



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING
February 5, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: January 8, 2019

Regular Meeting: January 22, 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: District Improvement Plan: Mid-Year Update
- b) Subcommittee Reports (if needed)
 - 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. FY19 Budget Forecast
 2. 1:1 Technology Report



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VI. Matters for Action:

- a) Old Business
 - 1. Second Reading and Approval of Proposed Adoptions and Revisions of School Committee Policies – J Section
- b) New Business
 - 1. Approval of Special Education Stabilization Fund
 - 2. Approval of Startalk Grant in the amount of \$88,902.00
 - 3. Approval of School Communication Survey Action Steps
 - 4. Approval of Student Activities Scholarships
 - a. Paul Johnson Performing Arts Scholarship: \$1000.00
 - b. Choral Scholarship: \$500.00
 - c. Class of 2018 Scholarship: \$1250.00
 - d. Class of 2018 Yearbook: \$2000.00
 - 5. Reclassification of Funds

VII. Items of Interest to the School Committee

VIII. Executive Session

- a) To conduct strategy sessions in preparation with union personnel (Hudson School Secretarial Association) because an open session may have a detrimental effect on the legal position of the Committee.
- b) To conduct strategy sessions in preparation with union personnel (American Federation of State, County, and Municipal Employees AFL-CIO, Local Council 93, Hudson Public Schools Custodians Local) because an open session may have a detrimental effect on the legal position of the Committee.

IX. Adjournment

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

**Hudson School Committee
Open Session Minutes**

Meeting Date: January 8, 2019

Location: 155 Aspley Street

Members present: Steven Smith, George Luoto, Elizabeth Hallsworth, Adam Tracy, Nina Ryan and Matthew McDowell

Members absent: Glenn Maston

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

I. Call to Order 7:02 p.m.

The meeting was called to order by Committee Vice Chair, Steve Smith.

II. Approval of Minutes:

Regular Meeting: December 18, 2018

A motion to approve the minutes of December 18, 2018 was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

III. Public Participation:

None

IV. Reports and Presentations:

Report of the Superintendent

a) Report of the Superintendent:
No Report

b) Subcommittee Reports

Mr. Smith reported that the Policy Subcommittee had met earlier and there will be some of the section J Policies available for review by the full committee at the next meeting.

Mr. Tracy reported that the Strategic Goals Subcommittee would be convening soon to look at the results of the Communication Survey.

c) Student Presentation

Student alternate Emily Figuerido reported that there has been a lot of ARC program discussion among the student body, mostly positive. The Community Council is also looking at a stress free weekend initiative.

V. **Matters for Discussion:**

- a) Old Business
- b) New Business
 - 1. Presentation by Green Hudson

Brian White, Hudson resident and co-founder of Green Hudson reported on the activities of Green Hudson. He gave an overview of the company, shared their mission statement and goals for 2019. The focus of the group is on sustainability, conservation, efficiency, and education. Green Hudson is open to anyone interested in helping with sustainability issues at the local level.

For 2019, Green Hudson has chosen to focus on the following three initiatives:

- Green Communities
 - Support Hudson becoming a green community. This results in a grant once Hudson is accepted into the program. The District can get involved by being a part of the Energy Reduction Plan through various initiatives
- Heat Smart
 - Hudson has applied jointly with Sustainable Stow for a state grant for a joint heat pump initiative.
- Plastic Reduction
 - Plastic Bottle and Bag reduction, opportunities for direct engagement with students

Public Education Campaign & Outreach are at the core of all three of these initiatives. Mr. White also spoke about the textile recycling program.

Discussion ensued about the cost benefit relationship of solar with a municipality.

- 2. Discussion of the American Federation of State, County, and Municipal Employees AFL-CIO, Local Council 93, Hudson Public Schools Custodians Local, Negotiation Team Members

Dr. Rodrigues stated that one more committee member has been added to the negotiation team for the custodians union. The team consists of Mr. Tracy, Ms. Hallsworth, and Ms. Ryan. There will be a meeting scheduled soon.

VI. **Matters for Action:**

- a) Old Business
 - 1. Second Reading and approval of Proposed Adoptions and Revisions of School Committee Policies Section KF and KF-R Community Use of School Facilities

Mr. Smith stated that after the last meeting, feedback was given and a change was made to remove the requirement of having an administrator present. Dr. Rodrigues met with and received feedback from Steve Santos from the Hudson

Recreation Department regarding the procedure document. Some modifications were made to this document. This document will be a living document with changes made as needed.

Discussion ensued about elections, and whether there was specific language in the policy for coordinating elections. Dr. Rodrigues suggested that a policy change was not needed, but could be managed through the calendar and procedure document. A motion to approve the Proposed Adoptions and Revisions of School Committee Policies Section KF and KF-R Community Use of School Facilities was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 6-0, the motion passed.

b) New Business

1. **Approval of Contract with Denver Equipment Co/ of Charlotte, Inc. in the amount of \$18,322.20 for Steamer and Kettle Equipment at Farley Elementary School**

Dr. Rodrigues stated that the procurement was modified to reflect gas equipment instead of electric. The net dollar amount spent is less.

A motion to approve the Contract with Denver Equipment Co/ of Charlotte, Inc. in the amount of \$18,322.20 for Steamer and Kettle Equipment at Farley Elementary School was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 6-0, the motion passed.

2. **Approval of the FY19 Hudson Cultural Council #3196 Renewal Grant in the amount of \$350.00**

A motion to approve the FY19 Hudson Cultural Council #3196 Renewal Grant in the amount of \$350.00 was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 5-0-1, with Mr. Luoto abstaining, the motion passed.

3. **Approval of Warrant Articles for May 2019 Town Meeting**

A motion to approve the warrant articles for the town meeting for Professional Development and the contract for transportation was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

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

Mr. Luoto's last day on the committee will be January 31, 2019.

Mr. Smith noted that there would be a joint vote of the Board of Selectmen and the School Committee for filling the vacancy for the remaining three months of the term. This meeting is scheduled for February 11, 2019. After that, the remaining one year left on the

Not Approved

term will come up for election in May and any interested candidates are required to pull papers.

VIII. **Executive Session**

At 7:44 p.m., Committee Vice Chair, Steve Smith, noted that Executive Session was needed for the following reason:

To conduct strategy sessions in preparation with union personnel (Hudson School Secretarial Association) because an open session may have a detrimental effect on the legal position of the Committee.

Vote by roll call:

Mr. Smith	Yes
Mr. Luoto	Yes
Ms. Hallsworth	Yes
Mr. Tracy	Yes
Ms. Ryan	Yes
Mr. McDowell	Yes

IX. **Adjournment**

At 7:44 p.m., Committee Vice Chair, Steve Smith, announced that the Committee would enter Executive Session and not return to Public Session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee

**Hudson School Committee
Open Session Minutes**

Meeting Date: January 22, 2019

Location: 155 Aspley Street

Members present: Glenn Maston, Steven Smith, George Luoto, Elizabeth Hallsworth, Adam Tracy, and Nina Ryan

Members absent: Matthew McDowell

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

I. Call to Order 7:00 p.m.

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

Chairman Maston recognized Mr. Luoto for his 34 years of service on various School Committees. He was praised as a mentor and advocate for all students.

II. Approval of Minutes:

None

III. Public Participation:

Public Participation:

Beth Langlois gave positive feedback about the Quinn Middle School task force and focus group. She requested information on how the priorities will be addressed with the budget process.

Shanna Weston thanked Mr. Luoto for his service. Regarding the Quinn Middle School task force and focus group, she remarked that teacher and parent voices appeared to reinforce each other. She asked if there was room in the timeline to examine other middle schools' models. She also raised some concern about the communication during this process.

Ms. Kelly Mazza had positive comments about the task force results, but stated she was disappointed that there was not a focus group of parents. She also commented on the ARC program and asked about the possibility of expanding it to Quinn Middle School.

Mr. Andrew Hermann expressed his concerns about the Quinn Middle School rotating class schedule. He also expressed numerous bus concerns including lateness, speeding issues and missed services.

IV. **Reports and Presentations:**

Report of the Superintendent

a) **Report of the Superintendent:**

Dr. Rodrigues gave the following updates to the committee:

Bussing

He stated that the recent bus delays were due to some busses not starting due to the very cold weather. The School Department did not hear from our transportation provider until 6:48 a.m., which is much too late. Our current contract does not have specific accountability language. We can explore doing this for the next contract. We do have GPS to track speed and if there are specific days, times and locations, we can check them.

High School Principal Search

The Hudson High School principal search continues to be on time. The posting closes this Friday and there are currently about 20 candidates.

MCAS Science calendar change

There has been a slight change to school calendar. The MCAS science test for the 8th grade is now May 20 and is posted on the website.

Quinn Middle School

Dr. Rodrigues responded to the earlier public comments regarding Quinn Middle School.

Scheduling choices and timeline

- Sessions were held with teachers to prioritize the areas we should be looking at. They have been characterized in Tiers 1,2,3,4,5
- As a result of those sessions, Matt Gaffny has produced 4 options for scheduling which match as many of the priorities as possible.
- The Task force will meet again to review the four options and look at which elements of these options or combinations make the most sense. They will narrow down to one or two options and look at whether most of the priorities are covered.
- Matt Gaffny will do another iteration of the schedules after the task force meets.
- Timeline is as soon as is feasible. Meetings continue to happen.
- As far as comparing what other districts are doing, there are few districts in the Commonwealth that have grades 5-7. Both Jason Webster and Matt Gaffny bring resources around best practices in scheduling.

ARC Pilot

The session with parents was fulfilling and the staff was able to answer many parent questions.

Hudson High School Grades

The grades at Hudson High School will now go home electronically. This has been communicated to parents. Anyone who would like a paper copy will be able to get one.

Discussion ensued about the ability of the district to track opens. Ms. Ellen Schuck, Director of Technology stated that the grades are posted in the parent account, but there is no way to track whether parents have opened it.

Teacher Mini Grant opportunity

Dr. Rodrigues reported that the district has been able to secure \$4000.00 through corporate partnerships from our donors. Teachers will be able to apply for mini grants of \$500.00 each

Substitute Teachers

Dr. Rodrigues reported that we are still experiencing a shortage of substitute teachers. Even though we have about 50 people in our pool of candidates, we have on average of 30 substitutes daily, which is still not enough. The district is launching a pilot to contract two fulltime day-to-day substitutes in each of our schools. A cost benefit will be done, and the district will see if this program provides relief to principals.

Discussion ensued about pay scale, benefits, other districts, and the possibility of pooling resources.

b) Subcommittee Reports

Ms. Hallsworth reported that the next Strategic Goals Subcommittee is scheduled for January 29.

Mr. Smith reported that there will be another Policy Subcommittee meeting prior to the next School Committee meeting.

Mr. Smith reported that the Hudson School Secretarial Negotiation Team continues with HSSA negotiations.

c) Student Presentation

None

V. **Matters for Discussion:**

a) Old Business

b) New Business

1. **First Reading of Proposed Adoptions and Revisions of School Committee Policies – J Section**

Mr. Smith explained that the policy subcommittee has started working on the J section of the policies. Many of these policies in the first section are legally based.

Discussion ensued about retention and the assignment of grades and promotion on page 6 of the document.

Dr. Rodrigues stated that these policies will be posted on the website for review and feedback.

VI. **Matters for Action:**

- a) Old Business
- b) New Business

1. **Approval of Hudson High School Program of Studies**

Dr. Rodrigues informed the committee that a presentation had been prepared regarding the high school program of studies for 2019-2020. He introduced the topic, speaking about the student enrollment analysis done in the beginning of the year. This included variations in class sizes at Hudson High School from fewer than 5 students to as many as 29 or 30 students.

Ms. Kathy Provost, Assistant Superintendent, Mr. Jonathan Bourn, Interim Principal of Hudson High School, and Ms. Angie Flynn, Director of School Counseling outlined the process used to create the program of studies. She reported that several Master Schedule meetings had been held and looked at parameters including student enrollment and class size to create a more balanced schedule. The group created a timeline for the creation of a program of studies with an enrollment minimum of 13 students and enrollment maximum of 25 students. The group looked at current courses and identified those courses, which were under enrolled or similar in nature. They also considered factors that affect elective enrollment such as past course requests, courses for pathways and teacher feedback. All departments were asked for input. The group also looked at the connection between ARC and X block and how students applying to Assabet affect elective choices.

The group did some research on the number of electives offered in other districts and found that Hudson High School offers many more electives at each grade level.

