



**HUDSON PUBLIC SCHOOLS**  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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**HUDSON SCHOOL COMMITTEE MEETING**  
**April 23, 2019**  
**155 Apsley Street – Administration Building**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting: April 9, 2019

**III. Public Participation:**

*In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:*

- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
- *Persons addressing the Committee should limit their statements to approximately two minutes.*

**IV. Reports and Presentations**

- a) Report of the Superintendent: LOOK Act, Dual Language Program
- b) Subcommittee Reports
  - Budget Subcommittee
  - Policy Subcommittee
  - Strategic Goals Subcommittee
  - Superintendent's Evaluation Subcommittee
- c) Student Presentation (if any)

**V. Matters for Discussion:**

- a) Old Business
- b) New Business
  1. Chartwells Update
  2. Meal Rate Increase Discussion
  3. FY19 Budget Forecast
  4. Quinn Middle School Principal Search Update



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**VI. Matters for Action:**

- a) Old Business
  - 1. Second Reading and Approval of Proposed School Committee Policies:  
Section J: School Choice
- b) New Business
  - 1. Approval of Portugal UNESCO Conference for Young Scientists :  
Anticipated Dates 1/8/20-1/11/20

**VII. Items of Interest to the School Committee**

**VII. Executive Session**

**IX. Adjournment**

The Agenda reflects topics that the Chairperson reasonably anticipates will be discussed.

# Approval of Minutes

April 9, 2019

*Not Approved*

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** April 9, 2019

**Location:** 155 Aspley Street

Members present: Glenn Maston, Steven Smith, Elizabeth Hallsworth, Adam Tracy, Nina Ryan, Matthew McDowell, and Michele Tousignant Dufour

Members absent: Ben Carne, Student Representative

Others present: Dr. Marco C. Rodrigues, Superintendent  
Annamarie O'Donnell, Recording Secretary

**I. Call the Meeting to Order: 7:00 p.m.**

The meeting was called to order by Committee Chair, Glenn Maston.

**II. Approval of Minutes:**

Regular Meeting: March 26, 2019

A motion to approve the minutes of March 26, 2019 was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

**III. Public Participation:**

none

**IV. Reports and Presentations**

**Report of the Superintendent**

Dr. Rodrigues gave the following updates to the Committee:

1. Hudson Public Schools Awards for Excellence  
Dr. Rodrigues stated that we have created the Hudson Public Schools Awards for Excellence. There will be an evening to celebrate our staff, teachers, retirees, and longevity. There will be nominations accepted in the following categories:  
Administrator  
Teacher  
Instructional Staff

Nurse  
Custodian  
Secretary  
Support staff

Additionally, the Hudson Hero Award has been added and can be given to anyone who does not work for the district. Any school can nominate anyone who does not work for us. This could include community members, cafeteria workers, bus drivers. crossing guards etc.  
The awards presentation will be held June 6.

2. Mini-Grants for Teachers  
Dr. Rodrigues reported that the District had received \$4000.00 in private donations, to fund mini grants for teachers. Eleven applications from teachers were received and and we were able to award grants to eight. There was a rubric for teachers to describe the project for the committee. Dr. Rodrigues went on to say that we will continue to seek private donations for this purpose.
3. Kindergarten Open House- Class of 2032  
Preparation is ongoing for this event. The date is set for May 1.
4. Jason Medeiros- New Hudson High School Principal  
Dr. Rodrigues introduced Mr. Jason Medeiros as the new principal of Hudson High School. Mr. Medeiros stated that he is excited about this opportunity. He made note of how welcome he was made to feel through the hiring process and how much he enjoyed hearing the students earlier that evening. Mr. Medeiros is looking forward to partnering with all and getting to work.

### **Subcommittee Reports**

#### **Budget Subcommittee**

Mr. Maston reported that the Selectmen had voted in favor of the FY20 budget.

#### **Policy Subcommittee**

Mr. Smith reported that the Policy Subcommittee has not met and will meet again next month.

#### **Strategic Goals Subcommittee**

Mr. Maston reported that the Strategic Goals Subcommittee had not met but the School Committee newsletter had launched in April.

#### **Superintendent's Evaluation Subcommittee**

None

Other:

Mr. Smith reported that the Secretaries negotiations has closed out.

### **Student Report**

Ben Carme reported that Council has not held session. He asked Dr. Rodrigues if there has been any consideration to honor cafeteria staff in the awards for excellence.

Dr. Rodrigues stated that Chartwells has their own way of honoring the cafeteria workers. He also said that the cafeteria workers can also be nominated under the Hudson Heroes award.

### **V. Matters for Discussion:**

- a) Old Business
- b) New Business

#### **1. German Exchange Trip Presentation from Students**

Ms. Gretchen Houseman and Ms. Whitney Nielsen took fifteen students to Helmstedt Germany. The other part of the exchange is that German students came to Hudson in September.

The students presented on the following destinations and experiences:

- How it was to stay with their host family. The host families usually take the student to meaningful places to them.
- Hamburg was the first city they visited. This was where there hostel was and they spent a few days there. Here, they visited the Emigration museum and attended the Choir of the World concert.
- Visit to Neuengamme Concentration Camp and Memorial
- Visit to Braunschweig- a very old city with preserved architecture. This city is also known for American Football.
- The students visited Berlin and the Reichstag Building( their government building). The students got to learn about the German government and the differences from American government. Here they also visited Brandenburg Gate, a site of many American foreign policy speeches.
- Visit to Checkpoint/ Alpha and a part of the wall, which has been preserved. They learned about the Cold War and the Berlin wall.
- Visit to the city of Leipzig and learned about its musical and cultural History. They saw the houses of some famous musicians and memorials to some favorite composers.
- Experienced food and culture such as Schweinshaxe, Ice Cream Spaghetti, and a Turkish wedding.
- The students went to school with their exchange students. They learned some of the major differences between school in Germany and their school in Hudson.

- Travel Experiences- planes and trains and buses
- Independent Free time allowed them to learn responsibility.
- Immersion in an unfamiliar language

2. **First Reading of Proposed School Committee Policy: Section J: School Choice**

Mr. Smith stated that this removes one policy around children of employees. It proposes to accept the MASC policy.

Dr. Rodrigues stated that we are proposing to accept school choice students at the elementary level, where we can accommodate them. He stated that it is exciting that we are able to add a few slots at the elementary level.

Mr. Tracy asked if the data showed that students who enter at an early age are more likely to stay until graduation.

Mr. Maston stated that these will be posted on the website and available for feedback. There will be a vote at the next meeting.

VI. **Matters for Action:**

Old Business

1. **Second Reading and Approval of Proposed School Committee Policies: Section G**

Mr. Smith stated that there had been no feedback and that most of these policies are covered in contracts.

A motion to approve the proposed School Committee Policies Section G was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

New Business

1. **Approval of 2019-2020 School Committee Meeting Dates**

Mr. Maston made note that there was slight correction of the year for the April- June meetings. A motion to approve the 2019-2020 School Committee dates with the correction was made by Ms. Tousignant Dufour and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

2. **Approval of the Out of State Field Trip to High Meadow Resort in Granby, Ct on May 28,2019 for the Senior Class Trip**

A motion to approve the Out of State Field trip to High Meadow Resort in Granby, Ct on May 28, 2019 for the Senior Class Trip was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

3. **Approval of Contract in the amount of \$11,407.00 with National Geographic Learning/ Cengage Learning for Reach Fiction Books**

Mr. Tracy asked if Cengage was the only bidder. Dr. Rodrigues stated that this a sole source because we have already used the Reach books for the ELLs and we are augmenting.

