

Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: February 4, 2020

Location: 155 Aspley Street

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

Members absent: none

Others present: Dr. Marco C. Rodrigues, Superintendent
Annamarie O'Donnell, Recording Secretary
Caitlin Reagan, 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: January 21, 2020

Mr. Maston noted that there is a change in the minutes. The date of the approval of minutes Regular Meeting should be changed from January 21, 2019 to January 21, 2020. A motion to approve the amended minutes of January 21, 2020 was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 6-0-1 with Mr. McDowell abstaining, the motion passed.

Public Participation:

None

Reports and Presentations

Report of the Superintendent: Student Support Services

Dr. Rodrigues spoke about the District Improvement Plan and the new programs and services developed over time in response to the needs of our students. He introduced Ms. Cathy Kilcoyne, Director of Student Services, who along with members of her team gave an overview of support services available to students in the Hudson Public Schools.

Presenters included, Cheryl Langill, Parent volunteer SEPAC, Sarah Mielke, School Social Worker at Farley, Shauna Hoeffy, Clinician at Farley, Ashley Conley, Speech and Language Pathologist at Farley, Jennifer Coleburn, District Physical Therapist, Jamie Gravelle, School Social Worker at Hudson High, Julie Daniels, School Psychologist at Quinn, Denise Hayes, Secondary Coordinator of Special Education, Alise Wells, Elementary Coordinator of Special Education, Keith Goodier, Special Education Teacher at Forest Ave., and Jessica Marois, Clinician at Forest Ave.

Ms. Kilcoyne and those present gave an overview of Student Support Services with the following highlights:

Tiered Interventions

- Individualized Education Plans (IEP)
 - Students are referred, parental permission is obtained for the evaluation, after the evaluation the team meets to determine if there is a disability and if specially designed instruction is needed.
 - IEP developed, signed by parent and implemented
- 504 Plans

- A plan that ensures equal access to education for students with physical or mental impairments through accommodations. Students are referred, team meets to review information and determine if accommodation is required, the 504 plan is written
- Instructional Student Teams (IST)
 - Each school has IST process to support students who are struggling academically, behaviorally, or with attendance issues. Student data is reviewed and strategies are discussed. Progress monitoring is scheduled. Discussion ensued about the process and parental involvement in this process.

Discussion ensued about parental involvement in the IST process

- Foster Care
 - When students who are in foster care move to another town a best interest determination meeting is held with district staff, the new district, the foster parents, and DCF. A decision is made by this unit on where the student should attend school.
- McKinney Vento
 - Homeless students have a right to continue in their district of origin. Transportation is provided, and there is a 50/50 split of the transportation cost between the district they are going to school in and the district they are living in.
- Home and Hospital Tutoring
 - For students who are ill and unable to attend school, a form is completed by the student's physician attesting to this. Student Services works with hospitals so students can access tutoring. Counselors work with the Principals to find tutors for the students who may not be hospitalized but are unable to attend school.

Mr. Tracy asked if there was a threshold of the number of days. Ms. Kilcoyne stated this is indicated on the physician's statement.

Dr. Weksner asked if this applies for psychiatric hospitalizations. Ms. Kilcoyne stated there is an agency that works with the hospitals and gets the physician's statement. She added that different hospitals may contract with different agencies.

Discussion ensued about partial programs.

Ms. Ryan asked about students out 13 days. Ms. Kilcoyne stated that the physician's documentation sets any home hospital tutoring in motion. She went on to say the 14-day threshold does not have to be consecutive and that each student is a case-by-case basis.

- Specialized programs and service
 - Special Education encompasses a range from related services in schools or services that require residential placement. Services could be inclusion services (grid b) or Special Education services(grid c). The goal is to provide the services in the least restrictive environment and each student's needs are considered individually. The Office of Student Services is responsible for the following programs:
 - **Preschool Services**
Services are provided for students ages 3-5 at Hubert, Farley, and Mulready. Some are students receive itinerant services and other students attend full day.
 - **Special Education Related Services**

Related services are provided for both general education and special education students. Related services are defined as any supports or services needed for a student to access and participate in the school curriculum. Individually, the related services providers are experts in their field collectively they come together to focus on supporting the academic goals.

