



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING

November 14, 2017

155 Apsley Street - Administration Building

7:00 p.m.

AGENDA

- I. Call the Meeting to Order**
- II. Minutes of the Following Meeting Presented for Approval:**
Regular Meeting: October 24, 2017
- 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:**
 1. Report of the Superintendent
 2. Subcommittee Reports (if needed)
 3. Student Report (if any)
- V. Matters for Discussion:**
 1. Discussion of End of Year Summary Report FY17
 2. Discussion of October 1st Enrollment Update
 3. Discussion of MASC Conference
 4. Discussion of Assabet Valley Collaborative Report
 5. Discussion and Update on Town Warrant and Town Meeting
 6. Discussion of MCAS Informational Meeting with Parents
 7. Discussion of Aspen Update
- VI. Matters For Action:**
 1. Reclassifications of Funds (if needed)
 2. Items of Interest to the School Committee



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VII. Executive Session/Adjournment

1. To conduct contract negotiations with union personnel (Hudson Paraeducators Association) because an open session may have a detrimental effect on the legal position of the Committee.

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

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: October 24, 2017

Location: Administration Building
155 Apsley Street

Members present: Michele Tousignant Dufour, Allyson Hay, George Luoto, Glenn Maston, Elizabeth Hallsworth, Steven Smith and Adam Tracy

Members absent: None

Others present: Dr. Marco C. Rodrigues, Superintendent
Julia M. Pisegna, Recording Secretary
Ben Carne, Student Representative

I. Call the Meeting to Order – 7:02 p.m.

The meeting was called to order by Committee Chair, Michele Tousignant Dufour.

Approval of Minutes:

Regular Meeting: October 10, 2017

A motion to approve the minutes of October 10, 2017 was made by Mr. Luoto and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

Public Participation:

None.

Reports:

Student Report

Student Representative, Ben Carne, introduced Julia Stukonis who will be the Student Representative in his absence.

Mr. Carne reported to the Committee that the Hudson High School Spirit Committee hosted Spirit Week which was a great success with huge participation from all grade levels.

Community Council held the Student Activities Fair which showcased all the clubs and activities that Hudson High has to offer.

Community Council also held a successful Penny Wars fundraiser with a grand total of \$1,500 raised. The team will look into the purchase of a water foundation renewal system for the school.

Report of the Superintendent

Dr. Rodrigues shared with Committee members the 2017 Next-Generation MCAS and accountability results which focused on the criteria, reporting, and how the 2017 assessment results will serve as the new baseline for target-setting in 2018 and beyond.

Dr. Rodrigues shared that the 2017 Next –Generation MCAS was designed to focus on students' critical thinking, abilities, application of knowledge, and ability to make connections between reading and writing and also introduced the new achievement levels: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations and Not Meeting Expectations.

Discussion ensued.

Dr. Rodrigues announced that there will be MCAS Informational Nights for parents which will include the Principals, Assistant Principals and Curriculum Directors being present for discussion and to answer questions. Dates and times will be included in the letter that goes home with the student MCAS results.

Subcommittee Reports

Committee Chair, Michele Tousignant Dufour, shared that the IBB Training Session for interest-based bargaining for the teacher and para unions was held on Monday, October 16th, and the next session is scheduled for Thursday, November 9th at 5:00 p.m.

Matters for Discussion:

1. Discussion of 2017-2018 School Improvement Plans – Principals:

- Discussion of School Improvement Plan – C.A. Farley Elementary School – Principal Melissa Provost presented the *School Improvement Plan* for C.A. Farley Elementary School.
- Discussion of School Improvement Plan – Forest Avenue Elementary School – Principal David Champigny presented the *School Improvement Plan* for Forest Avenue Elementary School.
- Discussion of School Improvement Plan – J.L. Mulready Elementary School – Principal Kelly Sardella presented the *School Improvement Plan* for the J.L. Mulready Elementary School.
- Discussion of School Improvement Plan – Quinn Middle School: Principal Jason Webster presented the *School Improvement Plan* for Quinn Middle School.
- Discussion of School Improvement Plan – Hudson High School - Principal Dr. Brian Reagan presented the *School Improvement Plan* for Hudson High School.

Not Approved

Discussion ensued.

Committee Chair, Michele Tousignant Dufour, thanked the Principals for their presentation and look forward to future updates as the school year continues.

2. Discussion of 2016 MetroWest Adolescent Health Survey:

Dr. Rodrigues presented the preliminary data from the most recent MetroWest Adolescent Health Survey administered to High School and Middle School students.

Dr. Rodrigues highlighted key behavioral indicators surveyed, including substance abuse, cigarette and alcohol use, violence, bullying, cyberbullying, mental health, stress and physical activity with comparisons to Hudson and the region.

Discussion ensued.

3: Discussion of Whitsons's Committee Update

Patty Lange, Executive Director of Finance and Operations, updated the Committee on the Food Service Committee which has been formed to review the findings of the Food Service Consultant who was hired last fiscal year to review our operation.

The first meeting will be held on Tuesday, November 2nd.

The Committee consists of the following members:

Dr. Marco Rodrigues
Patty Lange
Kelly Sardella
Jason Webster
Lee Waingortin
April Lasky
Barbara Keefe
Pat Luoto
Carrie Walsh
Jen Downin.

Discussion ensued.

Matters for Action:

1. Approval to Exercise the One-Year Renewal Option for the Student Transportation Contract with North Reading Transportation for July 1, 2018 to June 30, 2019

Patty Lange, Executive Director of Finance and Operations, updated the Committee that in September, 2017, Hudson Public Schools joined with Marlborough Public Schools to do a joint transportation bid for the period FY18 through FY22. Both Marlborough and Hudson had existing contract options to extend for fiscal year 2018. This meant that if the bid prices were more favorable than the contract extensions prices in effect, both Hudson and Marlborough could choose to enter into a new five-year contract with the lowest bidder.

The result of the bid was that the prices came in significantly higher than the current contract options in effect. For large busses, the contract price is \$314.12 per bus per day in the current contract and the low bid submitted in September, for FY19 is \$355.00, a 13% increase.

Both Hudson Public Schools and Marlborough Public Schools will be exercising the current contract extensions with NRT. NRT Inc., was the only bidder. The District now has the benefit of testing the market and have information for the FY20 budget year, that bussing prices will be increasing significantly.

Discussion ensued.

A motion for approval to exercise the one-year renewal option for the student transportation contract with North Reading Transportation for July 1, 2018 to June 30, 2019 was made by Ms. Hay and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

Reclassifications:

None.

Items of Interest to the School Committee:

Committee member, Elizabeth Hallsworth, thanked Dr. Rodrigues for the video on how to use the lunchroom. It was very informative and a great way to increase participation.

Executive Session/Adjournment

At 8:30 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

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

Not Approved

A motion to enter into Executive Session was made by Ms. Tousignant Dufour and seconded by Ms. Hay.

Vote by roll call:

Ms. Tousignant Dufour – yes

Ms. Hay – yes

Mr. Luoto – yes

Mr. Maston – yes

Ms. Hallsworth - yes

Mr. Smith – yes

Mr. Tracy – yes

Committee Chair, Michele Tousignant Dufour, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee



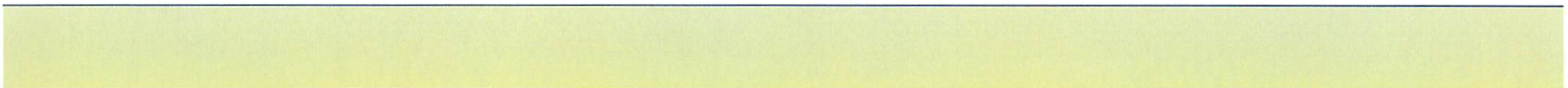
Report of the Superintendent

English Learners

November 14, 2017

Marco C. Rodrigues, Ed.D.

Standard I, Indicators I-A,B,C,D
Standard II, Indicators II-B
Standard III, Indicators III-A,C
Standard IV, Indicators IV-A,D





ACCESS and MCAS Data and Trends

**Erin Goldstein,
Director of English Learner Education**



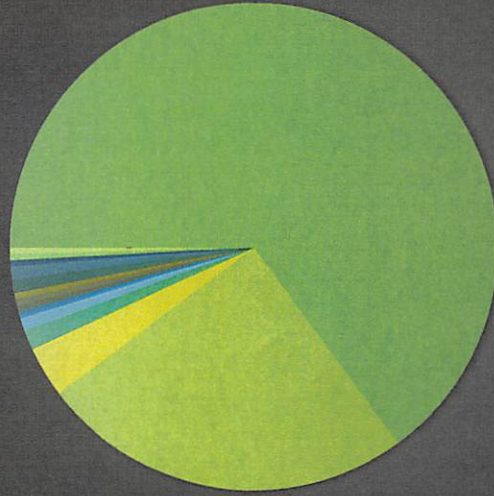
Presentation Objective



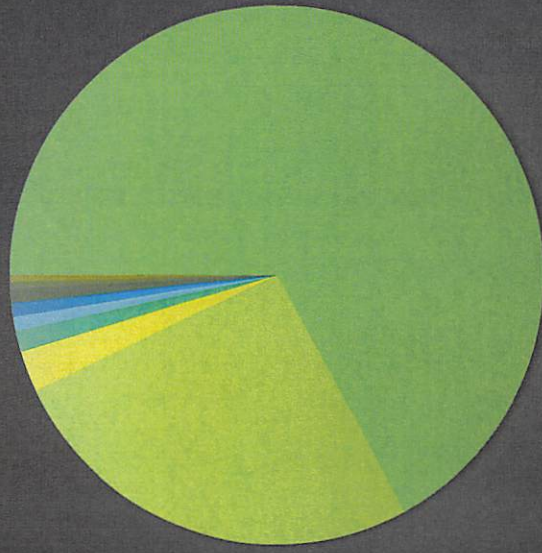
- To identify district level trends in English learner demographics and achievement.
 - Demographics
 - ACCESS
 - MCAS