A motion to approve the contract in the amount of \$11,407.00 with National Geographic Learning/ Cengage Learning for Reach Fiction Books was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

4. **Approval of FY19-327 Empowering Educators through Autonomy Planning Grant in the amount of \$29,600.00**

Mr. Maston made note of the change in the amount from \$29,000.00 to \$29,600.00. A motion to approve the FY19-327 Empowering Educators through Autonomy Planning Grant in the amount of \$29,600.00 was made by Ms. Hallsworth and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

5. **Approval of FY20-391 SPED Inclusive Preschool Grant in the amount of \$30,000.00**

A motion to approve the FY20-391 SPED Inclusive Preschool Grant in the amount of \$30,000.00 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

6. **Approval of MA DESE: Improving Student Access to Behavioral and Mental Health Services Grant in the amount of \$110,000.00 over two years**

Dr. Rodrigues stated that this grant will support a partnership with Wayside to support mental health services in all our schools. He stated that this was a very competitive grant. Discussion ensued about the benefits to the district. Ms. Hallsworth asked if this is something we need to renew in the future or do we need to be thinking about putting this in our budget. Dr. Rodrigues stated that our direction is to be self sufficient.

Mr. Tracy asked about the appropriation for this year and next year.

A motion to approve the MA DESE: Improving Student Access to Behavioral and Mental Health Services Grant in the amount of \$110,000.00 over two years was made by Ms. Tousignant Dufour and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

7. **Approval of gift from The Rail Trail Flatbread Company in the amount of \$1000.00 for the Teacher Mini Grant Program**

A motion to approve the gift from the Rail Trail Flatbread company in the amount of \$1000.00 for the Teacher Mini Grant Program was made by Mr. Smith and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

Mr. Tracy asked if we are giving private donors any conditional criteria so they can identify where their funds go. Dr. Rodrigues responded that there have been areas identified that private donors can specify their funds go to.



**8. Approval of Reclassification of Funds**

A motion to approve the reclassification of funds as presented was made by Ms. Tousignant Dufour and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

**VII. Items of Interest to the School Committee**

Ms. Hallsworth stated that there is a concern that cafeteria snacks are not healthy enough and parents are unhappy. Discussion ensued about the mechanism of blocking accounts at the My School Bucks level. Chartwells will be in on April 23, 2019 to give and update.

**VIII. Executive Session**

Not Needed

**IX. Adjournment**


A motion to adjourn was made by Ms. Hallsworth and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed. At 7:48 p.m. Committee Chair, Glenn Maston, adjourned the meeting.

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee

# Report of the Superintendent

- LOOK Act and Dual Language Program



APRIL 23, 2019

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.


### SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators A, B, C, E

Standard II: Indicators B, C, E

Standard III: Indicators A, B, C

Standard IV: Indicators A, B, C, D, E



### Dual Language Program

Ana Pimentel, Director of World Languages, and Erin Goldstein, Director of English Learner Education, have researched Dual Language programs extensively this year. We are now on track for the next steps of program planning for implementation in 2020-2021. In addition to the presentation that will be shared at the School Committee meeting on April 23, 2019, please find below supplementary information on dual language programs.

#### **LOOK Act and the Growth of Dual Language Programs**

In November 2017, Governor Baker signed the Language Opportunity for Our Kids (LOOK) Act into law. The LOOK Act brings a number of changes for our students including more flexibility in English learner programming and the establishment of the Seal of Biliteracy. With the new flexibility, many districts around the state have renewed interest in developing dual language programs, bringing Massachusetts forward in a growing national trend to provide dual language education for both English learners and non-English learners. The Office of Language Acquisition at DESE has encouraged districts to consider implementing dual language programs and has provided support with new guidance and upcoming professional development. Well-implemented dual language programs provide students with the education they need to earn the Seal of Biliteracy by graduation.

Currently in Massachusetts, dual language programs are offered in districts such as Cambridge, Somerville, Maynard, Mendon-Upton, Millis, Holliston, Amherst, Waltham, Wayland, Brockton, Southbridge, New Bedford, Framingham, Worcester, Boston, and Holyoke. Several districts are looking to expand on current programs or start new programs. Connecticut and Rhode Island have several programs as well and Rhode Island is working on an initiative to expand these programs.

Several states beyond New England are supporting and expanding dual language programs. Utah has 204 schools with dual language programs and is starting 20 to 25 new programs each year. Delaware is several years into a 10-year initiative to create dual language programs. This year, one of every six kindergartners in Delaware is a dual language program. North Carolina currently has 178 dual language programs. California recently launched a new initiative, *Global California by 2030*, with the goal of half of all K-12 students in the state becoming bilingual. To meet the goal, California intends to quadruple their number of immersion programs from 400 in 2017 to 1,600. Demand for these programs is high. In Rhode Island, for every seat in a dual language programs, there are two students whose parents want them to be in the program, resulting in long waiting lists.

## **Dual Language Programs**

Dual language programs are educational programs in full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years though preferable K-12. Dual language programs are guided by three key pillars: Academic Achievement, Bilingualism and Biliteracy, and Cultural Competence.

Dual language programs can be either one-way or two-way. In one-way programs, all students come into the program speaking one common language, usually English, and learn the partner language as a new language. In two-way programs, half of the students come into the program speaking the partner language and half come into the program speaking English. Each group of students learns from each other as they continue to develop proficiency in both languages.

Dual language programs usually follow an 80-20 model (sometimes 90-10) or a 50-50 model. In an 80-20 model, kindergarten instruction is provided primarily in the partner language (80% of the time) with 20% of instruction in English. This language allocation gradually shifts to 50-50 by third grade. In a 50-50 model, instruction is always 50% in the partner language and 50% in English. Both programs result in similar long-term achievement outcomes including in the level of English acquisition of English learners. However, 80-20 programs result in higher levels of proficiency in the partner language and increased use of the partner language among students in the program.

## **Benefits of Dual Language Programs**

There are several research-based benefits of dual language programs. Four key areas of benefits are cognitive, academic achievement, college and career readiness, and identity and pluralism.

### *Cognitive Benefits*

Fully proficient bilinguals outperform monolinguals in the following cognitive functions:

- Problem solving
- Creativity / divergent thinking
- Pattern recognition
- Visual-spatial skills
- Mental flexibility/brain plasticity
- Metalinguistic awareness
- Executive functioning abilities such as attention to detail, ability to ignore distractions, task switching, working memory, and conflict management

Additionally, bilingualism has been shown to be a protective factor in dementia and Alzheimer's disease. Bilingual people have thicker cortexes than monolinguals resulting in better memory and increased gray matter which can delay cognitive symptoms in mild cognitive impairment or Alzheimer's.

For English learners, dual language programs provide an added cognitive benefit. By being afforded the opportunity to fully develop their first language, English learners are able to reach an important cognitive threshold. In *Why Dual Language Schooling*, Thomas and Collier (2017, p. 50) explain that children need to develop their first language at least until age 12 in order to adequately support their cognitive development. This cognitive development provides the foundation for learning throughout life. Without dual language programs, many elementary ELs are not able to develop their first language to high levels, a phenomenon known as subtractive bilingualism. In contrast, dual language programs allow for additive bilingualism by providing the opportunity for ELs to fully develop their first language while also adding English.

### *Academic Achievement*

Research on well-implemented dual language programs has documented academic achievement at or above non-dual language peers as measured by standardized tests in English. These benefits are longitudinal and it is necessary for students to remain in dual language programs at least through grade five to see these benefits. These benefits have been documented for a variety of student groups. In *Dual Language Essentials for Teachers and Administrators*, Freeman, Freeman, and Mercuri (2005), assert, “all students, regardless of their language background do as well or better on standardized tests in English than students educated in monolingual programs.” Here are some additional highlights of the research on academic achievement in dual language programs as described by Thomas and Collier in *Dual Language Education for a Transformed World* (2012).

- Language minority students who are fluent in English and of the same heritage as the ELs can enroll in DL classes. (...) In DL classes, these students score higher on state tests as well as norm-referenced tests than language minority students in the English mainstream classroom.
- African-American native English speakers in DL score very significantly higher on state tests as well as norm-referenced tests than African-American students in the English mainstream classroom.
- White native English speakers in DL score higher on state tests as well as norm-referenced tests than White native English speakers in the English mainstream classroom.
- Title I-eligible students in DL score significantly higher on state tests as well as norm-referenced tests than Title I-eligible students in the English mainstream classroom.
- Special needs students in DL score higher on state tests than special needs students in the English mainstream classroom.

