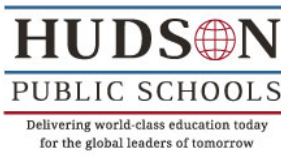


## **Please note the updated instructions below for public participation**

Pursuant to Governor Baker's March 12, 2020 Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, §18, and the Governor's March 15, 2020 Order imposing strict limitation on the number of people that may gather in one place, this meeting of the Hudson School Committee will be conducted via remote participation only. Committee members will participate using the online Google Meet platform, and the proceedings will still be broadcast live on the Public Cable Access Channel – Comcast Channel 8, Verizon Channel 47 and Hud TV.

For the public participation item on the agenda, the following process will be used.

- Persons wishing to make public comment will send an email to the School Committee's email address [hps\\_schoolcommittee@hudson.k12.ma.us](mailto:hps_schoolcommittee@hudson.k12.ma.us) indicating that they would like to make a public comment at the School Committee meeting. This email must be received by 3:00 pm on the day of the meeting
- The School Committee will submit the list of names and emails wishing to make public comment to HUD TV no later than 5:00 p.m. the day of the meeting.
- Hud TV will send a meeting invite to those community members on the School Committee list for Public Comment.
- Hud TV will accept them into the Google Meet and mute their microphone.
- When the School Committee Chair recognizes someone wishing to make public comment, Hud TV will unmute that person's microphone and they will have two minutes to speak.
- When public comment is finished their microphone would be muted again by Hud TV.



**HUDSON SCHOOL COMMITTEE**  
**June 9, 2020**  
**155 Apsley Street – Administration Building**  
**7:00 p.m.**  
**Virtual Meeting – Google Meet**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting May 26, 2020

**III. Public Participation:**

**IV. Reports and Presentations**

- a) Report of the Superintendent: Updates
- b) Subcommittee Reports
  - Budget Subcommittee (if any)
  - Policy Subcommittee (if any)
  - Strategic Goals Subcommittee (if any)
  - Superintendent's Evaluation Subcommittee (if any)
  - Buildings and Grounds Subcommittee (if any)
- c) Student Presentation (if any)

**V. Matters for Discussion:**

- a) Old Business
- b) New Business
  - 1. District Improvement Plan and School Improvement Plans Update
  - 2. Elementary Report Cards
  - 3. FY21 Budget Update

**VI. Matters for Action:**

- a) Old Business
  - 1. Second Reading and approval of Proposed Revisions and Additions to Policies- FF Naming and Dedicating School Facilities, MASC updates of various policies
- b) New Business
  - 1. Approval of Superintendent's FY21 Salary Adjustment
  - 2. Approval of Contract with The Madison Corporation, DBA Warren Security in the amount of \$24,770.00 to complete upgrading of single entry access door system at Hudson High School

**CONSENT AGENDA**

3. Approval of gift in the amount of \$4750.00 for FY20 Hudson High School Student Activity Scholarships
  - Paul Johnson Performing Arts Scholarship: (2) \$500.00 each
  - Choral Scholarship: \$500.00
  - Class of 2020: (2) \$500.00
  - Class of 2020 Yearbook: (6) for a total of \$2250.00
  
4. Approval of gift in the amount of \$5000.00 from the Robert Lloyd Corkin Charitable Foundation and the Entwistle Company for Class of 2020 Scholarships

**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: May 26, 2020

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** May 26, 2020

**Location:** Remote Participation: Google Meet

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

Members absent: None

Others present participating remotely: Dr. Marco C. Rodrigues, Superintendent

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

**II Approval of Minutes:** Regular Meeting May 12, 2020

A motion to approve the minutes of May 12, 2020, was made by Mr. Smith and seconded by Ms. Tousignant Dufour. The vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed.

**III. Public Participation:**

Mr. Maston stated the committee did not have anyone wishing to speak to the committee.

