Division of Child, Youth, and Families (DCYF), the School Resources Officer (SRO), District Outreach Coordinator/ designee may occur if a pattern of non-attendance continues after interventions have been implemented or when other concerns arise.

A student that has been absent fifteen (15) or more days may be subject to retention according to policy IKE Promotion and Retention of Students.

~~Interventions will occur at eight (8) days and fifteen (15) days absent. A student with fifteen (15) days absent will be considered truant. Contact with DCYF, school administration, and the Hudson Police Department will occur when a student has missed 15 consecutive days or when the threshold of days absent exceeds 25% for the year. A student that has been absent fifteen (15) or more days may be subject to retention according to policy IKE Promotion and Retention of Students.~~

Appeal

A parent/guardian or student seeking an exception for an absence that is not otherwise excused may file a request with the ~~School Board Superintendent/ designee~~ the following: ~~A parent/guardian or student may also appeal to the School Board the following: The Superintendent's decision will be final.~~

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

Legal References

RSA 193:1, I (c, h)

Reviewed: July 16, 2020

Reviewed: September 28, 2020

First Reading: March 9, 2026

HUDSON SCHOOL DISTRICT POLICY

BGAA Policy Development, Adoption and Review

Updated: For School Board Second Reading March 9, 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. 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.

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, tThe 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~~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~~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

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~~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: March 9, 2026

Adopted:

HUDSON SCHOOL DISTRICT POLICY

IKFG Career Exploration, Readiness, Pathways and Credentialing

Updated: For School Board Second Reading March 9, 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/the 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](#) ~~and~~ 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 g~~Guidelines 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: March 9, 2026
Updated:

HUDSON SCHOOL DISTRICT POLICY

JLCF Wellness

Adopted: For School Board Second Reading March 9, 2026

Related Policies: ~~DFGA~~, ~~EF~~, ~~EFAA~~, ~~EFE~~, IMAH, JLC, ~~JJE~~, ~~JLCI~~, and JLCCK

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-related~~ interrelated. 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 Services Wellness 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, ~~education~~ education, 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 Services Wellness 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 Services~~Wellness 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~~ 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 ~~3~~-three 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 \(healthyeating.org\)](https://www.healthyeating.org/Smarter-Lunchrooms-Movement)
[How to Build a Smarter Lunchroom](https://www.healthyeating.org/Smarter-Lunchrooms-Movement/How-to-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), Wellness~~[N.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 Services~~[N.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 Program~~[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 16, 2026

Second Reading: March 9, 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 taken 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 ♦ Hudson, New Hampshire
Hills Memorial Library 18 Library Street

6:30 pm Regular Meeting
Non-Public Session

School Board Meeting Minutes – February 16, 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 [0:00:15]

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

B. Public Hearing [0:00:38]

Per RSA 40:14 b II b, a public hearing was held related to the petition warrant article concerning the default budget determination. It was not recommended by the School Board 4-1, but it was recommended by the Budget Committee 9-0.

There was no commentary by the Board members or by the public.

At 6:31pm, the public hearing was closed.

C. Public Input [0:01:52]

Crystal Gendrew of 187B Robinson Road spoke about her support of Ms. Atherton and the Food Service Department while noting modest reimbursement rates, and the importance of retaining employees and paying them fair wages; despite rising food costs.

D. Good News Update (Information) [0:08:35]

Assistant Superintendent Jessica Benson shared good news happening in schools:

- A few AHS alumna returned to teach students about their fields of work.
- AHS Key Club students assemble 50 backpacks filled with winter essential items; they were given to the Nashua Soup Kitchen.
- Grade 10 English teachers worked with the Rogers Memorial Library to coordinate a visit.

E. Student Representative Comments [0:10:03]

Student Representative Jane Makoviy shared the following:

- Basketball and cheer doing well; cheer placed 1st and 2nd in recent competitions.
- Boys track placed 2nd overall in States.
- Auri Anderson earned 1st place in the State diving competition.
- Model UN Conference last week and Lyla Smalley earned an award.
- Mock Trial States took place last weekend; 4 students received Peer Recognition Awards and 1 was recognized by the State: Outstanding Witness Award.
- DECA States took place last weekend where 10 students earned awards/recognitions.
- Wrestling States are upcoming.
- Annual NHS Blood Drive in memory of Nate Morin will happen tomorrow.
- Best Buddies will bake cookies on Wednesday.
- Track Senior Night is on Wednesday.
- CT Ambassadors will soon visit elementary schools for Leadership Legos.