Some may attribute benefits to self-selection in programs. However, research in Portland, Oregon has demonstrated otherwise. In a study comparing students who entered DL programs with students whose parents wanted them to enter the program but space did not allow for their admittance, the students assigned to DL programs outperformed their non-DL peers in reading English by 7 months in 5<sup>th</sup> grade and 9<sup>th</sup> months in 8<sup>th</sup> grade.

For English learners, the benefits are also well documented. ELs in dual language programs are able to close the achievement gap in the long-term as opposed to ELs in more traditional ESL-only programs. Moreover, all of these students not only achieve at high levels, but also are bilingual and biliterate, an additional highly valuable skill, but one that is not measured on standardized tests in English.

### *College and Career Readiness*

More and more in our 21<sup>st</sup> century world, being college and career ready means being bilingual. Increasingly, employers are looking for bilingual workers across a range of professions. The genesis for Delaware's state initiative for dual language education was the loss of a large contract with a company that chose to expand in Brussels rather than Delaware because in Brussels the average worker already speaks three languages. In our globalized world, employers across every sector need employees who can work across languages and cultures. Dual language programs educate our children to do so.

### *Identity and Pluralism*

Finally, dual language programs have been shown to result in stronger cultural identity, higher self-esteem, and more favorable attitudes toward bilingualism and to students who are different. Children learn to value bilingualism as an asset rather than a deficit and feel more positively about themselves and others. The third pillar in action, cultural competence, leads to reduced cultural conflicts and reduced linguistic isolation.

### **Dual Language and Our District's Mission**

Overall, the research has established that well-implemented dual language programs benefit all students. In Hudson, our mission is "Delivering World-Class Education Today for the Global Leaders of Tomorrow." Dual language is a key strategy to ensure we are able to deliver on this mission.

# Dual Language



Ana Pimentel, Director of World Languages

Erin Goldstein, Director of English Learner Education

*Hudson Public Schools*

*April 23, 2019*

***Delivering World-Class Education Today for the Global Leaders of Tomorrow***



# Language Opportunity for Our Kids (LOOK)

- ▶ Provides more flexibility in programs for ELs
- ▶ Establishes Seal of Biliteracy



Signed by Governor Baker on Nov. 22, 2017

# What is Dual Language?

A program in which the language goals are **full bilingualism and biliteracy** in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12).

Dual language students don't just study a second language as a subject; they become fully proficient in a second language at no cost to their English development.

# What is Dual Language?

**A** is for *Academic Achievement*.

**B** is for *Bilingualism and Biliteracy*.

**C** is for *Cultural Competence*.



# Types of Programs

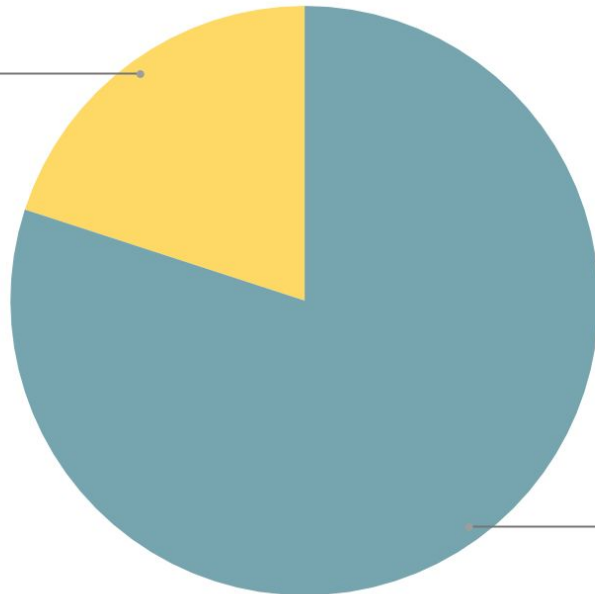


One Way

Two Way

80-20 Language Allocation

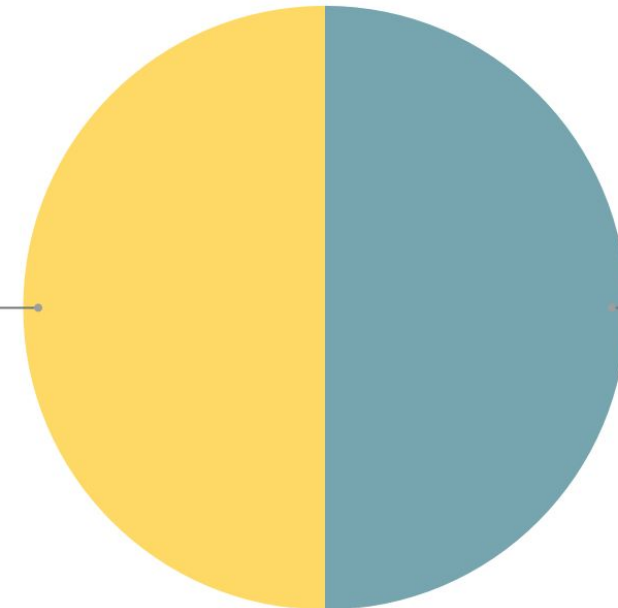
English  
20.0%



Portuguese  
80.0%

50-50 Language Allocation

English  
50.0%



Portuguese  
50.0%

# Growing Dual Language Programs



Almost every state has at least some dual language programs.

- ▶ Spanish
- ▶ Chinese
- ▶ French
- ▶ Arabic
- ▶ Japanese
- ▶ Korean
- ▶ Portuguese
- ▶ German
- ▶ Russian
- ▶ Hawaiian
- ▶ And many more...



# Cognitive Benefits for All Students

- ▶ **Fully proficient bilinguals** outperform monolinguals in:
  - ▶ Problem solving
  - ▶ Creativity / divergent thinking
  - ▶ Pattern recognition
  - ▶ Visual-spatial skills
  - ▶ Mental flexibility/brain plasticity
  - ▶ Metalinguistic awareness
  - ▶ Executive functioning abilities such as attention to detail, ability to ignore distractions, task switching, working memory, and conflict management
- ▶ Proficient bilinguals are more resistant to the onset of dementia and Alzheimer's diseases than are monolinguals.

(Baker, 2011; Bialystock, 2011; Gosjean, 2010; Lyons, 2014; Paddock, 2016; Perry, 2013; Willis, 2012)

***“The human brain is wired for multilingualism.”***

(Thomas & Collier, 2017, p. 4)

# Cognitive Benefits for ELs

“Children need to reach a cognitive threshold in their first language in order to avoid negative cognitive effects. If your children can continue to develop their first language until at least age 12, their cognitive development will be adequately supported, and they will build on this development throughout life.”