Additionally, the related services providers are committed to meeting the needs for general education students. Over the last two years, related areas have worked to create a tiered support program for students in general education.

○ **Specialized programs**

The Child Development Program at Mulready Elementary is primarily for students with autism. Currently 21 students receive services in this program.

The Language Based Services program at Farley Elementary for students with language based needs either expressive or written.

The Life Skills Program for students who need their instruction highly modified at Quinn Middle School and Hudson High School.

○ **Therapeutic Services**

In each program, therapeutic supports are provided at an individual level. In each program there is a teacher, a clinician, and 1-2 paraprofessionals. A common thread is to service students in the least restrictive setting with the goal of enabling students to participate in their general education program as much as possible.

Additionally the district has 2 clinicians from Wayside. They provide the following services:

- Individual and small group counseling across all schools
- Parent support workshops
- A 10 hour mini course entitled Trauma Informed Classrooms for faculty
- A ½ day session for special education staff

Dr. Weksner asked about the referral criteria for individual and small group counseling. Ms. Kilcoyne stated that the Principal or Clinicians make a referral and that currently they are working to support students with Mass Health.

Ms. Ryan asked when the grant expires and if we will be keeping the clinicians. Ms. Kilcoyne stated that this is being worked on. Currently, the clinicians are working with 18-21 students. Discussion ensued about billable hours and the paperwork involved with documentation.

○ **Behavioral and Mental Health Services**

S3 academy: Systematic Student Support

Some staff in the district have been attending this academy. This academy is helping the district establish a protocol to review each student's social emotional well-being. Each school has formed a team composed of teachers, school psychologists, school adjustment counselors, and administrators to develop a systematic manner to evaluate students twice a year in an already existing school structure. As a district, we are in the process identifying a universal screener that can be used. Currently the team is reviewing best practices from other schools. The district has 6 school psychologists: 1 at each of the 5 schools and an additional psychologist who floats between Quinn and Hudson High.

The district has 2 School Adjustment Counselors and 8 Guidance Counselors along with the Director of Guidance.

Ms. Ryan asked about schools with no adjustment counselor. Discussion ensued about students falling through the cracks. Discussion ensued about resources available through support from paraprofessionals, Wayside and the S3 academy.

School psychologists are developing MTSS to provide targeted intervention for students with emotional and behavioral needs. Discussion ensued about the timing.

- **Nursing Department**

The nursing department collaborates with students, parents, health care providers and staff to optimize student participation and learning. On a day-to-day basis they assess, treat, refer, and follow up on physical, mental and emotional issues with both students and staff. They are case managers for students with chronic health conditions. They write individual health care plans based on health needs of students. They provide screening the SBIRT screening.

- **SEPAC (Special Education Parent Advisory Council)**

Every school district in the state is required to have a SEPAC. They advise the School Committee on matters that pertain to the education and safety of students with disabilities. Additionally, they provide support for families with trainings including basic rights. Regular business meetings are held. Each meeting offers parent support after the official meeting is over.

Mr. Tracy asked if and how the kindergarten screening process has changed with the demographic shift and more diverse population. Ms. Kilcoyne stated the coordinators are very well versed in understanding the difference between a disability and language acquisition. Ms. Kathy Provost, Assistant Superintendent, stated that she has been working with a team of kindergarten teachers. There are 5 teachers on the committee with at least 1 teacher from every building. The committee looked at the best screeners available and wrote their own screener. This year the committee has met and started to talk about how to tweak the screener. She went on to say we have also adopted a social emotional screening questionnaire, which gives the teachers a lot of information of the child. The teachers have used this information throughout the year.

Subcommittee Reports

Budget Subcommittee

Mr. Maston stated that there are 2 meetings scheduled, one on 2/6/20 and another on 2/10/20.

Policy Subcommittee

Mr. Smith reported that this subcommittee met and there would be some policies around athletics and student finances in the next packet.