F. Presentations to the Board [0:11:55]

1. Learning Management Systems

Director of Technology Chris Jamrog, Dean of Academics Dan Pooler discussed learning management systems (LMS). Highlights included:

- LMS: digital platform that helps with curriculum and communication e.g. Google Classroom and Schoology (comprehensive, all-in-one platform for preschool – grade 12 with built-in assessments and is integrated with PowerSchool.)
- Review of current LMS – Schoology from August 2025 with surveys to January 2026 with presentation to the School Board re. phased implementation.
- Survey results: 150 staff members responded (40% of the teaching population); 30% received formal Schoology training; 53% were not satisfied with Schoology; priorities with LMS included ease of use, etc.
- Parent/Student survey results: 58 parents responded; many parents do n't access Schoology (difficult to navigate); most students use Schoology daily or a few times a week and use it to turn in assignments/quizzes, etc.; 91% felt it was easy to navigate and 85% agreed with ease of finding information.
- Benefits of migration to another LMS such as Google Classroom (slight cost savings, anticipated higher user adoption, and G-Suite (Google) integration.
- Challenges included: loss of advanced features; reduced parent insight; less district oversight; non-transferable content; and time/cost.

- 3-Phase Implementation of a New LMS: research/select pilot (4-6 weeks) starting this spring.
- Options: Schoology, Google Classroom, Canvas, and Blackboard.
- Pilot new LMS starting in the fall for 8-12 weeks in a controlled environment (10-20 teachers across grade levels and content areas).
- Collect data about the pilot with feedback and evaluate the tools.
- Full implementation starting in 2027-2028.
- Updates would be provided to the Board.

There was discussion regarding: LMS usage; commitment to Committee suggestions; and use of Canvas in college as well as other LMS facts and learning curves.

Ethan Beals made a motion to amend the agenda to address the Old Business Food Service Financial Review next. Mike Campbell seconded the motion. Motion passed 5-0.

G. Old Business [0:39:00]

1. FY26 Food Service Financial Review and Meal Pricing

Director of Food Service Karen Atherton and Business Administrator Jenny Graves presented information on Food Service financial review and meal pricing, including:

- Background: presentations to the Board on 7/14/25 and 9/22/25.
- Continued financial pressure which is forecasted to require a transfer from the general fund in June – this is necessary to balance the Food Service fund.
- Historical trends: total revenue vs. expense by FY (pacing at @ 4%/yr.) and labor cost vs. food cost by FY (increasing each year/biggest drivers).
- FY25 expense and revenue types (biggest drivers: labor at 55%; student sales at 50%).
- Labor (increase of 33.5% since FY20; last year increase of 3.9%. Unionized staff; lean staff levels.)
- Federal funding: reduced since Covid years: universal free meals were eliminated; supply chain assistance has been eliminated; and delivery fees are now charged by USDA.
- Food Cost: increases; double delivery fees USDA foods delivered; and new USDA regulations increased product costs.
- USDA Commodities (district purchases them once inventory has been used).
- NH Buying Group – increases district's buying power, commodity availability and meets nutritional compliance standards. Also helps with networking.
- Student Participation: primary driver of Food Service program revenues.
- FY26 Snapshot: approx. deficit of \$272,000 with a projection of under \$400,000 at the end of the school year. It was necessary to transfer from the general fund to make the fund whole.
- Expense Reductions totaling \$46,697 (e.g. eliminating the vacant Asst. Manager position at Hills Garrison School and 6 hr. position at Hudson Memorial; reducing 1 hour at Dr. HO Smith; eliminating the custom deli bar at Alvirne; eliminating additional condiments; and eliminating orange juice).
- Concerns about equity for all students; however, an idea included at AHS – hot meal options to be reimbursable – could make the 5-6 hot offerings option (very popular) as a

hot a la carte option and increase prices but this would mean that free/reduced students would not be eligible for this – so this was not considered.