After the analysis was complete, there were different categories of changes recommended in the offerings for the 2019-2020 school year: New Courses, Deleted Courses, and Courses that will now be offered every other year. There were also some courses that had name changes.

Discussion ensued.

Mr. Bourn and Ms. Flynn described the course selection process for the 2019-2020 school year.

Discussion ensued about the connection of classes to pathways and/or post-secondary education and how this information will be presented to students and families.

A motion to approve the 2019-2020 Hudson High School program of studies was made by Mr. Luoto, and seconded by Ms. Hallsworth. On a vote of 6-0, the motion passed.

2. Approval of Hudson High School Varsity Baseball Overnight Spring Trip to Plymouth, Falmouth, and Marion on 3/29/2019 - 3/31/2019

Varsity Baseball coach Tim Reinhardt and captain Matt Girard talked about the benefits of the trip including time on turf fields in early spring when our fields are historically not ready for play, and team bonding.

A motion to approve the Hudson High School Varsity Baseball Overnight Spring Trip to Plymouth, Falmouth, and Marion on 3.29/2019-3/31/2019 was made by Mr. Tracy and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

3. Approval of Hudson High School World Language Department Trip to Costa Rica on 2/13/2020 - 2/22/2020 (tentative dates)

A motion to approve the Hudson High School World Language Department Trip to Costa Rica on 2/13/2020 - 2/22/2020 (tentative dates) was made by Mr. Tracy and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

4. Approval of the establishment of a Student Activity Account for the Math League

Dr. Rodrigues stated that there was a need to have a line item in the Student Activity Account to collect dues for the Hudson High School Math League.

A motion to approve the establishment of a student activity account for the Hudson High School Math League was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

VII. Items of Interest to the School Committee

Ms. Hallsworth expressed concerns about snow removal and the paths to the schools not being cleared adequately during inclement weather.

Ms. Hallsworth talked about the Washington D.C. trip. The cancellation date to have money refunded is February 18, 2019. She asked how this works with the

Not Approved

government shutdown and whether we need to look at our options with the tour company.

Ms. Ryan will be visiting schools with Dr. Rodrigues on Friday, February 1. They will be visiting Forest, Mulready, and Hubert.

Mr. Smith and Dr. Rodrigues toured Quinn Middle School and Farley Elementary School.

VIII. **Executive Session**

At 8:43 p.m., Committee Chair, Glenn Maston, noted that Executive Session was needed for the following reason:

To conduct strategy sessions in preparation with union personnel (Hudson School Secretarial Association) because an open session may have a detrimental effect on the legal position of the Committee.

Vote by roll call:

Mr. Maston	Yes
Mr. Smith	Yes
Mr. Luoto	Yes
Ms. Hallsworth	Yes
Mr. Tracy	Yes
Ms. Ryan	Yes

IX. **Adjournment**

At 8:43 p.m., Committee Chair, Glenn Maston, announced that the Committee would enter Executive Session and not return to Public Session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee

Report of the Superintendent
District Improvement Plan
Mid -Year Update

2018-2021

District Improvement Plan



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HUDSON PUBLIC SCHOOLS

HUDSON PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN

2018-2021

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: <ul style="list-style-type: none"> ❖ Excellence We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. ❖ Strong Relationships We build a strong sense of community based on clear communication and partnerships. ❖ Educating the Whole Child We recognize students as unique individuals and frame decisions with all students in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
<i>Are the foundation of the...</i>	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
<i>Which leads to the development of the...</i>	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day. 2. Educating the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically. 3. Innovative Educational Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs. 4. Climate and Culture Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.
<i>Which will be achieved by the...</i>	
Strategic Priorities	High Quality Instructional Practices <ol style="list-style-type: none"> 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse student-centered instructional practices. 1.3 Increase the effective use of data.

	<p>Educating the Whole Child 2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school. 2.2 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p>Innovative Educational Practices 3.1 Define and expand K-12 Pathways that ensure rigorous learning experiences for all students. 3.2 Expand availability and application of the District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement.</p> <p>Climate and Culture 4.1 Build a strong community among all stakeholders. 4.2 Ensure an environment where students engage in age-appropriate social emotional learning. 4.3 Strengthen the effectiveness of the district’s Leadership Team.</p>
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For which you set...

<p>Outcomes</p>	<p>High Quality Instructional Practices <i>By 2021, 100% of our students will show growth on state standardized tests with at least 75% of all students meeting or exceeding expectations.</i></p> <p>Educating the Whole Child <i>By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.</i></p> <p>Innovative Educational Practices <i>By 2021, 100% of our curriculum will be refined and expanded to include innovative pathways integrated with digital learning.</i></p> <p>Climate and Culture <i>By 2021, using the results of survey data, the district will increase the stakeholders’ (students, parents, staff) positive responses for school climate and culture by 20%.</i></p>
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HUDSON PUBLIC SCHOOLS

SCHOOL COMMITTEE GOALS

2018-2021

Goal 1

Achieve continuous improvement in the academic and social growth of ALL students.

Goal 2

Provide a safe and supporting environment for our students and staff.

Goal 3

Promote a collaborative relationship with the community and all stakeholders through effective communication and transparency.

Goal 4

Encourage progressive development and innovation in our professional practice at all levels within the district.

Goal 5

Develop a financially stable and fiscally responsible budget that is responsive to the needs of the district.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 1:
<p>High Quality Instructional Practices</p> <p>Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>

STRATEGIC PRIORITY 1.1:
Build capacity through a reflective cycle of inquiry.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ELEVATE Team DELTA Team Time	Define criteria, guidelines and procedures for effective cycles of inquiry.	By March 2019, the ELEVATE team members have developed the criteria, guidelines and procedures to support establishing the practice of effective cycles of inquiry.
ELEVATE Team Survey Time Research and Accountability Specialist	Evaluate the needs of the ELEVATE members to promote a cycle of continuous feedback and inquiry during educator evaluation, classroom visits, CPTs, Department meetings, and Professional Development Days.	By April 2019, the ELEVATE team members will complete a survey relative to members' capacity to implement the criteria, guidelines and procedures described above.
ELEVATE Team Time Research and Accountability Specialist	Identify method(s) that ELEVATE members will use to promote a reflective cycle of inquiry within the district.	By May 2019, the ELEVATE team members have agreed upon the method(s) being utilized to promote effective cycles of inquiry across the district.
Professional Development Time	Provide targeted professional development training to ELEVATE members to support their needs and to improve their effectiveness in promoting a reflective cycle of inquiry.	By August 2019, the members of the ELEVATE team will receive professional development training on method(s) of execution of effective cycles of inquiry.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 1.2:
Build experiences that demonstrate diverse student-centered instructional practices.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ILT Time Data	Establish a functional Instructional Leadership Team (ILT) to oversee the instructional practices at each building.	By June 2019, the ILT will have developed mechanisms to oversee the instructional practices at their particular building.
ILT Time Data	Assess each school's current instructional practices and evaluate its impact on student achievement.	By January 2019, each school will assess their current instructional practices.
ILT Time Data	Develop an Instructional Focus for each school through the Instructional Leadership Team (ILT).	By January 2019, each school will develop their instructional focus.
ILT Curriculum Directors Time Data	Identify best practices, based on research, to be adopted school-wide.	By February/March 2019, each school will identify best practices to be adopted school-wide
ILT Time Professional Training	Identify areas for professional growth and develop professional learning opportunities for teachers and support staff.	By March/April 2019, each school will identify areas for professional growth and opportunities for learning.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 1.3:
Increase the effective use of data.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ELEVATE Team DELTA Team Data Research and Accountability Specialist	Examine how data is used at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal’s Meetings, professional development days, ILTs, DELTA, ELEVATE.)	By December 2018, ELEVATE members, in conjunction with teachers and support personnel, will identify how data is used by stakeholder groups.
Curriculum Directors ELEVATE Team DELTA Team Research and Accountability Specialist	Identify data points needed for each group and establish effective use of data to inform instructional practices.	By January 2019, Principals, Curriculum Directors, and the Research and Accountability Specialist will identify types of data needed for each stakeholder group to function effectively.
ELEVATE Team DELTA Team Curriculum Directors Research and Accountability Specialist	Build a positive culture of data inquiry.	By August 2019, ELEVATE team members will provide evidence (quantitative and qualitative) of progress toward building a positive culture of data inquiry.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 2:
Educating the Whole Child
Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.

STRATEGIC PRIORITY 2.1:
Establish a social-emotional curriculum to ensure a positive learning community at each school.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Administration	Select a point person to facilitate SEL work.	By November 2018, the administration has identified the person who will facilitate the implementation of SEL work in the District.
SEL Committee Time Research and Accountability Specialist	Establish a Social, Emotional Learning (SEL) Committee, representative of all schools, to evaluate the District's current capacity to support all students.	By December 2018, a district-wide committee has been created to evaluate the district's capacity to support all students.
SEL Committee Time Self-Assessment Tool	Complete a self-assessment protocol to identify each school's needs.	By January 2019, each school has completed their self-assessment.
SEL Committee Principals Time	Identify research-based curriculum and practices suitable for each school to support all grade levels.	By March 2019, the committee and building principals have identified research-based curriculum and practices to support all grade levels.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 2.2:
Implement the District's MTSS Framework to support the academic success of all students.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ILT Building Staff Time Self-assessment tool	Complete a self-assessment protocol to identify each school's current practices related to each tier of intervention identified in the MTSS Framework.	By December 2018, each school has completed the self-assessment to identify current best practices in relation to the MTSS Framework.
ILT Time	Evaluate self-assessment findings and map out available resources.	By January 2019, the self-assessment results has produced available resources and resources needed.
Principal Support Staff Time	Evaluate and revise, as appropriate, the IST protocols and practices at each building.	By January 2019, each school has evaluated its current IST protocols and practices and will revise it as appropriate.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 3:
Innovative Educational Practices
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.

STRATEGIC PRIORITY 3.1:
Define and expand K-12 pathways that ensure rigorous learning experiences for all students.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curriculum Directors Guidance Principals Time/Data	Conduct an inventory of existing K-12 courses by subject area.	By December 2018, the Curriculum Directors and Guidance Department have completed an inventory of the existing K-12 courses by subject area.
Curriculum Directors Guidance Principals Time/Data	Assess and identify current course offerings/ pathways and learning opportunities available, at all levels, that provide advanced and rigorous standards for student engagement and learning.	By January 2019, the Curriculum Directors have assessed and identified potential pathways based on existing course offerings.
DELTA Team Time/Data	Analyze data relative to student's current level of access and participation in advanced courses.	By March 2019, the DELTA Team have analyzed student data and provided action steps to increase student access and participation in advanced courses.
Principals Assistant Superintendent Survey	Survey secondary students and parents about their interests and potential academic pathways in the future.	By April 2019, the administration has surveyed students and parents regarding their interest for future courses and pathways.
DELTA Team Time/Data	Evaluate District's protocol for course referral/offerings and student scheduling.	By May 2019, the DELTA Team have evaluated the District's protocol and offered suggestions if necessary.
Curriculum Directors Guidance Principals Time	Update program of studies at all levels and create a document to clearly define the pathways available for 2020-2021.	By June 2019, the Curriculum Directors and Guidance Department have updated the program of studies to include the pathways available.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 3.2:
Expand availability and application of the District-wide 1:1 technology.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
1:1 Technology Task Force DELTA Time	Evaluate survey responses from students, parents, and staff to determine current strengths and areas for development.	By December 2018, the 1:1 Technology Task Force and DELTA have evaluated the survey responses.
1:1 Technology Task Force Time	Research and identify leveled modules of instruction on the appropriate use of Digital Citizenship to accommodate students, parents, and staff needs.	By February 2019, the 1:1 Technology Task Force have researched and identified modules of instruction to be adopted by the District.
1:1 Technology Task Force Curriculum Directors Principals Time Professional Development	Identify effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By March 2019, the Task Force, Curriculum Directors, and Principals have identified effective instructional practices that infuses Digital Literacy across content areas and developed action steps for implementation and training.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 3.3:
Engage in a cycle of curriculum refinement.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curriculum Directors Assistant Superintendent	Complete the Year-at-a-Glance documents for grades K-12.	By December 2018, the Curriculum Directors and the Assistant Superintendent have completed the Year-at-a-Glance documents.
Curriculum Directors Assistant Superintendent Teachers Time Funding	Define and complete curriculum mapping with established goals, transfer, meaning and acquisition skills, assessment evidence and lesson objectives.	By August 2019, The Curriculum Directors, with the assistance from teaching staff have defined and completed curriculum mapping of units (homegrown and purchased curriculums) with established goals, transfer, meaning and acquisition skills, assessment evidence and lesson objectives.
Curriculum Directors Assistant Superintendent Teachers Time Funding	Examine completed curriculum maps to identify existing and potential research-based practices for diverse learners.	By August 2019, the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure its best practices addresses the needs of our diverse learners.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 4:
Climate and Culture Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