(Thomas & Collier, 2017, p. 50)

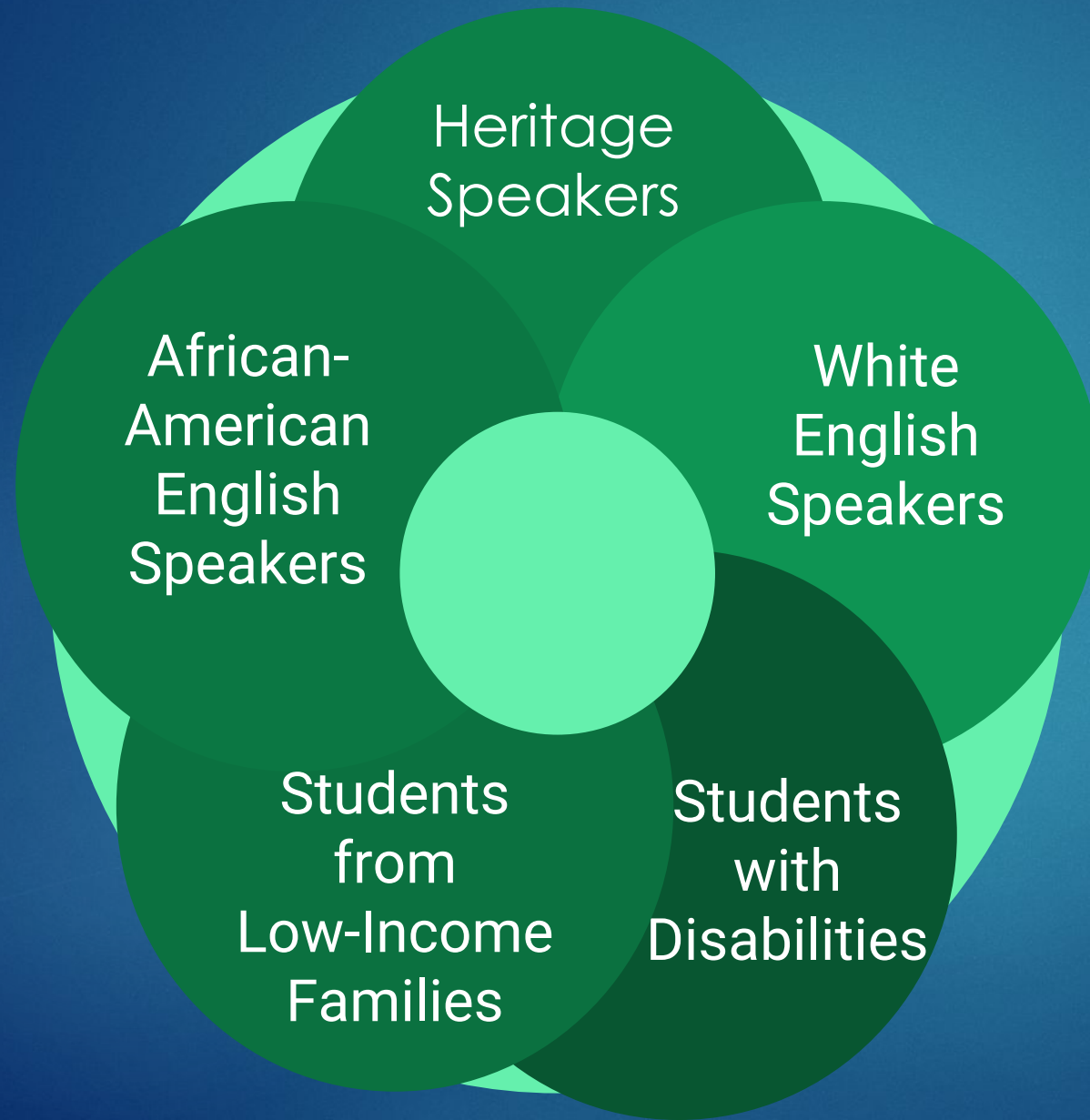
Additive Bilingualism



Subtractive Bilingualism



# Academic Achievement Benefits for All



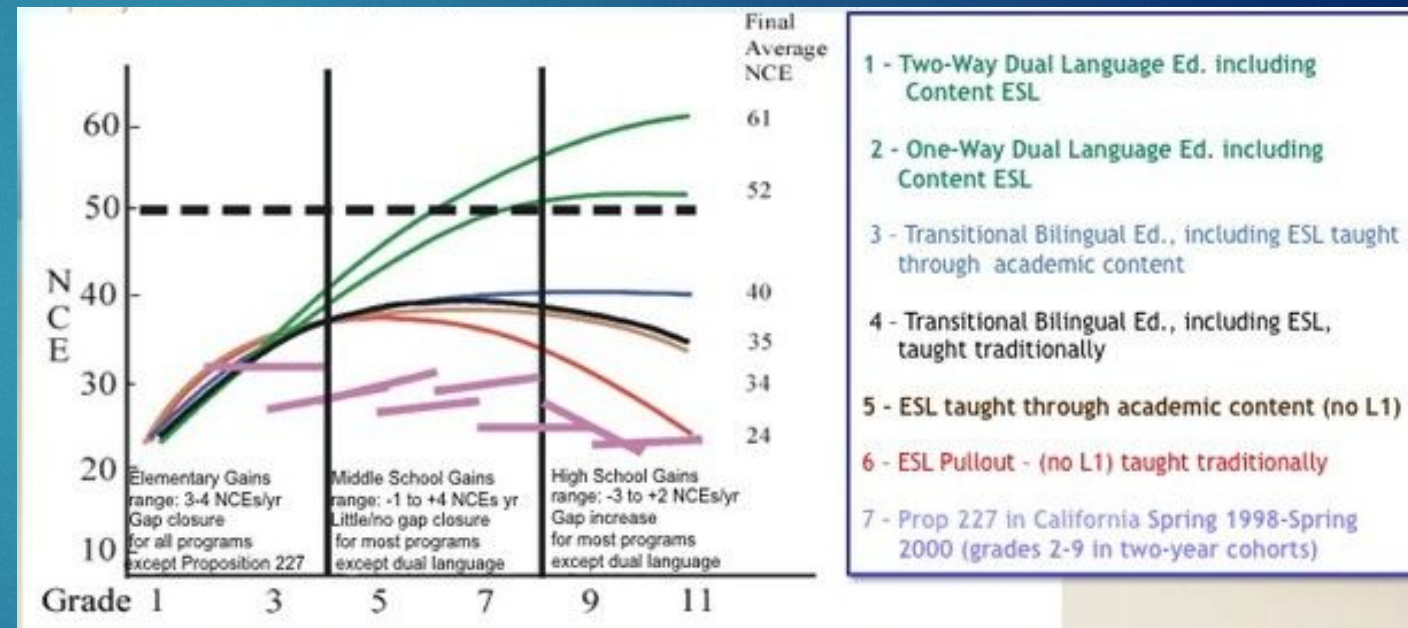
- Attendance
- Engagement
- Interest in School



# Academic Achievement Benefits for ELs

Compared to ELs in ESL-only programs, ELs in DL programs....