Our English Learners

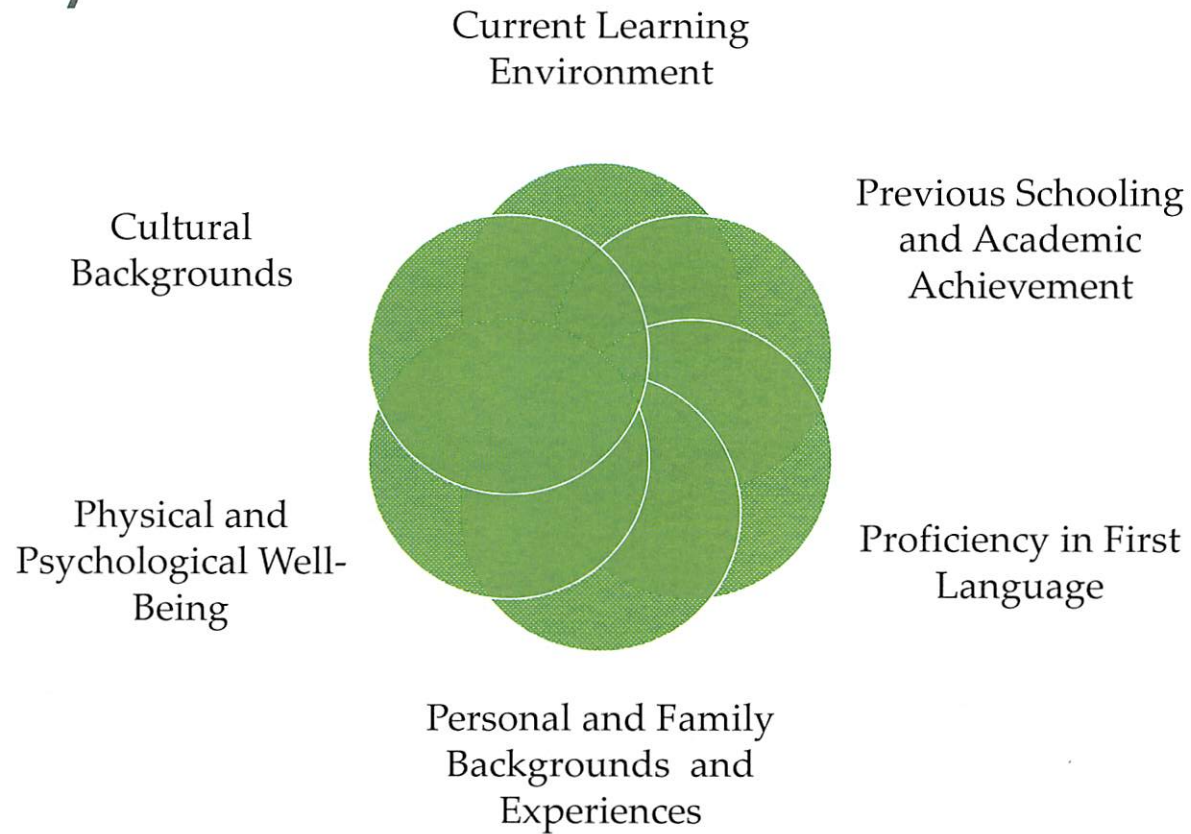
PLACE OF BIRTH



LANGUAGE

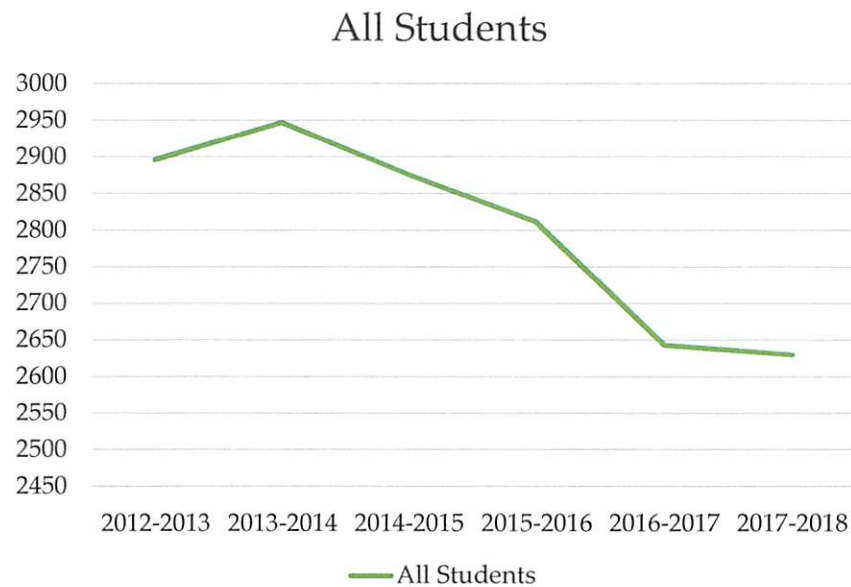


Diversity of ELs

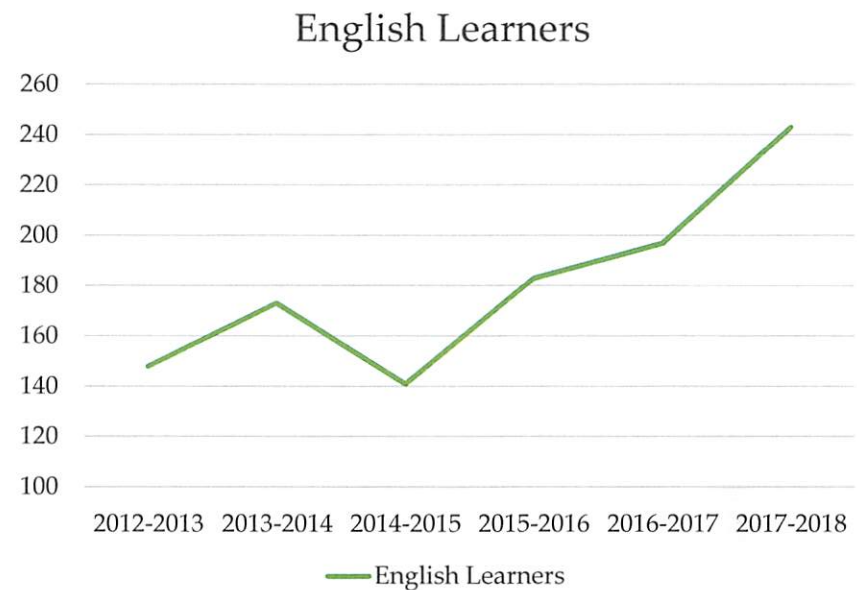


Changing Demographics

While our overall student population decreases...



...our English learner population continues to increase...



...and our number of newly arrived ELs increases.