STRATEGIC PRIORITY 4.1:
Build a strong community among all stakeholders.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team ELEVATE Team Time	Identify gaps in communication and develop communication protocols with identified internal and external stakeholders to promote consistency.	By January 2019, the District Leadership Team has developed a communication protocol to ensure consistent and accurate communication to reach all stakeholders.
DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).	Demonstrate yearly evidence of communication and participation in events and meeting with various stakeholder groups.
DELTA Team Time	Create partnerships with area businesses and higher education institutions for internships, service learning, sponsorships, and articulation agreement opportunities.	Demonstrate yearly evidence of growth in partnerships with businesses and higher education institutions.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 4.2:
Ensure an environment where students engage in age-appropriate social-emotional learning.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team Time Self-Assessment Protocol Research and Accountability Specialist	Analyze SEL self-assessment results identified in Priority 2.1 and develop norms and protocols for building and classroom behavior expectations, for both staff and students.	By March 2019, the DELTA Team has analyzed the SEL self-assessment results and have developed norms and protocols for buildings and classrooms.
DELTA Team Guidance Time Funding	Provide education and promote awareness of Social Emotional Learning practices to key (internal and external) stakeholders.	By June 2019, the DELTA Team has created demonstrable opportunities for Social Emotional Learning education and awareness.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 4.3:
Strengthen the effectiveness of the district’s Leadership Team.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District’s identified values.	By November 2018, the ELEVATE Team has completed a survey assessing the effectiveness of the District Leadership Team. By August 2019, the ELEVATE Team has completed the survey assessing the effectiveness of the District Leadership Team.
Superintendent Assistant Superintendent	Devote time on Principals, DELTA, Curriculum, and ELEVATE agendas to seek answers to the following questions: <ol style="list-style-type: none"> 1. What are the key takeaways from this meeting? 2. What decisions were made? 3. What are our next steps? 	For each leadership team meeting in 2018-2019 school year, the Superintendent and Assistant Superintendent have devoted time on the agenda for Team participants to respond to each question.

DISTRICT IMPROVEMENT PLAN

IMPLEMENTATION SCHEDULE

2018-2019

S.P.	RESOURCES	ACTION STEP	EARLY EVIDENCE OF CHANGE	STATUS
2.1	Administration	Select a point person to facilitate SEL work.	By November 2018, the administration has identified the person who will facilitate the implementation of SEL work in the District.	Completed Kathy Provost & Cathy Kilcoyne
4.3	DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District's identified values.	By November 2018, the ELEVATE Team has completed a survey assessing the effectiveness of the District Leadership Team. By August 2019, the ELEVATE Team has completed the survey assessing the effectiveness of the District Leadership Team.	Completed Survey 11-19-18 through 11-27-18
1.3	ELEVATE Team DELTA Team Data Research and Accountability Specialist	Examine how data is used at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal's Meetings, professional development days, ILTs, DELTA, ELEVATE.)	By December 2018, ELEVATE members, in conjunction with teachers and support personnel, will identify how data is used by stakeholder groups.	In-Progress Identified patterns of data use in DELTA on 12-13-18 Follow-up with DELTA – Results of protocol on 2-14-18
2.1	SEL Committee Time Research and Accountability Specialist	Establish a Social, Emotional Learning (SEL) Committee, representative of all schools, to evaluate the District's current capacity to support all students.	By December 2018, a district-wide committee has been created to evaluate the district's capacity to support all students.	In-Progress DESE/BU/Rennie Center Grant – S3 Initiative – First workshop 12-12-18, Second workshop 2-28-19
2.2	ILT Building Staff Time Self-assessment tool	Complete a self-assessment protocol to identify each school's current practices related to each tier of intervention identified in the MTSS Framework.	By December 2018, each school has completed the self-assessment to identify current best practices in relation to the MTSS Framework.	In-Progress Each school completed tab 1 of the self-assessment on 1-9-19. Each team will complete remaining tabs by the end of February 2019

3.1	Curriculum Directors Guidance Principals Time/Data	Conduct an inventory of existing K-12 courses by subject area.	By December 2018, the Curriculum Directors and Guidance Department have completed an inventory of the existing K-12 courses by subject area.	Completed
3.2	1:1 Technology Task Force DELTA Time	Evaluate survey responses from students, parents, and staff to determine current strengths and areas for development.	By December 2018, the 1:1 Technology Task Force and DELTA have evaluated the survey responses.	In-Progress Presentation to DELTA on 2-14-19
3.3	Curriculum Directors Assistant Superintendent	Complete the Year-at-a-Glance documents for grades K-12.	By December 2018, the Curriculum Directors and the Assistant Superintendent have completed the Year-at-a-Glance documents.	Completed
1.2	ILT Time Data	Assess each school's current instructional practices and evaluate its impact on student achievement.	By January 2019, each school will assess their current instructional practices.	In-Progress Evaluate status during Focus Schools visit on February 7 & 8 visits
1.2	ILT Time Data	Develop an Instructional Focus for each school through the Instructional Leadership Team (ILT).	By January 2019, each school will develop their instructional focus.	In-Progress Evaluate status during Focus Schools visit on February 7 & 8 visits
1.3	Curriculum Directors ELEVATE Team DELTA Team Research and Accountability Specialist	Identify data points needed for each group and establish effective use of data to inform instructional practices.	By January 2019, Principals, Curriculum Directors, and the Research and Accountability Specialist will identify types of data needed for each stakeholder group to function effectively.	In-Progress Follow up with DELTA – Protocol Results on 2-14-19
2.1	SEL Committee Time Self-Assessment Tool	Complete a self-assessment protocol to identify each school's needs.	By January 2019, each school has completed their self-assessment.	In Progress S3 Academy next full-day meeting on 2-28-19
2.2	ILT Time	Evaluate self-assessment findings and map out available resources.	By January 2019, the self-assessment results has produced available resources and resources needed.	In-Progress Adjust date to align with completion of MTSS self-assessment in February 2019

2.2	Principal Support Staff Time	Evaluate and revise, as appropriate, the IST protocols and practices at each building.	By January 2019, each school has evaluated its current IST protocols and practices and will revise it as appropriate.	In-Progress IST protocols have been evaluated at the elementary level. Secondary schools are currently working on the protocol
3.1	Curriculum Directors Guidance Principals Time/Data	Assess and identify current course offerings/ pathways and learning opportunities available, at all levels, that provide advanced and rigorous standards for student engagement and learning.	By January 2019, the Curriculum Directors have assessed and identified potential pathways based on existing course offerings.	Completed
4.1	DELTA Team ELEVATE Team Time	Identify gaps in communication and develop communication protocols with identified internal and external stakeholders to promote consistency.	By January 2019, the District Leadership Team has developed a communication protocol to ensure consistent and accurate communication to reach all stakeholders.	In-Progress Develop communication protocol in DELTA meeting 2-14-19
1.2	ILT Curriculum Directors Time Data	Identify best practices, based on research, to be adopted school-wide.	By February/March 2019, each school will identify best practices to be adopted school-wide	
3.2	1:1 Technology Task Force Time	Research and identify leveled modules of instruction on the appropriate use of Digital Citizenship to accommodate students, parents, and staff needs.	By February 2019, the 1:1 Technology Task Force have researched and identified modules of instruction to be adopted by the District.	In-Progress
1.1	ELEVATE Team DELTA Team Time	Define criteria, guidelines and procedures for effective cycles of inquiry.	By March 2019, the ELEVATE team members have developed the criteria, guidelines and procedures to support establishing the practice of effective cycles of inquiry.	

1.2	ILT Time Professional Training	Identify areas for professional growth and develop professional learning opportunities for teachers and support staff.	By March/April 2019, each school will identify areas for professional growth and opportunities for learning.	
2.1	SEL Committee Principals Time	Identify research-based curriculum and practices suitable for each school to support all grade levels.	By March 2019, the committee and building principals have identified research-based curriculum and practices to support all grade levels.	
3.1	DELTA Team Time/Data	Analyze data relative to student's current level of access and participation in advanced courses.	By March 2019, the DELTA Team have analyzed student data and provided action steps to increase student access and participation in advanced courses.	
3.2	1:1 Technology Task Force Curriculum Directors Principals Time Professional Development	Identify effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By March 2019, the Task Force, Curriculum Directors, and Principals have identified effective instructional practices that infuses Digital Literacy across content areas and developed action steps for implementation and training.	
4.2	DELTA Team Time Self-Assessment Protocol Research and Accountability Specialist	Analyze SEL self-assessment results identified in Priority 2.1 and develop norms and protocols for building and classroom behavior expectations, for both staff and students.	By March 2019, the DELTA Team has analyzed the SEL self-assessment results and have developed norms and protocols for buildings and classrooms.	
1.1	ELEVATE Team Survey Time Research and Accountability Specialist	Evaluate the needs of the ELEVATE members to promote a cycle of continuous feedback and inquiry during educator evaluation, classroom visits,	By April 2019, the ELEVATE team members will complete a survey relative to members' capacity to implement the criteria, guidelines and procedures described above.	

		CPTs, Department meetings, and Professional Development Days.		
3.1	Principals Assistant Superintendent Survey	Survey secondary students and parents about their interests and potential academic pathways in the future.	By April 2019, the administration has surveyed students and parents regarding their interest for future courses and pathways.	
1.1	ELEVATE Team Time Research and Accountability Specialist	Identify method(s) that ELEVATE members will use to promote a reflective cycle of inquiry within the district.	By May 2019, the ELEVATE team members have agreed upon the method(s) being utilized to promote effective cycles of inquiry across the district.	
3.1	DELTA Team Time/Data	Evaluate District's protocol for course referral/offerings and student scheduling.	By May 2019, the DELTA Team have evaluated the District's protocol and offered suggestions if necessary.	
1.2	ILT Time Data	Establish a functional Instructional Leadership Team (ILT) to oversee the instructional practices at each building.	By June 2019, the ILT will have developed mechanisms to oversee the instructional practices at their particular building.	
3.1	Curriculum Directors Guidance Principals Time	Update program of studies at all levels and create a document to clearly define the pathways available for 2020-2021.	By June 2019, the Curriculum Directors and Guidance Department have updated the program of studies to include the pathways available.	
4.2	DELTA Team Guidance Time Funding	Provide education and promote awareness of Social Emotional Learning practices to key (internal and external) stakeholders.	By June 2019, the DELTA Team has created demonstrable opportunities for Social Emotional Learning education and awareness.	
1.1	Professional Development Time	Provide targeted professional development training to ELEVATE members to support	By August 2019, the members of the ELEVATE team will receive professional	

		their needs and to improve their effectiveness in promoting a reflective cycle of inquiry.	development training on method(s) of execution of effective cycles of inquiry.	
1.3	ELEVATE Team DELTA Team Curriculum Directors Research and Accountability Specialist	Build a positive culture of data inquiry.	By August 2019, ELEVATE team members will provide evidence (quantitative and qualitative) of progress toward building a positive culture of data inquiry.	
3.3	Curriculum Directors Assistant Superintendent Teachers Time Funding	Define and complete curriculum mapping with established goals, transfer, meaning and acquisition skills, assessment evidence and lesson objectives.	By August 2019, The Curriculum Directors, with the assistance from teaching staff have defined and completed curriculum mapping of units (homegrown and purchased curriculums) with established goals, transfer, meaning and acquisition skills, assessment evidence and lesson objectives.	
3.3	Curriculum Directors Assistant Superintendent Teachers Time Funding	Examine completed curriculum maps to identify existing and potential research-based practices for diverse learners.	By August 2019, the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure its best practices addresses the needs of our diverse learners.	
4.3	DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District's identified values.	By November 2018, the ELEVATE Team has completed a survey assessing the effectiveness of the District Leadership Team. By August 2019, the ELEVATE Team has completed the survey assessing the effectiveness of the District Leadership Team. 2/1/2019	Completed