**IV. Reports and Presentations**

**Report of the Superintendent:** Updates

Dr. Rodrigues stated he had a few areas to report on with updates.

**Technology**

Ms. Ellen Schuck and her team have been disseminating Chromebooks and creating wifi capability for our families. To date, 295 Chromebooks for grades 3 and 4 families have been delivered. 45 Chromebooks have been requested for English Learners in grades PK-2, and 31 Chromebooks have been delivered for students with disabilities in grades PK-2. We are working on supplying 70 families with wifi capability through August. We will reevaluate the needs at the end of the summer.

**Food Distribution**

We continue to provide grab and go bags for breakfast and lunch. The week ending 5/17/2020 we supplied 697 meals and the week ending 5/24/2020 we supplied 749 meals.

**Task Force**

A task force has been formed to look at potential scenarios for the opening of schools in the fall. The state also has a task force for the opening of schools. We do not know when we will learn anything from that group. In the meantime, our thirteen-member task force will

start to develop the framework for exploration. We will then include other stakeholders. We are trying to anticipate scenarios and currently collecting information and looking at current resources such as technology, personnel, and professional development. We will investigate what other resources we may need for different scenarios of school opening. Dr. Rodrigues stated that there is also potential for the return of the virus during the flu season. The task force will also be looking at this.

Dr. Weksner asked if we knew when DESE anticipates making a decision. Dr. Rodrigues stated we do not know and there have not been any projections.

Mr. Maston asked if we could forewarn our families as soon as possible should there be scenarios that school will not be on a normal schedule. Dr. Rodrigues stated that some things are more predictable, but others are less predictable with considerations such as child care and the return of parents and employees to work. He went on to say we will share as much concrete information as possible.

Mr. Smith asked if we will be looking at different scenarios. Dr. Rodrigues stated that we will, but we do not know what guidance we will get from DESE and whether it will be universally required or if districts will be able to do what works for them.

Dr. Weksner asked if one of the scenarios we plan for is that some parents choose to hold their kids home and how to support those families. Dr. Rodrigues stated that this is a scenario we are looking at.

Mr. Maston stated he has seen a fake summary on social media of CDC guidelines for the opening of schools and we should be aware of this and alert families of this false information. Additionally, he said that the CDC has mentioned the possibility of not having food served in a normal cafeteria scenario. He asked if this is something we are looking at. Dr. Rodrigues said we are looking at that this and things like transportation and athletics. Dr. Rodrigues said the CDC has put some guidance together based on what is known today for cafeterias and food. We have a free and reduced population of about 30% in Hudson. He went on to say some urban districts are 90% and he does not know how this will be mitigated.

### **Budget**

Dr. Rodrigues said we know there will be an impact on the budget. We do not know what that impact and the duration of the impact will be. Mr. Tom Moses presented a document with some scenarios to the Board of Selectmen. Last week, there was a meeting of all the departments. Mr. Moses asked each department to look at the impact on services and operations of a 2%, 5%, and 8% reduction. He wants to compile this information and present this to the Board of Selectmen. A 2% reduction in the town appropriation for the school department would be about \$800K, a 5% would be 2M, and an 8% would be 3.2M. He went on to say that in the next couple of months we will be closing FY20 and doing financial projections. We will be looking at the potential impact for us now and if there are 9C cuts in January. Dr. Rodrigues said he hopes to bring some information in June. If the state cannot put a budget together by July 1 then chances are, it will be the 1/12<sup>th</sup> allocation.

Dr. Rodrigues said that at the last School Committee meeting, Ms. Lange indicated there would be some savings with the coaches' stipends. Dr. Rodrigues said we have received emails from concerned citizens. He said that currently there are negotiations with the union and there should be a resolution soon.