ELs and Newly Arrived ELs





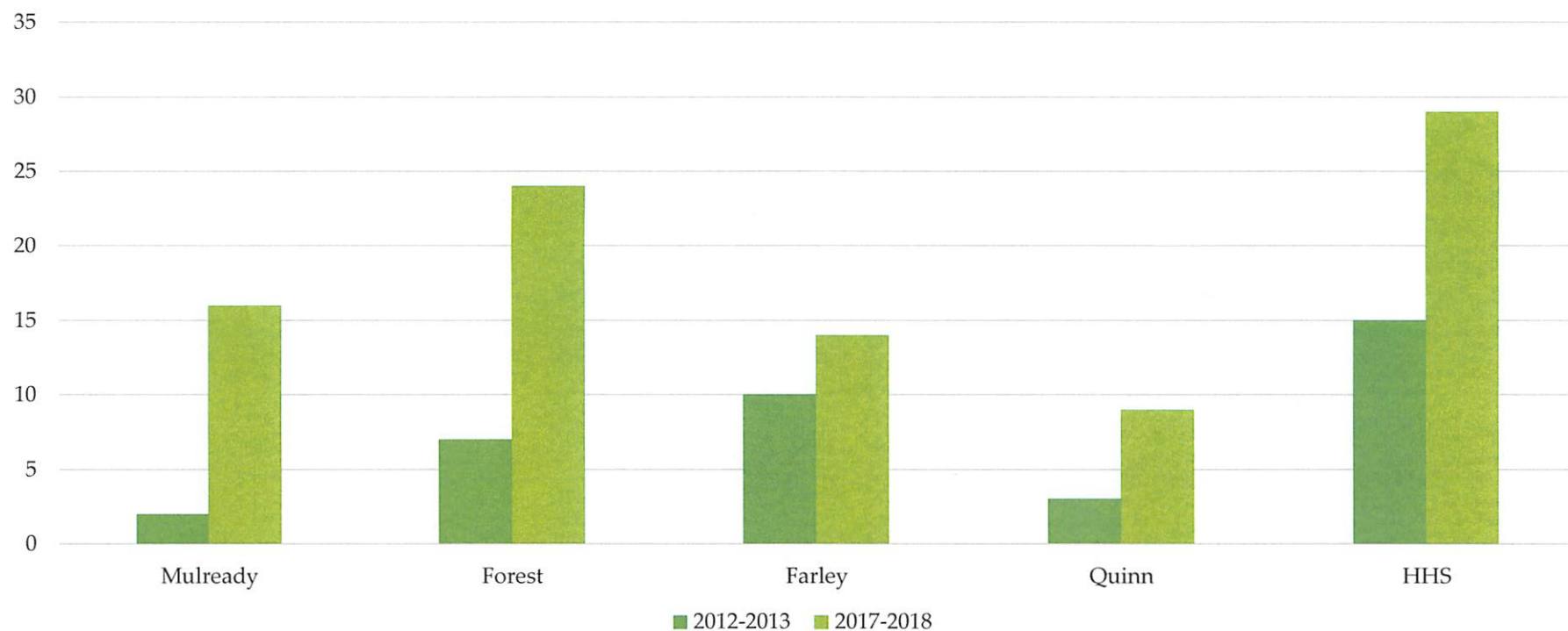
Increase of ELs by School

ELs from 2012 to Present



Increase of Newly Arrived ELs by School

Newly Arrived ELs from 2012 to Present

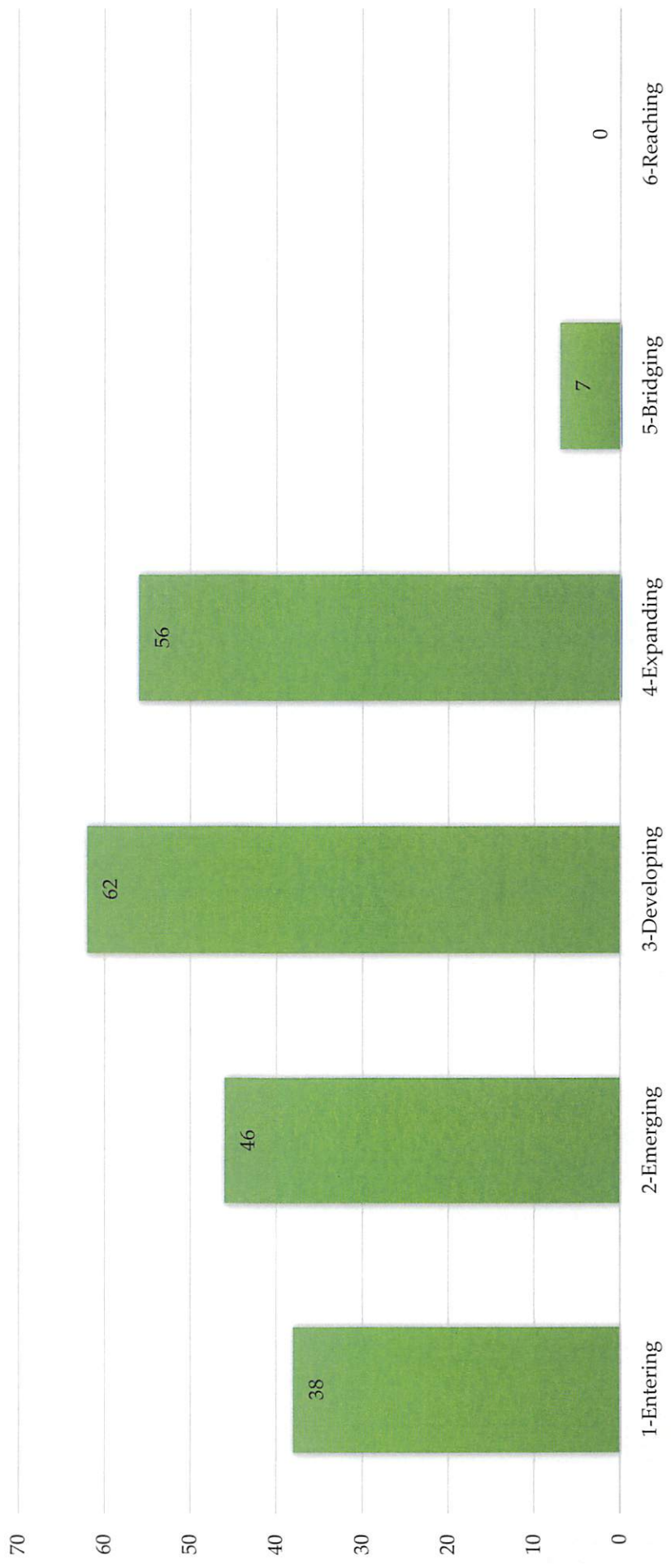




Achievement: ACCESS 2.0 2017

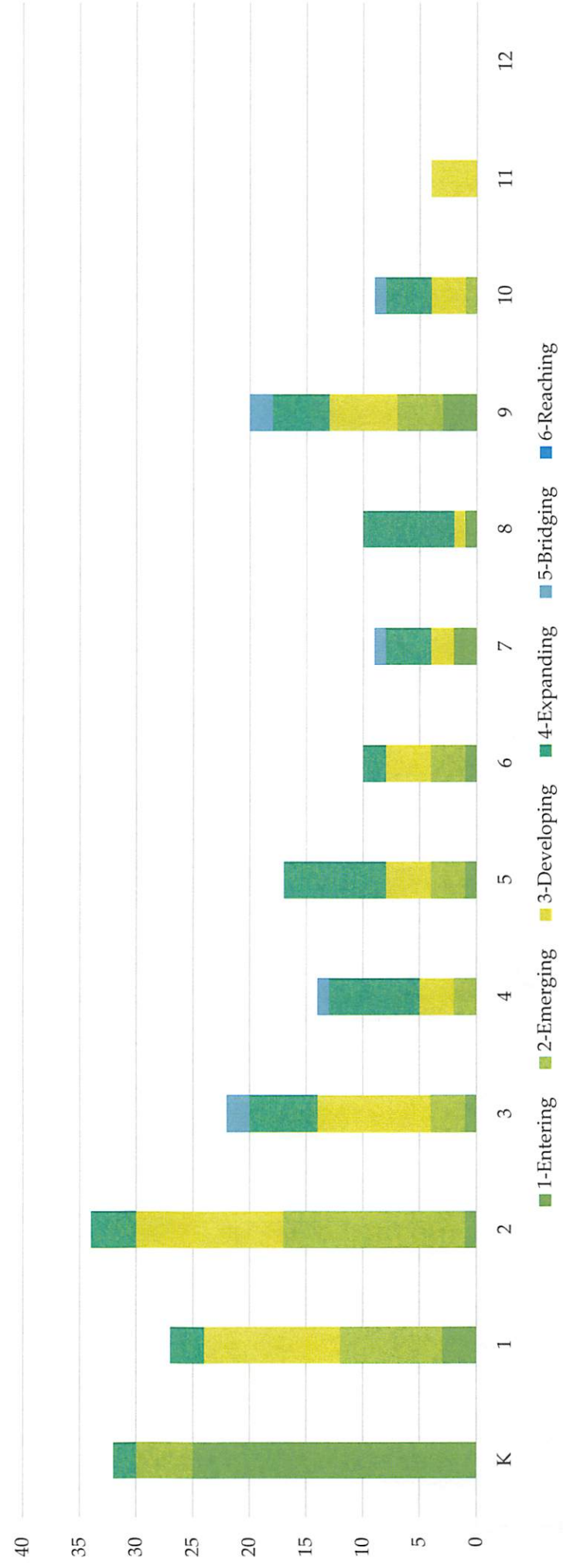


District Proficiency Level Distribution

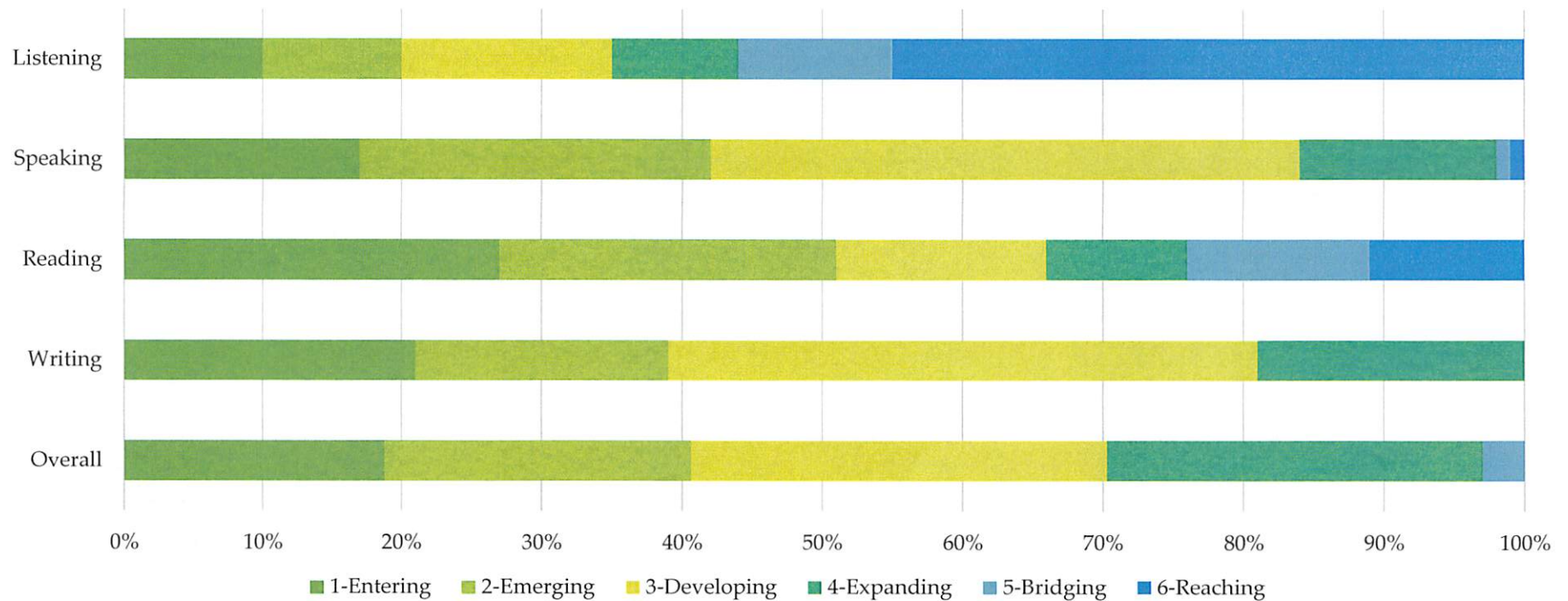




District Proficiency Levels by Grade



District Proficiency Levels by Domain



DESE's Growth to Proficiency Table

		Prior Year Proficiency Level (based on new standards)					
		ACCESS 1-1.9	ACCESS 2-2.9	ACCESS 3-3.9	ACCESS 4-4.1	ACCESS 4.2-4.9	ACCESS 5+
Prior Years in MA Schools	1	47	43	39	30	*	*
	2	57	48	40	31	*	*
	3	63	50	42	32	*	*
	4	69	52	47	34	*	*
	5+	71	68	56	51	*	*

*Students whose Prior Year Proficiency Level was 4.2 or higher and were not exited from EL status do not have a specific SGPA growth-to-proficiency target to determine progress since they have *already* attained English proficiency. Instead, **these students are required to gain at least one point in their scale score in order to make progress.**

District SGPA, Progress, and Attainment

	Median SGPA	Progress	Attainment
	Compared to peers with like scores in prior year's testing	Reached growth to proficiency target based on prior year proficiency level and years in MA (2017 Target = 52.5%)	Overall Proficiency = 4.2 and Literacy Composite = 3.9 (District Target = TBD)
State	50	51.3%	19.4%
District	59	59%	21%



SGPA, Progress, and Attainment by School

	Median SGPA	Progress	Attainment
District	59	59%	21%
Mulready	61	56%	17%
Forest	59	61%	18%
Farley	53.5	54%	9%
Quinn	53	64%	35%
HHS	67	63%	30%



District Achievement by Gender

	Median SGPA	Progress	Attainment
District	59	59%	21%
Males	51.5	53%	21%
Females	59.5	67%	21%



District Achievement by Language

	Median SGPA	Progress	Attainment
District	59	59%	21%
Portuguese	65	68%	21%
Spanish	43	39%	19%
“Other”	41	33%	25%



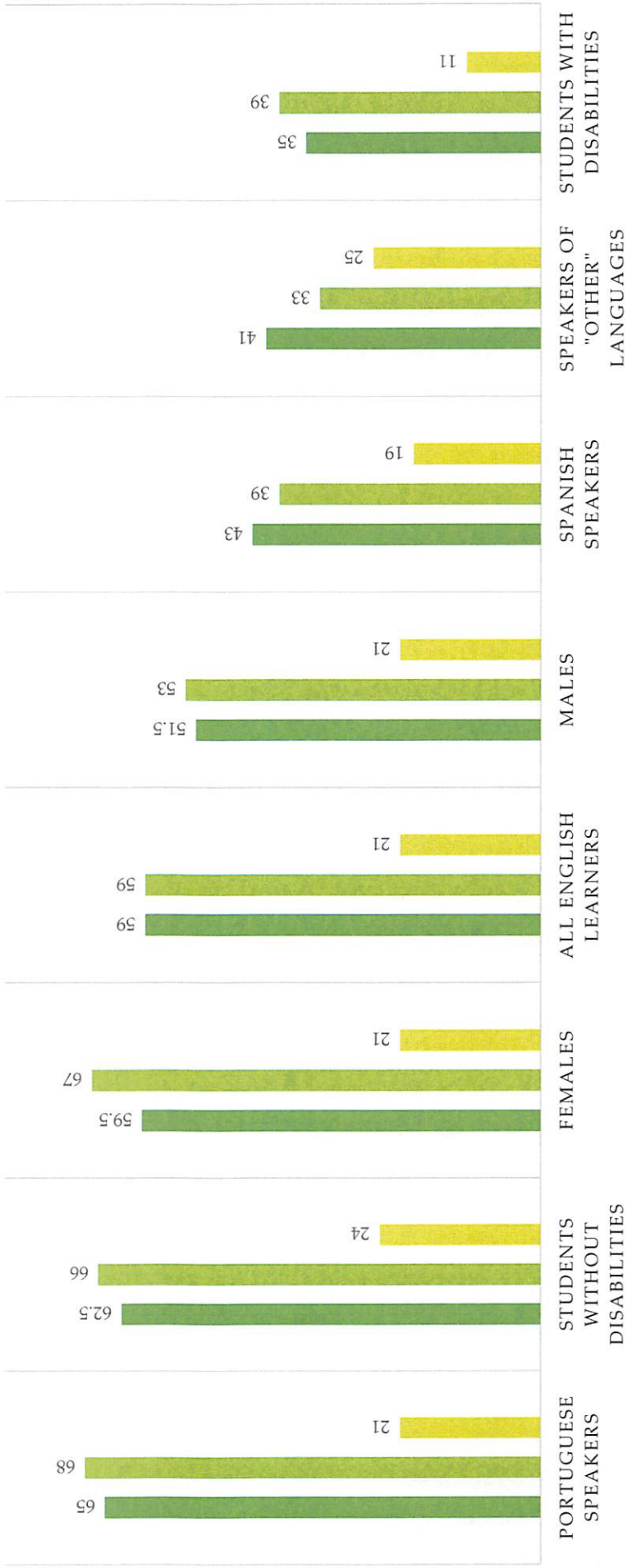
District Achievement by SWD Status

	Median SGPA	Progress	Attainment
District	59	59%	21%
SWD	35	39%	11%
Non-SWD	62.5	66%	24%



District Achievement by Subgroup

■ Median SGPA
 ■ % Making Progress
 ■ % Attaining English Proficiency





Achievement: MICAS 2.0 2017



MICAS 2.0

Gr. 3-8 ELA	% Meeting/ Exceeding	Median SGP
All	50	61.5
ELs	10	60
FELs	29	58

Gr. 3-8 Math	% Meeting/ Exceeding	Median SGP
All	50	58.5
ELs	9	45
FELs	35	54

All Grades STE	% Meeting or Exceeding	CPI
All	47	75.8
ELs	0	43.5
FELs	19	60.9



In Summary...

