

HUDSON SCHOOL COMMITTEE
October 8, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: September 24, 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

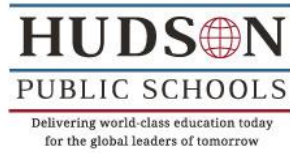
- a) Report of the Superintendent: District Accountability, Data Report & MCAS Results
- b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 - 1. Discussion of 2019 MASC Resolutions

VI. Matters for Action:

- a) Old Business
 - 1. Approval of FY20 Budget Stabilization Plan
- b) New Business
 - 1. Approval of Quinn Home and School Gift to the Hudson SEPAC/ Best Buddies Program in the amount of \$2000.00



VII. Items of Interest to the School Committee

VIII. Executive Session

IX. Adjournment

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

Approval of Minutes

Regular Meeting: September 24, 2019

**Hudson School Committee
Open Session Minutes**

Meeting Date: September 24, 2019

Location: 155 Aspley Street

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

Members absent: none

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

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

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

II. Approval of Minutes:

Regular Meeting: September 10, 2019

A motion to approve the minutes of September 10, 2019 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

III. Public Participation:

none

IV. Reports and Presentations

Report of the Superintendent: District Improvement Plan: Action Plan 2019-2020
Dr. Rodrigues shared the District Improvement Plan (DIP) with action steps developed by the Leadership Team at the retreat in August. He reported how we concluded last year, what was completed and what needed more work. He commented that some of the incomplete areas were completed over the summer and the other incomplete areas would be repeated and adjusted during year 2 of the DIP. He presented the following on the action steps in the plan.

Objective 1: High Quality Instructional Practices

- Evaluate practices relative to how we gather evidence of student learning and how we use assessments and accurately reflect student growth in the classroom.
- The Instructional Leadership Teams (ILT) will be defining and implementing instructional strategies used in each classroom as well as creating an internal accountability system. The ILT will also work on a communication plan to engage families and community.
- Develop a process of utilization of data points and monitoring the use of data at the classroom, school, and district levels. The practice of analyzing

meaningful data is expanding.

Discussion ensued about when implementation will happen.

Objective 2: Educating the whole child

- Through the S3 academy grant last year, we have been able to develop a social emotional learning action plan. The S3 academy invited Hudson back for this year. We will continue to develop the second year of the template. Each school has already developed an action plan and the district has an action plan. This has become part of the action steps in the District Improvement Plan.
- Complete the implementation tool of the Multi Tiered Systems of Support (MTSS) Framework. We are grouping staff with similar jobs and having them assess their jobs in relation to tier 1, tier 2, and tier 3. This allows staff to understand the framework. Along the way, we will identify if there are gaps to support the framework. We will begin to determine how we bring resources to address those gaps.

Discussion ensued about the synergy of the roles across the tiers and the potential for roles and responsibilities be redesigned.

Objective 3: Innovative educational practices

- The district is on track to have a Dual Language program for the 2020-2021 school year. Several meetings with MABE are scheduled to help us organize the logistics of establishing the Dual Language program. There will be a two-day retreat the first week of November. After that, there will be a committee put together to put more details to the program. The committee will have broad variety of stakeholders. Discussion ensued about the application process, the placement of students, and recruiting of students for the partner language. There was discussion about which school would have the program and whether there would be one program for Portuguese or two programs, one in Portuguese and one in Spanish. Because Professional Development will need to happen prior to September, teachers will need to be identified and engaged.

Discussion ensued about budgetary implications beyond personnel, for example transportation. Discussion ensued about finding teachers properly certified for the program. Discussion ensued about potential roadblocks and contingency plans.

- We will continue work on the course selection sheets and program of studies. The college and career pathways have been created. The strength of these programs at the high school requires us to strengthen at the elementary and middle school levels.
- The 1:1 Technology task force will continue to look at digital citizenship training for students, parents, and staff as needed. The task force will also be looking at effective instructional practices that infuse the technology in classrooms.
- This year work will continue on refinement of curriculum maps to align with the standards.

Objective 4: Climate and Culture

- The District Leadership Team has developed a communication plan. There are eight specific components. This plan will be presented at a later School

Committee meeting. Each member of the leadership team will have a professional goal as their contribution to this plan.

- The district will continue to build the capacity for relationships through Home and School Associations, School Councils, SEPAC, ELPAC, local businesses and higher education. Conversations are being held about potential partnerships with the pathways.
- We are looking at the environment to engage Social Emotional Learning for students. There are plans for a cultural competency training for leadership team and selective people working in our schools.
- We continue to work on strengthening the effectiveness of the Leadership Team. The survey results of parents, students, and staff will be shared at a later date. The Leadership Team has analyzed the results and created action steps to concentrate our efforts.

Dr. Rodrigues stated that time is our most scarce resource. He also praised the District Leadership Team for their engagement and commitment.

Mr. Tracy asked about year three and whether that will be more implementation. Dr. Rodrigues stated it would be both implementation but also systematizing processes. Discussion ensued about how long it would take for new ideas or systems to mature.

Mr. Smith asked if the goal of 75% of students meeting or exceeding expectations on MCAS was achievable. Dr. Rodrigues stated that this was our target. Dr. Rodrigues pointed out the change in test for students, as well as variations in subgroups. He noted that everything we are creating is staged to get to this goal.

Discussion ensued about the term of the District Improvement Plan.

Subcommittee Reports

Budget Subcommittee

none

Policy Subcommittee

Mr. Smith stated the next Policy meeting would be October 22.

Strategic Goals Subcommittee

none

Superintendent's Evaluation Subcommittee

None

Mr. Smith reported that the Buildings and Grounds subcommittee would meet again soon to discuss the Administration building.

Mr. Maston said they are working on scheduling the workshop with MASC regarding the Superintendent's Evaluation changes.

Discussion ensued about strategic goals and starting discussions about a change in the High School start time. Dr. Rodrigues stated that he would like to pace this large task. He would

like to balance this with the fact that there is a new principal at the High School. Dr. Rodrigues stated that he has been gathering information from different districts that have made the change.

Discussion ensued about timing on when this could happen. Dr. Rodrigues stated that it was important to set expectations once we start the process. Mr. Maston suggested that he reach out to the MASC Region 4 leadership and set up a conversation with Hudson and other neighboring districts.

Discussion ensued about looking at incremental changes as well.

Dr. Rodrigues stated that at some point after the information gathering, a broad group would need to be involved in a major undertaking like this.

Student Report

Samantha Santana, Hudson High School student representative, presented the following report:

Activities in process for coming year

- Looking to have another homework free weekend due to the success last year. The council plans to work with Mr. Medeiros to schedule a time.
- Continuing with the Colorcycle program to collect old markers and recycle them
- Working with Mr. Medeiros to find a place for an activities' bulletin board where all clubs and sports at Hudson High School can promote their activities.
- Planning a Penny Wars fundraiser during this years' Spirit Week.

Concerns

- There are no Senior and Junior class advisors
 - Concerns about what effect this will have on homecoming, events such as homecoming dance, Junior Prom, class trips, and fundraising.
- Concern about what is happening with ARC program. Students are looking forward to a program similar to the pilot from last year

Ms. Ryan shared that she had been at the Hudson High School council meeting. Juniors and Seniors are in conversation with teachers regarding class advisors. There have also been conversations about the Homecoming Dance and Junior Prom. She went on to say that as far as the ARC program there are things that are being ironed out.

Discussion ensued about the Colorcycle program and the possibility of expansion to the elementary level.

V. Matters for Discussion:

a) Old Business

1. MASC Nomination for Life Membership for Mr. George Luoto

Mr. Maston stated that the District had submitted an application for lifetime membership to MASC for George Luoto in conjunction with Assabet Valley. This application has been approved. He will be recognized at the dinner Friday November 8, 2019 at the MASC conference.

b) New Business

1. Discussion of FY20 Budget Stabilization Plan

Dr. Rodrigues presented two scenarios for the stabilization plan positive balance. Scenario A divides the positive balance into two equal parts. One part will be earmarked for FY21 and the other

FY22. Scenario B would load the FY21 budget and the remainder of approximately \$251,000 would be earmarked for FY22.

Dr. Rodrigues went on to say that in either scenario, there is no reduction in the projected expenses account for FY21. The scenarios offer different carryovers. Dr. Rodrigues stated that scenario A gives the district two years of respite to work with the budget.

Ms. Ryan asked about discussions district wide to generate these scenarios. The district has looked into which expenses this money could be used for. There are two specific carryovers to take care of in the stabilization plan. The plan is to look at the stabilization plan and look to reduce the dependence on the school choice account. Discussion ensued about keeping the school choice carryover as a rainy day fund. Dr. Rodrigues stated that each year we should create a budget that we are willing to spend. Revenue is dependent on Town Appropriation, Circuit Breaker, and School Choice. Zero based budgeting budgets on what you can count on for revenue. He went on to say that, a budget that operates on a rainy day fund is not a true budget. Discussion ensued

Mr. Smith asked if there was a difference to students and staff with the two scenarios. Dr. Rodrigues stated that staff and students would not see any difference.

Discussion ensued about the differences in the two scenarios and the ability to recalibrate along the way. Dr. Rodrigues stated that we can modify as we go along. There are some things that are variable such as school choice and circuit breaker. This document will be updated as we get information on these variables.

2. **Discussion of Athletic Participation**

Dr. Rodrigues presented some data on historical enrollment in athletics at Hudson High School. He stated that a drop in the number of teams is related to the coop teams. If we look proportionally, the number of students that participate in sports versus enrollment there is not much of a variation from year to year.

Discussion ensued about the historical data and using it as an opportunity to reach out to families.

Ms. Tousignant Dufour asked if we know how our athletic enrollment compares to other districts. Dr. Rodrigues stated he would inquire about participation in comparably sized districts.

VI. **Matters for Action:**

- a) Old Business
- b) New Business

1. **Approval of Warrant Articles #11, #12, #13 for November 2019 Town Meeting**

Dr. Rodrigues stated that these three articles will appear on the Town Meeting in November. The first article is an MOU for Foster

Care reimbursement. The other two are to allow the district to have contracts exceeding the three-year maximum allowed for contracts by the Town of Hudson.

A motion to approve warrant articles #11, #12, and #13 was made by Dr. Weksner, and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

2. **Approval of 3 year maintenance contract with Automated Logic to maintain HVAC control equipment**

A motion to approve a 3 year maintenance contract with Automated Logic to maintain HVAC control equipment was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

3. **Approval of contract with John Deere Company in the amount of \$35,124.81 for the purchase of tractor/snowblower**

A motion to approve the contract with John Deere Company in the amount of \$35,124.81 for the purchase of tractor/snowblower was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

4. **Approval of FY20 Fuel Up to Play Grant in the amount of \$5525.00**

A motion to approve the FY20 Fuel Up to Play Grant in the amount of \$5525.00 was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

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

Ms. Tousignant Dufour expressed her concern about the call and email that went out earlier today about the changes in bus transportation. She stated that there was not an ease of access to the bus routes with a link. Dr. Rodrigues stated that the final decision was that day after cleaning up the routes and making sure they were accurate. He stated in the future a link would be included.

Discussion ensued about where the links are on the website. Concerns were raised that they should be in a prominent place on the website.

Mr. Tracy reported that Farley had their fun run fundraiser and successfully raised their goal of \$30,000. This was a huge achievement and the funds will be going to an outdoor reading space.

Dr. Weksner asked if she could get the standard deviations for the student growth percentiles.

VIII. **Executive Session**

At 8:59 p.m., Committee Chair Glenn Maston, noted that Executive session was not needed.

IX. **Adjournment**

A motion to adjourn was made by Mr. Smith and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

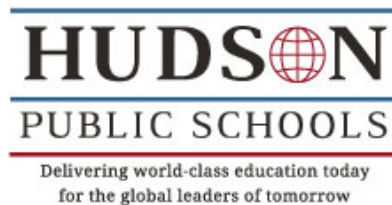
Not Approved

Respectfully submitted,

Michele Tousignant Dufour, Secretary
Hudson School Committee

Report of the Superintendent

- District Accountability, Data Report & MCAS Results



Report of the Superintendent

2019 MCAS Results and Accountability/Assistance Level

October 8, 2019

Marco C. Rodrigues, Ed.D.