4.1	DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).	Demonstrate yearly evidence of communication and participation in events and meeting with various stakeholder groups.	In-Progress SEPAC – Monthly meetings and Superintendent Round-Table HSA – Bi-monthly meetings with all five HSAs ELPAC – First meeting held on 12-10-18 Padres Comprometidos – Six Workshop sessions for EL parents Parent Forum – Bi-monthly meetings
4.1	DELTA Team Time	Create partnerships with area businesses and higher education institutions for internships, service learning, sponsorships, and articulation agreement opportunities.	Demonstrate yearly evidence of growth in partnerships with businesses and higher education institutions.	In-Progress
4.3	Superintendent Assistant Superintendent	Devote time on Principals, DELTA, Curriculum, and ELEVATE agendas to seek answers to the following questions: 1. What are the key takeaways from this meeting? 2. What decisions were made? 3. What are our next steps?	For each leadership team meeting in 2018-2019 school year, the Superintendent and Assistant Superintendent have devoted time on the agenda for Team participants to respond to each question.	In-Progress All Leadership Agendas contain the questions and participants conclude the meeting by reflecting and answering the questions

Matters for Discussion
New Business

1.) FY19 Budget Forecast

Hudson Public Schools
FY19 Budget Projection
February 2019

Fund	FY19 Budget	FY19 Projected	FY19 Balance
Personnel	32,053,842.78	30,827,963.20	1,225,879.58
General Expenses	7,773,728.71	7,126,665.93	647,062.78
Transportation	2,084,000.00	2,198,708.59	(114,708.59)
Total School Expense Budget	41,911,571.49	40,153,337.72	1,758,233.77

Revenue:

Town Appropriation	38,091,026.00
School Choice Carryover	1,436,529.72
School Choice Receipts	625,782.00
Circuit Breaker	0.00
Total Revenue Budget	40,153,337.72

School Choice Balance June 30, 2018	3,284,743.49
Estimated Income FY19	625,782.00
School Choice Transfer	(2,062,311.72)
Projected Spending FY19	(12,500.00)
Projected Food Svs - Deficit	(130,000.00)
Projected School Choice Available June 30, 2019	1,705,713.77

HUDSON PUBLIC SCHOOLS February 5, 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)
Total	400,000	

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)
Total	824,239	

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)
Total	468,869	

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

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	
Total Expenses	41,911,572	School Choice Carry-Over	3,258,518	
		Total Revenue	41,849,544	
	Deficit	62,028		

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
Total Expenses	42,058,735		School Choice Carry-Over	
	Expected Carry-Over	1,443,301	Total Revenue	40,615,434

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
Total Expenses	42,314,772		School Choice Carry-Over	
	Expected Carry-Over	812,696	Total Revenue	41,502,076

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
Total Expenses	42,870,126		School Choice Carry-Over	
	Expected Carry-Over	529,908	Total Revenue	42,340,218

FY19 Budget Forecast as of February 5, 2019				
Expenses	Projected Expenses	Projected Revenue	Amount	
Personnel	30,827,963	Town Appropriation	38,091,026	
General Expenses	7,126,666	Circuit Breaker	0	
Transportation	2,198,709	School Choice FY19	625,782	
Total Expenses	40,153,338	School Choice Carry-Over	1,436,530	
	Deficit	0	Total Revenue	40,153,338

FY20 Budget Forecast as of February 5, 2018				
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
Total Expenses	42,058,735		School Choice Carry-Over	1,705,714
	Projected	Extra Carry-carryover	262,410	Total Revenue
				42,321,145

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
Total Expenses	42,314,772		School Choice Carry-Over	
	Expected Carry-Over	872,689	Total Revenue	41,442,083

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
Total Expenses	42,870,126		School Choice Carry-Over	
	Expected Carry-Over	529,908	Total Revenue	42,340,218

Grand Total	1,793,108
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Matters for Discussion

New Business

2.) 1:1 Technology Report

HPS 1:1 Technology Update

**School Committee Meeting -
February 5, 2019**

Presented by:
Ellen Schuck, Director of Technology

1:1 Technology Task Force Surveys - 2018

Key Observations

Student Results - Grades 4, 5, 7, 8-10

Positives

- Students like the touch screen
- Helps with organization
- Used in ELA, reading, writing, social studies
- Many teachers are using LMS (Google Classroom, Schoology, website)

Challenges

- Staying on task
- Care of machines
- Charging
- Typing/keyboarding
- Not being used in related arts/electives, math, and science



Parents

Positives

- Parents are receiving information about the district through a variety of sources. The top sources are School Messenger, school websites, and Aspen Parent Portal.
- Would like help in understanding Google Classroom and digital citizenship.

Challenges

- Problems with child(ren) making responsible decisions using the CB, staying focused, and playing games--screen time.
- Charging the CB for next day.



Staff

Positives

- Frequent CB activities - online programs, research, writing, reading, using LMS.
- Large number of staff have participated in district offered tech workshops.
- Has had an impact on their teaching practice and lead to an increase in student learning.

Challenges

- More technology professional development
- Time to work with colleagues in tech integration
- Need to expand their knowledge of available tech tools



Proposed Action Steps

Students

- Create expectations for each grade level for the care and use of their machines. Accountability for all.
- Create a district-wide theme concerning digital citizenship (i.e. Acton/Boxborough - Your Own Digital REP - Respect - Empower - Protect)
- Weave Digital Citizenship lessons where appropriate into all curricular areas

Staff

- Continue offering PD in a variety of different ways -- include discussions in curriculum meetings
- Provide entry level slide shows on Digital Citizenship on specific topics for teachers to use.
- Create expectations on how the district sees technology being used in the classroom (i.e. interactive Epson projectors) - Accountability for All.

Parents

- Provide parent workshops on Digital Citizenship (including home expectations) starting in Spring 2019
- Create monthly tech email on different topics for all parents.



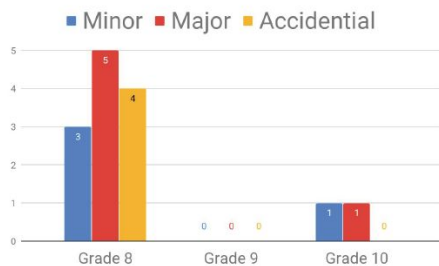
Chromebook Repair Statistics

High School Repair Statistics

Minor Physical Damage is defined as, a possible result of user misuse and/or 1 part of malfunction/damage, such as palmrest, keyboard, audio jack or camera

Major Physical Damage is defined as, Likely a result of user misuse, rough handling and/or 2 or more damaged parts, such as cracks, broken, dropped parts or hinge damage.

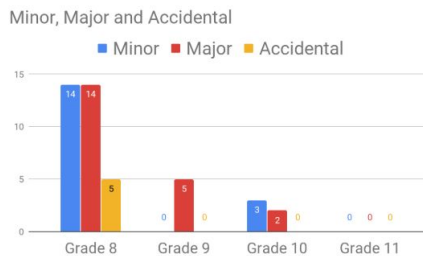
FY18 HHS-PHYSICAL DAMAGE INCIDENT REPORTS



	Minor	Major	Accidental
Grade 8	3	5	4
Grade 9	0	0	0
Grade 10	1	1	0
Totals	4	6	4

Total entries logged = 43 Total of all physical damage reported = 10

FY19 HHS-PHYSICAL DAMAGE INCIDENT REPORTS



	Minor	Major	Accidentals
Grade 8	14	14	5
Grade 9	0	5	0
Grade 10	3	2	0
Grade 11	0	0	0
Totals	17	21	5

Total entries logged = 75 Total of all physical damage reported = 38

Things to note:

We put a new process in place for tracking and recording problems.

Still refining the process to ensure all repairs are included.

We have become better when requesting repair from Dell so that the accidental damage option is used at a minimum.

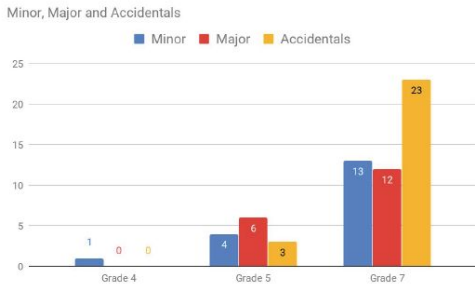
Repair turnaround for minor is 2 days; major - 3-4 days.

Technicians have completed Dell Tech Direct training.

Note: FY18 - District had to pay for 2 LCD screen replacements - \$500

Elementary/Middle School Repair Statistics

FY18 Non-Physical Damage Incident Reports

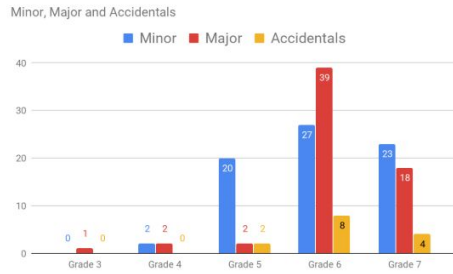


	Minor	Major	Accidentals Used
Grade 4	1	0	0
Grade 5	4	6	3
Grade 7	13	12	23
Totals	18	18	26

Total entries logged = 87

Total of all physical damage reported = 36

FY19 NON-PHYSICAL DAMAGE INCIDENT REPORTS



	Minor	Major	Accidentals
Grade 3	0	1	0
Grade 4	2	2	0
Grade 5	20	2	2
Grade 6	27	39	8
Grade 7	23	18	4
Totals	72	62	14

Total entries logged = 168

Total of all physical damage reported = 134

Things to note:

Using same process as HHS.

Repair turnaround for minor is 2 days; major - 3-4 days.

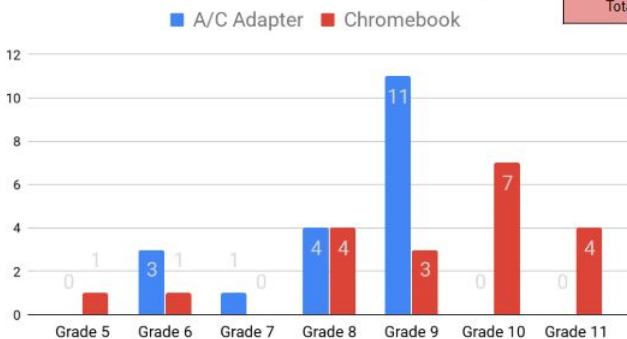
Technicians have completed Dell Tech Direct training.

Major/Minor repairs have increased.

Lost/Non Returned Devices

Grade	A/C Adapter	Remaining Outstanding A/C Adapter	Chromebooks	Remaining Outstanding Chromebooks
Grade 5	0	0	1	0
Grade 6	3	2	1	0
Grade 7	1	1	0	0
Grade 8	4	1	3	1
Grade 9	11	3	3	2
Grade 10	0	0	7	3
Grade 11	0	0	4	3
Totals	19	7	19	9

FY 19 Lost Chromebook and A/C Adapters



Action Steps

Students



- Teachers have reinforced the Chromebook care slide with students.
- HHS - The Tech Department talks to students individually when they come in with their Chromebooks for repair.
- QMS - QMS Administrators and Staff have talked to students as needed and reached out to parents.

Staff

- Repair information was sent to all staff at QMS and HHS asking for their help with reminding students about their responsibility in caring for their Chromebooks.
- Rules and expectations have been established for individual classrooms.

Parents

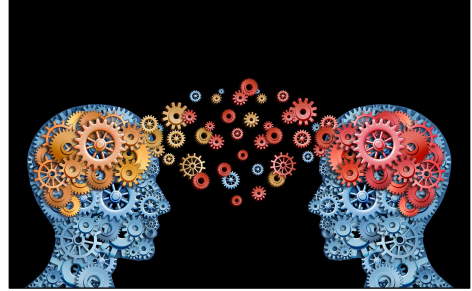
- Proposed: February-School Messenger email will be sent to parents with data and suggestions for having a conversation with their child(ren) about Chromebook care and safety.
- Reaching out to assist families with lost or devices not returned. Collecting funds as needed.

Staff Professional Development

Graduate Level Course

Class Participant Make-up

- HHS: 2 Special Education; 2 Guidance Counselors; 1 Performing Arts; 2 EL; 1 Technology; 2 World Language; 1 Science
- Elementary: 3 Technology; 1 EL; 3 Grade Level
- Middle School: 1 ELA



Expanding the Use of 1:1 Curriculum

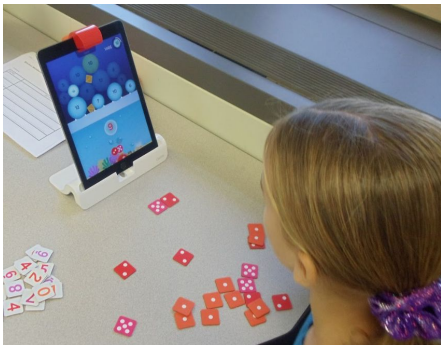
What's Happening in the Classroom?