Learning English

- Overall ELs are making growth, though some more than others.
- Higher achievement
 - Portuguese speakers
 - Students without disabilities
 - Females
- Lower achievement
 - Spanish speakers
 - Speakers of “other” languages
 - Students with disabilities
 - Males

Achieving Academically

- Overall ELs are making growth in ELA while former ELs are making growth in ELA, Math, and STE.
- ELs’ growth lags behind in Math and STE.
- A significant achievement gap persists for both ELs and former ELs in ELA, Math, and Science.

Comparison of Selected Data Items Reported in FY15 through FY17

141 Hudson

Schedule 1 A - Revenues

68 Total Revenue From Local Sources (line 110, col 6)

Schedule 1 - IIA School Committee Expenditures

70 School Committee (1110) (line 709, col 6)
 71 Superintendent (1210) (line 729, col 6)
 72 Assistant Superintendents (1220) (line 749, col 6)
 73 Other District-Wide Administration (1230) (line 769, col 6)
 74 Business and Finance (1410) (line 789, col 6)
 75 Human Resources and Benefits (1420) (line 809, col 6)
 76 Legal Service for School Committee (1430) (line 829, col 6)
 77 Legal Settlements (1435) (line 849, col 6)
 78 District-wide Information Management and Technology (1450) (line 869, col 6)
 79 Attendance and Parent Liaison Services (3100) (line 1429, col 6)
 80 Medical/Health Services (3200) (line 1449, col 6)
 81 Transportation Services (3300) (line 1469, col 6)
 82 Food Services (3400) (line 1489, col 6)
 83 Athletics (3510) (line 1509, col 6)
 84 Other Student Activities (3520) (line 1529, col 6)
 85 Extraordinary Maintenance (4300) (line 1639, col 6)
 86 Employer Retirement Contributions (5100) (line 1661, col 6)
 87 Insurance for Active Employees (5200) (line 1672, col 6)
 88 Insurance for Retired School Employees (5250) (line 1673, col 6)
 89 Other Non-Employee Insurance (5260) (line 1674, col 6)
 90 Rental/Lease Equipment (5300) (line 1681, col 6)
 91 Rental/Lease Buildings (5350) (line 1682, col 6)
 92 Short-Term Interest RAN's (5400) (line 1683, col 6)
 93 Short Term Interest-BAN's (5450) (line 1684, col 6)
 94 Other Fixed Charges (5500) (line 1685, col 6)
 95 Purchase of Land and Buildings (7100, 7200) (line 1741, col 6)
 96 Total Long Term Debt (8000) (line 1759, col 6)
 97 Tuition to Mass. Schools (9100) (line 1770, col 6)
 98 School Choice Tuition (9110) (line 1780, col 6)
 99 Tuition to Commonwealth Charter Schools (9120) (line 1790, col 6)
 100 Tuition to Horace Mann Charter Schools (9125) (line 1795, col 6)
 101 Tuition to Out-of-State Schools (9200) (line 1800, col 6)
 102 Tuition to Non-Public Schools (9300) (line 1810, col 6)
 103 Tuition to Collaboratives (9400) (line 1820, col 6)
 104 Total School Committee Expenditures (line 1850, col 6)

	FY15	FY16	FY17	Change FY16- FY17
	420,253	357,537	450,874	26.11%
	5,151	8,833	7,884	-10.74%
	288,701	283,230	296,253	4.60%
	0	0	0	0.00%
	0	30,000	30,900	3.00%
	422,134	430,413	421,351	-2.11%
	121,460	150,212	155,734	3.68%
	128,440	108,447	102,293	-5.67%
	0	0	0	0.00%
	555,316	531,355	578,642	8.90%
	28,401	28,718	61,402	113.81%
	613,706	659,112	633,576	-3.87%
	1,586,098	1,788,659	1,788,231	-0.02%
	0	123,241	74,542	-39.52%
	492,204	512,129	505,274	-1.34%
	84,828	94,694	93,076	-1.71%
	54,736	116,929	16,033	-86.29%
	0	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	9,794	15,443	17,021	10.22%
	105,939	49,841	109,432	119.56%
	0	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	44,172	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	0	0	0	0.00%
	3,422	1,520	3,719	144.67%
	781,606	966,478	844,869	-12.58%
	698,197	995,976	1,012,779	1.69%
	34,542,744	35,388,494	36,471,869	3.06%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

	FY15	FY16	FY17	Change FY16- FY17
<u>Schedule 1 - IIB City and Town Expenditures</u>				
109 Extraordinary Maintenance (4300) (line 1990, col 6)	0	0	0	0.00%
110 Employer Retirement Contributions (5100) (line 2000, col 6)	284,028	317,596	250,175	-21.23%
111 Insurance for Active Employees (5200) (line 2010, col 6)	2,341,786	2,523,743	2,569,536	1.81%
112 Insurance for Retired School Employees (5250) (line 2020, col 6)	1,234,257	1,273,803	1,392,680	9.33%
113 Other Non-Employee Insurance (5260) (line 2030, col 6)	286,259	329,206	301,345	-8.46%
114 Short-Term Interest RAN's (5400) (line 2060, col 6)	0	0	0	0.00%
115 Short-Term Interest - BAN's (5450) (line 2065, col 6)	28,990	3,591	6,384	77.78%
116 Other Fixed Charges (5500) (line 2070, col 6)	0	0	0	0.00%
117 Purchase of Land and Buildings (7100, 7200) (line 2100, col 6)	459,202	246,328	269,092	9.24%
118 Long-Term Debt Retirement/Sch Construction (8100) (line 2130, col 6)	1,775,645	1,797,845	1,866,060	3.79%
119 Long-Term Debt Service/Sch Construction (8200) (line 2140, col 6)	1,018,248	967,087	919,083	-4.96%
120 Long-Term Debt Service/Educ & Other (8400,8600) (line 2200, col 6)	22,541	20,318	54,491	168.19%
121 Tuition to Mass. Schools (9100) (line 2210, col 6)	571	0	0	0.00%
122 School Choice Tuition (9110) (line 2220, col 6)	107,059	140,241	134,086	-4.39%
123 Tuition to Commonwealth Charter Schools (9120) (lines 2230, col 6)	991,413	1,222,895	1,641,514	34.23%
124 Tuition to Horace Mann Charter Schools (9125) (line 2235, col 6)	0	0	0	0.00%
125 Tuition to Out-of-State Schools (9200) (line 2240, col 6)	0	0	0	0.00%
126 Tuition to Non-Public Schools (9300) (line 2250, col 6)	0	0	0	0.00%
127 Tuition to Collaboratives (9400) (line 2260, col 6)	0	0	0	0.00%
128 Regional School Assessment (9500) (line 2270, col 6)	1,913,557	1,984,981	2,539,966	27.96%
129 Total Expenditures by City or Town (line 2290, col 6)	11,094,129	11,445,056	12,555,722	9.70%
<u>Schedule C2 Expenditures From Grants & Special Funds</u>				
131 Total, ESE Administered Federal Grants (line 3080, col 2)	1,096,990	1,100,608	1,080,463	-1.83%
132 Total, Other Federal Grants (line 3080, col 3)	55,344	58,115	56,673	-2.48%
133 Total, ESE Administered State Grants (line 3080, col 4)	520,110	406,592	378,670	-6.87%
134 Total, Other State Grants (line 3080, col 5)	310,231	310,607	278,703	-10.27%
135 Total, Circuit Breaker (line 3080, col 6)	574,998	800,804	960,026	19.88%
136 Total, Private Grants and Gifts (line 3080, col 7)	52,236	27,892	191,177	585.41%
137 Total, School Choice and Other Day Tuition (line 3080, col 8)	398,205	882,795	429,464	-51.35%
138 Total, Athletics and Other Student Activities (line 3080, col 9)	100,910	102,614	106,887	4.16%
139 Total, School Lunch (line 3080, col 10)	777,313	729,160	762,565	4.58%
140 Total, Other Local Receipts (line 3080, col 11)	248,838	262,967	266,281	1.26%
<u>Schedule 2 Assessments Received From Members</u>				
142 Total Assessments Received from Members (line 3370, col 6)	0	0	0	0.00%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

	FY15	FY16	FY17	Change FY16- FY17
Schedule 3 Instruction Expenditures, School Committee				
147 Curriculum Directors (Supervisory) (2110) (line 3409, col 6)	424,192	401,547	413,762	3.04%
148 Department Heads (Non-Supervisory) (2120) (line 3419, col 6)	251,221	316,993	324,896	2.49%
149 School Leadership-Building (2210) (line 3429, col 6)	1,386,671	1,397,535	1,437,795	2.88%
150 Curriculum Leaders/Department Heads-Building Level (2220) (line 3439, col 6)	94,869	100,000	102,500	2.50%
151 Building Technology (2250) (line 3449, col 6)	3,294	14,306	11,230	-21.50%
152 Teachers, Classroom (2305) (line 3450, col 6)	12,803,845	13,110,814	13,663,724	4.22%
153 Teachers, Specialists (2310) (line 3451, col 6)	4,138,375	3,895,172	3,611,768	-7.28%
154 Instructional Coordinators and Team Leaders (2315) (line 3464, col 6)	19,819	16,773	45,377	170.54%
155 Medical/ Therapeutic Services (2320) (line 3469, col 6)	1,247,619	1,330,962	1,908,506	43.39%
156 Substitute Teachers (2325) (line 3472, col 6)	471,597	611,970	352,266	-42.44%
157 Non-Clerical Paraprofs./Instructional Assistants (2330) (line 3475, col 6)	1,681,920	1,698,632	1,783,254	4.98%
158 Librarians and Media Center Directors (2340) (line 3479, col 6)	255,555	248,466	287,720	15.80%
159 Professional Development Leadership (2351) (line 3489, col 6)	364,958	625,175	594,115	-4.97%
160 Teacher/Instructional Staff-Professional Days (2353) (line 3493, col 6)	282,484	283,548	288,041	1.58%
161 Substitutes for Instructional Staff at Prof. Development (2355) (line 3494, col 6)	10,275	8,112	12,168	50.00%
162 Prof. Development Stipends, Providers and Expenses (2357) (line 3499, col 6)	113,578	119,276	163,559	37.13%
163 Textbooks and Related Software/Media/Materials (2410) (line 3509, col 6)	45,703	28,008	27,950	-0.21%
164 Other Instructional Materials (2415) (line 3519, col 6)	166,047	76,740	144,158	87.85%
165 Instructional Equipment (2420) (line 3529, col 6)	32,776	17,606	30,772	74.78%
166 General Supplies (2430) (line 3535, col 6)	74,321	59,828	77,826	30.08%
167 Other Instructional Services (2440) (line 3544, col 6)	38	50	1,446	2792.00%
168 Classroom Instructional Technology (2451) (line 3548, col 6)	354,865	43,875	42,993	-2.01%
169 Other Instructional Hardware (2453) (line 3552, col 6)	2,327	2,360	1,002	-57.54%
170 Instructional Software (2455) (line 3556, col 6)	60,558	52,807	34,288	-35.07%
171 Guidance Counselors and Adjustment Counselors (2710) (line 3569, col 6)	683,245	721,355	790,830	9.63%
172 Testing and Assessment (2720) (line 3579, col 6)	29,759	43,677	36,855	-15.62%
173 Psychological Services (2800) (line 3589, col 6)	600,382	589,688	708,666	20.18%
174 Total Instruction (2000) (line 3599, col 6)	25,600,293	25,815,275	26,897,467	4.19%
Schedule 7 Pupil Transportation				
176 Outside the District Vocational-Technical (line 4200, col 5)	0	0	0	0.00%
177 Total Expenditures and Depreciation (line 4290, col 5)	1,586,098	1,788,659	1,788,230	-0.02%
178 Total Pupils Transported (line 4290, col 9)	1,913	1,927	2,025	5.09%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