Standard I: Indicators I-A,B,C,E
Standard III: Indicators III-C
Standard IV: Indicators IV-A,C,E



Facts to Consider

MCAS Assessment:

- Achievement results reflect a new cohort of students
- Computer-based test administered in grade 3 for the first time
- Grade 10 MCAS Next Generation ELA and Math tests administered for the first time

Accountability/Assistance Level:

- New categorization of schools and districts
- Performance toward target calculated on two years of data (2018 & 2019)

Comparison:

- Do not make direct comparison between MCAS Legacy and Next Generation scores
- Do not compare 2018 & 2019 accountability data to historical accountability results (percentiles, performance against targets, etc.). There are additional indicators, fewer years of data, different comparison groups, categories vs. levels.

Categorization of Schools

Not requiring assistance or intervention (~85%)

Requiring assistance or intervention (~15%)

Schools of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> •Percentiles 1-10 •Low graduation rate •Low performing subgroup(s) •Low participation 	<ul style="list-style-type: none"> •Underperforming schools •Chronically underperforming schools

2019 District & Schools Accountability

District/School	Overall Classification		Progress Toward Improvement Targets		Accountability %ile	
	2018	2019	2018	2019	2018	2019
District	Not Requiring Assistance or Intervention		57% - Partially	40% - Moderate	N/A	N/A
Farley Elementary	Not Requiring Assistance or Intervention		54% - Partially	52% - Substantial	50%	49%
Forest Ave Elementary	Not Requiring Assistance or Intervention		24% - Partially	43% - Moderate	46%	57%
Mulready Elementary	Not Requiring Assistance or Intervention		89% - Meeting	59% - Substantial	81%	64%
Quinn Middle School	Not Requiring Assistance or Intervention		43% - Partially	37% - Moderate	46%	39%
Hudson High School	Not Requiring Assistance or Intervention		64% - Partially	46% - Moderate	57%	44%

District Accountability Report

2018 Progress toward improvement targets													2019 Progress toward improvement targets																											
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)															
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %			Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %													
Achievement	English language arts achievement	0	4	-	0	4	-	4	4	-	4	4	-	Achievement	English language arts achievement	3	4	-	2	4	-	4	4	-	1	4	-													
	Mathematics achievement	0	4	-	0	4	-	4	4	-	4	4	-		Achievement	Mathematics achievement	0	4	-	0	4	-	1	4	-	0	4	-												
	Science achievement	0	4	-	-	-	-	3	4	-	3	4	-			Achievement	Science achievement	1	4	-	-	-	-	1	4	-	1	4	-											
	Achievement total	0	12	67.5	0	8	67.5	11	12	47.5	11	12	67.5				Achievement	Achievement total	4	12	67.5	2	8	67.5	6	12	40.0	2	12	67.5										
Growth	English language arts growth	3	4	-	1	4	-	3	4	-	2	4	-	Growth				English language arts growth	2	4	-	0	4	-	2	4	-	1	4	-										
	Mathematics growth	2	4	-	1	4	-	4	4	-	3	4	-		Growth			Mathematics growth	0	4	-	0	4	-	2	4	-	1	4	-										
	Growth total	5	8	22.5	2	8	22.5	7	8	22.5	5	8	22.5			Growth		Growth total	2	8	22.5	0	8	22.5	4	8	20.0	2	8	22.5										
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-	High school completion			Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-											
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-		High school completion		Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-											
	Annual dropout rate	-	-	-	-	-	-	0	4	-	-	-	-			High school completion	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-											
	High school completion total	-	-	-	-	-	-	4	12	20.0	-	-	-				High school completion	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-										
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	-	Progress toward attaining English language proficiency				English language proficiency total	-	-	-	-	-	-	4	4	10.0	-	-	-										
	Chronic absenteeism	0	4	-	0	4	-	2	4	-	0	4	-		Progress toward attaining English language proficiency			Chronic absenteeism	1	4	-	0	4	-	2	4	-	2	4	-										
	Advanced coursework completion	-	-	-	-	-	-	0	4	-	-	-	-			Progress toward attaining English language proficiency		Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-										
	Additional indicators total	0	4	10.0	0	4	10.0	2	8	10.0	0	4	10.0				Additional indicators	Additional indicators total	1	4	10.0	0	4	10.0	5	8	10.0	2	4	10.0										
Weighted total	1.1	10.3	-	0.5	7.6	-	7.8	10.7	-	8.6	10.3	-	Additional indicators	Weighted total				3.3	10.3	-	1.4	7.6	-	5.7	10.0	-	2.0	10.3	-											
Percentage of possible points	11%	-	-	7%	-	-	73%	-	-	83%	-	-		Additional indicators	Percentage of possible points			32%	-	-	18%	-	-	57%	-	-	19%	-	-											
Percentage of possible points by gradespan	9%			7%			78%			8%					Additional indicators	Percentage of possible points by gradespan		25%			38%																			
2018 Annual criterion-referenced target percentage	Weight of non-high school results:20%						Weight of high school results:80%									64%						Additional indicators	2019 Annual criterion-referenced target percentage	Weight of non-high school results:24%						Weight of high school results:76%						35%				

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	64%	35%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	47%	
	Moderate progress toward targets	

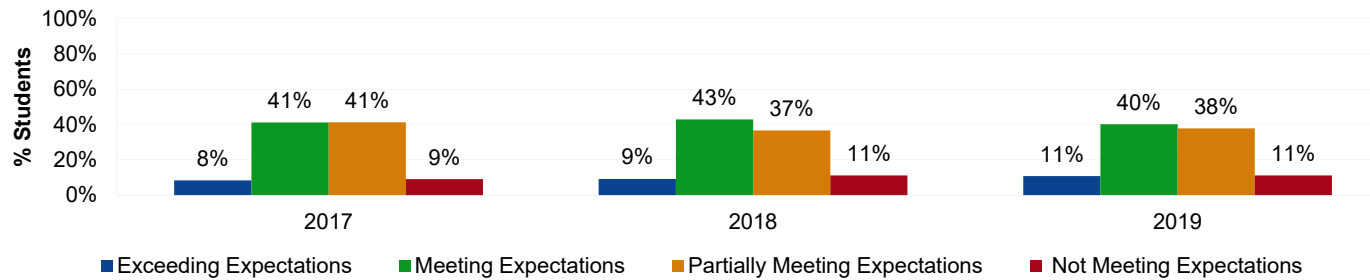
Transition Threshold

Next Generation MCAS Range of Achievement Scores			
440	470	500	530
Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
A student who performed at this level did not meet grade-level expectations in the subject.	A student who performed at this level partially met grade-level expectations in the subject.	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in the subject.	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Range 461-469	Range 491-499	Range 521-529	
ELA: 65/1,390 4.7% Math: 84/1,386 6% Sci: 19/432 4%	ELA: 205/1,390 15% Math: 217/1,386 16% Sci: 23/432 9%	ELA: 129/1,390 9% Math: 110/1,386 8% Sci: 9/432 2%	

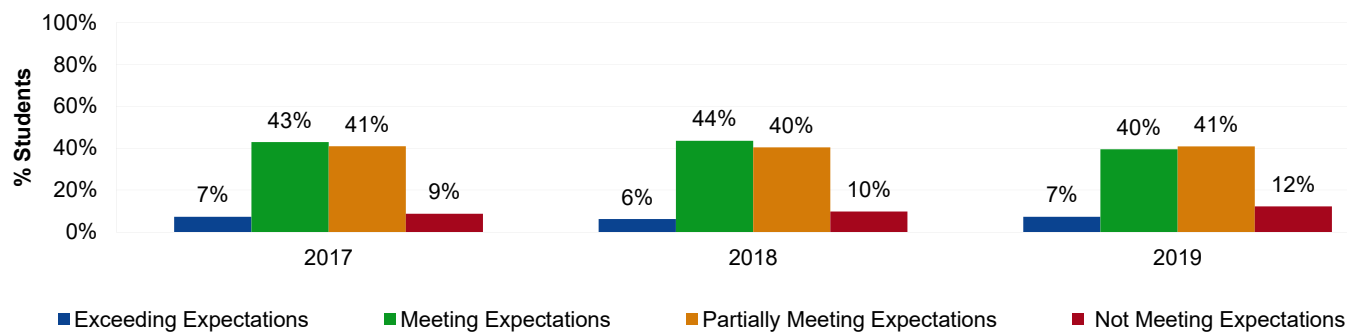
Number and percentage of student whose achievement scores fell in close proximity to a higher achievement level in ELA, math and science.