### **Subcommittee Reports**

#### **Budget Subcommittee**

None

**Policy Subcommittee**

None

**Strategic Goals Subcommittee**

None

**Superintendent's Evaluation Subcommittee**

None

**Buildings and Grounds Subcommittee**

none

**Student Report**

**None**

V. **Matters for Discussion:**

a) Old Business

1. High School Graduation Update

Mr. Jason Medeiros gave the following updates on the high school graduation. He stated that Friday afternoon they were able to post the following details on the website.

**Friday**-Roughly 30 students every hour will be allowed into the building to check their lockers, drop off school property, and pick up their cap and gown.

**Next Wednesday**- We are working with the bus company to deliver some special gifts to each senior.

**Baccalaureate** – The class officers working on this. It will be virtual and we are working with HUD TV to create a prerecorded video to televise.

**Scholarship and Awards Night**- There will be a small group of adults in the auditorium with no audience to announce the winners.

**Graduation Week**

**Thursday, June 11**- There will be a company coming in to set up lights on campus to shine some light in appreciation of the senior class. The lights will run through dusk on the evening of June 11. There is a sign-up genius if people want to come and take pictures.

**Graduation Day**- The ceremony will allow seniors to process with their immediate family. Each family will be able to bring 6 guests in addition to the graduate. The family will march into Morgan Bowl, hear Pomp and Circumstance, receive their diploma, and have a photograph taken with a professional photographer.

Mr. Medeiros said when the guidance came out Thursday afternoon we had to talk through various iterations with Kelli Calo of the Hudson Board of Health. Mr. Medeiros said there were approximately 130 student responses and 90 family responses to the survey. He went on to say the two things that rose to the top of the survey were to receive their diploma in the presence of family and hear your name called and be able to walk.

Mr. Smith asked if there had been any feedback on the plan. Mr. Medeiros stated he knew going in it was going to be polarizing. Some students want

the large in-person ceremony and asked if we could wait until July 19. Mr. Medeiros has referred them to the guidance given and the many things that have to happen for this to take place. Mr. Medeiros also said it is important to have some finality in June.

b) New Business

1. First Reading of Proposed Revisions and Additions to Policies- FF Naming and Dedicating School Facilities, MASC updates of various policies

Mr. Smith stated that some of the MASC updates are based on legal language or requirements that have been updated. The policy in the packet that the subcommittee recommends deviating from the MASC policy is with the Naming of Facilities policy. MASC avoids naming facilities but we want the option of naming. We looked at other districts' policies and this proposed policy is an aggregate of those and the MASC recommendation which puts a framework in place for requests.

Mr. Tracy asked if the town has a policy on the naming of buildings and if we have to bring the Selectmen in. Mr. Smith said we did not speak with the town and we can look into whether the town has a policy that might supersede this.

Mr. Maston asked for clarification on the backup material in the packet. Mr. Smith stated we included the MASC FF policy for reference and are recommending we approve the FFA policy: Naming of Memorials and our homegrown FF: Naming of Facilities.

Ms. Tousignant Dufour asked about the changes in the absence policy in terms of excused and unexcused in the JC policy and how that might be applied to families.

Dr. Rodrigues stated that the selection of MASC policies presented this evening has recently been looked at in the district. These updates are updates that MASC recommends since our last review of these policies. The JC policy is complementary to the other attendance policies.

Mr. Smith stated that feedback and concerns had been received on the Public Comment at School Committee meetings policy. Ms. Tousignant Dufour stated that this is putting into writing what we are doing. The big difference from the prior version is there a 15 minute limit for all public comment. One procedural difference has people wanting to make public comment sign in. This allows us to make sure everything will fit into the fifteen minutes. Additionally, we are looking to reach out to people that make comments after the meeting.

Dr. Weksner asked about the target class size number for grades K-4 in policy JCA- Assignment of Students to Schools. The policy lists the target class size for grades K-4 is 20 students per class. She



said her understanding was the number was 25 and asked about the discrepancy. Mr. Smith and Mr. Rodrigues stated that the target is 20 but there is a tipping point of 25 where we add more sections. Discussion ensued about whether the target was an average or absolute. Dr. Weksner suggested the word average be added before class size. Dr. Rodrigues agreed and said we would add this to the policy. Dr. Weksner asked about the threshold of adding additional supports and if this is captured elsewhere. Dr. Rodrigues stated that this is part of the stabilization plan. Mr. Maston stated these policies will be open for comment and feedback and would be voted on at the next meeting.