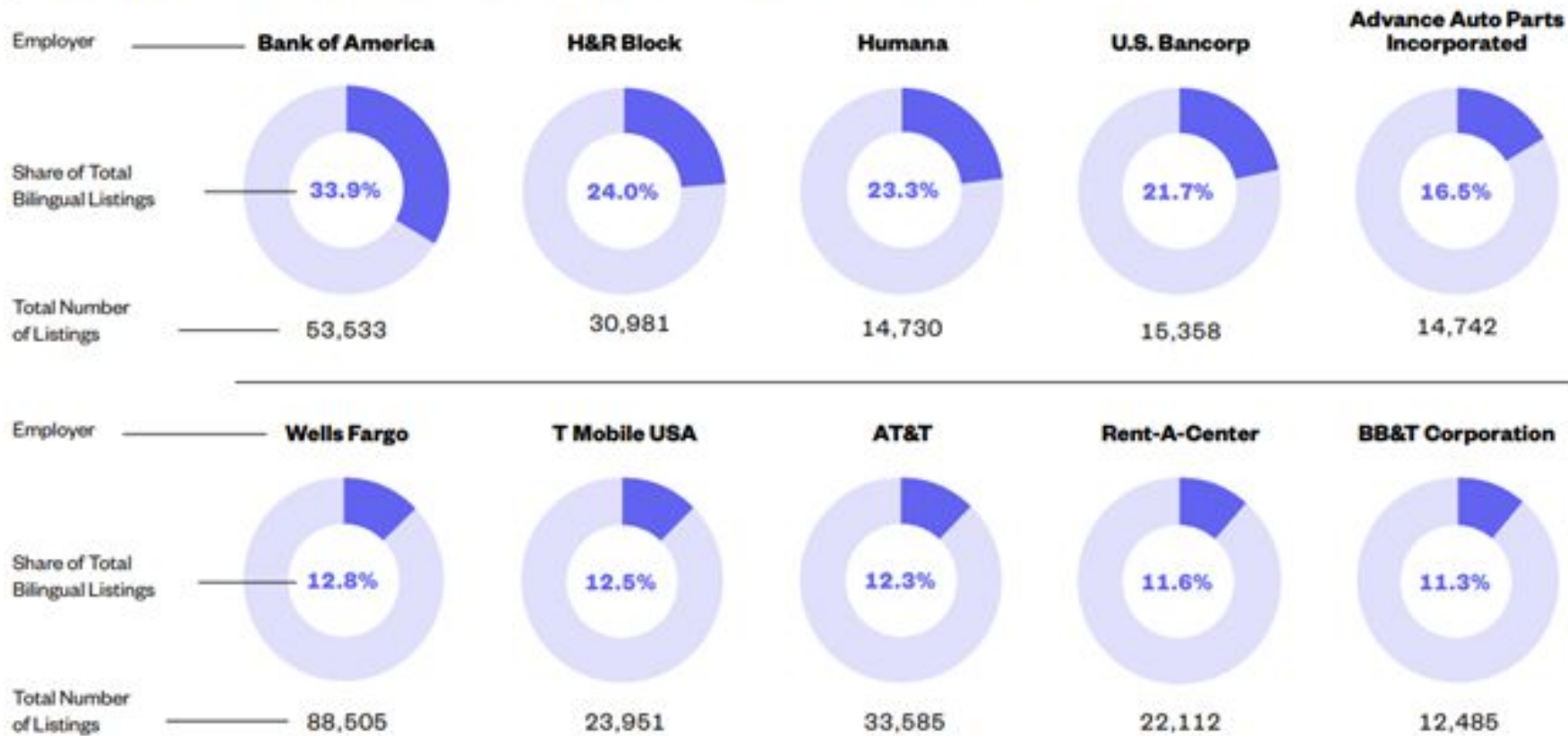
- ▶ score significantly higher on state tests as well as norm-referenced tests;
- ▶ master much more of the curriculum, academically and linguistically;
- ▶ master English better (even though only half or less of their instruction is in English).



(Thomas & Collier, 2012)

# College and Career Readiness

FIGURE 7: EMPLOYERS WITH THE LARGEST SHARE OF BILINGUAL LISTINGS, 2015



“Americans lose almost \$2 billion each year because of language or cultural misunderstandings.”

*Not Lost in Translation, New American Economy*



# Identity and Pluralism

- ▶ High levels of **satisfaction** and **enjoyment**
- ▶ Stronger **cultural identity** and high **self-esteem**
- ▶ Significantly **fewer behavioral referrals**
- ▶ More **favorable attitudes toward being bilingual** and toward students who are different from themselves

(Thomas & Collier, 2012)



# Languages of Our Current Kindergarteners

29% of our kindergarteners speak a language other than English at home. Together they speak nine different languages in addition to English.





# K-12 Dual Language Programs

<b>K-4th</b>	<b>5th - 8th grade</b>	<b>9th - 12th grade</b>
Portuguese/Spanish Literacy/Language Arts	Portuguese/Spanish Language Arts	Portuguese/Spanish Language Arts
At last half of core content in Portuguese/Spanish	At least one content area course in Portuguese/Spanish	At least three additional courses in Portuguese/Spanish between 9th and 12th grades
Elective(s) in Portuguese/Spanish when possible	Elective(s) in Portuguese/Spanish	



# Next Steps

## Convene Dual Language Committee


- Include representation from key stakeholders
- Educate committee about dual language education
- Inform vision, program model, and action steps

## Apply to DESE for New EL Program Approval

- Create program plan informed by MABE and dual language committee
- Seek approval from DESE for new EL program

## Plan for Program Implementation

- Structure, curriculum, materials, infrastructure, staffing
- Professional development
- Communications



“...bilingual education is *the only* way to educate children in the twenty-first century.”

(Ofelia García, 2009, p. 5)

***Delivering World-Class Education Today for the Global Leaders of Tomorrow***

# Matters for Discussion

## New Business

### 1.) Chartwells Update





Hudson Public Schools K-12

# **One Team One Community**

April 23, 2019

A Wellness Partnership



**One Community One Team**

# Chartwells Team

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- Shane Riordan - Food Service Director
- Chris Callahan – District Manager

## Financial Results MTD – March

	Mar 2019	Mar 2018	Variance
Sales	\$ 50,377	\$ 33,028	\$17,349
Reimbursements	\$ 52,948	\$ 41,456	\$11,492
Product Costs	\$ 42,114	\$ 23,355	
Discounts	<u>\$ -5,880</u>	<u>\$ 0</u>	
Net Product Cost	\$ 36,234	\$ 23,355	\$ 12,879
Personnel Costs	\$ 52,040	\$ 45,413	\$ 6,627
Other Costs	\$ 3,839	\$ 5,240	-\$ 1,401
Fees	<u>\$ 6,000</u>	<u>\$ 6,056</u>	<u>\$ 56</u>
<b>Profit/Loss</b>	<b><u>\$ 5,212</u></b>	<b><u>\$ -5,580</u></b>	<b><u>\$10,792</u></b>

## Financial Accomplishments

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- Reimbursable Lunch Participation Increase 9%
- Meal Counts up by 30,000 YTD
- Total Revenues up by \$89,000 YTD
- Total Program Costs Managed better by 11% YTD
- Program Subsidy down by 69% through March.

## Financial Results YTD – August - March

	2019	%	2018	%
Sales	\$ 302,222		\$ 246,450	
Reimbursements	<u>\$ 329,364</u>		<u>\$ 295,686</u>	
<b>Total Revenues</b>	<b>\$ 631,586</b>		<b>\$ 542,136</b>	
Product Costs	\$ 268,098		\$ 196,500	
Discounts	<u>\$ -47,962</u>		<u>\$ 0</u>	
Net Product Costs	<u>\$ 220,136</u>	34.9%	<u>\$ 196,500</u>	36.2%
Personnel Costs	\$ 370,007	58.6%	\$ 346,120	63.8%
Other Costs	\$ 25,395	4%	\$ 41,026	7.6%
Fees	<u>\$ 42,000</u>		<u>\$ 42,392</u>	
<b>Total Expenses</b>	<b>\$ 657,537</b>	<b>104%</b>	<b>\$ 626,038</b>	<b>116%</b>
<b>Profit/Loss</b>	<b><u>\$ -25,952</u></b>		<b><u>\$ -83,902</u></b>	

## YTD Financial Reconciled Hudson/Chartwells

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Total Revenue	\$ 639,614.73
Total Expenses	<u>\$ 707,246.07</u>
Program Subsidy	(\$ 67,631.34)
Inventory on Hand	<u>\$ 46,915.00</u>
<b>Net Program Subsidy</b>	<b><u>(\$ 20,716.13)</u></b>
(reconciled)	
Liability - Prepaid Balances	\$ 37,745.75