2019 MCAS Results – Grades 3-8

English Language Arts



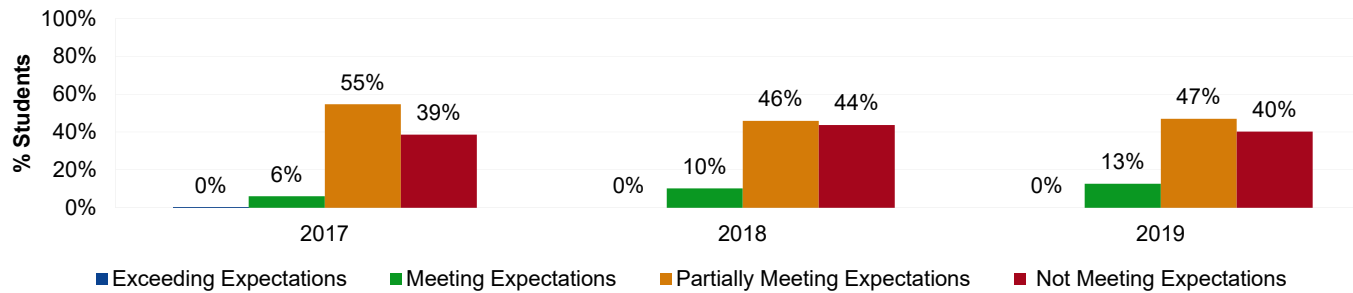
Mathematics



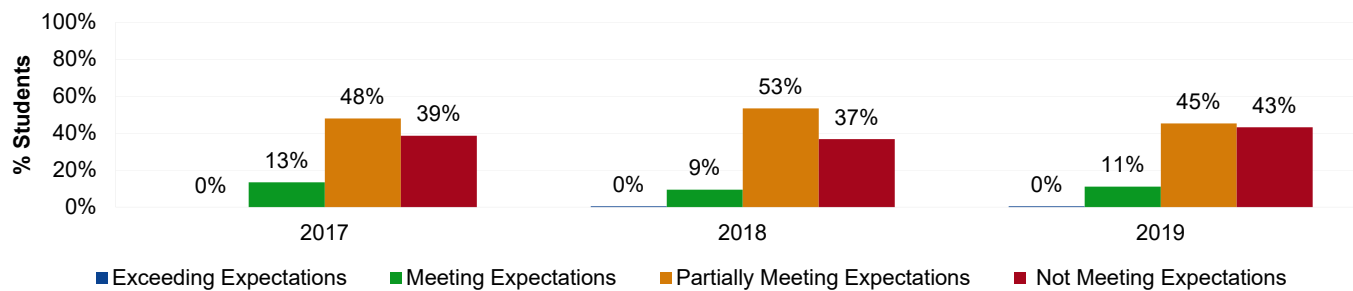
All Students

2019 MCAS Results – Grades 3-8

English Language Arts



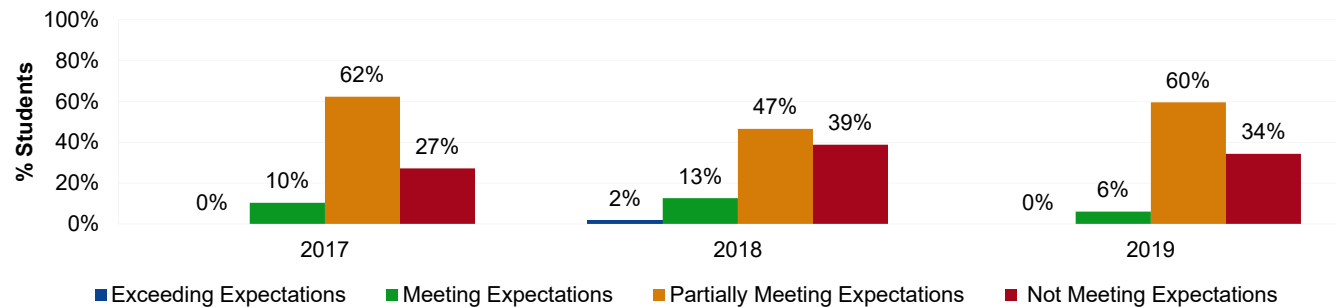
Mathematics



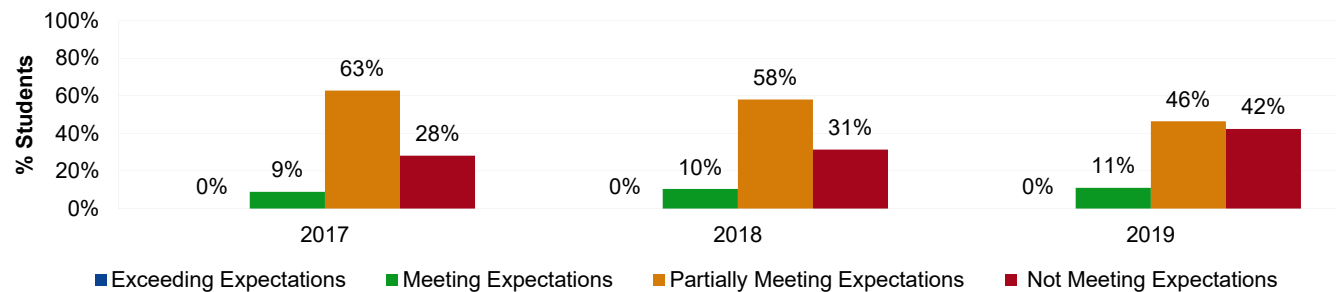
Students with Disabilities

2019 MCAS Results – Grades 3-8

English Language Arts



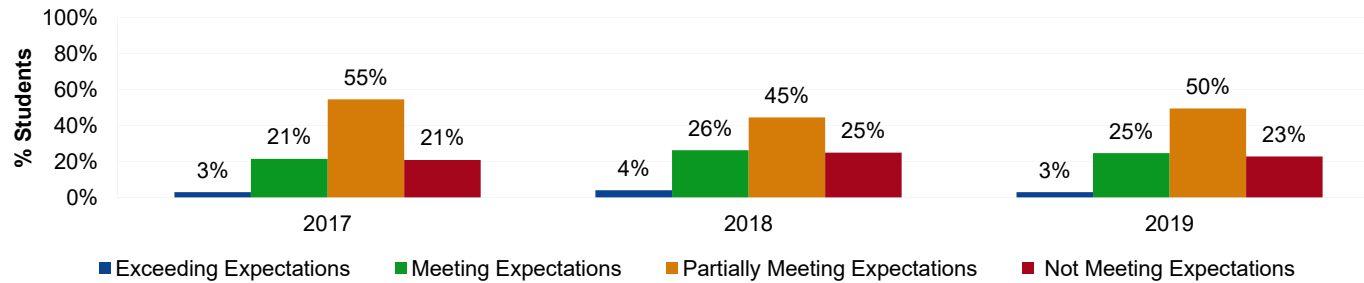
Mathematics



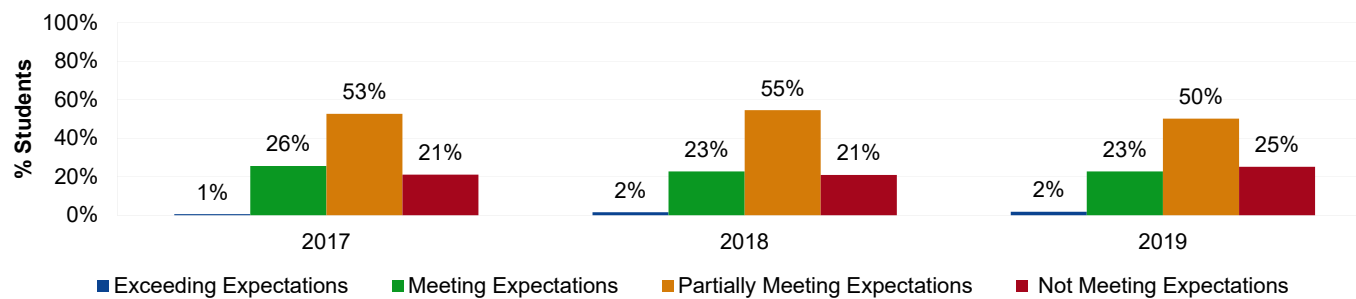
English Learners

2019 MCAS Results – Grades 3-8

English Language Arts



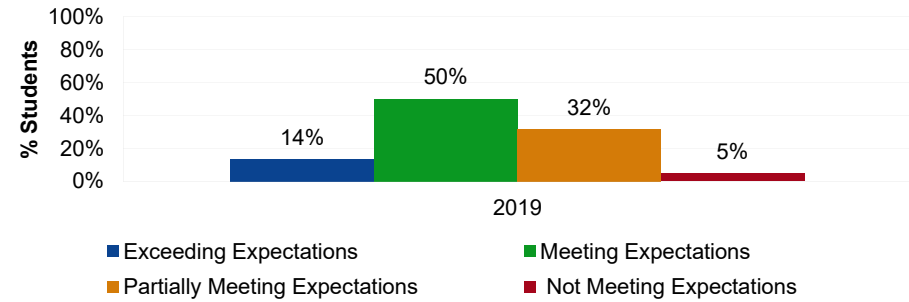
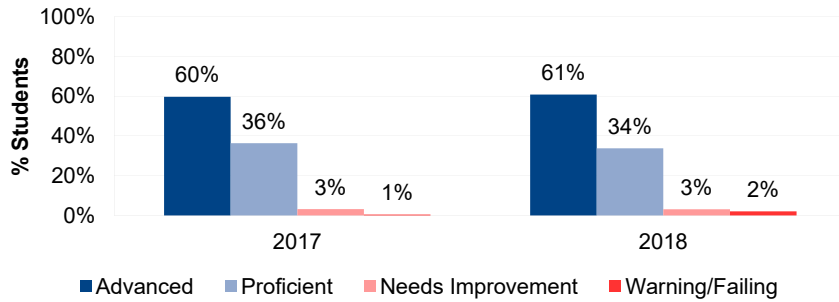
Mathematics



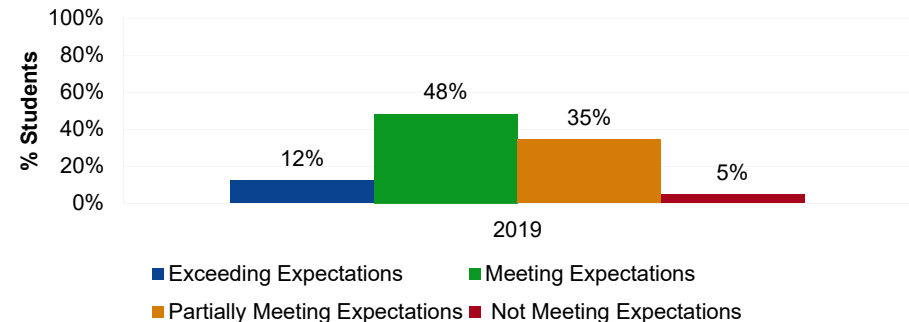
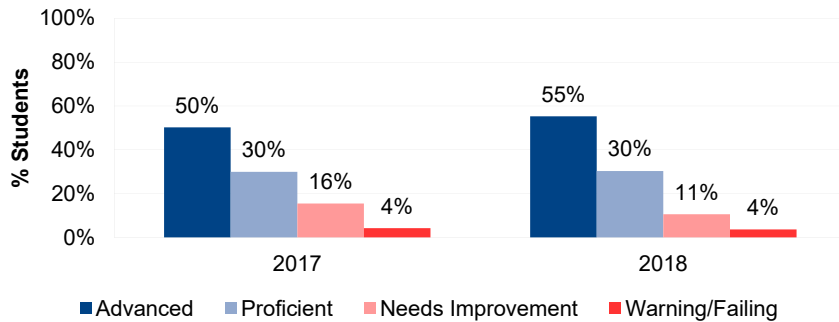
High Needs Group

2019 MCAS Results – Grade 10

English Language Arts



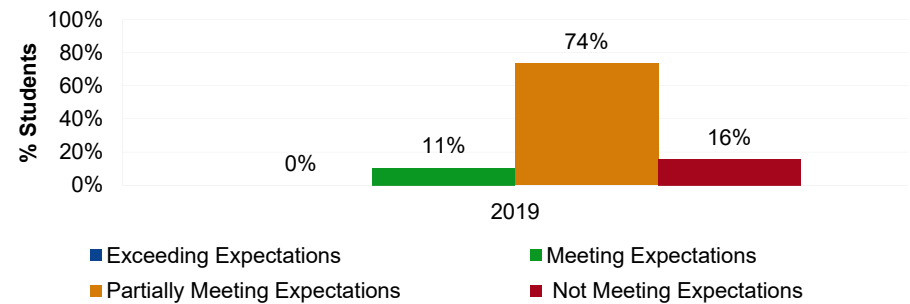
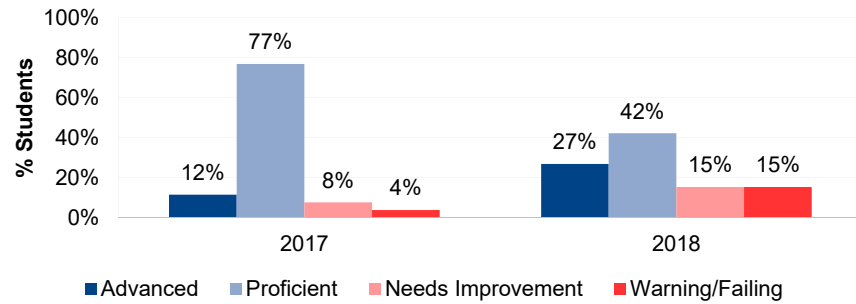
Mathematics



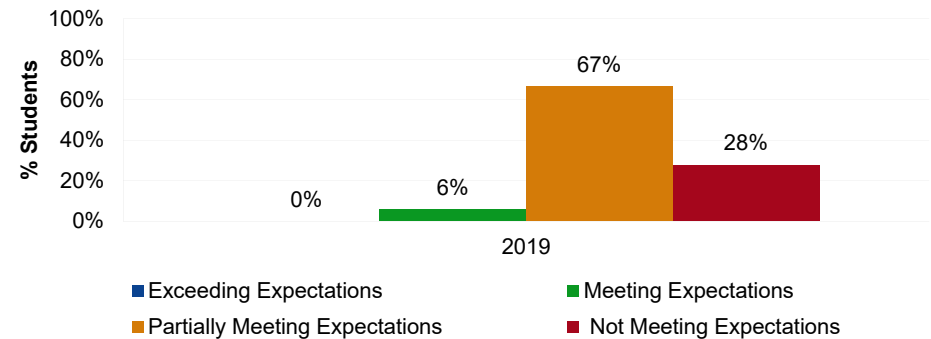
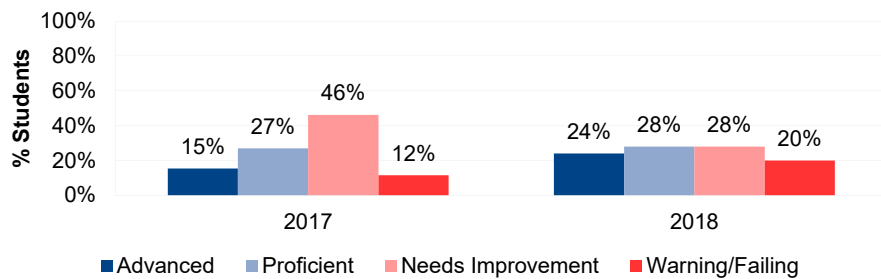
All Students

2019 MCAS Results – Grade 10

English Language Arts



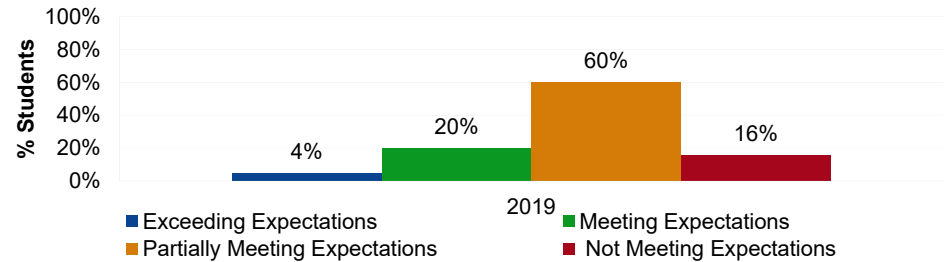
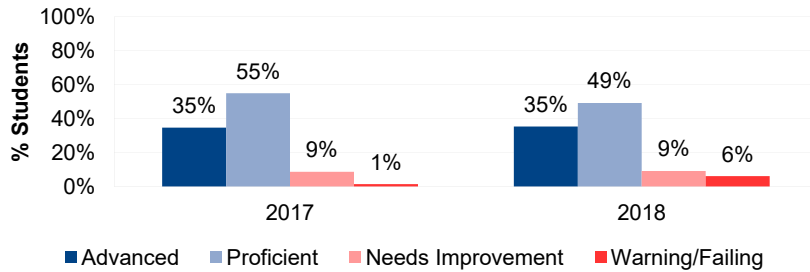
Mathematics