VI. **Matters for Action:**

a) Old Business

1. **Second Reading and Approval of Proposed Revisions and Additions to J Section Policies**

Mr. Smith stated that these policies are mostly around attendance and that no feedback had been received.

A motion to approve the proposed revisions and additions to J section policies was made by Mr. Smith and seconded by Ms. Tousignant Dufour. The vote was taken by roll call vote:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed.

b) New Business

1. **Approval of 2020-2021 School Committee Meeting Dates**

Mr. Smith asked if a meeting should be added in the first part of July to talk about the budget. Dr. Rodrigues stated the state budget is not out yet and may not be out by June 30. He is not sure when he will have information to share and would prefer to wait until information is available before scheduling a meeting.

A motion to approve the 2020-2021 School Committee meeting dates was made by Mr. Smith and seconded by Ms. Tousignant Dufour. The vote was taken by roll call vote:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

Dr. Weksner yes  
On a vote of 7-0, the motion passed.

2. **Approval of Superintendent's End of Year Evaluation**

Mr. Maston stated that the aggregate evaluation of Dr. Rodrigues is in the packet. He explained the process used including a self-evaluation by Dr. Rodrigues, feedback from each committee member, and an aggregate of the feedback compiled. He went on to say we are using the state-mandated form and process in which specific goals are established and agreed upon for the years and progress towards these goals assessed. The goals for this year fall into the three categories of Professional Practice, Student Learning, and District Improvement. The committee agreed that in each of these categories Dr. Rodrigues made significant progress.

Mr. Maston went through the specific goals

- To strengthen the District Leadership Team's ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process. Significant Progress
- By June 2020, the Actions Steps for each Strategic Priority identified within the District Improvement Plan for the 2019-2020 year will be implemented. Significant Progress
- By March 2020, the Budget Leadership Team, in conjunction with the School Committee Members, will develop a balanced budget for the FY21 school year. Met
- By June of 2020, I will have completed weekly standing meetings with each building principal, with at least 50% of the meetings dedicated to walkthroughs followed by debriefing sessions. Some Progress
  - This goal was discussed in detail at the midyear progress report and Dr. Rodrigues had a plan to work implement a solution and then the school closure happened.

The other area the evaluation looks at are specific standards. Mr. Maston presented the following ratings for the standards:

- Instructional Leadership: Proficient
- Management and Operations: Proficient
- Family and Community Engagement: Split between Proficient and Needs Improvement
- Professional Culture: Proficient

Additionally, Mr. Maston read some of the comments committee members supplied with their ratings.

Mr. Maston went on to say the committee members gave Dr. Rodrigues and overall rating of proficient. This year there is also a rate impact on student learning and Dr. Rodrigues was given the

rating of high impact.

Dr. Rodrigues thanked the committee for their feedback, ratings, and comments. He stated that he is thankful for the leadership team and all that has been accomplished.

A motion to approve the Superintendent's End of Year evaluation was made by Mr. Maston and seconded by Mr. Smith. The vote was taken by roll call vote:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed.

3. **Approval of a one-year amendment to Food Service Contract with Chartwells**

Ms. Patricia Lange stated that this is the second and final amendment. To create the projections for next year, the YTD numbers through February were looked at. These numbers show that we were on a trajectory to make a profit in Chartwells terms. The projections are based on holding sales and enrollment flat and an increase in some costs. The approval tonight is to approve the amendment pending state approval.

Mr. Maston asked what happens if we do not make the enrollment number. Ms. Lange stated that this is a low risk to us. Discussion ensued about the management fee.