Overall

- Using some form of learning management system (3-12)
 - Google Classroom
 - Schoology
- Incorporating interactive classroom technology

Elementary

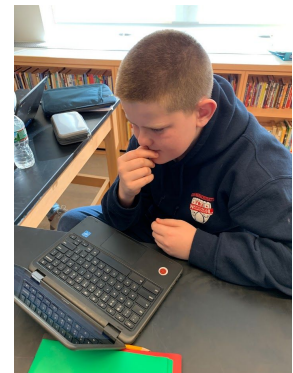
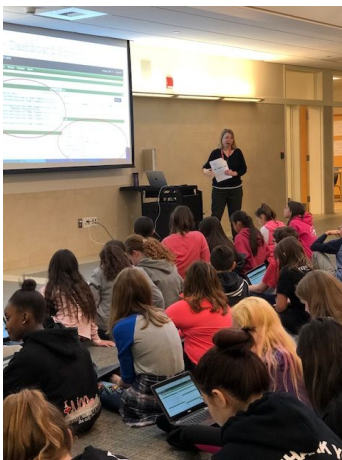
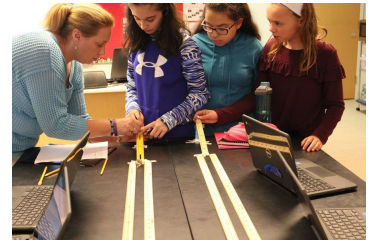
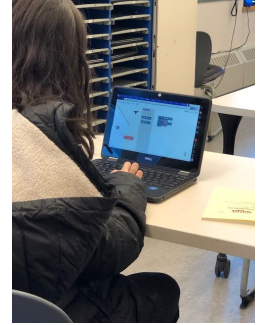
- K-2 - iPad carts
- Farley STEAM Program
- PLTW - G3 - specific apps required for units
- Grade 4 Science - incorporating PBS and other websites



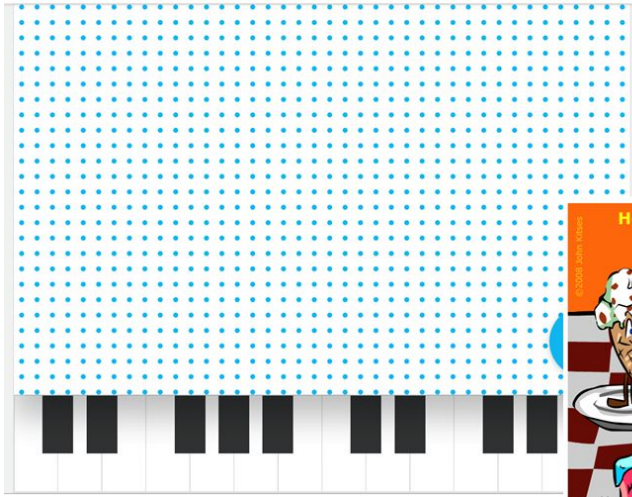
What's Happening in the Classroom?

Secondary

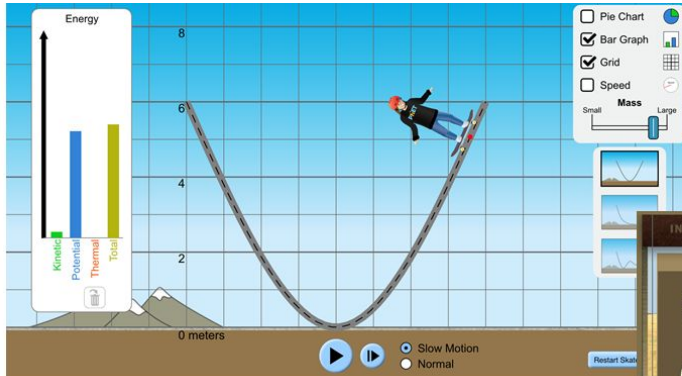
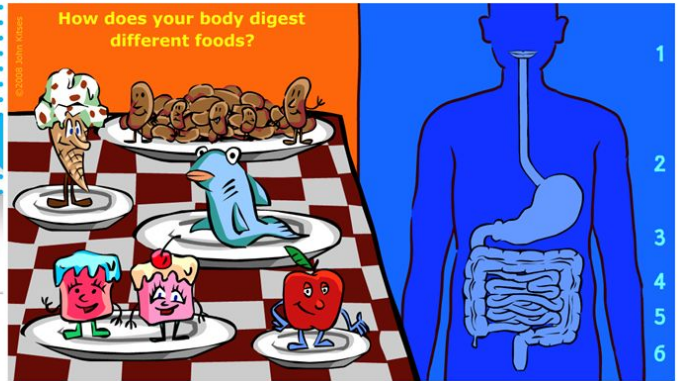
- Science
 - piloting Amplify grades 5-8 - provides access to sophisticated online modeling tools
 - Homegrown Science units
 - incorporating simulations
 - interactive modeling tools
 - Expensive materials
 - Material that cannot be captured
- Galileo - grades 5-8 - online assessment in ELA and Math
- Access testing - grades 5-11
- IXL practice - grades 5-11
- ELA - writing, research
- World Language / EL - language expression using video
- QMS PLTW CS



SOUND WAVES




Students in our grades 4-12 science classes use chromebooks to access simulations and modeling tools to learn content in highly visual and interactive ways.



On-line simulations and interactives give students the ability to see and manipulate what they cannot actually observe with hands-on classroom materials.

☰



PHASE CHANGE MATERIALS
▼

■ **PCM A**

Plateau Temp.	36.0°C	+
Plateau Time	long	-
Reheat Time	55 min	
Cost	\$15	

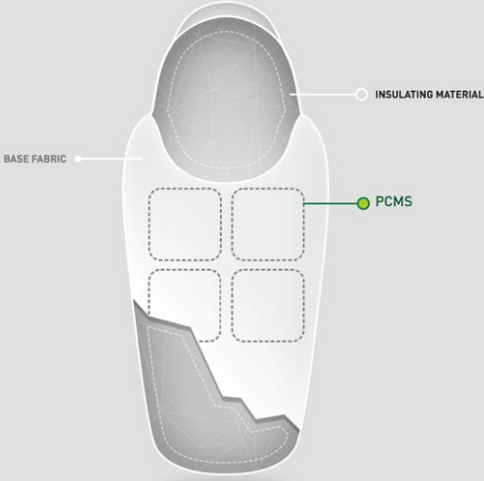
■ **PCM B**

Plateau Temp.	38.6°C	+
Plateau Time	short	-
Reheat Time	10 min	
Cost	\$8	

■ **PCM C**

Plateau Temp.	36.5°C	+
Plateau Time	medium	-
Reheat Time	25 min	
Cost	\$22	

INSULATING MATERIAL
▶




Total Cost
\$20

TEST ▶


RESET ↻

PLTW Expansion



Hudson High School

COURSES for 2018-2019



Engineering

- PLTW ENGINEERING (GR. 8)
- Energy and the Environment
- Medical Detectives
- INTRO TO ENGINEERING DESIGN (IED)
- PRINCIPLES OF ENGINEERING (POE)
- DIGITAL ELECTRONICS (DE)
- ENGINEERING DEVELOPMENT & DESIGN (EDD)

Computer Science

- INTRODUCTION TO COMPUTER SCIENCE
- COMPUTER SCIENCE A (FUTURE)
- CYBERSECURITY (FUTURE)

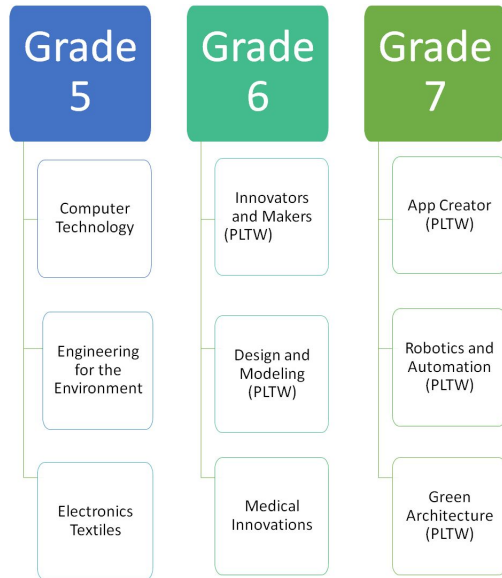
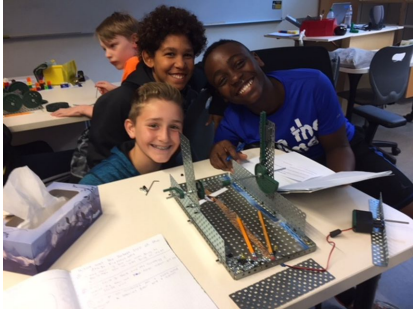
Biomedical Science

- PRINCIPLES OF BIOMEDICAL SCIENCE
- HUMAN BODY SYSTEMS (FUTURE)
- MEDICAL INVENTIONS (FUTURE)
- BIOMEDICAL INNOVATION (FUTURE)

PLTW Expansion

Gateway to Technology (GTT)

Current Offerings



PLTW Expansion

- K** • Design a paintbrush
- 1st** • Design a playground structure that provides protection from the sun
- 2nd** • Design an erosion control device
- 3rd** • Design a device to rescue a trapped animal
- 4th** • Design a restraint system to protect a passenger in a car collision



PLTW LAUNCH K-4



Matters for Action
Old Business

- 1.) Second Reading and Approval of
Proposed Adoptions and Revisions of
School Committee Policies – J Section

HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW

2018-2019

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
JB	No Existing Policy	<p>JB - EQUAL EDUCATIONAL OPPORTUNITIES</p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:</p> <p>No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.</p>

		<p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p> <p>SOURCE: MASC</p> <p>UPDATED: March 2018</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964</p> <p>Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972</p> <p>Executive Order 11246, as amended by E.O. 11375</p> <p>Title IX, Education Amendments of 1972</p> <p>M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)</p> <p>BESE regulations 603 CMR 26:00</p> <p>BESE regulations 603 CMR 28.00</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>NOTE: The cross reference is to a related statement in this manual. The change in 1993 was to add the classification of sexual orientation in the specific definitions protected by law against discrimination.</p>
JC	No Existing Policy	<p>JC - ATTENDANCE AREAS</p> <p>Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the</p>

establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the following general guidelines will also be applied:

- 1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural barriers will be used for boundaries.**
- 2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.**

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

SOURCE: MASC

LEGAL REFS.: M.G.L. [71:37C](#); [71:37D](#); [71:37I](#); [71:37J](#)

603 CMR [17.00](#)

603 CMR [26.00](#)

CROSS REF.: [JCA](#), Assignment of Students to Schools

		<p>NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E.</p> <p>The cross reference above is to a closely related category in the NEPN classification system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements.</p>
JCA	No Existing Policy	<p>JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS (It replaces JFBA)</p> <p>Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.</p> <p>Special permission may be granted for the following reasons:</p> <ol style="list-style-type: none"> 1. If the change involves a hardship case or if there are medical considerations. 2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons. 3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school.; <u>permission will not extend beyond the current school year.</u> 4. <u>To permit secondary school students to take courses not offered in their assigned schools.</u> <p>School bus transportation will not be provided for students attending schools outside their attendance area. <u>unless they can be accommodated on existing bus routes and schedules or a hardship is</u></p>

involved; or unless specific permission is granted by the School Committee.

Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. **Attendance boundary is defined as the houses on those streets that are assigned to a specific elementary school. The attendance boundary is determined by the actual addresses of those houses.** Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.

The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.

The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.

The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.