Schedule 19 Annual School Budget 2016, 2017 and 2018

Estimated Expenditures by School Committee

	FY15 EOY (FY16 Sch 19)	FY16 EOY (FY17 Sch 19)	FY17 EOY (FY18 Sch 19)	Chg FY17 Sch 19-FY18 Sch 19
184 Administration (1000) (line 7010, col 6)	1,767,701	1,817,556	1,809,919	-0.42%
185 Instruction (2000) (line 7030, col 6)	27,790,976	28,593,652	26,580,901	-7.04%
186 Pupil Transportation (3300) (line 7050, col 6)	1,857,513	2,055,500	1,689,741	-17.79%
187 Operations and Maintenance (4000) (line 7080, col 6)	3,218,313	3,077,379	3,076,781	-0.02%
188 Extraordinary Maintenance (4300) (line 7090, col 6)	0	0	0	0.00%
189 Employer Retirement Contributions (5100) (line 7100, col 6)	0	0	0	0.00%
190 Insurance for Active Employees (5200) (line 7110, col 6)	9,200	0	0	0.00%
191 Insurance for Retired School Employees (5250) (line 7120, col 6)	0	0	0	0.00%
192 Other Non-Employee Insurance (5260) (line 7130, col 6)	0	15,733	18,426	17.12%
193 Rent (5300) (line 7140, col 6)	138,000	115,000	123,500	7.39%
194 Debt Service - Short-Term Interest RAN's (5400) (line 7150, col 6)	0	0	0	0.00%
195 Short Term Interest-BAN's (5450) (line 7155, col 6)	0	0	0	0.00%
196 Other Fixed Charges (5500) (line 7160, col 6)	0	0	0	0.00%
197 Fixed Assets (7000) (line 7190, col 6)	0	0	0	0.00%
198 Long-Term Debt Retirement/Sch Construction (8100) (line 7200, col 6)	0	0	0	0.00%
199 Long-Term Debt Service/Sch Construction (8200) (line 7210, col 6)	0	0	0	0.00%
200 Long-Term Debt Service/Educ and Other (8400, 8600) (line 7270, col 6)	0	0	0	0.00%
201 Payments to Other Districts (9100, 9200, 9300) (lines 7280, 7300, & 7305, col 6)	2,106,813	2,244,131	935,779	-58.30%
202 School Choice/Charter Schools (9110, 9120, 9125) (lines 7285, 7290, & 7295, col 6)	0	0	0	0.00%
203 Payments to Collaboratives (9400) (line 7310, col 6)	989,029	1,343,097	1,337,260	-0.43%
204 Total Appropriation by School Committee (line 7320, col 6)	39,195,840	40,847,823	37,161,977	-9.02%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

Schedule 19 Annual School Budget 2016, 2017 and 2018

	FY15 EOY (FY16 Sch 19)	FY16 EOY (FY17 Sch 19)	FY17 EOY (FY18 Sch 19)	Chg FY17 Sch 19-FY18 Sch 19
Estimated Expenditures by City/Town				
210 General Administrative Services (1000) (line 7400, col 6)	398,235	439,000	431,571	-1.69%
211 Educational Media (2340, 2415) (line 7420, col 6)	0	0	0	0.00%
212 Pupil Transportation (3300) (line 7440, col 6)	0	0	0	0.00%
213 Operations and Maintenance (4000) (line 7450, col 6)	166,134	155,570	145,316	-6.59%
214 Extraordinary Maintenance (4300) (line 7460, col 6)	0	0	0	0.00%
215 Employer Retirement Contributions (5100) (line 7470, col 6)	313,282	354,870	289,836	-18.33%
216 Insurance for Active Employees (5200) (line 7480, col 6)	2,341,786	2,518,187	2,646,622	5.10%
217 Insurance for Retired School Employees (5250) (line 7490, col 6)	1,273,803	1,386,407	1,434,465	3.47%
218 Other Non-Employee Insurance (5260) (line 7500, col 6)	293,933	314,145	459,154	46.16%
219 Debt Service - Short-Term Interest RAN's (5400) (line 7515, col 6)	0	0	0	0.00%
220 Short Term Interest-BAN's (5450) (line 7520, col 6)	43,983	6,384	13,566	112.50%
221 Fixed Assets (7000) (line 7560, col 6)	164,600	257,000	383,000	49.03%
222 Long-Term Debt Retirement/Sch Construction (8100) (line 7570, col 6)	1,852,845	1,866,050	1,934,260	3.66%
223 Long-Term Debt Service/Sch Construction (8200) (line 7580, col 6)	1,006,183	919,083	871,239	-5.21%
224 Long-Term Debt Service/Educ and Other (8400, 8600) (line 7640, col 6)	20,318	54,492	51,787	-4.96%
225 Payments to Other Districts (9100, 9200, 9300) (lines 7645, 7665, & 7670, col 6)	594	594	0	-100.00%
226 School Choice/Charter Schools (9110, 9120, 9125) (lines 7650, 7655, & 7660, col 6)	111,154	1,722,400	1,947,541	13.07%
227 Payments to Collaboratives (9400) (line 7675, col 6)	0	0	0	0.00%
228 Regional School Assessments (9500) (line 7680, col 6)	2,012,149	2,539,966	2,600,792	2.39%
229 Total Expenditures by City/Town (line 7690, col 6)	11,293,801	12,605,264	13,282,228	5.37%

B. Estimated Revenues From Local Sources

231 Total Revenue From Local Sources (line 7910, col 6)	385,812	327,381	419,574	28.16%
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C. Regional School Districts' Approved Budgets

234 Total Assessments Received From Members (line 8270, col 6)	0	0	0	0.00%
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D. Average Teacher Salary FY15 through FY17

	FY15	FY16	FY17	Change FY16- FY17
237 8370 Classroom Teachers (2305) col 11, total all funds	13,306,570	13,548,910	13,772,660	1.65%
238 8375 Teachers, Specialists (2310) col 11, total all funds	4,306,869	4,054,498	3,829,422	-5.55%
239 3691 Professional Salaries, Teacher Professional Days (col 11)	282,484	283,548	288,041	1.58%
240 Total Teacher Salaries (sum of the above)	17,895,923	17,886,956	17,890,123	0.02%
241 N of FTE teachers in 2305 and 2310 EPIMS	242.2	239.4	236.3	-1.30%
242 Average Teacher Salary	73,889	74,710	75,709	1.34%

E. Title I Maintenance of Effort

	FY15	FY16	FY17	FY17 % of FY16
245 Total Expenditures (If FY17 is < 90% of FY16, MOE is not met)	40,418,690	41,813,400	43,371,769	103.7%

F. IDEA Maintenance of Effort

	FY15	FY16	FY17	FY17 % of FY16
248 Total Expenditures (If FY17 is < 100% of FY16, MOE is not met)	10,398,564	11,187,264	11,714,762	104.7%

Total Student Enrollment

Hudson Public Schools

Grade Level	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19-EST
K	205	180	200	207	205	216	180	197	199	210	209
1	218	207	204	234	228	242	226	186	209	199	218
2	217	225	207	197	232	221	231	229	184	210	203
3	220	229	230	210	206	227	227	227	220	190	211
4	212	233	231	235	213	215	222	231	225	216	194
5	241	208	231	232	239	223	228	226	229	230	216
6	218	234	191	227	223	236	212	209	204	210	230
7	204	215	235	198	230	229	243	214	205	209	211
8	219	213	227	249	213	230	234	229	221	209	210
9	221	219	172	222	227	192	207	209	197	168	209
10	200	193	189	207	192	214	171	196	190	186	171
11	188	212	185	220	206	188	208	159	189	188	186
12	169	184	193	207	212	193	179	190	146	182	188
Total Students	2732	2752	2695	2845	2826	2826	2768	2702	2618	2607	2656

Assebet Valley Vocational High School

Grade Level	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19-EST
9	19	35	48	47	48	41	44	49	53	62	65
10	24	22	36	43	45	47	44	42	58	53	62
11	24	31	22	30	42	41	45	43	41	58	53
12	43	24	24	19	29	40	39	39	42	37	58
Total Students	110	112	130	139	164	169	172	173	194	210	238

AMSA Charter

Grade Level	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19-EST
6					14	12	13	14	21	19	20
7					13	14	13	13	17	27	19
8					12	12	15	13	12	16	27
9					11	6	12	13	24	8	16
10					7	11	7	12	15	9	8
11					11	6	11	6	6	14	9
12					5	3	6	11	5	9	14
Total Students	0	0	0	0	34	64	77	82	100	102	113

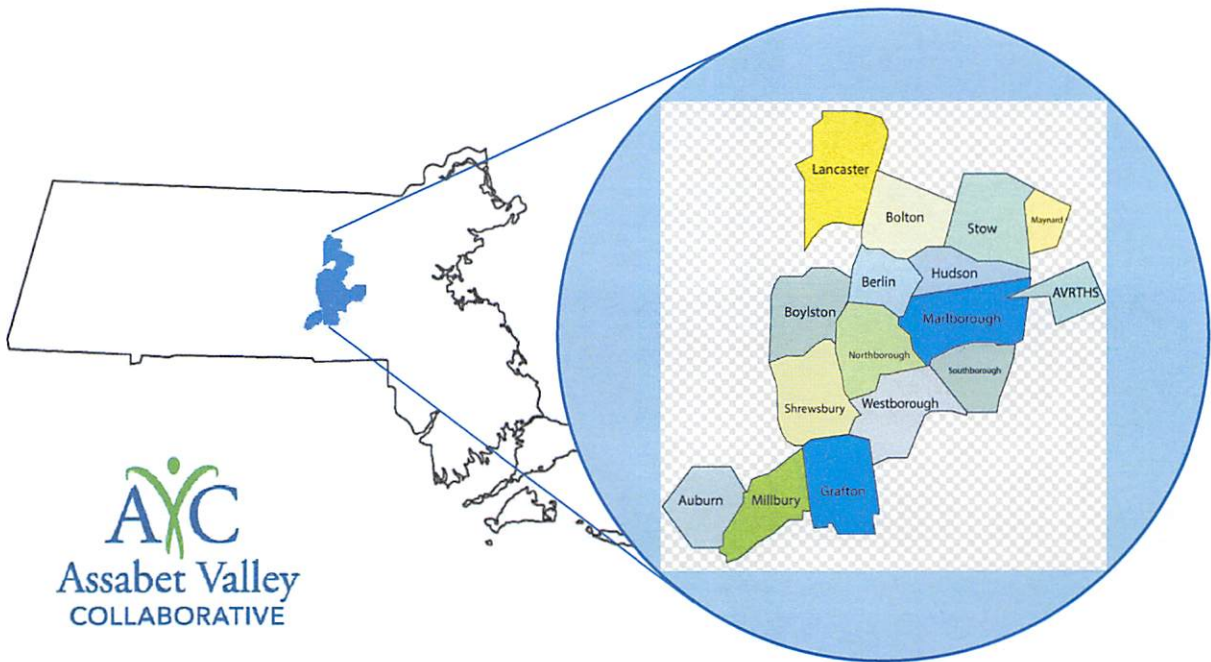
Grade Level	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18-EST	FY19-EST
Total Students	2842	2864	2825	2984	3024	3059	3017	2957	2912	2919	3007

Data source: School Attending and Certified Enrollments as of Oct 1st of each school Year



2017-2018 Goals

— Educating and Empowering All Learners through Partnership and Collaboration —





Mission

**Educating and Empowering
All Learners
through
Partnership and Collaboration**

Assabet Valley Collaborative partners with students, families and member districts to deliver highly-specialized expertise and resources to foster empowerment of all learners.



“ This is important.
I believe in you.
I will not give up on you.

”

AVC Non-Negotiables



- The primary focus of our work must be about promoting **each student's success** through culturally proficient inclusive practices.
- We must implement and comply with **laws & regulations & mandates**.
- We must efficiently and ethically steward **public funds**.