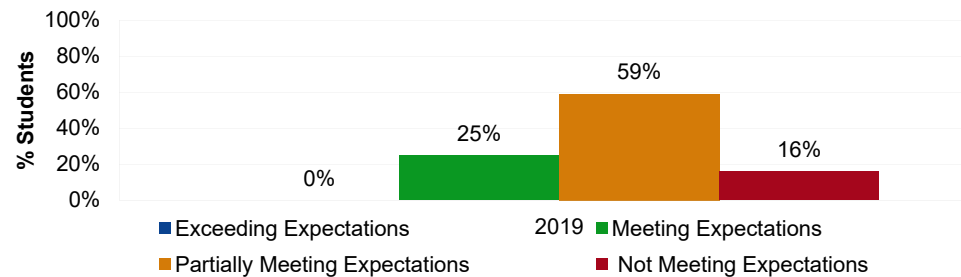
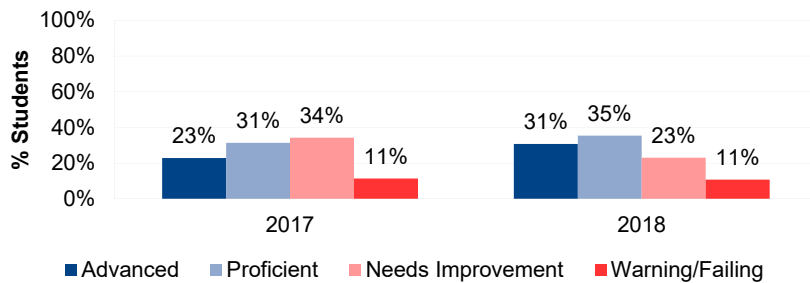
Students with Disabilities

2019 MCAS Results – Grade 10

English Language Arts



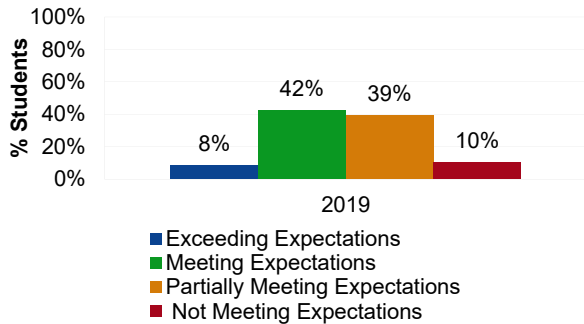
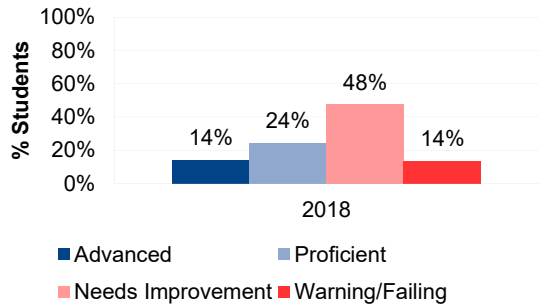
Mathematics



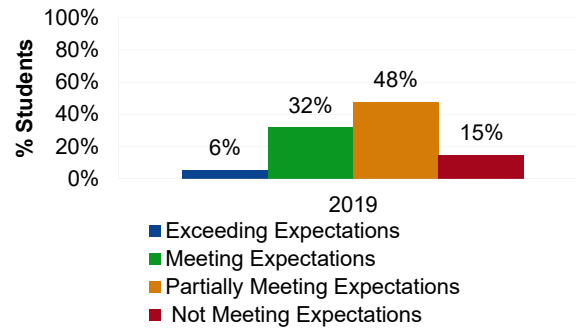
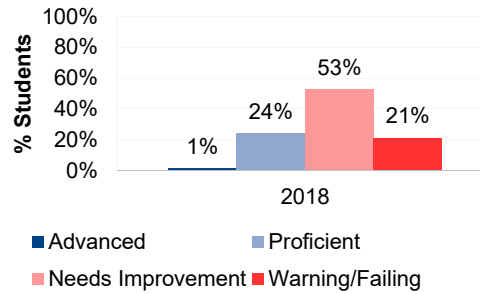
High Needs Group

2019 MCAS Results – STE

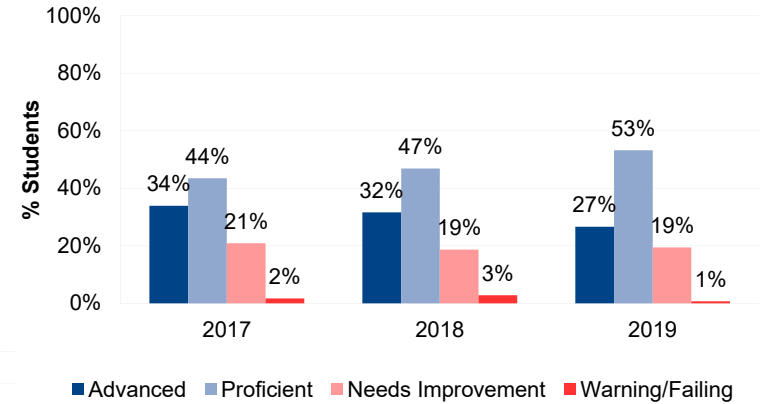
Grade 5



Grade 8



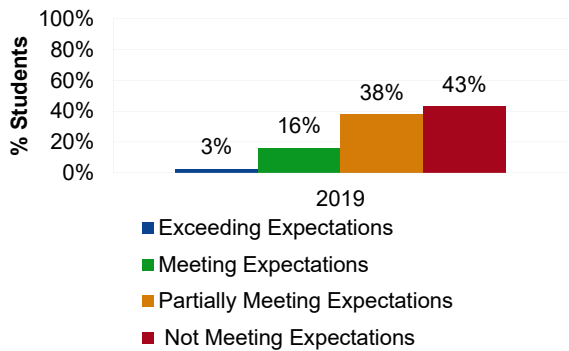
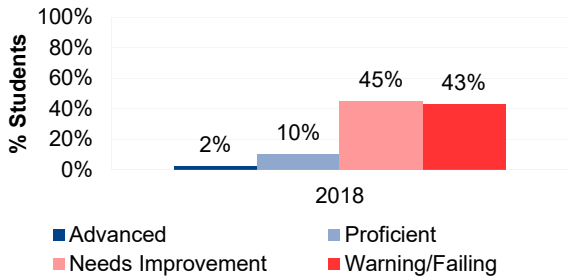
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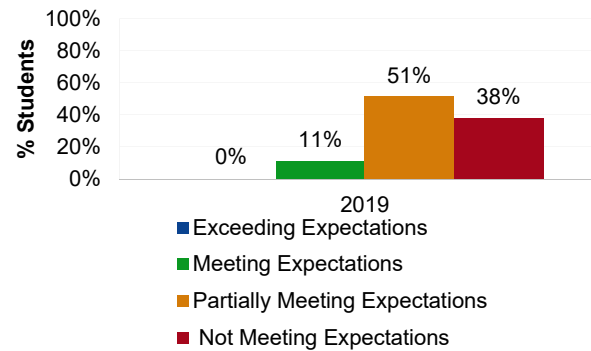
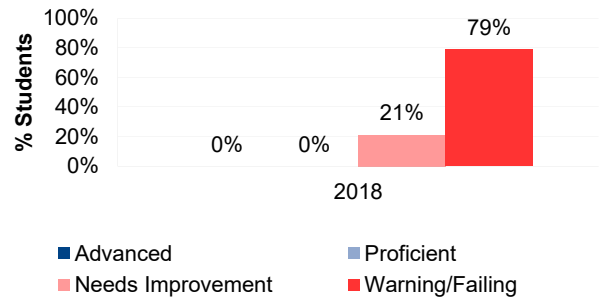
All Students

2019 MCAS Results – STE

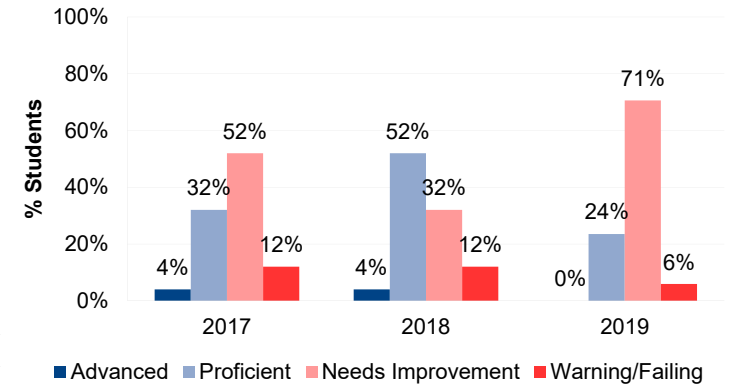
Grade 5



Grade 8



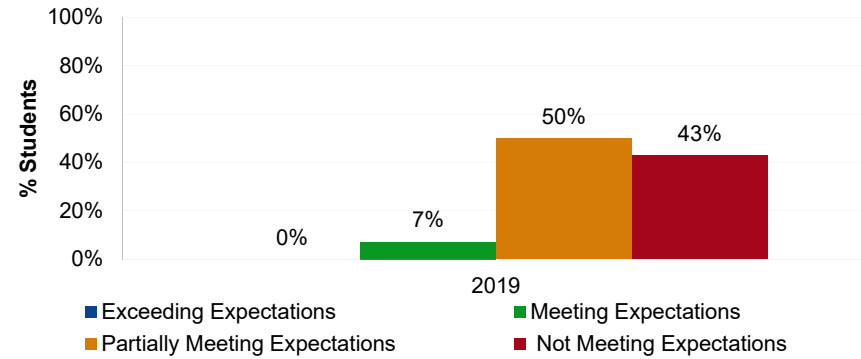
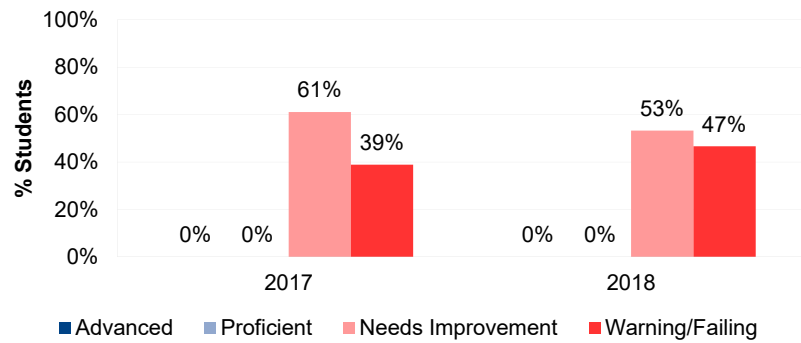
Grade 10



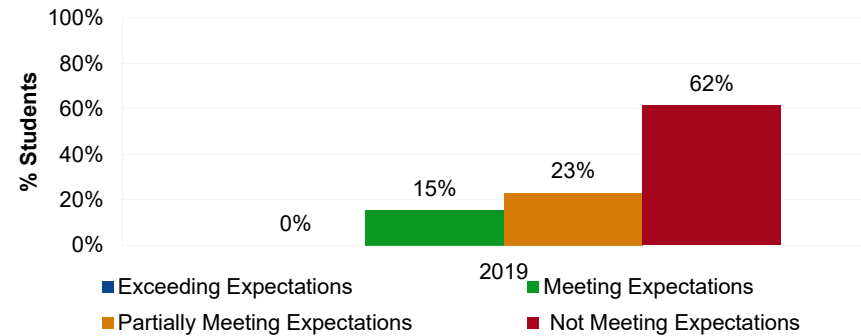
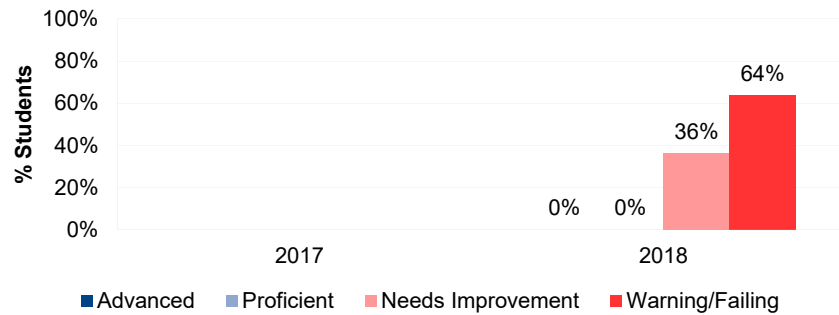
Students with Disabilities