Kindergarten	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	20

Acceptance:

Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be

		<p>rescinded.</p> <p>SOURCE: MASC October 2016</p> <p>LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J 603 CMR 17.00</p> <p>603 CMR 26.00</p> <p>CROSS REF.: JC, Attendance Areas</p> <p>NOTE: The cross reference is to a related category in the NEPN classification system.</p>
JCAA	<p style="text-align: center;">ASSIGNMENT TO GRADES</p> <p>In the Hudson Public Schools it is expected that most students will progress from grade to grade, kindergarten through grade 12. There may be instances where promotion from one grade to the next is not in the child's best interest.</p> <p>Student grade assignment will reflect a careful analysis of all factors involved for consideration for promotion/non-promotion (academic, social, emotional, and physical development), and will always result in what the school considers to be a decision in the best interest of the child.</p> <p>If retention is considered by the parents/guardian or by the school, the Principal will confer with the parents/guardians, special education staff and other appropriate personnel before making a determination. A student should not be retained in Grades K-8 more than once.</p> <p>The decision of the Principal is final. Any student not promoted, if not on an Individual Education Plan (IEP), will be referred for special education evaluation.</p> <p>Adopted by the Hudson School Committee: January 13, 1981 Revised by the Hudson School Committee: April 26, 1983 Revised by Hudson School Committee: January 10, 2012</p>	<p style="text-align: center;">ASSIGNMENT TO GRADES</p> <p>In the Hudson Public Schools it is expected that most students will progress from grade to grade, kindergarten through grade 12. There may be instances where promotion from one grade to the next is not in the child's best interest.</p> <p>Student grade assignment will reflect a careful analysis of all factors involved for consideration for promotion/non-promotion (academic, social, emotional, and physical development), and will always result in what the school considers to be a decision in the best interest of the child.</p> <p>If retention is considered by the parents/guardian or by the school, the Principal will confer with the parents/guardians, special education staff and other appropriate personnel before making a determination. A student should not be retained in Grades K-8 more than once.</p> <p><u>The decision of the Principal is final. Any student not promoted, if not on an Individual Education Plan (IEP), will be referred for special education evaluation.</u></p> <p>Adopted by the Hudson School Committee: January 13, 1981 Revised by the Hudson School Committee: April 26, 1983 Revised by Hudson School Committee: January 10, 2012</p>

JCAB	<p style="text-align: center;"><u>SCHOOL BOUNDARY LINES</u></p> <p><u>The school boundary lines shall be determined by the school age population needs and the available public school accommodations. Boundary lines shall be adjusted by the school administration when a noticeable change in either of these factors indicates the need, and the adjustment submitted to the School Committee for approvals.</u></p> <p><u>The legal residence of parents or guardian shall be the determining factor in assigning a child to a particular school.</u></p> <p><u>The School Committee will be notified when an exception is to be made for health reasons, or for any other reason not specifically voted by the Committee, such as bilingual or special needs assignments.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	Discontinue- Replaced by JC
JD	<p style="text-align: center;"><u>CENSUS</u></p> <p><u>The census of school age children shall be conducted in accordance with Massachusetts General Laws, Chapter 51, Section 4, as amended by Chapter 367 of the Acts of 1977.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	Discontinue
JEB	<p style="text-align: center;"><u>ENROLLMENT AND AGE OF ENTRANCE</u></p> <p><u>All children who reside in Hudson shall attend the public schools unless enrolled in some other school approved by the Committee or otherwise legally excluded.</u></p> <p><u>Initial admission to kindergarten shall be solely on the basis of chronological age. Children may enroll in kindergarten if they have attained the age of five years prior to September 1st.</u></p> <p><u>Admission grades other than kindergarten shall be based on</u></p>	<p>JEB-ENTRANCE AGE</p> <p>In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:</p> <ol style="list-style-type: none"> 1. Children who will be five years of age prior to the first day of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.

	<p><u>chronological age, emotional and academic readiness and such other factors as shall be deemed appropriate by the Superintendent of Schools.</u></p> <p><u>Upon initial enrollment in the Hudson Public Schools, parents or guardians shall provide a certified copy of the child's birth certificate, a copy of the child's immunization record, proof of residency, and other such documents as determined by the Superintendent of Schools or his/her designee.</u></p> <p>Adopted by Hudson School Committee: January 13, 1981 Revised by Hudson School Committee: March 25, 1986 Amended by Hudson School Committee: September 9, 2003 Amended by Hudson School Committee: April 26, 2005</p>	<p>The admission of children whose birthdays fall after the first day of school will be solely at the school's discretion.</p> <p>2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.</p> <p>SOURCE: MASC October 2016</p> <p>LEGAL REFS.: M.G.L. 15:1G</p> <p>603 CMR 8.00</p>
JF	No Existing Policy	<p>JF - SCHOOL ADMISSIONS</p> <p>All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.</p> <p>Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.</p> <p>SOURCE: MASC</p> <p>LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A</p> <p>603 CMR 26.00</p> <p>CROSS REFS.: JLCA, Physical Examination of Students</p>

		<p><u>JLCB</u>, Inoculations of Students</p> <p><u>JFBB</u>, School Choice</p> <p><u>JFABD</u>, Homeless Students: Enrollment Rights and Services</p> <p>NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:</p> <p><u>JFAB</u>, Admission of Non-resident Students <u>JFABA</u>, Non-resident Tuition Charge <u>JFABD</u>, Admission of Homeless Students <u>JFABB</u>, Admission of Foreign Students</p>
JFABC	<p><u>SPECIAL RECOGNITION CERTIFICATES FOR FOREIGN EXCHANGE STUDENTS</u></p> <p><u>The School Committee authorizes the Superintendent of Schools to have prepared and awarded at appropriate ceremonies (i.e., graduation or assemblies) "Special Recognition Certificates" to note the accomplishments of foreign exchange students who attend Hudson Public Schools for periods in excess of sixty calendar days, via recognized student exchange programs.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	<p>JFABC - ADMISSION OF TRANSFER STUDENTS</p> <p>The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.</p> <p>To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.</p> <p>LEGAL REFS.: Chapter <u>12</u>, <u>Section 11</u> of the Acts of 2010</p>

		SOURCE: MASC February 2011
JFABD	<p><u>HOMELESS STUDENTS: MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT</u></p> <p><u>To the extent practical and as required by law, The Hudson Public School District will work with homeless children and youth and their parents or guardians to ensure that these students have equal access to the same free, appropriate public education, including a public preschool education, as provided to other students.</u></p> <p><u>DEFINITION</u> <u>The Hudson Public School District is in compliance with Massachusetts Department of Elementary and Secondary Education (MA ESE) regulations and advisories . ESE adopted the definitions of homeless, children and youth from Section 725(2) of the federal McKinney-Vento Act.</u></p> <ul style="list-style-type: none"> • <u>individuals who lack a fixed, regular and adequate nighttime residence, or have a primary nighttime residence in a supervised, publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.</u> <p><u>This definition shall include:</u></p> <ul style="list-style-type: none"> • <u>children and youth who are sharing housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations</u> 	<p>JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</p> <p>To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.</p> <p>Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:</p> <ol style="list-style-type: none"> 1. Sharing the housing of other persons due to loss of housing or economic hardship; 2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; 3. Living in emergency or transitional shelters; 4. Being abandoned in hospitals; 5. Awaiting foster care placement; 6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings; 7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; 8. Migratory children living in conditions described in the previous examples. <p>The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.</p>

are living in emergency or transitional shelters, are abandoned in hospitals or are awaiting foster care placement; children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and unaccompanied youth – a youth who not in the physical custody of a parent or guardian.

LIAISON

The Superintendent shall assign a staff person to serve as the Homeless Education Liaison, whose role is to assist homeless students in enrolling in school and to ensure that they receive the educational services for which they are eligible. This liaison may have other duties within the school district. The homeless liaison for the Hudson Public Schools is:

Jenny Gormley, Director of Health, Nursing, and Safety
155 Apsley Street Hudson, MA
01749
jmgormley@hudson.k12.ma.us

ENROLLMENT

The Hudson Public School District must immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment—such as school records, medical records or proof of residency. In the case of an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their right to appeal rights in writing. The district’s liaison will carry out dispute resolution in accordance with statute and regulations. Furthermore:

- homeless students have a right to, either remain in

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

their school of origin, or to attend school where they are temporarily residing;

- students who chose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing; the Homeless Education Liaison must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

The Hudson Public School District shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin.

Furthermore:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation; if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin, and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and if the districts cannot agree upon such a method, the responsibility and the costs must be shared equally.

ACCESS TO COMPARABLE SERVICES

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities, programs for students with limited

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

SOURCE: MASC

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the location educational liaison or the director of the homeless shelter where the students reside, as the determination of eligibility for free lunch.

ACCESS TO PRESCHOOL

An important goal of McKinney-Vento is to afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The Hudson Public School District Homeless Education Liaison and early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers must coordinate and collaborate to review and revise practices or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

DISPUTE RESOLUTION

If a dispute arises over school selection or enrollment, The Hudson Public School District will immediately enroll the homeless student in the school in which enrollment is sought—pending resolution of the dispute—and must provide the parent, guardian, or unaccompanied youth with a both a written statement of the school placement decision and a notice of the right to appeal the decision. The HPS shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

UNACCOMPANIED YOUTH & CHILDREN, AND YOUTH IN STATE CARE OR CUSTODY

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the

	<p><u>street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives. Also, in collaboration with the Department of Children and Families (DCF), MA ESE has determined that children and youth in state care or custody who have been placed out of their homes in temporary, transitional or emergency living placements are awaiting foster care placement and, therefore, homeless.</u></p> <p><u>Unaccompanied youth or students in state care or custody who are awaiting foster care are entitled to the same educational rights and services, including transportation, under McKinney-Vento as any homeless child or youth in the care of their parent(s)/guardian(s).</u></p> <p><u>Adopted by Hudson School Committee: January 10, 2012</u></p>	
JFABE	No Existing Policy	<p>JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</p> <p>In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment.</p> <p>Definitions</p> <p>Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.</p>

		<p>Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.</p> <p>Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.</p> <p>The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.</p> <p>The District's responsibilities to eligible children include the following:</p> <ul style="list-style-type: none">• Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.• Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.• Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).• Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International
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		<p>Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. <u>The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs.</u> Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.</p> <ul style="list-style-type: none">• In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.• The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.• Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.• The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.
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		<p>LEGAL REFS: M.G. L. 15E;</p> <p style="text-align: center;">Interstate Compact on Educational Opportunity for Military Children</p>
JFABF	No Existing Policy	<p>JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</p> <p>The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.</p> <p>The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.</p> <p>Best Interest Determination</p> <p>Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student</p>

and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

		<p>To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.</p> <p>LEGAL REFS: Every Student Succeeds Act (ESSA);</p> <p>Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)</p>
JFBA	<p style="text-align: center;"><u>INTRADISTRICT CHOICE</u></p> <p><u>Purpose:</u> <u>To provide parents or legal guardians with the opportunity to enroll their children in an elementary school outside their school attendance district when, in their opinion, such a move would best suit the needs of the individual child.</u></p> <p><u>Assignment of Students:</u> <u>Individual school attendance boundaries are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. Attendance boundary is defined as the houses on those streets that are assigned to a specific elementary school. The attendance boundary is determined by the actual addresses of those houses. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with a positive vote from the School Committee.</u></p> <p><u>The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.</u></p> <p><u>The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</u></p> <p style="text-align: right;"> <u>Kindergarten 20</u> <u>Grade 1 20</u> </p>	<p>Discontinue – Replaced by JCA</p>

<u>Grade 2</u>	<u>20</u>
<u>Grade 3</u>	<u>20</u>
<u>Grade 4</u>	<u>20</u>

Acceptance:

Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment.

Exceptions:

The Superintendent is authorized to make an exception to this policy for individual elementary students under the following conditions:

- If the location of the student's parents' or legal guardian's residence is changed from one school attendance boundary to another within the Town of Hudson after the beginning of the school year, the student may complete the current school year at that school.

Transportation:

Hudson Public Schools does not provide transportation. The parents or guardian must stipulate in writing to the Superintendent that they will be responsible for providing all necessary transportation for the particular student attending school outside his/her school attendance boundary. Transportation must be provided in a timely manner or transfer may be rescinded.

Adopted by Hudson School Committee: April 24, 2018

JB – EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC

UPDATED: March 2018

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

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

BESE regulations 603 CMR [28.00](#)

CROSS REF.: [AC](#), Nondiscrimination

NOTE: The cross reference is to a related statement in this manual. The change in 1993 was to add the classification of sexual orientation in the specific definitions protected by law against discrimination.

Approved by Hudson School Committee – February 5, 2019

PROPOSED

JC – ATTENDANCE AREAS

Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the following general guidelines will also be applied:

1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural barriers will be used for boundaries.
2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

SOURCE: MASC

LEGAL REFS.: M.G.L. [71:37C](#); [71:37D](#); [71:37I](#); [71:37J](#)

603 CMR [17.00](#)

603 CMR [26.00](#)

CROSS REF.: [JCA](#), Assignment of Students to Schools

NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E.

The cross reference above is to a closely related category in the NEPN classification system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements.

Approved by Hudson School Committee – February 5, 2019

JCA – ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves a hardship case or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school.

School bus transportation will not be provided for students attending schools outside their attendance area.

Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.

The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.

The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.

The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.