AVC Norms for Collaboration



Authenticity -Seek your own truth and make room for the truth of others

Curiosity - Be curious and listen for the QUIET voice

Risk Taking -Make room for others to take risks safely and take your own risks

Engaged Feedback -Replace the word “but” with “AND” - a both/and stance opens our dialogue

Support, Challenge, Counter -Expect disagreements and treat differences/perspectives as resources and assets

Respect -Talk about and to students, families and co-workers with dignity and respect

Assume Positive Intent & Acknowledge Impact -Acknowledge and remedy your impact on others

Clarify -Ask clarifying questions when meaning/intent is unclear

Engage/Validate -Check for understanding -Validate experiences that differ from your own

Embrace Conflict and Be Present - Lean into conflict/tension/discomfort (don't walk away/check out)

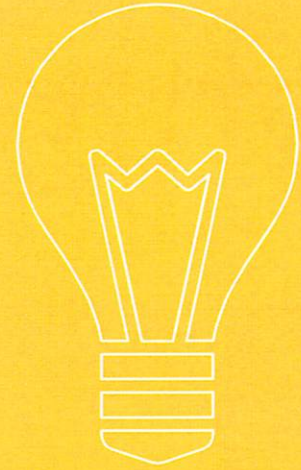
Accountability -Hold ourselves accountable - intervene when you see inequity, discrimination, and bias

Art of Listening -Respectful and active listening

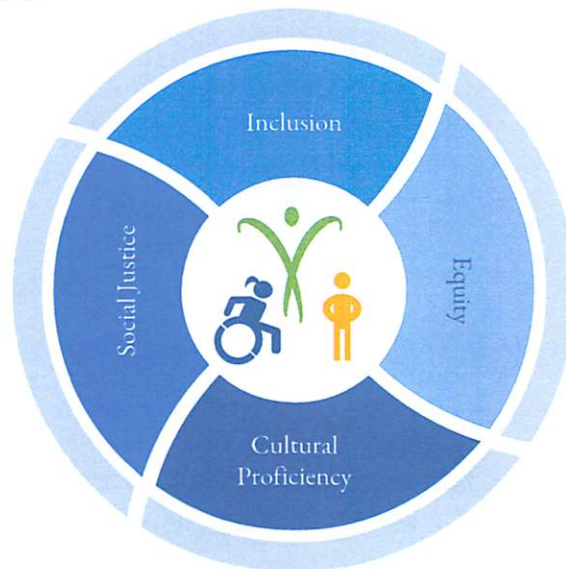
Flexible-Be adaptable and flexible

Knowledge is love and
light and vision.

- Helen Keller



AVC Core Values



2017-2018 Goal Areas



G1: Leadership for Learning that Fosters Excellence through Equity

To strengthen and align the skills of AVC educators by leveraging evidence-based practices to increase the quality and equity of opportunity of all learners.

Outcomes:

- Improved professional learning experiences @ AVC
- Increased fidelity of implementation of evidence-based practices (PBIS, UDL, CP & DBT)
- Improved professional culture and alignment in adherence to Norms for Collaboration
 - Improved Program-specific student/family outcomes

Activities:

- Weekly/Monthly meetings include use of data, *Meeting Wise* template & Norms
- Team SMART goals aligned with evidence-based practice initiatives (PBIS, UDL, Cultural Proficiency, or DBT) and tools for data analysis (SchoolBrains, Google, SWIS, etc)
- Quarterly public displays of progress on learning goals (staff & students) - meetings, newsletters, social media
- End of year celebrations of student and educator learning

G2: Systems & Infrastructure that Foster Efficient, Excellent, and Equitable Services

To streamline resource allocation in order to increase the quality of services to students, families and districts and to develop long-term plans for organizational growth.

Outcomes:

- Increase in the efficiency and quality of responsiveness to staff, student, family and district needs
- Development of 3-year plan for the Design of Next Generation AVC

Activities:

- Inclusive Design Team to include input from staff, districts, families, and students
- Refinement of information repositories to update with timely and relevant information for variety of stakeholders
 - Who to call; Work flow; Ticketing
- Increased professional learning on data systems, technology tools
 - Build in-house capacity/trainers
- Develop budget/system for addressing staff coverage gaps (breaks, absences)

G3: Culturally Responsive Student, Family & Community Engagement

To increase equitable opportunities for diverse student, family and community input in the direction of AVC and infuse culturally responsive practices across initiatives, curriculum, and services.

Outcomes:

- Increase in the number of family members who provide input to AVC
- Amplify student/family voice in assessing our progress
- Alignment of initiatives (PBIS, UDL, DBT, Cultural Proficiency) for increased effectiveness.

Activities:

- Enroll more staff from each program in cultural proficiency coursework
 - in-house capacity/trainers
- Identify and pilot tools to align initiatives (crosswalks, rubrics, etc)
- Guardians and students invited to provide input in Design Team, Advisories, and through surveys
- Equitable access to parent educational series/workshops (childcare, interpreter services, transportation)
- All teams to conduct Reviews for Bias of Curriculum & Counseling Materials

G4: Effective Communication for Learning and Growth

To increase equitable access to information between administration and all AVC staff and to create opportunities for unity between programs to foster learning and growth.

Outcomes:

- AVC staff will have information they need to do their work and opportunities to provide input or ask questions of administration.
- AVC staff will have opportunities to observe diverse work taking place throughout the collaborative.

Activities:

- Monthly F2F visits by Exec. Dir. & Asst. Exec. Dir. to each location
- Quarterly status updates to ALL AVC - w/ opportunity for Q & A
- Revival of central office “student of the month” to include sharing of reflections
- Diversified means of communication (email, F2F, social media, etc).
- End of year event that celebrates students, families and staff while strengthening connections (volunteerism? Art event? TBA)

Thank You



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School Committee Update – 1st Report (1 of 4)

October 27, 2017

HIGHLIGHTS

Collaborative Statutes, Regulations, and Oversight

- Legislative Update: *HB457* did not get enacted; working on new bill/sponsor to:
 - improve [*Chapter 43 of the Acts of 2012*](#)
 - remove DESE Appointee to Board
 - enable services to adults beyond age 22 if other state agency approves

DESE Guidelines

- [*Duties & Responsibilities of Collaborative Board Members & Boards of Directors*](#)
- [*Responsibilities of School Committees as Members of a Collaborative*](#)

AVC's new website – www.avcollaborative.org



AVC Amended Collaborative Agreement will formally admit Auburn - pending DESE approval.





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FY17 Accomplishments

- AVC purchased [28 Lord Road Suites 125 & 130](#) from MESPA
- [Evolution](#) launched [Concurrent Enrollment Program](#) at Framingham State
- [FSP](#) (wraparound program) was contracted by READS Collaborative to replicate service there
- Name change of therapeutic program to [Orchard Street Academy](#) and added 5th grade
- AVC's [REACH](#) program reopened classroom for early elementary students aged 5-9
- AVC played lead role in DESE's [Equitable & Inclusive Practices Ambassador Program](#)
 - Statewide Ambassadors visited about 2,140 leaders - 95% agreed visits valuable
 - AVC's Ambassador conducted visits to 12 districts - 184 administrators - 100% agreed visits valuable
- AVC consultants delivered "in-district" PD to about 1,100 participants in districts and collaboratives

Major Priorities & Challenges for AVC in FY18

- AVC Board of Directors adopted [2017-2018 Goals](#)
- Strategic Planning process to include inclusive Design Team and [DESE's Planning for Success tools](#)
- Expand consulting and professional development to diversify services and to leverage use of PD space
- Stabilize and strengthen enrollment in AVC programs
- Increase opportunities for students in community-based settings





Massachusetts Department of Elementary and Secondary Education

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September 2015

Duties and Responsibilities of Individual Collaborative Board Members and Collaborative Boards

Massachusetts General Law Chapter 40, § 4E permits two or more school committees and/or charter school boards of trustees to enter into a written collaborative agreement to provide shared programs and services, as long as a primary purpose of these shared programs and services is to complement the educational programs of member school committees and charter school boards in a cost-effective manner. The association created by this agreement is known as an education collaborative (collaborative), and the school committees and charter school boards who enter into the agreement are referred to as member districts.

Each member district that is a school committee must appoint either one of its school committee members or its superintendent and each charter school board must appoint one of its board members to serve on the collaborative board of directors (board or collaborative board). These representatives on the collaborative boards are known as board members or appointed representatives.

This Guidance is intended to provide an overview of the duties and responsibilities of the collaborative board **and** the individual board members serving on the board, as detailed in M.G.L. c. 40, § 4E (the collaborative [law](#)) and 603 CMR 50.00 ([implementing regulations](#)). Officials serving on collaborative boards are encouraged to review this law and regulations for further information about their duties and responsibilities, and consult with legal counsel with any questions about these or other responsibilities under state and federal laws. The Guidance is divided into two parts: Duties and Responsibilities of Individual Collaborative Board Members and Duties and Responsibilities of the Collaborative Board of Directors.

Duties and Responsibilities of Individual Collaborative Board Members

Collaborative board members (board members) have **duties and responsibilities** to the collaborative as well as to their appointing member districts under the collaborative law and regulations. These responsibilities and duties include:

- Board members **must** actively **participate** in the governance of the collaborative. Regulations require that board members:
 - be active and engaged voting members of the collaborative board;
 - attend scheduled meetings; and
 - fulfill all duties as may be required by the collaborative board, 603 CMR 50.00 and the collaborative agreement.
- Board members are public employees subject to [M.G.L. c. 268A](#) (entitled "Conduct of Public Officials and Employees," and including the "Conflict of Interest Law"). Board members **must ensure** that they complete the training required by this law.
- Board members have fiduciary responsibilities to discharge their duties with care, skill, prudence and diligence for the benefit of their member districts and the students served by the collaborative. If the

interests of the collaborative conflict with the interests of the appointing member district, the board member must inform the appointing member district about the conflict at the next regularly scheduled open meeting of the member district.

- Board members are entitled to a vote on the board, and shall not send anyone in their place to vote.
- Member districts are ultimately responsible for the programs and services offered by a collaborative and for financial obligations or liabilities of the collaborative. Accordingly, law and regulations require that board members must provide the following information to their member districts at an open meeting:
 - quarterly information and updates on collaborative activities, including, but not limited to, the programs and services provided by the collaborative;
 - a report on significant changes in programs, services, budgets, and property (as they arise);
 - a copy of the collaborative agreement and any amendments;
 - a copy of the annual budget and tuition rate;
 - a copy of the annual report and financial audit;
 - notification of applications for real estate mortgages;
 - a copy of any capital plan approved by the collaborative board; and
 - any additional information as may be requested by a vote of member district.
- Board members are required to complete collaborative board member training provided or approved by the Department of Elementary and Secondary Education (the Department) within 60 days of initial appointment and every six years thereafter.
 - Failure of a board member to complete the mandated training in the time frame set forth in the collaborative regulations may result in the collaborative being placed on probationary status in accordance with 603 CMR 50.10; and
 - A board member may meet one or more of the training requirements through an alternative means by providing a description of the training in which they participated and a certification of completion. The Department shall determine whether such training satisfies the collaborative board member training requirement.
- Board members should be aware that the Commissioner of Elementary and Secondary Education (Commissioner) has the authority to place a collaborative on probationary status in a number of circumstances, including circumstances related to a board member's actions. Specifically, the Commissioner may impose probationary status upon receipt of information which, in the opinion of the Commissioner, demonstrates significant malfeasance, financial or otherwise, by any board member (or by any employee of the educational collaborative). *See* M.G.L. c. 40, § 4E(l) and 603 CMR 50.10(1).
- The Board of Elementary and Secondary Education (BESE) has the authority to suspend or revoke approval of an educational collaborative agreement for cause, in a number of different circumstances. These circumstances include, but are not limited to, criminal convictions on the part of any administrator or board member. *See* M.G.L. c. 40, § 4E (l) and 603 CMR 50.10(2).