- If the proposed position eliminations went through, the program could be run with the current population.
- It would be cost prohibitive to source locally from a bulk cost perspective as the district is part of the NH Buying Group that helps get the best pricing.
- The district is down 9% in a la carte sales over last year; participation is a factor.
- Breakfast price comparison to other districts in the State (Hudson is below average except above average in high school).
- Lunch: Hudson has below average pricing.
- Other districts are in the same position as Hudson and might change prices also.
- Revenue Estimator (breakfast and lunch).
- Enrollment: 1,346 = elementary; 595 = middle school; and 1,199 = high school.
- There was concern about increasing prices. Getting impact data was suggested.
- There was a suggestion for next year to set these prices for breakfast: \$2.25 for elementary; \$2.50 for middle/high school and do a small increase for the rest of this school year. This would equal \$23,000 revenue annually.
- End of year data will be reviewed after the school year ends.
- A suggestion was to revisit the adult meal pricing.

Ethan Beals made a motion to raise for next year the elementary breakfast price to \$2.25 and middle/high school to \$2.50. Maureen Dionne seconded the motion. Motion passed 4-1.

Ethan Beals made a motion to raise for next year the elementary lunch price to \$3.50, the middle school lunch to \$3.75 and the high school lunch to \$3.90. Maureen Dionne seconded the motion. Motion passed 4-1.

There was discussion about what to do about prices this year – effective March 23, 2026 to allow for communication after February break. A \$0.25 increase to breakfast and a \$0.35 increase to lunch across the board was suggested. This would equal around \$30,000 in revenue, including the month of March.

Ethan Beals made a motion to increase breakfast prices by \$0.25 and lunch prices by \$0.35 effective March 23, 2026. Mike Campbell seconded the motion. Motion passed 5-0.

Ethan Beals made a motion to: eliminate the vacant Asst. Manager position at HGS and 6 hr. position at HMS; reduce 1 hour at Dr. HO Smith; and eliminate orange juice. Maureen Dionne seconded the motion. Motion passed 5-0.

There was a request to research the deli bar usage at AHS to see if it is worth saving 5 days/week.

H. New Business [1:55:44]

1. 2026-2027 School Board Calendar - Draft

There was a review of a first draft of the 2026-2027 School Board Calendar. There will be one meeting in July. January 4 will be the first meeting after holiday break. September 8 will be the meeting after Labor Day.

Maureen Dionne made a motion to approve the 2026-27 School Board Calendar. Steve Meyer seconded the motion. Motion passed 5-0.

2. Budget Transfer

Ms. Graves presented a budget transfer for approval in the amount of \$175,000 from tuition (Special Services) to Contracted Services to pay Effective School Solutions.

Ethan Beals made a motion to approve the budget transfer of \$175,000 as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

I. Old Business [2:02:00]

1. 2026-2027 School District Calendar

There was a review of the 2026-2027 School District calendar. Feedback was collected after the last Board meeting. School will start on August 24. August 28 will be a no school day, as well as September 4. The last day of school for students will be June 17 with a half day for teachers on June 18. The elections were factors to the calendar building.

Ethan Beals made a motion to approve the 2026-2027 School District calendar as presented. Mike Campbell seconded the motion. Motion passed 5-0.

J. Policies [2:07:52]

1. First Reading

There was a review of the following policies for first reading:

BGAA Policy Development, Adoption and Revisions

New Policy for NHSBA/ Board/District combining other policies below. NHSBA policy with revisions.

IKFG Alternative Learning Plans and Individual Plans (title change to Career Exploration, Readiness, Pathways and Credentialing)

NHSBA policy with revisions.

JLCF Wellness

Current policy with revisions.

BG Board Policy Process

Current policy for withdrawal (upon Policy BGAA approval).

BGA Policy Development System

Current policy for withdrawal (upon Policy BGAA approval).

BGB Policy Adoption

Current policy for withdrawal (upon Policy BGAA approval).

BGC Policy Review and Evaluation

Current policy for withdrawal (upon Policy BGAA approval).

BGE Policy Dissemination

Current policy for withdrawal (upon Policy BGAA approval).

2. Second Reading

Maureen Dionne made a motion to approve the following policies as amended:

- *IHBH Extended Learning Opportunities (there was a typo: ELO Coordinator)*
- *IKB Homework*
- *IMAH Daily Physical Activity*
- *JEB Age of Entrance (Annual Review)*

Ethan Beals seconded the motion. Motion passed 5-0.