2019 MCAS Results – STE

Grade 5



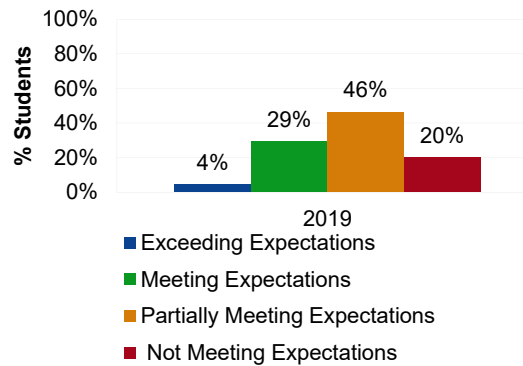
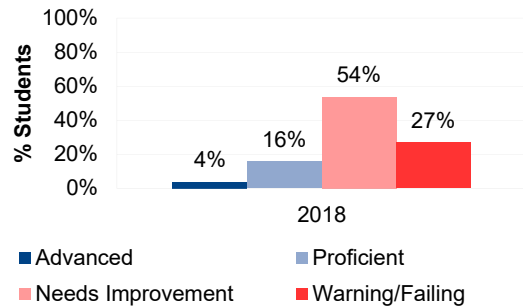
Grade 8



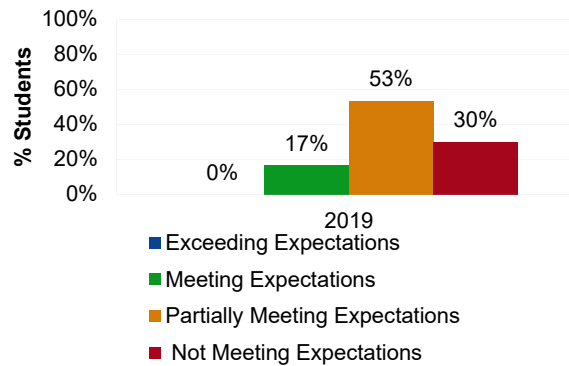
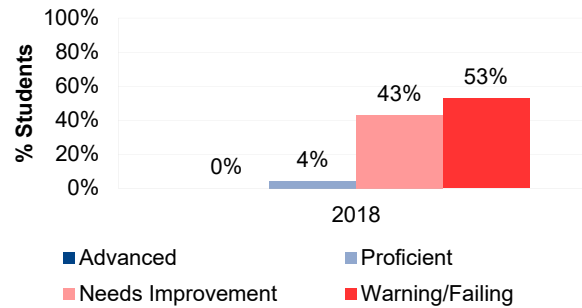
English Learners

2019 MCAS Results – STE

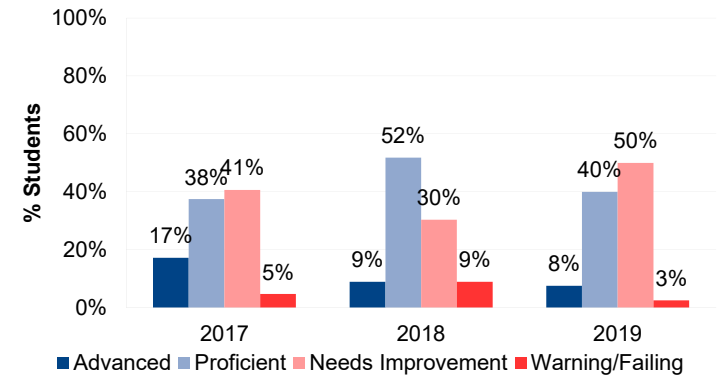
Grade 5



Grade 8



Grade 10



High Needs Group



Grades 3-8 Highlights

- 51% of students met or exceeded expectations in ELA with grades 3 and 4 having the highest proportion of meeting and exceeding expectations, 57% and 53% respectively.
- Grade 3 experienced an 11 percentage points increase in the average scaled scores since 2017. It is the highest increase of all assessed grade levels.
- In math, students in grades 3, 4, and 7 had the highest proportion of students meeting or exceeding expectations with 59% at grade 3, 55% at grade 4 and 50% at grade 7.



Elementary Highlights

Farley

- 53% of students in grade 4 met or exceeded expectations in math, a 7% increase from 2018.

Forest Ave

- 74% of students in grade 3 met or exceeded expectations in ELA, a 16% increase from 2018.
- 56% of students in grade 4 met or exceeded expectations in ELA, a 10% increase from 2018.
- 72% of students in grade 3 met or exceeded expectations in math, a 6% increase from 2018.

Mulready

- 54% of students in grade 3 met or exceeded expectations in ELA, a 7% increase from 2018.
- 65% of students in grade 3 met or exceeded expectations in math, a 5% increase from 2018.



Secondary Highlights

Quinn

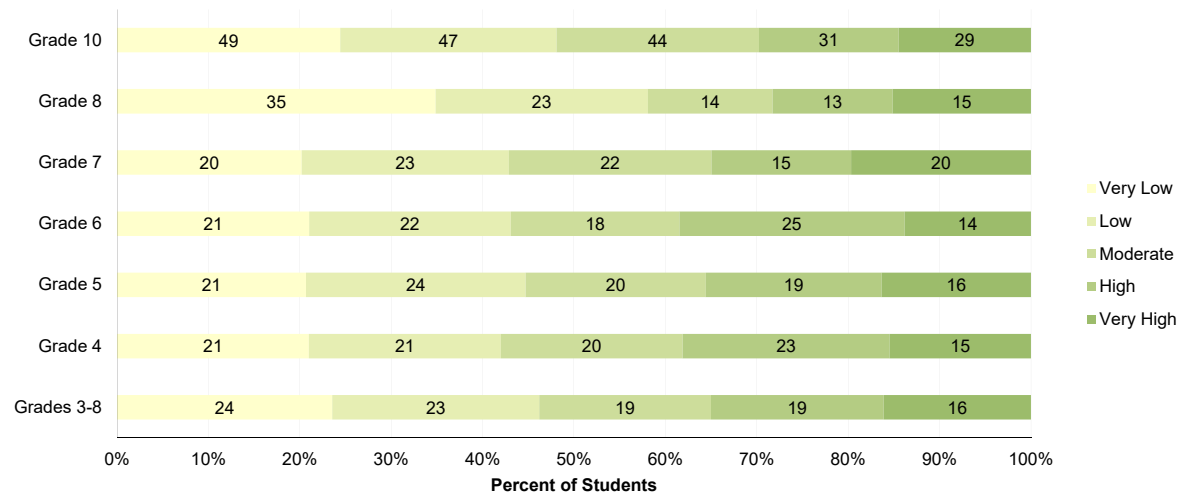
- 49% of students in grade 5 met or exceeded expectations in ELA, a 2% increase from 2018.
- Students in grades 5-7, demonstrated as a cohort, an increase in meeting or exceeding expectations in math from 36% to 54%.
- 50% of students in grade 5 met or exceeded expectations in Science.

HHS

- 51% of students in grade 8 met or exceeded expectations in ELA
- 64% of students in grade 10 met or exceeded expectations in ELA.
- 60% of students in grade 10 met or exceeded expectations in math.
- Grade 10 average scaled scores superseded State averages in both ELA and math.

SGP – English Language Arts

Growth Distribution by Grade

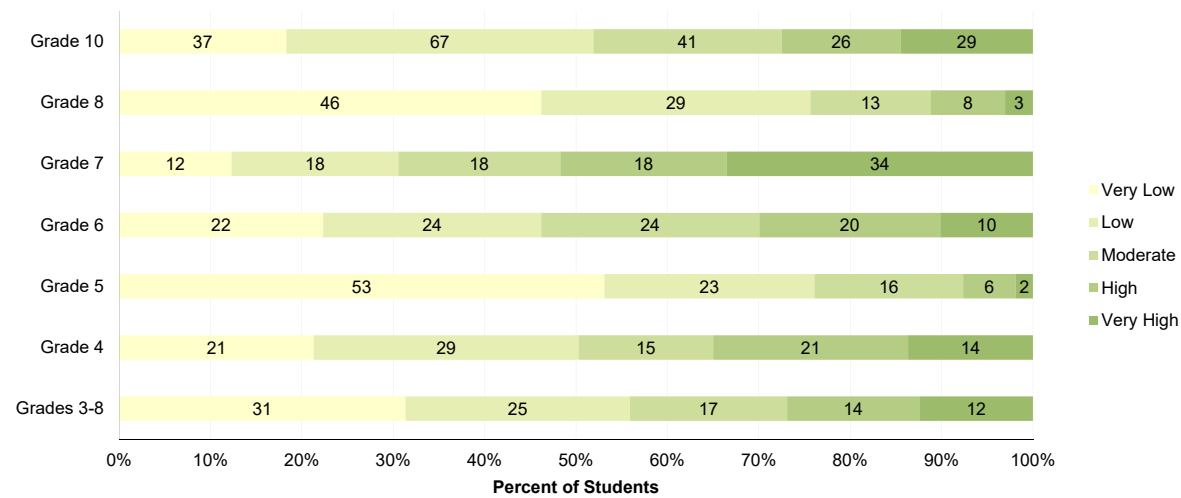


	Very Low	Low	Moderate	High	Very High	Mean	N Students
Grades 3-8	232	223	185	186	159	46.5	985
Grade 4	38	38	36	41	28	48.4	181
Grade 5	43	50	41	40	34	47.0	208
Grade 6	41	43	36	48	27	48.0	195
Grade 7	41	46	45	31	40	48.6	203
Grade 8	69	46	27	26	30	40.3	198
Grade 10	32	31	29	20	19	43.8	131

Mean SGP is not calculated if the number of students with SGP is less than 20.

SGP – Mathematics

Growth Distribution by Grade



	Very Low	Low	Moderate	High	Very High	Mean	N Students
Grades 3-8	310	243	170	143	123	40.4	989
Grade 4	39	53	27	39	25	46.0	183
Grade 5	111	48	34	12	4	25.0	209
Grade 6	44	47	47	39	20	44.9	197
Grade 7	25	37	36	37	68	58.9	203
Grade 8	91	58	26	16	6	28.0	197
Grade 10	24	44	27	17	19	44.8	131

Mean SGP is not calculated if the number of students with SGP is less than 20.

Matters for Discussion
New Business

1. Discussion of 2019 MASC Resolutions

report of the resolutions committee

The members of the Resolutions Committee met on June 27, 2019 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2019 Annual Meeting of the Association. Members present were: Margaret Hughes, Narragansett Regional; Denise Hurst, Springfield/MASC Secretary-Treasurer; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; Mildred Lefebvre, Holyoke/MASC Minority Caucus Chair; Barbara Davis, Holbrook; Kim Hunt, Plymouth; Wendy Rua, Agawam; Bill Fonseca, East Longmeadow/MASC Division V Chair; Denise Schultz, Franklin; Jake Oliveira, Ludlow/ MASC President-Emeritus; Beverly Hugo, Framingham/MASC Past President; Paul Schlichtman, Arlington/ MASC Past President; Devin Sheehan, Holyoke/MASC President; Deborah Davis, Northeast Metro Voc. Tech./ MASC President-Elect and Chair of the Resolutions Committee

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: Banning Polystyrene from Schools

(Submitted by the Silver Lake Regional School District, including the School Committees of Kingston, Plympton, and Halifax)

WHEREAS: The United States Department of Education Green Ribbon Schools was created in 2011 to recognize schools efforts to reduce environmental impact and cost, improve the health and wellness of schools students, and staff, and provide effective environmental and sustainability education; and

WHEREAS The Commonwealth of Massachusetts in conjunction with twenty other states joined together to form the United States Climate Alliance to support the Paris Agreement and through continued legislative and executive actions has demonstrated the Commonwealth's commitment to environmental protection; and

WHEREAS: Expanded polystyrene foam manufacturing process releases pollution into the atmosphere, expanded polystyrene foam has been shown to be non-biodegradable and has the ability to be persistent in the environment for thousands of years, expanded polystyrene foam breaks down into "pearls" which are often ingested by marine life and introduced into the food chain; and

WHEREAS: Expanded polystyrene foam is made with styrene, a chemical the Department of Health and Human Services has deemed as reasonably anticipated to be a human carcinogen, and the use of expanded polystyrene foam in food and beverage containers, especially containers holding hot or acidic food, have been shown to leach styrene into food and beverages;

THEREFORE BE IT RESOLVED THAT: MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

RATIONALE Proponents cite the presence of toxins, including carcinogens in polystyrene and note that containers manufactured with this substance can be found in food and beverage containers that might pose a risk to students and others.