The collaborative law and regulations also include certain restrictions applicable to board members and their activities, including the following:

- Board members may not receive an additional salary or stipend for their service as board members.
- Board members may not serve as executive director, treasurer, or business manager (or a person with responsibilities similar to those of a town accountant), or as an employee of the collaborative.

- Board members may not serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization.¹
- Board members may not in any way delegate their powers and duties.

The collaborative law and regulations also require collaborative agreements to include conditions of membership. These conditions of membership may include other duties and responsibilities applicable to board members, as well as **consequences** for failure of board members to fulfill responsibilities set forth in law, regulation, and the collaborative agreement. For example, some agreements require that a board member (and, therefore, a member district) can lose the right to vote due to failure of the board member to attend a certain number of collaborative board meetings or failure to complete the required board member training. Board members should carefully review their collaborative agreements in order to determine whether any specific conditions of membership apply to them and/or their actions.

Duties and Responsibilities of the Collaborative Board of Directors

The individual board members, appointed by the collaborative's member districts, comprise the collaborative board. The collaborative law and regulations require that the board be responsible for the governance and management of the collaborative. Among the specific responsibilities of the board, outlined in the collaborative law and regulations, are the following:

- The board must hold at least six board meetings annually, and must comply with the [Open Meeting Law](#).
- The board must elect a chairperson from its membership and provide for such other officers as it may determine are necessary. The Board may establish advisory committees as desired.
- The board must hire or appoint:
 - An executive director to oversee collaborative programs, and to supervise the collaborative, who shall serve under the general direction of the board;
 - A business manager (or an employee with responsibilities similar to those of a town accountant);
 - A bonded² treasurer, who may be the treasurer of a member district, to manage all receipts and disbursements through the Collaborative Fund (Fund) and perform other duties as are required by the board and authorized by M.G.L. c. 40, §4E and 603 CMR 50.00; and
 - One or more registered nurse(s) as a school nurse.³
- The board is also responsible for all hiring, and, conversely, all firing. These duties may not be delegated to any staff person (including the executive director).
- The board is a public employer and may employ (other) personnel in order to fulfill the collaborative's mission, subject to the certification and approval standards in the collaborative law.⁴
- The board must ensure:
 - that there is segregation of duties between the executive director, treasurer and business manager;

¹ Related for-profit or non-profit organization is defined in the collaborative law as one "established under the laws of the commonwealth or any other state: (i) that, on average over a 3-year period, receives more than 50 per cent of its funding from 1 or more education collaboratives; or (ii) a primary purpose of which is to benefit or further the purposes of an education collaborative and which engages in business transactions or business arrangements, including pledges or assignments of collateral and loan guarantees or other contracts of suretyship, with the education collaborative." M.G.L. c. 40, § 4E(a).

² The collaborative board must fix the amount for the bond that the treasurer shall annually give for the faithful performance of duties as collaborative treasurer, in a form approved by the Department of Revenue (DOR) and in a sum not less than the amount established by the DOR.

³ The board must ensure that each nurse is licensed as a school nurse under 603 CMR 7.00. (An exception to this licensure requirement applies to any nurse employed as a school nurse by the collaborative on or before February 1, 2012.)

⁴ The collaborative board must apply for any desired hardship waiver of the collaborative regulations (603 CMR 50.06(7)), under which the Commissioner of Elementary and Secondary Education may exempt a collaborative board for any one school year from the requirement to employ certified or approved personnel.

- that no board member serves in the position of executive director, treasurer, or business manager;
 - that no employee of the collaborative serves on the collaborative board; and
 - that no employee shall be eligible to serve concurrently in the positions of treasurer, or business manager (or a person with responsibilities similar to those of a town accountant).
- The board must annually evaluate the performance of the executive director and the treasurer, and must ensure that the business manager is evaluated annually (but need not complete this evaluation).
 - The board must provide appointed nurse(s) with all proper facilities for the performance of the school nurse's duties. (Note that collaboratives with programs housed in an operating public school may enter into an agreement with the host school district whereby the school nurse of the host school or district provides school nursing services to the students served by the collaborative.)
 - The board must establish policies to support the operation of the educational collaborative. In addition to other requirements of law, these policies must, at a minimum, include policies relative to personnel, students, finance and internal controls, and health and nursing. The board must also review the effectiveness of such policies periodically to ensure currency and appropriateness.
 - The board must establish a process to provide to member districts, students, parents/guardians, the Board of Elementary and Secondary Education (BESE), and the public all information required by law and regulation.
 - The board must establish and maintain an internet website that shall include, at a minimum:
 - a list of the board members;
 - copies of the minutes of open meetings;
 - a copy of the collaborative agreement and any amendments;
 - a copy of the annual report and independent audit required by 603 CMR 50.08; and
 - contact information for key educational collaborative staff members.

This particular duty may be delegated to the executive director.

- A board that operates a collaborative program within a public school building is required to develop and approve a memorandum of agreement with the host district:
 - to maximize integration opportunities for students placed in or served by the collaborative programs;
 - to coordinate services, including basic health care services, to students placed in or served by the collaborative programs; and
 - to identify any terms and conditions for the use of space.
- The board must establish and manage an Education Collaborative Fund (Fund). All monies paid by member and non-member districts, all grants or gifts from the federal government, state government, charitable foundations, private corporations, and all funds from any other source must be paid to the board and deposited in the Fund. The treasurer of the collaborative, subject to the direction of the board, shall receive and disburse all money belonging to the collaborative without further appropriation.
- The board may borrow money or enter into short- or long-term agreements or mortgages. However, when the borrowing or short- or long- term agreements or mortgages are for the approved acquisition or improvement of real property, the following requirements apply:
 - the board shall provide notice to each member district within 30 calendar days of applying for real estate mortgages; and
 - the board shall discuss its intent to apply for a real estate mortgage at a public meeting of the board prior to the meeting of the board at which the final vote is taken.

- The board must comply with the [Uniform Procurement Act, M.G.L. c. 30B](#). The board may, consistent with this law, enter into contracts for the purchase of supplies, materials and services, and for the purchase or leasing of land, buildings and equipment, so long as the board considers such purchases and leases as necessary.
- The board may apply, through an appropriate vote, for state, federal, corporate, or foundation grants.
- The board may enter into contracts to obtain the funds needed to carry out the purpose for which the collaborative was established.
- The board must ensure that the collaborative adopts and maintains a financial accounting system.
- The board must annually propose and approve a budget for the upcoming fiscal year.
 - The board must follow the process outlined in the collaborative agreement for the development and approval of the budget (as well as the tuition rates, membership dues and fees-for-service);
 - The budget must contain all planned financial activity;
 - The budget must delineate the tuition rates, membership dues and fees-for-service to be paid by the member districts and non-member districts;
 - The tuition rates and fees-for-service must be based on the combined cost of providing collaborative programs and services;
 - The general fund budget must segregate all operating expenditures, capital expenditures, debt service payments and deposits to capital reserve;
 - Expenditures from grant funds, trust funds and other funds not designated as general funds that by law may be expended by the board without further appropriation must be segregated in the budget;
 - The budget shall be classified into line items as the board determines are necessary;
 - The proposed budget must be discussed at a public meeting of the board;
 - Public notice of this meeting must be given to member districts; and
 - The board must approve the budget at a second public meeting, held at least ten working days following the board meeting at which the budget was first proposed.
- The board must ensure that the treasurer certifies and transmits the budget and the tuition rates, membership dues, and fees-for-service for the upcoming fiscal year to each member district in a timeframe specified in the collaborative agreement.
- The board must approve all amendments and line item transfers to the budget.
 - The chairs of each member district must receive written notice of any proposal to increase the collaborative budget at least 48 hours in advance of the board meeting at which the proposal will be entertained.
 - Any budget amendment that proposes moving funds from an unrestricted category to a restricted category (OPEB, capital reserve) must be submitted in writing to the chairs of the member districts at least 48 hours in advance of a final vote by the collaborative board. (Such a transfer would result in funds not being considered in that year's cumulative surplus determination.)
 - Any budget amendment that results in an increase in the tuition rates, membership dues or fees-for-service shall be provided to the member districts in accordance with a timeframe and process outlined in the collaborative agreement.
 - The board must provide the member districts with any budget amendment that results in an increase in the tuition rates, membership dues or fees-for-service, in accordance with a timeframe and process outlined in the collaborative agreement.
- The board may create a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property. Before doing so, however, the board must create a capital plan. Further:

- The establishment of a capital reserve fund must be approved by two-thirds of the member districts, and the request for approval must state the reason for the reserve fund and a limit on the balance that may be held in the reserve fund;
 - Deposits into the capital reserve fund must be proposed and approved by the board through the budget process;
 - Monies in a capital reserve fund can be used only for the project or purpose for which the reserve was established; and
 - In the event that the purpose for which the capital reserve fund was created requires modification, the board must revise its capital plan and provide notice to all member districts. The member districts then have a 45 day period to vote to approve or disapprove the modification(s). If a member district does not vote to disapprove the revised capital plan within a 45 day period, that member shall be deemed to have approved the revised capital plan. Two-thirds approval of the member districts is required to revise the capital plan.
- The board must ensure that the collaborative adheres to reporting requirements in the collaborative law and regulations. Note that:
 - The annual report and annual independent audit report must be approved by the board;
 - The annual report and annual independent audit report must be submitted to appropriate state agencies by January 1 of each year; and
 - The annual report and annual independent audit report must be posted on the collaborative's website.
 - The board must ensure that the collaborative complies with additional reporting requirements of the Department, such as EPIMS, SCS, etc.
 - The board must ensure adherence to requirements of other agencies with which the collaborative does business, including, for example, those imposed by the Massachusetts Executive Office of Administration and Finance's Operational Services Division (OSD) upon collaboratives offering social services.
 - The board must vote annually to approve the dollar amount designated as cumulative surplus (following board approval of the annual independent audit report).
 - The board must return to the member districts any cumulative surplus funds in excess of the agreement's defined limit (by regulation, no more than 25% of the previous year's general fund expenditures);
 - The board must vote annually to either (1) retain the remaining cumulative surplus (that is, the surplus within the limit) for the collaborative's use, or (2) return all or some portion of the funds to the member districts; and
 - Should the board vote to return surplus funds to the member districts, the board must follow the terms of the collaborative agreement concerning how and under what conditions such surplus funds may be returned to member districts or credited to support programs and services offered to member districts.
 - The board must participate in any programmatic or fiscal reviews scheduled by the Department. The Department shall review the programs and services provided by each educational collaborative at least once every six years. This review shall focus on compliance with special education and other programmatic requirements, civil rights requirements, and financial systems and controls. The review shall determine compliance with the written collaborative agreement, with the requirements of M.G.L. c. 40, § 4E, and 603 CMR 50.00. As a result of any finding, the board and/or the member districts may be required to develop a corrective action plan that may result in remedial action or suspension or revocation of the collaborative agreement as noted in 603 CMR 50.10.

- The board must cooperate fully in implementing any directives or requirements of law, regulation and the Department if the BESE suspends or revokes the approval of the collaborative, or if the Commissioner places the collaborative on probationary status. *See* 603 CMR 50.10.
- The board must follow applicable procedures outlined in the collaborative agreement, law and regulations if the collaborative terminates operations or dissolves. *See* 604 CMR 50.11.
- The board must submit to the Commissioner any requests for waiver of the applicability of one or more provisions of 603 CMR 50.00, consistent with 603 CMR 50.12(1).
- Additional duties of the board include:
 - ensuring adherence to the collaborative agreement and compliance with all applicable state and federal laws and regulations;
 - approving all collaborative expenditures, including contracts, borrowing, and the purchase and sale of real estate;
 - ensuring progress toward achieving the purposes set forth in the agreement;
 - determining the cost-effectiveness of programs and services offered by the collaborative; and
 - ensuring that any borrowing, loan, or mortgage is:
 - cost-effective;
 - necessary to carry out the purposes for which the collaborative is established;
 - in the best interest of the collaborative and its member districts; and
 - consistent with standard lending practices and the terms of the collaborative agreement.