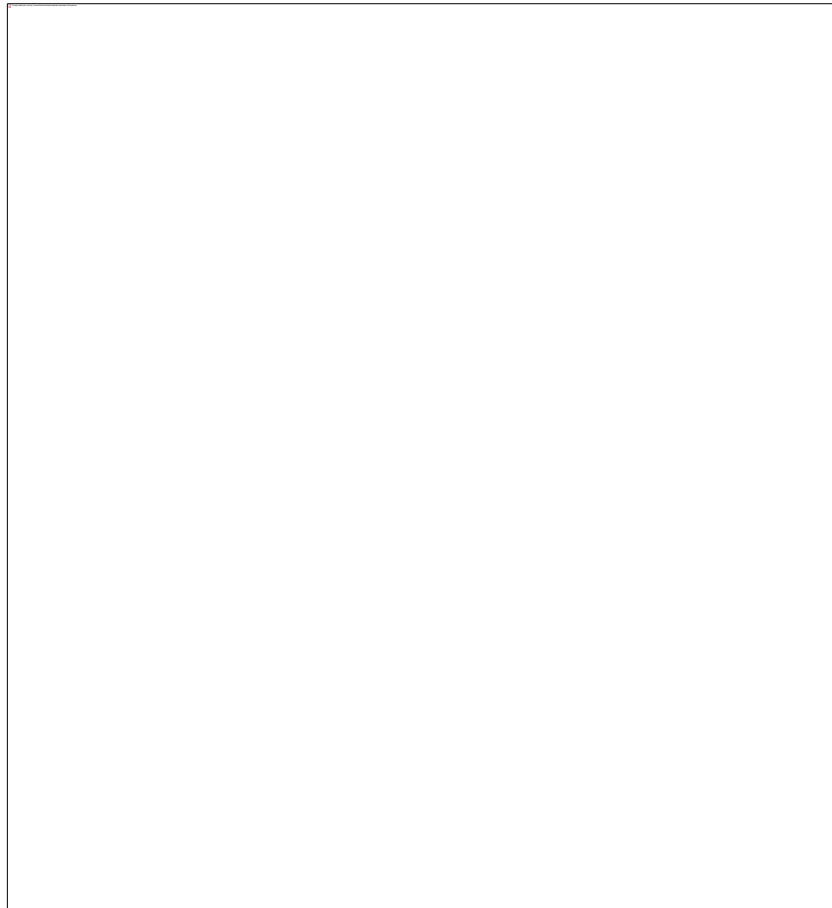
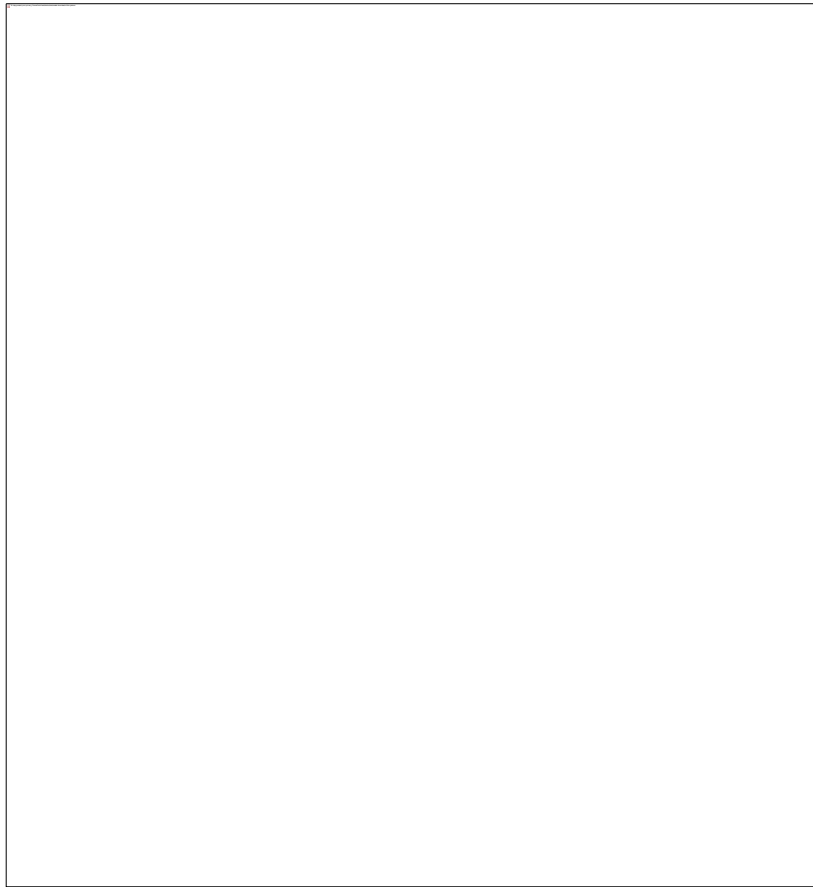
## Recent Initiatives

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- 100% Juice Slush Introduced at Elementary Schools as a Breakfast and Lunch Participation Driver
- Submitted Grant Application for Fuel up to Play 60 for \$10,000 to be split between the Nutrition and Physical Activity Departments
- Successful Completion of Procurement Audit
- State Administrative Review Prep for May Review
- Working with Administration to Inventory and Access State of Food Service Equipment District Wide
- Full Implementation of Smart Snack Program at Elementary Schools



# 100% Juice Slush



# USDA and State Smart Snacks Guidelines

## What are the Smart Snacks Standards for foods?

To qualify as a Smart Snack, a snack or entrée must first meet the general nutrition standards:

- Be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; and
- The food must meet the nutrient standards for calories, sodium, sugar, and fats:

Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0 g	0 g
Sugar	35% by weight or less	35% by weight or less

**Financial Impact of A La Carte Sales at Elementary Schools  
Full Year Projection**

	<b>Daily Sales</b>	<b>Sevice Days</b>	<b>Annual Projection</b>
Farley School	\$ 110.00	170	\$ 18,700.00
Forest Ave School	\$ 107.00	170	\$ 18,190.00
Mulready School	\$ 69.00	170	\$ 11,730.00
<b>Total</b>	<b>\$ 286.00</b>	<b>170</b>	<b>\$ 48,620.00</b>

**Notes**

- 1 All Snacks are approved by the State and USDA and meet strict Nutritional Guidelines
- 2 A la carte sales montioered closely by Food Service Staff and Café Monitors
- 3 All buying Lunch have to purchase and a full balanced nutritional meal before they are allowed to purchase
- 4 Visited each elementary school during service and did not see student abuse or over consumption of any approved smart snacks
- 5 Parents have control whether to allow their children to purchase an approved Smart Snack by informing the Food Services department to put a block on their My School Bucks account.

# Questions?

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THANK YOU!

# Other Related District Food Service Topic Discussions

1) Unpaid Lunch Balances

2) USDA Mandated Lunch Price  
Increases

# Unpaid Lunch Balances

➤ Unpaid Lunch Balance total \$9,759.58 as of April 12, 2019

School	Amount
Farley	\$ 492.02
Forest	\$ 960.26
Mulready	\$ 288.08
Quinn	\$ 2,969.42
High School	\$ 5,049.80

## Lunch Price Increase Discussion

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- Federal School Lunch Program requires lunch prices to be set in accordance with their guidelines.
- In FY19 HPS is slightly under the target.
- In FY20 HPS is required to raise lunch prices.
- The price equity tool is the mechanism provided by the U.S.D.A. to determine the minimum price.

## Lunch Price Increase Discussion

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- Raise student prices slightly every year.
- Raise student prices an amount that will be sustainable over several years.
- Raise adult meals from 4.00 to 4.25 plus tax.



# Lunch Price Increase Option One

- Option One:
- Raise lunch prices 10 cents in FY20
- Raise lunch prices 10 cents in FY21

Paid Lunch Equity Tool (PLE)	Current Price	FY20	FY21
Elementary	2.75	2.85	2.95
Secondary	3.00	3.10	3.20
PLE Calculation		3.01	3.11
PLE Goal		3.00	3.08

# Lunch Price Increase Option Two

- Option Two:
- Raise Secondary lunch 25 cents in year one
- Raise Elementary lunch 25 cents in year two

Paid Lunch Equity Tool (PLE)	Current Price	FY20	FY21
Elementary	2.75	2.75	3.00
Secondary	3.00	3.25	3.25
PLE Calculation		3.06	3.16
PLE Goal		3.00	3.08

# Lunch Price Increase Option Three

- Option Three:
- Raise lunch prices 25 cents in FY20

Paid Lunch Equity Tool (PLE)	Current Price	FY20	FY21 Estimate
Elementary	2.75	3.00	3.00
Secondary	3.00	3.25	3.25
PLE Calculation		3.16	3.16
PLE Goal		3.00	3.08