RESOLUTION 2: Pertaining to Educator Diversity and Professional Licensure

(Submitted by the Arlington School Committee)

WHEREAS: Current research clearly demonstrates that public school students benefit from a diverse teaching staff; and

WHEREAS: Massachusetts districts are challenged to attract a diverse teaching staff; and

WHEREAS: Attracting diverse candidates often involves recruiting candidates from outside Massachusetts; and

WHEREAS: Massachusetts licensure requirements, including the Massachusetts Tests for Educator Licensure (MTEL) requirements, serve as a disincentive for candidates looking to relocate to take a teaching position; and

WHEREAS: Test administration is conducted in centers that are often inaccessible without a car; and

WHEREAS: The cost of testing can be a barrier to potential applicants; and

WHEREAS: There is no evidence the MTEL is a reliable or valid measure of successful practice as an educator; and

WHEREAS: School districts are capable of selecting qualified candidates for teaching positions, as well as supervising, evaluating, and deciding on whether to retain the services of probationary candidates; and

WHEREAS: The Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and

WHEREAS: Practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS: The teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board;

THEREFORE BE IT RESOLVED: that the Massachusetts Association of School Committees calls for the elimination of the MTEL and the MA Performance Assessment for Leaders (MaPAL) as licensing requirements for educators; and

BE IT FURTHER RESOLVED: that the Massachusetts Association of School Committees calls for the governance and licensure of professional educators to be vested in a board comprised of licensed educators.

RATIONALE: The licensure of Massachusetts educators is governed by the Board of Elementary and Secondary Education. The oversight of licensure by non-educators has resulted in a complex, difficult licensure system that discourages qualified candidates from applying for licensure and employment in Massachusetts. Recruiting a diverse, qualified cohort of new educators will be enhanced if the barriers presented by MTEL are removed, and if licensure regulations and standards are placed in the hands of a committee of educators. An expanded explanation in support of this resolution can be found on the MASC web site.

RESOLUTION 3: School Transportation

(Submitted by the Hudson School Committee and revised by the Resolutions Committee)

WHEREAS: Among the transportation cost concerns for school districts is the lack of competition for bus contracts for regular day ("yellow bus") services, as well as costs for special education transportation; and

WHEREAS: Competition for transportation contracts has decreased over the years; and

WHEREAS: The transportation industry has been contracting and now has fewer competitors; and

WHEREAS: M.G.L. c. 71, § 7C prohibits certain uses of regional transportation authorities to provide school district transportation services, and

WHEREAS: M.G.L. c. 30B § 5 requires acceptance of the lowest cost bid; and

WHEREAS: Other factors beyond cost, such as past performance, cannot be considered when accepting a bid; and

WHEREAS: Many smaller districts only receive 1 bid when soliciting transportation contract proposals; and

WHEREAS: No action on this subject has been taken to increase competition; and

WHEREAS: Elimination of M.G.L. c. 71, § 7C would free the school districts and Regional Transportation Authorities to collaborate on plans to provide safe and efficient transportation alternatives that lessen the financial impact on both the districts and the Commonwealth, and

WHEREAS: The lack of bidders on school transportation contracts requires a deeper analysis by the appropriate state officials;

THEREFORE BE IT RESOLVED THAT: In order to promote greater competition for bus service contracts and improve performance, MASC calls for the creation of a working group to advise the Legislature on the best solutions to support greater competition and higher performance from transportation companies.

BE IT FURTHER RESOLVED THAT: In order to promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis into the lack of bidders on school transportation contracts.

RATIONALE: Additional information can be found on the MASC web site.

RESOLUTION 4: Climate Change

(Proposed by the Resolutions Committee)

WHEREAS: We believe America is a great nation and has a proud heritage of addressing humanity's most pressing problems;

WHEREAS: We believe it is important to advocate for climate action leading to climate restoration to curtail one of the greatest threats facing communities throughout the world; and,

WHEREAS: We believe that climate change is not a partisan issue and that local, state, and national policies should be guided by the best available science; and,

WHEREAS: There is a broad scientific consensus among climate scientists that human activities, contributing to increases in greenhouse gas emissions, are the dominant cause of climate change;

WHEREAS: Children represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and,

WHEREAS: MASC recognizes climate change as a generational justice and human rights issue; and,

WHEREAS: Climate change is a social justice and equity issue. While climate change impacts all people and disproportionately impacts all young people and future generations, it disproportionately affects people of color and people in poverty, thereby exacerbating existing inequities and limiting equality of opportunity which is a foundational aspiration for modern America;

WHEREAS: The global impact, urgency, and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, all institutions and all elected leaders; and,

WHEREAS: National and state elected leaders working in a bipartisan fashion to enact carbon pricing policies could quickly and substantially reduce human-made greenhouse gas emissions; and,

WHEREAS: MASC recognizes and understands the significant negative impact that rapid and ongoing climate change has on America's schools, students, and their communities.

THEREFORE BE IT RESOLVED THAT: MASC calls on Congress to take swift and effective action on climate change to protect current and future students.

BE IT FURTHER RESOLVED THAT: MASC advocates for funding for school infrastructure need and emergency funding for disaster relief caused by natural catastrophes and extreme weather events.

RATIONALE: This resolution represents a call by advocates for action on climate change at the federal level and for state funding to anticipate the climatological implications and the emergencies they might cause.

RESOLUTION 5: Full Funding of Transportation Costs for Students in Foster Care And State Care

(Submitted by the MASC Board of Directors)

WHEREAS: FY18 was the first year Massachusetts added the category of transportation for foster children educated in the school or district of origin and subject to transportation to its reporting of education expenses by district, and the reported total was over \$3.2 million; and

WHEREAS: Federal and state law require the ability for students in foster or state care to stay not just in their districts of origin but also in their schools of origin; and

WHEREAS: The nature of foster care and state care placements has changed significantly within the past several decades; and

WHEREAS: School districts do not have control over whether a foster care student is placed into or removed from the district; and

WHEREAS: Section 7 of Chapter 76 of the Massachusetts General Laws, established over a century ago, obligates the Commonwealth to reimburse districts for the cost of educating students in foster care and state care;

THEREFORE BE IT RESOLVED THAT: the Commonwealth should fully reimburse transportation funding for children in foster care and state care. DCF and DESE must complete the process to provide proper documentation for the Commonwealth to receive reimbursement for transportation expenses under Title IV-E of the Social Security Act.

BE IT FURTHER RESOLVED THAT: MASC advocate the Massachusetts General Court to properly calculate and assume the full expense of providing educational services to

students in foster care and state care including the costs of assessments, regular day and special education services as well as out-of-district placements, transportation and mental health services.

RATIONALE: Because the foster care population is fluid, it is difficult for a school district to budget properly for unexpected transportation costs of students in foster care or state custody. Direct and full funding of transportation will remedy these problems while equitably and accurately allocating costs. The State Auditor notes the Commonwealth's failure to provide funding for the transportation of foster care students may be an unfunded mandate under the Local Mandate Law, G.L. c. 29, § 27c. This is a similar situation to that of the McKinney Vento finding by Auditor Bump in 2011-2012. As the requirement is tied to federal funding under Title I, the need to provide transit to these students means this could potentially be a requirement passed by the state to local districts without offsetting funding. Massachusetts received over \$220 million in Title I, Part A grants in each of the fiscal years 2016, 2017, and 2018.

While the reimbursement only offers a portion of the funds expended, it could help offset some of the expenses incurred by school districts to comply with state and federal laws. We applaud DCF and DESE for the effort underway to modify the federal plan to allow for reimbursement to Massachusetts for expenses incurred by school districts.

This resolution explicitly recognizes that "education expenses" include all education-related costs associated with the imposition of federal requirements and the decision-making of the Department of Children and Families (DCF) regarding each foster child's residential situation. Direct state funding of these services will allow for a more accurate allocation of funds to affected communities. Funding from the state will also lessen the administrative time lost by central office staff trying to determine the district financially responsible for each student and seeking reimbursements after the fact. Estimated total costs less the estimated existing payments would net to approximately \$56 million annually. More accurate data on student placements would sharpen this estimate.

RESOLUTION 6: Universal Quality Pre-Kindergarten Access in Massachusetts

{NOTE: This Resolution is a reaffirmation of a 2014 Resolution, submitted by the Framingham School Committee}

WHEREAS: In Massachusetts as many as four out of ten students lack access to a formal, early education and care program; and

WHEREAS: Advocates have cited as many as 25,000 low income children are in need of financial assistance for early education and care; and

WHEREAS: Low income students who participate in quality early education and care programs are 40% less likely to be held back a grade or need Special Education, and 30%

more likely to graduate high school twice as likely to attend college; and

WHEREAS: Better language, social and behavioral skills are obtained by attending a quality pre-school; and

WHEREAS: Children that attend pre-schools are shown to demonstrate tangible lifelong results for future success;

THEREFORE BE IT RESOLVED THAT: MASC file or support legislation that will provide a sufficient appropriation for universal pre-K in Massachusetts and will achieve the actions necessary to provide access to good, quality universal pre-K for all children in Massachusetts.

RATIONALE: This resolution would help ensure that our underserved population of 3 and 4-year-olds will be provided with the supports and services necessary for school readiness and lasting success in the classroom and for future success. Knowing that these strategies are documented in increasing student success, our resolution will level the playing field by helping to ensure equity and beginning the process of closing the achievement gap for this vulnerable cohort of children.

RESOLUTION 7: Poverty and Children

(Note: This Resolution is a reaffirmation of a 2015 Resolution. Submitted by the Framingham School Committee.)

WHEREAS: One third of the children in Massachusetts are living in or near poverty; and

WHEREAS: The perils of poverty include putting students and families at risk for health, social and emotional and educational disadvantage; and

WHEREAS: Students in poverty and at social and emotional risk face obstacles and impediments to their success that other students do not confront; and

WHEREAS: There is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address them; and

WHEREAS: The eradication of poverty among children is essential to generating a strong economy and vibrant society;

THEREFORE BE IT RESOLVED THAT: The Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation to support the eradication of poverty among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state program and services that serve children at greatest social and emotional risk which are easily accessible to students and families.

- Advocacy for nutrition programs that eradicate hunger among children.

- Advocacy for healthcare including vision, hearing, dental and mental health through accessible service providers.

- Support for pre-kindergarten programs for all children.

- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

RATIONALE: This resolution would help ensure that our underserved population of school children will be provided with the supports and services necessary for lasting success in the classroom and in their future. Knowing that by eliminating the ravages of poverty, these strategies have been proven to increase positive student outcomes, this resolution will level the playing field by helping to ensure equity and to close the achievement gap for this vulnerable cohort of children.

RESOLUTION 8: Resolution for Access to Menstrual Supplies

(Submitted by the MASC Resolutions Committee)

WHEREAS: Schools have an obligation to serve all students equitably. Every student deserves the reassurance that their school restrooms are outfitted with necessities to accommodate their biological needs. Yet, for roughly half the US student population, there is a glaring exception to this commitment: menstrual hygiene products; and

WHEREAS: Menstrual hygiene products are basic necessities, and the inability to access them affects a student's freedom to study, be healthy, and participate in society with dignity. Studies have shown that when students lack access to menstrual hygiene products they skip or miss class, face embarrassment or objectification because of period stains, and are limited both academically and socially; and

WHEREAS: Access to menstrual products could be cost prohibitive to many students and menstruating is not a luxury but a biological process that necessitates the use of costly products; and

WHEREAS: No student should miss a day of school because they feel ashamed or they do not have access to menstrual products; and

THEREFORE BE IT RESOLVED THAT: MASC work with state and federal legislatures to provide additional funding to provide free access to menstrual products from the school nurse and in restrooms and locker rooms.