Kindergarten	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	20

Acceptance:

Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be rescinded.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [71:37C](#); [71:37D](#); [71:37I](#); [71:37J](#) 603 CMR [17.00](#)
603 CMR [26.00](#)

CROSS REF.: [JC](#), Attendance Areas

NOTE: The cross reference is to a related category in the NEPN classification system.

Approved by Hudson School Committee – February 5, 2019

JCAA– ASSIGNMENT TO GRADES

In the Hudson Public Schools it is expected that most students will progress from grade to grade, kindergarten through grade 12. There may be instances where promotion from one grade to the next is not in the child's best interest.

Student grade assignment will reflect a careful analysis of all factors involved for consideration for promotion/non-promotion (academic, social, emotional), and will always result in what the school considers to be a decision in the best interest of the child.

If retention is considered by the parents/guardian or by the school, the Principal will confer with the parents/guardians, special education staff and other appropriate personnel before making a determination. A student should not be retained in Grades K-8 more than once.

Adopted by the Hudson School Committee: January 13, 1981
Revised by the Hudson School Committee: April 26, 1983
Revised by Hudson School Committee: January 10, 2012
Revised by the Hudson School Committee February 5, 2019

Approved by Hudson School Committee – February 5, 2019

JEB– ENTRANCE AGE

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age prior to the first day of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.

The admission of children whose birthdays fall after the first day of school will be solely at the school's discretion.

2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [15:1G](#)

603 CMR [8.00](#)

Approved by Hudson School Committee – February 5, 2019

JF– SCHOOL ADMISSIONS

All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.

SOURCE: MASC

LEGAL REFS.: M.G.L. [15:1G](#); [76:1](#); [76:5](#); [76:15](#); [76:15A](#)

603 CMR [26.00](#)

CROSS REFS.: [JLCA](#), Physical Examination of Students

[JLCB](#), Inoculations of Students

[JFBB](#), School Choice

[JFABD](#), Homeless Students: Enrollment Rights and Services

NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:

[JFABD](#), Admission of Homeless Students

Approved by Hudson School Committee – February 5, 2019

JFABC– ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS.: Chapter [12, Section 11](#) of the Acts of 2010

SOURCE: MASC February 2011

Approved by Hudson School Committee – February 5, 2019

JFABD– HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
8. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

SOURCE: MASC

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

Approved by Hudson School Committee – February 5, 2019

JFABE– EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if

those courses are offered in the receiving school and space is available. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm- referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children

Approved by Hudson School Committee – February 5, 2019

JFABF– EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster

parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Approved by Hudson School Committee – February 5, 2019

Matters for Action

New Business

- 1.) Approval of Special Education
Stabilization Fund

Matters for Action

New Business

- 2.) Approval of Startalk Grant in the amount of \$88,902.00

GRANT ACCEPTANCE FORM

The following grant has been awarded to Hudson Public Schools and presented to the School Committee for Acceptance.

GRANT	Grant Information
Description:	FY19-20 NSA StarTalk Grant
Purpose:	This grant awarded provides 100% funding for our Portuguese Language & Summer Culture Program.
Type of Funder:	Federal Grant
Awarded Amount:	\$ 88,902.00
Start Date	March 1, 2019 ** Pending signing contracts with the NSA
End Date	March 31, 2020
Status	Active
Grantor	National Security Agency (NSA)
PROGRAM Admin	Ana Pimentel, Denise Reid
PROGRAM Notes:	<p>Federal Grant</p> <p>General Fund use: Director, TCH, Assistants and staff to support the summer program and after-school program through 3/31/2020. Instructional Materials, Field Trips for Students, and Professional Development directly through the NSA grant program office.</p> <p>Grantor Name / Address: The National Foreign Language Center 5600 Rivertech Ct, Suite K Riverdale, MD 20737 Phone: (301) 405-9828 Fax: (301) 314-0244 Email: startalk@nflc.umd.edu</p>
Program Location:	Quinn Middle School

School Committee Date: _____

Vote: _____

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
Federal	MA DOE	Entitlement	19-140 Title II	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	\$ 61,012.00
Federal	MA DOE	Entitlement	19-180 Title III	Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,939.00
Federal	MA DOE	Entitlement	19-240 SPED IDEA	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 726,965.00
Federal	MA DOE	Entitlement	19-262 SPED Early Childhood Education	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,179.00
State	MA DPH	Competitive	19-290 Essential School Health	Supports a portion of salaries for a HHS Nurse, a Regional coordinator, and Inter-agency consultant as well as reimburses the district for Nurse Subs and specific equipment needed across each Nursing office.	\$ 218,900.00
Federal	MA DOE	Entitlement	19-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 257,220.00
Federal	MA DOE	Entitlement	19-309 Title IV	Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.	\$ 17,050.00
State	MA DOE	Competitive	19-345 COMMUNITY ADULT LEARNING CTR.	This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.	\$ 356,400.00
Federal	MA DOE	Continuation	19-312 Emergency Impact Aid for Displaced Students	The federal emergency impact aid grant has been approved and must be used to offset direct expenses from the FY18 school year.	\$ 26,235.00
State	MA DOE	Competitive	19-734 Early Literacy Grant	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farely, Forest and Mulready elementary schools.	\$ 24,615.00
Corporate	Grant	Charitable	The Scotty Fund	This grant has been presented on behalf of The Scotty fund to Forest Ave to purchase standing desks to be used in classrooms.	\$ 1,000.00
Corporate	Grant	Competitive	Avidia Bank Charitable Foundation	This grant, renewable since 2012, funds an advanced ESOL class each year running from January - June @ Hudson High School as part of their Community Partnerships program.	\$ 4,000.00

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
Corporate	Grant	Competitive	Saint-Gobain Corporate Foundation	This grant will fund STEM instructional kits for the new Green Architecture Program at Quinn Middle School.	\$ 1,500.00
Community	Grant	Competitive	Hudson Cultural Council	The community grant will sponsor a portion of costs to present "A Mid-Summer's Night Dream" at Quinn Middle School.	\$ 350.00
Federal	NSA	Competitive	FY19-20 StarTalk Grant	Now in its third season, this grant funds the development of our Portuguese Language and Summer Culture Program.	\$ 88,902.00
				TOTAL:	\$ 1,867,267.00
FY19 GIFTS TO HUDSON PUBLIC SCHOOLS					
				School	\$ Gift Amount
Corporate	Sponsor	Corporate	Umass Memorial @ Marlborough Hospital	Farley Elementary - Event Sponsor	\$ 300.00
Corporate	Sponsor	Corporate	PTC - Needham	Hudson High School	\$ 10,000.00
				TOTAL:	\$ 10,300.00
FY19 GIFTS FOR HHS SCHOLARSHIPS					
				HUDSON HIGH SCHOOLS	\$ Gift Amount
n/a	76	Scholarship	FY18 Student Activities	Paul Johnson Performing Arts Scholarship - Funded from residual Student Activity fund raising.	\$ 1,000.00
				Choral Scholarship - Funded from residual Student Activity fund raising	\$ 500.00
				Class of 2018 Scholarship - Funded from residual Student Activity fund raising	\$ 1,250.00
				Class of 2018 Yearbook - Funded from residual Student Activity fund raising	\$ 2,000.00
				Total:	\$ 4,750.00
Grant Total:					\$ 1,882,317.00

Matters for Action

New Business

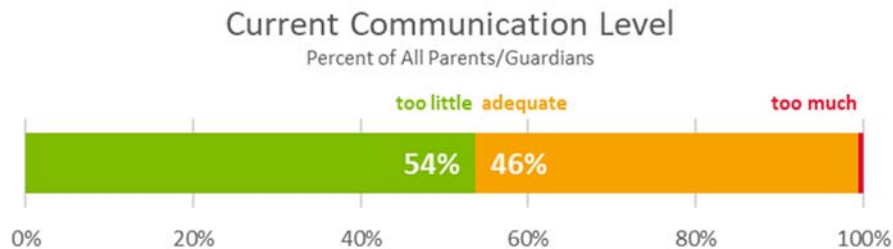
3.) Approval of School Communication Survey Action Steps

HPS SCHOOL COMMITTEE COMMUNICATION SURVEY

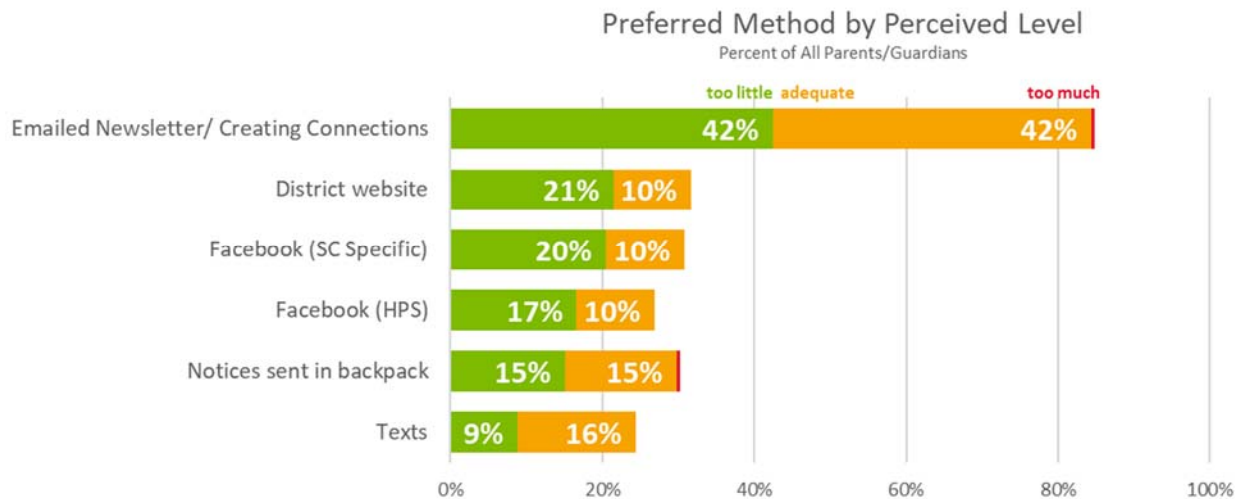
DECEMBER, 2018

PARENTS/GUARDIANS (N = 205)

54% of parents/guardians thought there was too little communication from the School Committee.

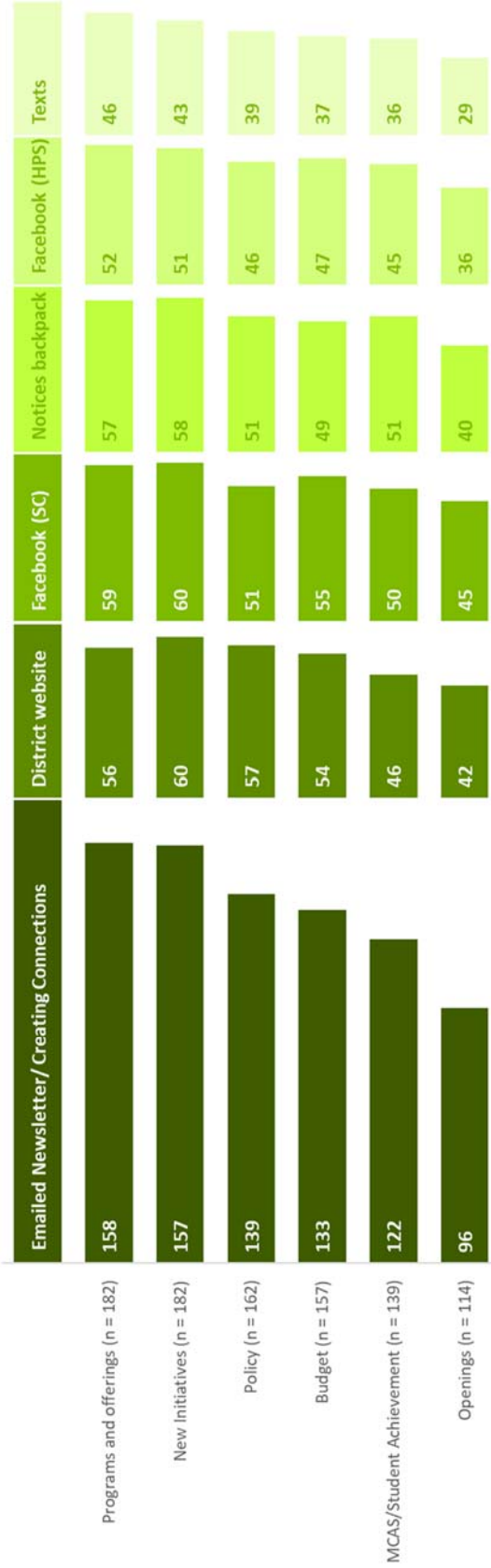


84% of parents/guardians preferred communication via email newsletter. To reach each parent/guardian participant through one of their preferred methods, all of the methods reported here would need to be utilized.