The collaborative law and regulations also require that collaborative agreements contain powers and duties of the collaborative board. Boards and board members should consult their own collaborative agreements and be familiar with these provisions.

For further information, please consult the following resources and/or contact the Office of Regional Governance at 781-338-6526 or at collaboratives@doe.mass.edu:

[Educational Collaboratives Website](#)

[Authorizing Law: Education Collaboratives](#)

[Regulations: Educational Collaboratives](#)



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

August 2015

Responsibilities of School Committees and Charter School Boards as Member Districts of an Educational Collaborative

Massachusetts General Law Chapter 40, § 4E permits two or more school committees and/or charter school boards of trustees to enter into a written **collaborative agreement** to provide shared programs and services, as long as a primary purpose of these shared programs and services is to complement the educational programs of member school committees and charter school boards in a cost-effective manner. The association created by this agreement is known as an **education collaborative (collaborative)**, and the school committees and charter school boards who enter into the agreement are referred to as **member districts**.

An educational collaborative is authorized by the collaborative agreement to operate as an extension of the programs and services of the member districts. Accordingly, member districts' oversight of the collaborative, through their appointed representatives to its governing collaborative board (**board**), is important throughout a collaborative's operation.

This Guidance is intended to provide an overview of some of the responsibilities of member districts in the operation of a collaborative. Individuals and officials in member districts are encouraged to review the collaborative law and regulations about their responsibilities, and consult with legal counsel with any questions about these, or other responsibilities under state and federal laws.

Member districts have specific rights and responsibilities under M.G.L. c. 40, § 4E ([law](#)) and 603 CMR 50.00 ([implementing regulations](#)), as noted below. Each agreement may detail other rights and responsibilities, specific to the individual collaborative.

- Member districts must approve the collaborative agreement at an open meeting. Member districts must also approve or disapprove any amendments to the collaborative agreement.
 - A member district may not delegate the authority to approve the collaborative agreement or amendments to any other person or entity.
 - Amendments related to the membership of a collaborative (admission or withdrawal of a member district) must be approved by the member districts and the Commissioner of Elementary and Secondary Education (Commissioner) by April 30 in order to be effective on July 1 of the following fiscal year.
 - All collaborative agreements and amendments to the collaborative agreement must be approved by the Commissioner before they can take effect.
- Member districts must annually appoint either a member of the school committee or charter school board or its superintendent of schools (in the case of a school committee) to serve as their appointed representatives (or board members) on each collaborative board.
 - Each board member has one equal vote.

- Following the Commissioner’s approval for admission of a new member district and continuing until the actual date of such admission, the member district may designate a non-voting representative to serve on the board.
- Member districts must ensure that their appointed representatives attend mandated collaborative board member training within sixty days of appointment.
- Member districts must, to the extent possible, provide appropriate space in their public school buildings in order to support collaborative programs in the least restrictive environment to ensure compliance with civil rights and special education laws and regulations.
- A school committee and/or charter school board may authorize the prepayment of monies to the collaborative for an educational program(s) or service(s) of the collaborative and the city, town or regional school district or charter school treasurer is required to approve and pay these funds to the collaborative.
- Member districts may request a waiver of the provisions of the collaborative regulations. Member districts may be asked by the Commissioner to withhold payment of public funds to a collaborative that has been placed on probationary status under the collaborative regulations.
- Member districts must ensure that if the collaborative terminates operations, they and the collaborative follow the termination procedures in the collaborative regulations.
- Member districts should expect to receive the following information from their appointed representatives:
 - reports on significant changes in programs, services, budgets, and property (as they arise);
 - quarterly information and updates on collaborative activities at an open meeting, including, but not limited to, the programs and services provided by the collaborative;
 - copies of the collaborative agreement and any amendments;
 - copies of the annual budget and tuition rate(s);
 - copies of the annual report and independent financial audit;
 - notifications of any applications for real estate mortgages;
 - copies of any capital plan approved by the collaborative board;
 - notification at the next regularly scheduled open meeting whenever the interests of the educational collaborative conflict with those of the appointing member district; and
 - any additional information as may be requested by a vote of the member school district.
- Member districts’ approval is required for a collaborative to establish a capital reserve fund or modify the purpose of the reserve.
 - Two-thirds of the member districts must approve the establishment of the reserve.
 - The request by the collaborative for approval by the member districts must state the reason for the reserve and a limit on the balance that may be held in the reserve.
 - If the collaborative board modifies the purpose of the capital reserve fund, the board must amend its capital plan and provide notice to all member districts. If the member district does not vote to disapprove the revision within a 45 day period following notice, that member district shall be deemed to have approved the revised capital plan. Two-thirds approval of the member districts is required for the collaborative board to implement the revised plan.

Certain procedures outlined in law and regulation require that member districts receive advance notice of potentially significant obligations. The following requirements are in place to ensure that these bodies have the opportunity to provide direction to their board members:

- If a collaborative enters into short- or long- term agreements or mortgages for the approved acquisition or improvement of real property, the collaborative board must (1) provide notice to each member district within 30 calendar days of applying for real estate mortgages; and (2) discuss its intent to apply for a real estate mortgage at a public meeting of the collaborative board prior to the meeting of the board at which the final vote is taken.
- Notice shall be provided to the member districts in advance of the collaborative board meeting to discuss the proposed annual budget of the collaborative. The collaborative board may approved the budget for the upcoming year at a collaborative board meeting held at least ten working days following the board meeting at which the collaborative budget was first proposed.
- The chairs of each member district must receive written notice of any proposal to increase the collaborative budget at least 48 hours in advance of the collaborative board meeting at which such a proposal will be entertained.
- Any budget amendment that proposes moving funds from an unrestricted category to a restricted category (OPEB, capital reserve) must be submitted in writing to the chairs of the member districts at least 48 hours in advance of a final vote by the collaborative board. (Such a transfer would result in funds not being considered in that year’s cumulative surplus determination.)
- Any budget amendment that results in an increase in the tuition rates, membership dues or fees-for service shall be provided to the member districts in accordance with a timeframe and process outlined in the collaborative agreement.

Member districts must comply with the provisions of the collaborative agreement. Collaborative agreements may include conditions of membership, such as financial terms, membership dues, and board meeting attendance requirements, as well as the imposition of consequences if the conditions of membership are not met. Consequences could include financial penalties and the loss of a member district’s vote in collaborative board meetings. Accordingly, member districts must be attentive to the district’s as well as the appointed representative’s fulfillment of these conditions.

The authorizing law and implementing regulations require that the agreement address certain topics but allow the member districts to determine the specific procedures within the agreement. Member districts should be aware of these specific procedures in their agreements, including, but not limited to:

- The process for returning (or crediting) cumulative surplus funds in excess of the agreement limit on cumulative surplus;
- The method and timeline for transmitting the budget and the tuition rates, membership dues and fees-for-service for the upcoming fiscal year to each member district.
- The time frame and process for making financial payments to the collaborative;
- The method of determining rates for tuitions and fees for member districts;
- How assets or liabilities will be apportioned to each member district, if the collaborative dissolves or terminates operations; and
- Whether a member district is entitled to assets or will be liable for obligations if it withdraws from the collaborative.

For further information, please consult the following resources and/or contact the Office of Regional Governance at 781-338-6526 or at collaboratives@doe.mass.edu:

- [Educational Collaboratives](#): Website
- [Authorizing Law](#): Education Collaboratives
- [Regulations](#): Educational Collaboratives

November 9, 2017

Warrant Article Update

The following article was submitted to the Town and was needed if the outcome of the transportation bid conducted in the fall of 2017, resulted in a new five year contract with the lowest bidder. Since the bid outcome was to stay with our current contract, this warrant article is no longer needed and must be withdrawn.

November Warrant Article Submitted:

Petitioned Article: Option to enter into a five year School Department transportation contract.

To see if the Town will vote to authorize the School Committee to enter into a five year contract for transportation services. The contract will be bid out in the Summer/Fall of 2017. The bid will include a request for pricing for a three year contract for fiscal years 2019, 2020, and 2021 with two one year options to renew for the additional fiscal years 2022 and 2023.

Below is a summary of the bid results:

Transportation Update

In September, 2017, Hudson Public Schools joined with Marlborough Public Schools to do a joint transportation bid this for the period FY18 through FY22. Both Marlborough and Hudson had existing contract options to extend for fiscal year 18. This meant that if the bid prices were more favorable than the contract extensions prices in effect, both Hudson and Marlborough could choose to enter into a new five year contract with the lowest bidder. The result of the bid was that the prices came in significantly higher than the current contract options in effect. For large busses, the contract price is \$314.12 per bus per day in our current contract and the low bid submitted in September, for FY19 is \$355.00, a 13% increase.

Both Hudson Public Schools and Marlborough Public Schools will be exercising the current contract extensions with NRT. NRT Inc., was the only bidder. We now have the benefit of testing the market and have information for the FY20 budget year, that bussing prices will be increasing significantly.



978-567-6100
155 Apsley Street
Hudson, MA 01749

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Parents/Students >
Aspen Family Portal

Useful Links

- 1_1 Technology Program
- Announcements
- Anti-bullying Information
- Aspen Family Portal**
- Calendar
- Creating Connections
- DCAP/BCAP
- District Improvement Plan
- Elementary Math Resources
- Elementary Summer Reading
- Employment Opportunities
- HPS In the News
- HPS Mobile App Download
- Hudson Wellness
- Military Family Status
- Non-Discrimination Notice
- Professional Development
- Parents/Students Registration
- School Choice
- Transportation
- Superintendent
- TELL Mass 2014 Results
- Vision & Goals
- Sitemap

Community Links

- SEPAC of Hudson
- HMALC
- Town of Hudson
- Hudson Public Library
- Hudson Youth Substance Abuse Prevention
- CHAPS
- River's Edge Arts Alliance

Dear Parents/Guardians:



Thank you for your patience as we have been preparing the Aspen Family Portal. Later this week we will be rolling out the family portal accounts. Login information will be sent to all families using the email address connected to each student's **first emergency contact** currently listed in Aspen. This account

information is intended to be shared by all parents and/or legal guardians of each individual student. If your family circumstances required a second account, please fill out the online form located on the district's website on the Aspen page. We will verify your information, create a second parent account for you, and send out the account information. This process may take several days to complete.

Your access to Aspen will allow you to review grades, assignments, and attendance information for your child. If you have a question about attendance, please contact the secretary at your child's school. As always, if you have questions about a grade, you should contact the teacher directly.

Documentation has been posted on the district's website for parents. Several parent help sessions have been scheduled on the following dates:

- Tuesday, November 14 from 6:30-7:30 pm at Hudson High School, T103
- Monday, November 20 from 6:30-7:30 pm at Hudson High School, T103
- Monday, November 27 from 6:30-7:30 pm at Hudson High School, T103 for our Portuguese EL parents
- Wednesday, November 29 from 6:30-7:30 pm at Hudson High School, T103 for our Spanish EL parents

An email account was also established for parents to request help electronically. Please email us at aspenhelp@hudson.k12.ma.us. Thank you



Aspen Family Portal Resources



Family Portal Instructions

- [English](#)
- Portuguese
- Spanish

Application for Aspen Parent Portal Access

Hudson Public Schools | 155 Apsley Street, Hudson, MA 01749 | (978) 567-6100 | (978) 567-6103 (fax)
<http://www.hudson.k12.ma.us>

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