RATIONAL: Proponents assert that menstrual supplies are basic necessities which some students may not have on hand in school at any particular moment or may not be able to afford in general. They view these items, similar to other products found in nurses' offices or in restrooms, as basic, essential commodities for everyday use that should be available to all students without charge.

RESOLUTION 9: Charter School Reform
(Submitted by the MASC Board of Directors)

WHEREAS: In many cities and towns, Commonwealth charter schools are imposed upon communities or subject to expansion over their objections, without local representative oversight, and without regard to the impact such a charter school would have on the education of children in the public schools; and

WHEREAS: Charter schools are always fully funded by the sending districts enrolling students there while the charter school mitigation fund is subject to appropriation and has not been fully funded in years; and

WHEREAS: Charter schools may retain up to 20 percent of their operating budget and capital costs in reserve funds, regional schools may retain only 5 percent of any surplus funds in reserve, while district schools must return 100 percent of any unspent funds to their municipality; and

WHEREAS: Without substantial reform of Commonwealth charter school financing, recruitment of students, equitable charter school enrollment of representative segments of the population of economically disadvantaged, special education, and disabled students remediation of the adverse impact of charter schools cannot be addressed;

THEREFORE BE IT RESOLVED THAT: the Massachusetts Association of School Committees seek legislative action to both address the deleterious effects of charter school funding on certain municipalities and school districts across the state and approve a comprehensive set of reforms that includes:

1. Establishment of strict guidelines or regulations to require that charter schools enroll representative cross sections of students residing within the school service areas.

2. Reporting of accurate numbers of students who leave charter schools to return to the sending districts or district of residence.

3. Requiring the MA Department of Elementary and Secondary Education to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.

4. State requirements that all charter schools be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.

5. State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools.

RATIONAL: This resolution addresses several areas where charter school critics note that school districts are disadvantaged by current policy. Among these issues are failure to recruit and retain a fair proportion of students at risk, English Language Learners, or clients of special education services. The resolution also recommends that charter schools should be funded as a discrete budget line item rather than by having sending district Chapter 70 funding diverted to charter schools and that the current mitigation program to offset temporary losses of district funds be fully funded.

Critics of this resolution may argue that “the money follows the child” and that charter schools represent choices for parents and students. They might also cite efforts by some charter schools to recruit students at risk.

proposal to amend the masc by-laws

The Board of Directors of the Association has recommended to members that the by-laws of the Association be amended as follows:

It is proposed that Article VII (Election of Officers), subsection 2 (Nominating Committee) be updated to reflect the addition of the Minority Caucus representative on the Board of Directors and as a representative on the Nominating Committee.

Current language reads as follows:

A Nominating Committee of ten persons shall be appointed by the President with the advice and consent of the Board of Directors, on or before May 1 of each year. One of such persons shall be a past President, who shall serve as Chairman of the Nominating Committee, four shall be Division Officers and five shall be members of school committees which are

active members of the Association. The four Division officers and the five others shall be so appointed that each Division of the Association is represented.

Proposed language reads as follows (new language in bold face)

A Nominating Committee of ten persons shall be appointed by the President with the advice and consent of the Board of Directors, on or before May 1 of each year. **A Past President shall serve as a non-voting chair of the committee.** Five members shall be Division Officers and five shall be members of school committees which are active members of the Association. The **five** Division officers and the five others shall be so appointed that each Division of the Association is represented.

Matters for Action
Old Business

1. Approval of FY20 Budget Stabilization Plan

Hudson Public Schools
Budget Stabilization Plan Update 9-24-19

The District Administration is presenting the School Committee with two scenarios for discussions relative to the balance realized at the closure of the FY19 Budget.

The carry-over balance within the School Choice account is \$1,164,287. Scenario A proposes to divide the current balance in two equal parts of \$582,143.50 and to ear-mark these amounts to be transferred to the FY21 and FY22 budget forecasts and reduce the expected School Choice carry-over amounts.

Scenario B also proposes transfers to the FY21 and FY22 budget forecasts. In this scenario, FY21 budget School Choice carry-over is funded at \$912,696 thus fully balancing the FY21 revenue forecast. The remainder \$251,591 is then transferred to FY22 School Choice carry-over and it reduces the expected carry-over amount to \$378,317.

Under either scenario, FY21 and FY22 budgets will not have projected reductions in the general expenses account.

Important Facts:

1. The balance of \$1,164,287 is a result of savings realized during the Fiscal Year 2019 and it is mainly attributed to the unusual personnel account activities. These savings were associated with hiring variances, maternity and medical leave, partly unfilled positions, and some unanticipated grant funding.
2. This balance is non-sustainable and must be used for one-time expenditures.
3. In the event that unbudgeted or unexpected expenses arise during FY20, this balance will be used to offset these expenses.
4. The Budget Stabilization Plan will be updated quarterly to ensure that projections continue to reflect the needs of the District.

**HUDSON PUBLIC SCHOOLS
BUDGET STABILIZATION PLAN**

**FY 19 CLOSURE
6-30-19**

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	

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	

FY19 Budget Actuals as of June 30, 2019			
Expenses	Actual Expenses	Projected Revenue	Amount
Personnel	30,232,170	Town Appropriation	38,091,026
General Expenses	7,045,735	Circuit Breaker	0
Transportation	2,113,478	School Choice FY19	658,030
Total Expenses	39,391,383	School Choice Carry-Over	642,327
		Total Revenue	39,391,383
	Deficit	0	

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	

FY20 Budget Forecast			
Expenses	Adopted Budget	Salary Increase	Revenue
Personnel	32,559,245	755,402	Town Appropriation
General Expenses	7,199,490		Circuit Breaker
Transportation	2,300,000		School Choice FY20
Total Expenses	42,058,735		School Choice Carry-Over
		Total Revenue	40,615,434
	Expected Carry-Over	1,443,301	

FY20 Budget Forecast as of June 30, 2019			
Expenses	Budget	Salary Increase	Revenue
Personnel	32,559,245	755,402	Town Appropriation
General Expenses	7,199,490		Circuit Breaker
Transportation	2,300,000		School Choice FY20
Total Expenses	42,058,735		School Choice Carry-Over
		Total Revenue	43,223,022
	Positive Carry-Over Balance	1,164,287	

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	

FY21 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	33,134,151	724,906	Town Appropriation
General Expenses	6,880,621		Circuit Breaker
Transportation	2,300,000		School Choice FY21
Total Expenses	42,314,772		School Choice Carry-Over
		Total Revenue	41,502,076
	Expected Carry-Over	812,696	

FY21 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	33,134,151	724,906	Town Appropriation
General Expenses	6,880,621		Circuit Breaker @75%
Transportation	2,300,000		School Choice FY21
Total Expenses	42,314,772		School Choice Carry-Over
		Total Revenue	41,502,076
	Expected Carry-Over	812,696	

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	
Grand Total	1,793,108	

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

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

BUDGET STABILIZATION PLAN UPDATE 9-24-19

Budget Projected Savings

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	0	Efficiencies (Zero-Based)
Tuition Account	218,869	Aging out students (7 students)
Total	368,869	

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	

Grand Total **1,693,108**

Scenario A

FY19 Budget Actuals as of June 30, 2019				
Expenses	Actual Expenses	Projected Revenue	Amount	
Personnel	30,232,170	Town Appropriation	38,091,026	
General Expenses	7,045,735	Circuit Breaker	0	
Transportation	2,113,478	School Choice FY19	658,030	
Total Expenses	39,391,383	School Choice Carry-Over	642,327	
		Total Revenue	39,391,383	
	Deficit	0		

FY20 Budget Forecast as of June 30, 2019				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	32,559,245	755,402	Town Appropriation	39,043,303
General Expenses	7,199,490		Circuit Breaker	1,106,446
Transportation	2,300,000		School Choice FY20	500,000
Total Expenses	42,058,735		School Choice Carry-Over	2,573,273
			Total Revenue	43,223,022
		Positive Carry-Over Balance	1,164,287	

FY21 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,134,151	724,906	Town Appropriation	40,019,385
General Expenses	6,980,621		Circuit Breaker @75%	982,691
Transportation	2,300,000		School Choice FY21	500,000
Total Expenses	42,414,772		School Choice Carry-Over	582,144
			Total Revenue	42,084,220
		Expected Carry-Over	330,552	

FY22 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,689,505	655,354	Town Appropriation	41,019,870
General Expenses	6,980,621		Circuit Breaker	820,348
Transportation	2,300,000		School Choice	500,000
Total Expenses	42,970,126		School Choice Carry-Over	582,144
			Total Revenue	42,922,361
		Expected Carry-Over	47,765	

Scenario B

FY19 Budget Actuals as of June 30, 2019				
Expenses	Actual Expenses	Projected Revenue	Amount	
Personnel	30,232,170	Town Appropriation	38,091,026	
General Expenses	7,045,735	Circuit Breaker	0	
Transportation	2,113,478	School Choice FY19	658,030	
Total Expenses	39,391,383	School Choice Carry-Over	642,327	
		Total Revenue	39,391,383	
	Deficit	0		

FY20 Budget Forecast as of June 30, 2019				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	32,559,245	755,402	Town Appropriation	39,043,303
General Expenses	7,199,490		Circuit Breaker	1,106,446
Transportation	2,300,000		School Choice FY20	500,000
Total Expenses	42,058,735		School Choice Carry-Over	2,573,273
			Total Revenue	43,223,022
		Positive Carry-Over Balance	1,164,287	

FY21 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,134,151	724,906	Town Appropriation	40,019,385
General Expenses	6,980,621		Circuit Breaker @75%	982,691
Transportation	2,300,000		School Choice FY21	500,000
Total Expenses	42,414,772		School Choice Carry-Over	912,696
			Total Revenue	42,414,772
		Expected Carry-Over	0	

FY22 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,689,505	655,354	Town Appropriation	41,019,870
General Expenses	6,980,621		Circuit Breaker	820,348
Transportation	2,300,000		School Choice	500,000
Total Expenses	42,970,126		School Choice Carry-Over	251,591
			Total Revenue	42,591,809
		Expected Carry-Over	378,317	

Matters for Action

New Business

1. Approval of Quinn Home and School Gift to the Hudson SEPAC/ Best Buddies Program in the amount of \$2000.00

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:

Gift or Scholarship	GIFT to Hudson Public Schools Information
Description:	Quinn Home and School
Purpose:	Gift to Hudson SEPAC / Best Buddies Program
Date received:	09/30/2019
Type of Gift:	Foundation
Donation Amount:	\$2000.00
Fiscal Admin:	Cathy Kilcoyne
Gift Designation / Purpose:	PURPOSE: To support the Best Buddies program at QMS including stipends and program expenses.
School Designation:	QMS

School Committee Date: _____

Vote: _____

**Hudson Public Schools
FY20 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	FY20 GRANT YEAR//GRANT NAME	BRIEF DESCRIPTION OF AWARD	TOTAL AWARD
Federal	MA DOE	Entitlement	20-305 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.	\$ 310,461.00
Federal	MA DOE	Entitlement	20-140 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.	\$ 61,539.00
Federal	MA DOE	Entitlement	20-180 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.	\$ 35,412.00
Federal	MA DOE	Entitlement	20-309 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 and help ensure that all students have equitable access to high quality educational experiences.	\$ 17,353.00
State	MA Office of Public Safety & Research	Competitive	20-Safer Schools and Communities	Hudson has been awarded this grant to update and / or replace the security access, locks, keypads, and software technology at Hudson High School.	\$ 60,000.00
Federal	MA DOE	Entitlement	20-240 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.	\$ 719,820.00
Federal	MA DOE	Entitlement	20-262 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).	\$ 47,616.00
State	MA DOE	Competitive	20-734 Early Grade Literacy	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farley, Forest and Mulready elementary schools.	\$ 18,000.00
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
Corporate	Grant	Competitive	New England Dairy & Food Council -- Fuel Up to Play 60	This grant is a joint grant with Food Services and Athletics supporting Breakfast / Exercise programs at Farley and QMS.	\$ 5,525.00
				TOTAL GRANTS:	\$ 1,279,726.00

**Hudson Public Schools
FY20 Grant and Gift Presentation Summary**

			FY20 GIFTS TO HUDSON PUBLIC SCHOOLS	DISTRICT OR PER SCHOOL ALLOCATION	\$ Gift Amount
Corporate	Sponsor	Corporate	Alliance Energy, LLC	Local Gas Station Rewards Program - Donation to be used within Hudson High School Science Program	\$ 500.00
Corporate	Corporate	Recognition	FHL Bank - Boston / New England Partnerships on Behalf of Avidia Bank.	Recommend by Avidia Bank, Hudson is presented to Hudson Adult Learning Center in recognition of the important work in the Hudson community.	\$ 1,000.00
Corporate	Foundation	Foundation	Best Buddies / Quinn Home & School	Gift to SEPAC Hudson to support stipend and program costs for Best Buddies program at Quinn Middle School.	\$ 2,000.00
TOTAL GIFTS :					\$ 3,500.00
			FY20 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
Estate	Corporate		The Thomas Hamilton Estate	Additional proceeds from The Thomas Hamilton Estate.	\$ 1,006.50
TOTAL SCHOLARSHIPS:					\$ 1,006.50
SCHOOL COMMITTEE PRESENTATIONS GRAND TOTAL:					\$ 1,284,232.50

BESTBUDDIES®

Friendship, Jobs, Leadership Development & Living



Best Buddies Friendship programs build one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), offering social mentoring while improving the quality of life and level of inclusion for a population that is often isolated and excluded. Through their participation, people with IDD form meaningful connections with their peers, gain self-confidence and self-esteem, and share interests, experiences and activities that many other individuals enjoy.