# Matters for Discussion

## New Business

### 2.) Meal Rate Increase Discussion

# Matters for Discussion

## New Business

### 3.) FY19 Budget Forecast

**Hudson Public Schools  
FY19 Budget Projection  
April 2019**

<b>Fund</b>	<b>FY19 Budget</b>	<b>FY19 Projected</b>	<b>FY19 Balance</b>
Personnel	32,053,842.78	30,616,191.76	1,437,651.02
General Expenses	7,773,728.71	6,862,318.00	911,410.71
Transportation	2,084,000.00	2,133,792.56	(49,792.56)
<b>Total School Expense Budget</b>	<b>41,911,571.49</b>	<b>39,612,302.32</b>	<b>2,299,269.17</b>

**Revenue:**

Town Appropriation	38,091,026.00
School Choice Carryover	895,494.32
School Choice Receipts	625,782.00
Circuit Breaker	0.00
<b>Total Revenue Budget</b>	<b>39,612,302.32</b>

<b>School Choice Balance June 30, 2018</b>	3,284,743.49
Estimated Income FY19	625,782.00
School Choice Transfer	(1,521,276.32)
Projected Spending FY19	(14,500.00)
Projected Food Svs - Deficit	(130,000.00)
<b>Projected School Choice Available June 30, 2019</b>	<b>2,244,749.17</b>

HUDSON PUBLIC SCHOOLS April 23, 2019 Projection

FY19 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel – Vacancy Factor	250,000	Expected savings
General Expenses Account	150,000	Efficiencies (Zero-Based)
<b>Total</b>	<b>400,000</b>	

FY20 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel – Vacancy Factor	250,000	Expected savings
General Expenses Account	150,000	Efficiencies (Zero-Based)
Tuition Account	424,239	Aging out students (5 students)
<b>Total</b>	<b>824,239</b>	

FY21 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel - Vacancy Factor	150,000	Expected savings
General Expenses Account	100,000	Efficiencies (Zero-Based)
Tuition Account	218,869	Aging out students (7 students)
<b>Total</b>	<b>468,869</b>	

FY22 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel - Vacancy Factor	100,000	Expected savings
General Expenses Account	0	Efficiencies (Zero-Based)
<b>Total</b>	<b>100,000</b>	

FY19 Budget Forecast				
Expenses	Adopted Budget		Revenue	Amount
Personnel	32,053,843		Town Appropriation	38,091,026
General Expenses	7,773,729		Circuit Breaker	0
Transportation	2,084,000		School Choice FY19	500,000
<b>Total Expenses</b>	<b>41,911,572</b>		School Choice Carry-Over	3,258,518
			<b>Total Revenue</b>	<b>41,849,544</b>
	<b>Deficit</b>	<b>62,028</b>		

FY20 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	32,559,245	755,402	Town Appropriation	39,043,303
General Expenses	7,199,490		Circuit Breaker	1,072,131
Transportation	2,300,000		School Choice FY20	500,000
<b>Total Expenses</b>	<b>42,058,735</b>		School Choice Carry-Over	
	<b>Expected Carry-Over</b>	<b>1,443,301</b>	<b>Total Revenue</b>	<b>40,615,434</b>

FY21 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,134,151	724,906	Town Appropriation	40,019,385
General Expenses	6,880,621		Circuit Breaker	982,691
Transportation	2,300,000		School Choice FY21	500,000
<b>Total Expenses</b>	<b>42,314,772</b>		School Choice Carry-Over	
	<b>Expected Carry-Over</b>	<b>812,696</b>	<b>Total Revenue</b>	<b>41,502,076</b>

FY22 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,689,505	655,354	Town Appropriation	41,019,870
General Expenses	6,880,621		Circuit Breaker	820,348
Transportation	2,300,000		School Choice	500,000
<b>Total Expenses</b>	<b>42,870,126</b>		School Choice Carry-Over	
	<b>Expected Carry-Over</b>	<b>529,908</b>	<b>Total Revenue</b>	<b>42,340,218</b>

FY19 Budget Forecast as of April 23, 2019				
Expenses	Projected Expenses		Projected Revenue	Amount
Personnel	30,616,192		Town Appropriation	38,091,026
General Expenses	6,862,318		Circuit Breaker	0
Transportation	2,133,793		School Choice FY19	625,782
<b>Total Expenses</b>	<b>39,612,302</b>		School Choice Carry-Over	895,494
	<b>Deficit</b>	<b>0</b>	<b>Total Revenue</b>	<b>39,612,302</b>

FY20 Budget Forecast as of April 23, 2019				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	32,559,245	755,402	Town Appropriation	39,043,303
General Expenses	7,199,490		Circuit Breaker	1,072,128
Transportation	2,300,000		School Choice FY20	500,000
<b>Total Expenses</b>	<b>42,058,735</b>		School Choice Carry-Over	2,244,749
	<b>Projected</b>	<b>Extra Carry-carryover</b>	<b>801,445</b>	<b>Total Revenue</b>
				<b>42,860,180</b>

FY21 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,134,151	724,906	Town Appropriation	40,019,385
General Expenses	6,880,621		Circuit Breaker @75%	922,698
Transportation	2,300,000		School Choice FY21	500,000
<b>Total Expenses</b>	<b>42,314,772</b>		School Choice Carry-Over	
	<b>Expected Carry-Over</b>	<b>872,689</b>	<b>Total Revenue</b>	<b>41,442,083</b>

FY22 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,689,505	655,354	Town Appropriation	41,019,870
General Expenses	6,880,621		Circuit Breaker	820,348
Transportation	2,300,000		School Choice	500,000
<b>Total Expenses</b>	<b>42,870,126</b>		School Choice Carry-Over	
	<b>Expected Carry-Over</b>	<b>529,908</b>	<b>Total Revenue</b>	<b>42,340,218</b>

<b>Grand Total</b>	<b>1,793,108</b>
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## Matters for Discussion

### New Business

- 4.) Quinn Middle School Principal Search Update



## QUINN MIDDLE SCHOOL – PRINCIPAL SEARCH TIMELINE 2019

EVENT	DATE	TIME	LOCATION
<b>Job Posting – Internal and External</b>	3/27/19 through 4/19/19		
<b>Focus Groups to Capture Stakeholders’ Input</b> <ul style="list-style-type: none"> <li>All Parents** and Community Members</li> <li>Middle School Staff</li> <li>Students</li> </ul>	Wednesday, 4/10 Wednesday, 4/10 Wednesday, 4/10	7:00pm to 8:00pm 2:45pm to 3:45pm 1:00pm to 2:00pm	QMS – Rm TBD QMS – Rm TBD QMS – Rm TBD
<b>Notes:</b> **Parents will receive two notifications of the focus group date via School Messenger in addition to postings on Social Media and Creating Connections.			
<b>Survey to Capture Stakeholders’ Input</b> <ul style="list-style-type: none"> <li>All Parents**</li> <li>Middle School Staff</li> </ul>	Posted from 4/1 through 4/12		
<b>Notes:</b> **Parents will receive multiple notifications for completion of the survey via School Messenger in addition to postings on Social Media and Creating Connections.			
<b>Notes:</b> We anticipate that a pool of qualified candidates will apply within the timeline above. However, the timeline above does not preclude the District from extending the posting period.			
<b>Candidates’ Screening and Interviews</b> <b>Screening Panel</b> <ul style="list-style-type: none"> <li>School Administrator (1)</li> <li>Middle School Teacher (2)</li> <li>Director of Human Resources</li> </ul>	Tuesday, 4/23*	TBD	Apsley St.
<b>Interview Panel**</b> <ul style="list-style-type: none"> <li>Parents (3)                             <ul style="list-style-type: none"> <li>Middle School Parent (2)</li> <li>SEPAC Middle School Parent</li> </ul> </li> <li>Middle School Faculty and Support Staff (6)                             <ul style="list-style-type: none"> <li>Core Teacher (2)</li> </ul> </li> </ul>	Wednesday, 5/1*	TBD	Apsley St.