Strategic Goals Subcommittee

Mr. Tracy stated that this subcommittee had met on January 28. This meeting was a kickoff meeting to discuss school start times particularly at Hudson High School. There is anticipation of a monthly meeting through the end of the year. The next meeting is scheduled for February 24.

Superintendent's Evaluation Subcommittee

This subcommittee will meet on February 10.

Buildings and Grounds Subcommittee

none

Student Report

Caitlin Reagan, Student Representative, presented the student report with the following highlights:

- Course selection week is this week at Hudson High School
- Thursday, Community Council begins the annual the “Kiss your Crush” fundraiser
- The Junior Boosters are creating a Hawk Family Cookbook
- Community Council met with and received approval from Mr. Medeiros to install a dispenser for feminine products in the girls’ bathrooms at Hudson High School.
- Community Council is looking to host a video game fundraiser, where students play video games in tournament form. They are looking to partner with the video game club and hoping to reach out to the Quinn student body to get them interested.

Matters for Discussion:

- a) Old Business
- b) New Business

1. Dual Language Update

Dr. Rodrigues presented the following update on the work of the Dual Language subcommittee:

- 1/24/2020 there will be an information night for prospective parents. There will be 2 parallel meetings, 1 in English and 1 in Portuguese at 6pm at Hudson High School
- 1/25/2020 Kindergarten Registration will begin. All registration will be in person and there will be a wider range of scheduling appointments. Information will go out next week with registration information.

Mr. Tracy asked when we would have some idea on numbers for the lower level grades for school choice numbers. Dr. Rodrigues responded that this would be voted sometime in April. Additionally, he stated that he is recommending that school choice not be an option for the Dual language Program.

2. Assabet Valley Collaborative Report #2

Dr. Rodrigues introduced the report as the second of four that are presented to the collaborative member School Committees. He stated that this report is a letter from the auditor and some financial statements.

Mr. Tracy made note of the chart indicating savings in office supplies and asked if there are other buying power opportunities. Dr. Rodrigues stated that each collaborative has different areas they focus on. Currently we are taking advantage of the paper and specialized education transportation.

3. Business Manager Hiring Process

Dr. Rodrigues provided a timeline for processes put into place to hire for this position. There are projected dates but they are subject to change. The objective is to have a 3-4 week posting to gather candidates, have a screening panel, and an interview panel. He went on to say hopefully by the end of March we can secure a candidate for the start of the next school year.

Matters for Action:

- a) Old Business
- b) New Business

1. **Approval of Warrant Article for May 2020 Town Meeting**
This is a recurring article that is put on town Meeting every year for Professional Development funding.
Mr. Smith asked how long this has been funded at this level. Ms. Patty Lange, Business Manager, stated that it might have been raised once in the past five years. A motion to approve the Warrant Article for the May 2020 meeting was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.
 2. **Approval of Contract with New England School Services, Inc. in the amount of \$10,286.00 for the window door project in preparation for the Mulready boiler replacement**
A motion to approve the contract with New England School Services, Inc in the amount of \$10,286.00 for the window door project in preparation for the Mulready window door replacement was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. Mr. Tracy asked if this was part of the capital improvement plan. Dr. Rodrigues confirmed it was. Discussion ensued about the windows on the plan. On a vote of 7-0, the motion passed.
- CONSENT AGENDA**
3. Approval of FY20-589 Civics Teaching and Learning Grant in the amount of \$25,333.00
 4. Approval of FY20 Edward Krysa Memorial Scholarship in the amount of \$1000.00
 5. Approval of FY20 Thomas and Myra Ryan Memorial Scholarship in the amount of \$2000.00
 6. Approval of Reclassification of Funds
A motion to approve the FY20-589 Civics Teaching and Learning Grant in the amount of \$25,333.00, the FY20 Edward Krysa Memorial Scholarship in the amount of \$1000.00 , the FY20 Thomas and Myra Ryan Memorial Scholarship in the amount of \$2000.00, and the reclassification of funds as presented by consent agenda was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

Items of Interest to the School Committee

None

Executive Session

Not needed

Adjournment

At 8:34 pm, a motion to adjourn was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

Respectfully submitted,

Michele Tousignant Dufour, Secretary
Hudson School Committee