Friendship programs include Best Buddies Elementary Schools, Middle Schools, High Schools, and Colleges, where inclusive school environments are created to support students with IDD during times of social and emotional development.

Best Buddies Massachusetts and Rhode Island serve over 6,700 program participants in 209 school-based friendship chapters.



**12 Elementary Schools
39 Middle Schools**



123 High Schools



35 Colleges

bestbuddies.org/mari/

BEST BUDDIES



BESTBUDDIES®

Friendship, Jobs & Leadership Development

WHO’S WHO IN BEST BUDDIES?

In Best Buddies, people with and without intellectual and developmental disabilities (IDD), such as Autism and Down syndrome, come together to form friendships and become part of a community that celebrates diversity and people of all abilities. Best Buddies does not require members to divulge any diagnoses or conditions to participate, and focuses on finding similarities and celebrating differences amongst peers. Chapters are student-run with the support of Faculty Advisors.

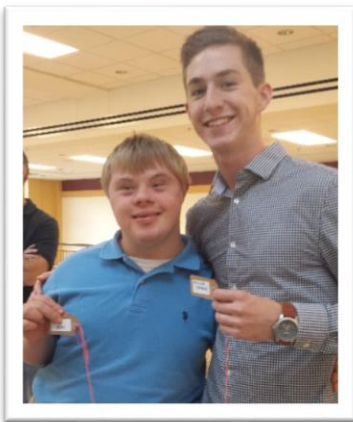
BEST BUDDIES CHAPTER MEMBERS

“BUDDY”

An individual with a mild to moderate intellectual or developmental disability (IDD) who commits to a one-to-one friendship with a student without IDD for one academic year. Buddies must fulfill the one-to-one commitment and submit a monthly friendship update in Best Buddies Online.

“PEER BUDDY”

A student that does not identify as having an intellectual or developmental disability (IDD) and is committed to a one-to-one friendship for one academic year with a person with an IDD. Peer Buddies must fulfill the one-to-one commitment and submit a monthly friendship update in Best Buddies Online.



BUDDY PAIRS

Each “Buddy” is matched with one “Peer Buddy” in a one-to-one friendship, creating a buddy pair. Buddy pairs connect at least once a week by email, phone call, texting, social media or written correspondence. In addition, buddy pairs attend all chapter meetings, activities, and/or fundraisers together and find at least two opportunities to get together each month. The ultimate goal is to create mutually enriching one-to-one friendships; this friendship should be like any other—spend time doing things you enjoy!

“ASSOCIATE MEMBERS”

Associate Members are members of the chapter who are not matched in a one-to-one friendship. These individuals may not be able to commit to a one-to-one friendship or there may not be enough members with or without IDD to match all students in a 1:1 and that’s okay! Associate Members act as friends to everyone in the chapter and attend all group events and chapter meetings.

BEST BUDDIES INTERNATIONAL FRIENDSHIP CHAPTER BASICS



School Friendship Chapter Basics

Best Buddies school friendship programs bring together groups of people that typically may not have the opportunity to meet and create an environment of acceptance and friendship. Middle school and high school friendship chapters will foster one-to-one friendships between students with and without intellectual and developmental disabilities (IDD). College chapters create opportunities for friendships between college students without IDD and college students and adults in the community with IDD.

Chapter Members

Middle and high school chapter members include students that attend the school in both general education and special education, while college chapter members are college students and individuals involved with an agency supporting people with IDD (group homes, transition programs, community organizations, etc.).

Chapter Leaders

Each chapter is led by a core group of members, with and without IDD, and school faculty. This leadership team ensures that their chapter is fulfilling the mission of Best Buddies and following Best Buddies' guidelines. The leaders of the chapter are trained by Best Buddies staff members at the Best Buddies Leadership Conference, held in July, and at a Local Leadership Training Day, held locally in the fall and/or spring.

Best Buddies Staff

All chapters have a team of Best Buddies staff for support. Staff will send out frequent communications with upcoming event and training opportunities. Staff and interns track any and all administrative duties that need to be completed by chapters and are available for support (via training teams, office hours, conference calls, webinars, and/or our "support desk" email address) to assist chapter leaders with logistics and troubleshoot any obstacles that may arise during the year. Chapters are supervised via the Best Buddies Online database, so chapters are asked to keep this information up to date throughout the year.

BEST BUDDIES INTERNATIONAL FRIENDSHIP CHAPTER BASICS



Best Buddies Online

Best Buddies Online (BBO) is the official website that school participants use to manage Best Buddies chapters and one-to-one matches. Here, all members will fill out membership applications and can access information about events and meetings for their chapter. Chapter leaders are required to approve or reject all membership applications, document all 1:1 matches, and complete mid and end year reports.

One-to-One Friendships

Every school friendship chapter is asked to match some of its members in one-to-one friendships. These friendships are between a “buddy” (a person that has an IDD) and with a “peer buddy” (a person without an IDD). One-to-one matches meet at least twice a month and have weekly contact with each other.

Meetings & Activities

Chapters come together as a group regularly for meetings and activities. Meetings are held for disability awareness trainings and to discuss upcoming fundraisers, group activities, and any other initiatives the chapter is joining. Chapters have group activities once a month that can take place on or off school campus. These activities are for chapter members to have fun and celebrate friendship!

Chapter Dues

High school and college chapters pay chapter dues of \$350 annually, every spring, for the upcoming school year. These dues cover the cost of chapter support, local trainings, BBO, Best Buddies University, use of the Best Buddies name and logo, Best Buddies liability insurance, and the leadership conference registration fee for the chapter president. Middle school chapters do not pay dues.

Events & Initiatives

Throughout the year, Best Buddies hosts several events to fundraise and spread awareness about our mission. Chapters are invited to attend, show their support, and join in the fun. They are also asked to participate in fundraising efforts and are offered incentives to do so. Best Buddies also encourages chapters to participate in different initiatives on their campuses to further the social .

BEST BUDDIES INTERNATIONAL

MIDDLE SCHOOL FRIENDSHIP FAQ



Q: Who provides support for the buddy pairs?

A: A faculty advisor and a special education advisor work together to provide the support needed to facilitate strong and lasting relationships between students.

Q: Does it cost anything to join Best Buddies?

A: There is no fee to any individual joining Best Buddies. Best Buddies is a non-profit organization that receives funding through foundations, donations, and fundraisers. Chapters are asked to fundraise as needed for group activities. Additionally, just like any other friendship, if the buddy pairs decide to get together outside of school, each student is responsible for his/her own spending money and transportation.

Q: How does my child join Best Buddies?

A: It's simple! Just help your child complete the membership application. Visit bestbuddiesonline.org for the application and submit the online consent form. Once the application is submitted and approved, students and parents will receive follow-up information via the email address that they provided in the application.

Q: What can I do to help?

A: If your child is matched in a 1:1, the best way to help is to support your son/daughter in the formation of his/her new friendship. Talk with your child about his/her new friend and ask questions. Encourage him/her to continue the friendship and assist with making arrangements for the buddy pair to spend time together outside of school.

Please keep in mind that students that aren't formally matched in a 1:1 are still asked to build friendships and get to know their peers, so still ask questions! Additionally, if you are willing to volunteer your time to make Best Buddies a success, please contact the Best Buddies advisors at school.



LEADERSHIP OPPORTUNITIES

Best Buddies' Friendship Programs are student-led organizations and each program maintains a leadership team made up of students with and without intellectual disabilities. Each program is also monitored by a Faculty Advisor and Special Education Advisor.

REQUIRED STUDENT LEADERSHIP POSITIONS	
CHAPTER PRESIDENT (CP)	The Chapter President makes sure their chapter is meeting all of the requirements and deadlines of a Best Buddies school friendship chapter. The CP should delegate tasks to chapter officers and work with advisors and Best Buddies staff to make sure that the chapter is on track. The Chapter President is expected to attend the Best Buddies International Leadership Conference each year.
BUDDY DIRECTOR (BD)	The Buddy Director is a position held by a person with IDD. The BD is asked to attend all meetings and events. They should be comfortable speaking at organizational meetings and assist the CP with day-to-day tasks. BDs should have good leadership and organizational skills and be comfortable talking about the program and mission to the school community.
OPTIONAL STUDENT LEADERSHIP POSITIONS	
VICE PRESIDENT (VP)	The VP helps the CP organize all chapter activities. The VP is also responsible for overseeing all BBI program initiatives (eg: Spread the Word for Inclusion campaign). Members interested in filling the VP position should have the ability to organize large chapter activities and work with the entire chapter for the success of the activities.
SECRETARY	The Secretary ensures all members participate fully and is responsible for monitoring the one-to-one friendships through the monthly friendship updates on BBO. The Secretary tends to take a lead on email and social media communication with all chapter members. Members interested in being the Secretary should be highly organized and willing to hold all chapter members accountable and support their friendships.
TREASURER	The Treasurer of a chapter works with the faculty advisors to monitor financial resources. They may oversee any fundraising efforts and track chapter expenses. Members interested in being the Treasurer should be detail oriented and capable of overseeing the chapter bank account if applicable.
OTHER	Chapters may create their own roles within the leadership team as well. Additional titles may include "Social Media Manager", "Historian", "Friendship Match Officer", "Fundraising Manager", etc. Please note, we encourage chapters to lead by example and provide opportunities for students with disabilities to be a part of their leadership team outside of the "Buddy Director" role; students of all abilities should be a part of the leadership team and schools can create as many leadership roles as they see fit.



Faculty Advisor (FA) Overview

The FA acts as a liaison between school administration and the chapter. The FA must be a member of the school faculty or a full time staff member.

Faculty Advisor (FA) Responsibilities:

- Serves as the faculty representative to the school
- Attends meetings and group activities
- Meets regularly with the Chapter President (CP) to review chapter membership, activities, and finances
- Assists the chapter in securing official recognition as a student organization on campus
- Assists the chapter in accessing school resources, including financial support from the school when possible
- Selects incoming CP year to year, and assisting in the selection of additional leadership roles
- Familiarizes self with the online database and resources provided

Special Education Advisor (SEA) Overview

The SEA acts as a liaison between buddies and peer buddies and provides guidance to the chapter by working closely with the faculty advisor, chapter president, and Best Buddies staff. The SEA must be a member of the special education department and/or in a supportive role that works directly with students who have intellectual and developmental disabilities (i.e. school psychologist, school adjustment counselor, etc.).

Special Education Advisor (SEA) Responsibilities:

- Helps to organize a preliminary meeting with the FA and chapter officers at the beginning of the academic year to outline chapter meetings, activities, and events for the year
- Supervises the collection of all of the "Buddy" membership applications and assists students and chapter officers as needed to enter membership applications on BBO.
- Provides guidance and assistance to the CP in reviewing membership applications and selecting students to be matched in one-to-one friendships
- Attends the meetings and group activities
- Answers chapter members' questions and provides training (i.e. disability awareness) as needed
- Assists in the selection of the Buddy Director and provides him/her with guidance to implement his/her responsibilities
- Communicates with the FA regularly
- Familiarizes self with the online database and resources provided