<ul style="list-style-type: none"> <li>○ Special Education Teacher</li> <li>○ English Learner Teacher</li> <li>○ Paraeducator</li> <li>○ Secretary</li> <li>● Community Representative (1)</li> <li>● Administrators (4) <ul style="list-style-type: none"> <li>○ School Administrator (2)</li> <li>○ Director (2)</li> </ul> </li> <li>● School Committee member (1)</li> <li>● Director of Human Resources (Facilitator)</li> </ul>			
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**Notes:**  
\*The prospective dates and times above are subject to change.  
\*\*Interview Panel selection process:  
1) The District will collect contact information of those interested in serving on the interview panel via survey and focus groups,  
2) It is extremely important that panel members are able to commit to ALL the dates and be present for ALL interviews,  
3) If multiple people indicate their interest to participate on the interview panel, names will be drawn by lottery,  
4) Participants will be selected and notified by Monday, April 22, 2019.

The Interview Panel will a) interview the candidates, b) select the top three, c) forward names to Superintendent.	Wednesday, 5/1		
Meet and Greet Top 3 Candidates - Faculty/Administrators	Wednesday, 5/8	2:45pm to 3:15pm 3:15pm to 3:45pm 3:45pm to 4:15pm	TBD
Meet and Greet Top 3 Candidates – Televised Public Feedback	Wednesday, 5/8	6:00pm to 6:30pm 6:30pm to 7:00pm 7:00pm to 7:30pm	TBD
Top 3 Candidates – Interview with Superintendent’s Cabinet	Monday, 5/13	TBD	Apsley St.
Successful Candidate Announced	Tentative Date: Week of May 20, 2019**		

**Notes:** \*\*Tentative date is subject to the completion of reference checking and HR procedures.

Matters for Action  
Old Business

- 1.) Second Reading and Approval of  
Proposed School Committee Policies:  
Section J: School Choice

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language underlined and bolded and in **red**.

## SECTION J – STUDENTS

Section	Existing Policy	Proposed Change or New Policy
JFABB	<p><b>ENROLLMENT OF CHILDREN OF EMPLOYEES</b></p> <p>The legal children of full-time employees of the Hudson Public Schools who do not reside in Hudson may enroll in the school district, subject to the enrollment requirements for all students. In addition, legal children of full-time employees of our affiliated CHAPS program and the Hudson-Maynard Adult Learning Center may also enroll subject to the same definitions and requirements. Placement of students in a specific elementary school is subject to enrollment as determined by the Superintendent of Schools.</p> <p>If employment terminates for an employee, the former employee’s child enrolled under this policy must attend school in his/her district of residence.</p> <p>The former employee may apply for enrollment of his/her child in the Hudson Public Schools under the Massachusetts School Choice law. (M.G.L. Chapter 76, Section 12B).</p>	<p><b>ENROLLMENT OF CHILDREN OF EMPLOYEES</b></p> <p><b>The legal children of full-time employees of the Hudson Public Schools who do not reside in Hudson may enroll in the school district, subject to the enrollment requirements for all students. In addition, legal children of full-time employees of our affiliated CHAPS program and the Hudson-Maynard Adult Learning Center may also enroll subject to the same definitions and requirements. Placement of students in a specific elementary school is subject to enrollment as determined by the Superintendent of Schools.</b></p> <p><b>If employment terminates for an employee, the former employee’s child enrolled under this policy must attend school in his/her district of residence.</b></p> <p><b>The former employee may apply for enrollment of his/her child in the Hudson Public Schools under the Massachusetts School Choice law. (M.G.L. Chapter 76, Section 12B).</b></p> <p><b>The District does not provide transportation to students enrolled under this policy. Transportation to and from school and activities is</b></p>

	<p>The District does not provide transportation to students enrolled under this policy. Transportation to and from school and activities is the sole responsibility of the employee.</p> <p>Adopted by the Hudson School Committee: April 13, 2010</p> <p>Amended by the Hudson School Committee: February 15, 2012</p>	<p><b>the sole responsibility of the employee.</b></p> <p><b>Adopted by the Hudson School Committee: April 13, 2010</b></p> <p><b>Amended by the Hudson School Committee: February 15, 2012</b></p>
<p><b>JFBB</b></p>		<p><b>JFBB - SCHOOL CHOICE</b></p> <p>It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:</p> <ol style="list-style-type: none"> <li>1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.</li> <li>2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.</li> <li>3. That resident students be given priority placement in any classes or programs within the District.</li> <li>4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.</li> </ol>

		<p>5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.</p> <p>6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.</p> <p>SOURCE: MASC March 2018</p> <p>LEGAL REFS.: M.G.L.<a href="#">71:6</a>; <a href="#">71:6A</a>; <a href="#">76:6</a>; <a href="#">76:12</a>; <a href="#">76:12B</a></p> <p>BESE Regulations 603 CMR <a href="#">26:00</a></p>
<p><b>JFBB-1</b></p>	<p><b>JFBB-1 - SCHOOL CHOICE</b></p> <p>It is the policy of this school district <b>not</b> to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L 76:12B). This decision must be reaffirmed annually prior to June 1<sup>st</sup> by a vote of the School Committee following a public hearing. In the event the School Committee votes to participate, the following local conditions would apply:</p> <ol style="list-style-type: none"> <li>1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.</li> <li>2. That by June 1 of every school year, a public hearing will be held to review participation in the school</li> </ol>	<p><b>JFBB-1 - SCHOOL CHOICE</b></p> <p><b>It is the policy of this school district not to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the School Committee votes to participate, the following local conditions would apply:</b></p> <ol style="list-style-type: none"> <li><b>1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.</b></li> <li><b>2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.</b></li> </ol>

choice program.

3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, homelessness, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English Language.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

BESE Regulations 603 CMR 26:00

*Approved by Hudson School Committee- April 24, 2018*

**3. That resident students be given priority placement in any classes or programs within the district.**

**4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.**

**5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.**

**6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, homelessness, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.**

**SOURCE: MASC March 2018**

**LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B**

**BESE Regulations 603 CMR 26:00**



## SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.

SOURCE: MASC March 2018

LEGAL REFS.: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

BESE Regulations 603 CMR [26:00](#)

*Approved by the Hudson School Committee- April 23, 2019*

## Matters for Action

### New Business

- 1.) Approval of Portugal UNESCO  
Conference for Young Scientists  
Anticipated Dates 1/8/20-1/11/20



# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250  
www.hudson.k12.ma.us



Hudson Public Schools  
Achievement & Character

Jonathan S. Bourn, Ed.D., Principal  
Daniel R. McAnespie, Assistant Principal  
Danica A. Johnston, Assistant Principal

## Request for Overnight Field Trip

<b>Staff Member(s) Making the Request</b>	<b>Judy Pavao, Science Teacher</b>		
<b>Name of Team, Organization, or Class</b>	<b>N/A</b>		
<b>Title of Trip (be sure to include destination)</b>	<b>UNESCO Conference for Young Scientists</b>		
<b>Departure Date and Time</b>	<b>Not determined yet – will depend on flights and conference dates yet to be determined (Anticipated 1/8/20 –1/11/20)</b>		
<b>Return Date and Time</b>	<b>Not determined yet – will depend on flights and conference dates yet to be determined (Anticipated 1/8/20 – 1/11/20)</b>		
<b>Estimated Number of Student Participants</b>	<b>2</b>		
<b>Number and Names of Chaperones</b>	<b>1</b>		
<b>Cost Per Student</b>	<b>\$2,500</b>		
<b>Check One or Both</b>	<b>Curricular</b>	<b>XX</b>	<b>Extra-Curricular</b>

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable.”

### 1. Please describe the trip.

HHS has been invited to participate in the 2020 UNESCO Conference for Young Scientists. The conference will be held in Santarém, Portugal (see tentative dates above). We have been approved to bring 2 students to the conference. Participants will work on a long term project

*Judy Law*  
**Signature of Staff Member Making Request**

4/2/19  
**Date**

*Jonathan Bern*  
**Principal's Signature**

4/10/19  
**Date**

<b>Date of School Committee Approval:</b>	
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