K. Recommended Action [2:12:00]**1. Manifests****2. Minutes: February 2, 2026 and February 7, 2026 (post-Deliberative Session minutes)**

Ethan Beals made a motion approve the minutes of February 2 and 7, 2026 as presented.

Maureen Dionne seconded the motion. Motion passed 5-0.

L. Reports to the Board (Information) [2:12:26]**1. Superintendent Report**

The Superintendent report included the following:

- AHS celebrated the top 3 graduates for the class of 2026: Danni Wimmer (salutatorian); Abigail Conroy (valedictorian); and Ben Pinnel (class essayist).
- Palmer Center's DECA chapter was recognized at the awards ceremony on Thursday. Three students won medals; other students were also recognized.
- Read Across America and Kindness Week at Hills Garrison
- NWES: Read Across America week the week of March 2
- HMS and AHS: Ed Garrity will speak.
- March 11: Family Resource Night at Hills Garrison
- Recruitment and Retention Committee met and discussed new strategies including employee testimonials with digital media students.
- Strategic Planning Meeting reviewed focus area 3: building educator capacity and area 4: safety facilities and operational efficiency. The plan will be brought to the Board at the next meeting.
- Video message before Deliberative Session on Instagram, explaining the Deliberative Session and the default vs. operation budget

- The food works classroom is now complete after the December fire.
- Rescheduled parent teacher conferences will occur this week.
- Congratulations to Auri Anderson who won the division 1 diving championship and to HMS cheerleaders who won the Tri-county division 1 championship.
- The Alvirne Milford hockey team won 9 of their last 11 games.
- Alvirne Varsity Cheer - 2nd place finish at the Capital City's cheer competition.
- Alvirne boys indoor track - 2nd place in the division 1 state meet
- Alvirne Wrestling Team beat Manchester West; will play in the division 2 state meet
- Alvirne boys varsity basketball: 9 and 5 overall record
- Alvirne girls varsity basketball: record of 4 and 9

M. Committee Reports [2:19:54]

Mr. Beals said that the Strategic Planning Committee had a great meeting and is finalizing the strategic plan.

N. Correspondence (Information) [2:20:20]

- Discipline report presented
- Financial report presented

O. Board of Selectmen - Liaison Comments [2:20:33]

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

- Benson's Dog Park was closed but would be taken over by a group of citizens and would be open upon proof of insurance.
- The old elephant barn at Benson's Park is being turned into a museum by the Friends of Benson's. They hope it will be open within a few years.
- HCTV is having financial issues as people are veering away from watching cable tv.
- Police Department requested money from the Capital Reserve fund for vests.
- A resident donated an electric bike to the P.D.; they would like a second bike.
- The fire truck being ordered did not have a ladder so the Department took money out of the Target fund to put an air system on that.
- Fire Department requests for tools for the department
- Usage of buildings for Fire Department training – use Target money to build a training center
- New Town financial software is required; a committee will be formed to review this.

P. Board Member Comments [2:24:15]

Mr. Kilgour thanked everyone for attending the Deliberative Sessions. He encouraged people to attend Candidates Night this Thursday night and to vote on March 10.

Mr. Meyer mentioned the focus on budget and trying to find areas for improvement. Feedback was received about the success of the district. There had been public feedback about the school used as a voting location. He encouraged people to vote.

Mr. Beals spoke about the free and reduced lunch program and encouraged families to apply. He said this helped with school funding as well.

Mr. Campbell mentioned Candidates Night and the election on March 10 and he encouraged people to vote. He congratulated 6 Hudson Community Cub Scouts who crossed over to Boy Scouts: Randall, Nathan, Gavin, Bryce, Josh and Harrison.

Ms. Dionne thanked people who attended the Deliberative Session and those who were supportive of the school district. She hopes staff recognize the support that the Board has for them.

Q. Non-Public Session: RSA 91-A:3 II (c) [2:30:38]

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

Review of correspondence

R. Return to General Session and Adjourn

At 9:39 pm, 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

WORKSHOP-TRAVEL APPROVALS

Staff Member	Destination	Date	Approved Amount	
David Bressler	ACF National Convention	6/28/26-7/02/26	\$2,700.00	