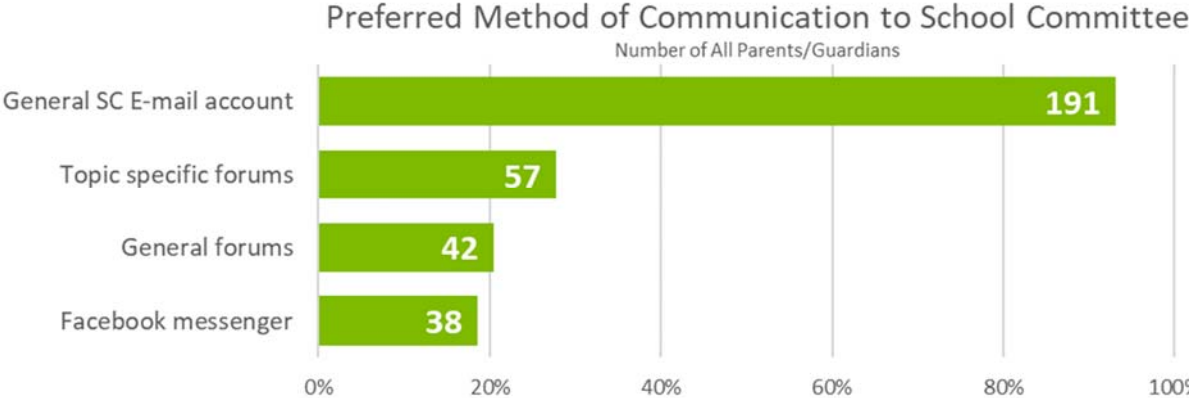


Each suggested topic of interest was selected by 60%-77% of parents/guardians except for representative position openings, which was selected by 47% of parents/guardians. Within each group of parents/guardians who selected a given topic, emailed newsletter was the preferred method of communication. To reach each parent/guardian participant who selected a given topic through one of their preferred methods, all of the methods reported here would need to be utilized except Facebook (HPS).

Preferred Method by Desired Topic
Number of Parents/Guardians

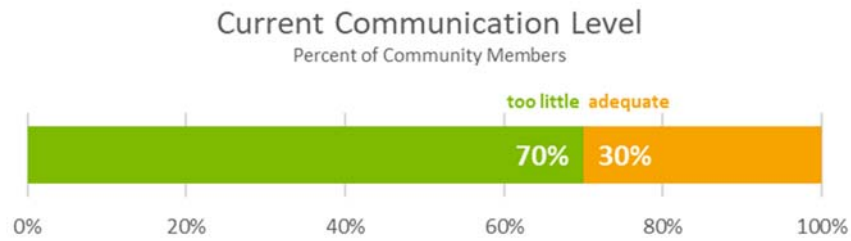


93% of parents/guardians preferred to communicate with the school committee via a general school committee e-mail account, showing more than three times greater preference than any other suggested method. To receive communication from each parent/guardian participant through one of their preferred methods, all of the methods reported here would need to be utilized.

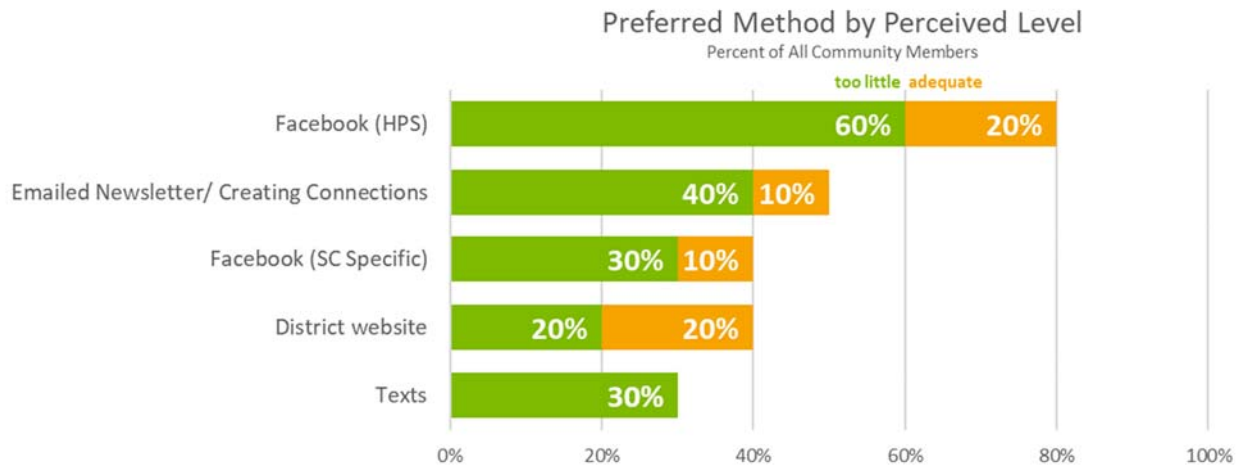


COMMUNITY MEMBERS (N = 10)

70% of community members thought there was too little communication from the School Committee.

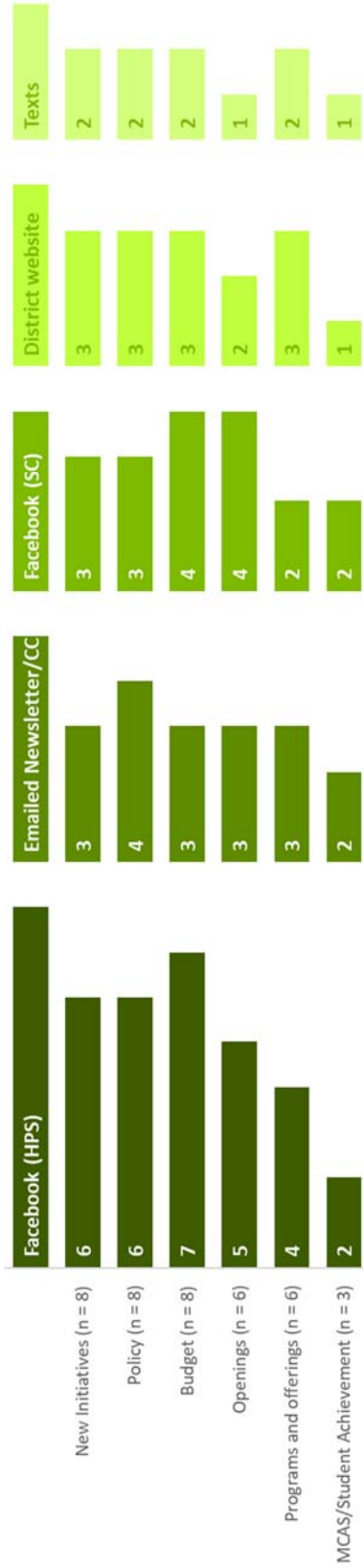


80% of community members preferred communication via Facebook (HPS). To reach each community member participant through one of their preferred methods, Facebook (HPS) and emailed newsletters/Creating Connections would need to be utilized.

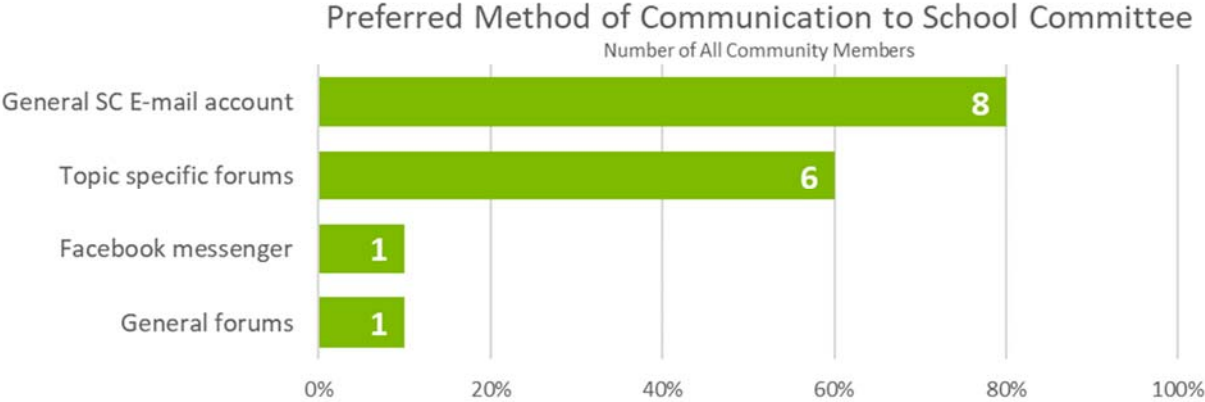


Each suggested topic of interest was selected by 60%-80% of community members except for MCAS/Student Achievement, which was selected by 30% of community members. Within each group of community members who selected a given topic, Facebook (HPS) was the preferred method of communication. To reach each community member participant who selected a given topic through one of their preferred methods, Facebook (HPS) and emailed newsletters/Creating Connections would need to be utilized.

Preferred Method by Desired Topic
Number of Community Members



80% of community members preferred to communicate with the school committee via a general school committee e-mail account. To receive communication from each community member participant through one of their preferred methods, a general school committee e-mail account and topic specific forums would need to be utilized.



Matters for Action

New Business

4.) Approval of Student Activities Scholarships

GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

The following gift has been donated to Hudson Public Schools and presented to the School Committee for Approval and Acknowledgement:

Scholarship	GIFT to Hudson Public Schools Information
Description:	FY18 Student Activity – Scholarship Gift Awards Paul Johnson Performing Arts Scholarship \$1000 Choral Scholarship \$500 Class of 2018 Scholarships \$ 1250 Class of 2018 Yearbook Scholarships \$2000
Purpose:	These scholarships were awarded to the Class of 2018 through Student Activities fund raising activities.
Date received:	2/1/2019
Type of Gift:	Scholarship Award
Donation Amount:	\$ 4750.00
Gift Designation / Purpose:	In total, ten scholarships were awarded to the Class of 2018 at commencement.
School Designation:	n/a

School Committee Date: _____

Vote: _____

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
Federal	MA DOE	Entitlement	19-140 Title II	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	\$ 61,012.00
Federal	MA DOE	Entitlement	19-180 Title III	Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,939.00
Federal	MA DOE	Entitlement	19-240 SPED IDEA	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 726,965.00
Federal	MA DOE	Entitlement	19-262 SPED Early Childhood Education	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,179.00
State	MA DPH	Competitive	19-290 Essential School Health	Supports a portion of salaries for a HHS Nurse, a Regional coordinator, and Inter-agency consultant as well as reimburses the district for Nurse Subs and specific equipment needed across each Nursing office.	\$ 218,900.00
Federal	MA DOE	Entitlement	19-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 257,220.00
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				Total:	\$ 4,750.00
Grant Total:					\$ 1,882,317.00

Matters for Action

New Business

5.) Reclassification of Funds

Posting Date:

Batch/Block :

FY19

PAYMENT Adjustment Request

Date: Tuesday, February 5, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

		Account Number	Account Description	Amount	Amount
Payment Adjustment Number 1	From:	<u>534</u>	<u>SUPT PROF DUES</u>	\$ <u>(3,900.00)</u>	
	To:	<u>540</u>	<u>SUPT DEV PD</u>		\$ <u>3,900.00</u>
Payment Adjustment Number 2	From:	<u>555</u>	<u>SOFTWARE</u>	\$ <u>(1,995.00)</u>	
	To:	<u>1287</u>	<u>NETWORK SUBSCRIPTIONS</u>		\$ <u>1,995.00</u>
Payment Adjustment Number 3	From:	<u> </u>	<u> </u>	\$ <u> </u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>
Payment Adjustment Number 4	From:	<u> </u>	<u> </u>	\$ <u> </u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>
Page total :				\$ <u>(5,895.00)</u>	\$ <u>5,895.00</u>

Sharon J. Gooch-Zebal 1/30/19
Authorized Signature

Prepared by: Sharon J. Gooch-Zebal

Authorized Signature(s):

Reason for reclassification:
To reclassify PO 190624 and 191544 to correct expense accounts.

- Please note:
- 1 Post date subject to final determination by Town Accountants Office.
 - 2 Reclassifications and transfers must net out to zero.
 - 3 Supporting documentation must accompany request.
 - 4 If authorized signatures are not needed, please explain.