A motion to approve the one-year amendment to the Food Service Contract with Chartwells was made by Mr. Smith and seconded by MS. Tousignant Dufour. The vote was taken by roll call vote:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed.

4. **Approval of contract with Central Restaurant Products in the amount of \$19,411.00 for three convection ovens for Hudson High School (2) and Farley Elementary School (1).**

Mr. Maston noted the corrections to the agenda item on the amount of the contract and the placement of one oven at Farley, not Mulready.

A motion to approve the contract with Central Restaurant Products in the amount of \$19,411.00 for three convection ovens for Hudson High School (2) and Farley Elementary School (1) was made by Mr. Smith and seconded by Ms. Tousignant Dufour. The vote was taken by roll call vote:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed.

5. **Approval of the contract with American Reading Company in the amount of \$22,550.00 for the assessment and instructional materials and software to support the Dual Language classroom**

A motion to approve the contract with American Reading Company in the amount of \$22,550.00 for the assessment and instructional materials and software to support the Dual Language classroom was made by Mr. Smith and seconded by Ms.

Tousignant Dufour. The vote was taken by roll call vote:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed

**CONSENT AGENDA**

6. **Approval of FY21-345 Adult Community Learning Center Grant in the amount of \$402,721 for Hudson's Adult Evening Classes for the 2020-2021 year**

7. **Approval of Reclassification of Funds**

A motion to approve the FY21-345 Adult Community Learning Center Grant in the amount of \$402,721 for Hudson's Adult Evening Classes for the 2020-2021 year and the Reclassification of Funds as presented by consent agenda, was made by Mr. Maston and seconded by Mr. Tracy. The following roll call vote was taken:

Mr. Maston	yes
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*Not Approved*

Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed

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

Dr. Weksner asked for an update on the technology piece and ongoing updates of the website. Dr. Rodrigues stated that this has slowed due to remote learning. There was also a glitch with the provider. Discussion ensued about resource allocation and the updates of the website.

**VIII. Executive Session**

At 8:37 p.m. Chairman Chair Glenn Maston stated that Executive Session was needed for the following reason:

To conduct a strategy session in preparation for discussions pursuant to section 2.a (annual compensation) of the Employment Agreement between the Hudson School Committee and Marco Rodrigues ("the Superintendent"), whereby an open session may have a detrimental effect on the legal position of the School Committee.

The following roll call vote to enter into executive session was taken

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

**IX. Adjournment**

At 8:38 pm, Committee Chair Glenn Maston announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Michele Tousignant Dufour, Secretary  
Hudson School Committee

# Report of the Superintendent

- Updates

## Matters for Discussion

### New Business

1. District Improvement Plan and School Improvement Plans Update

# ACTION PLAN 2019-2020 END-OF-YEAR REPORT

STRATEGIC PRIORITY 1.1: Build capacity through a reflective cycle of inquiry.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
1.1	ELEVATE Team DELTA Team Time	Define criteria and procedures for effective cycles of inquiry.	By August 2019, ELEVATE has defined the criteria and procedures for the effective implementation of cycles of inquiry.	Completed
1.1	ELEVATE Team Time	Identify method(s) that ELEVATE members will have to implement and to promote a reflective cycle of inquiry within the district.	By June 2020, members of ELEVATE Team will be able to demonstrate quantifiable progress toward the implementation of the cycle of inquiry within their school or department.	In-Progress
1.1	Curriculum Directors Principals Administrators Time	Evaluate the District practices relative to: gathering evidence of student learning and mastery of content to inform instruction. how accurately our assessments are being used to drive instruction and to reflect student growth and achievement in grades K-12.	By June 2020, the Curriculum Directors, Principals, and Administrators will have evaluated District's practices and have created a proposed course of action to enhance the District's capability to identify evidence of student learning.	In-Progress
STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
1.2	ILT Curriculum Directors Time, Data	Identify, learn, and use 3-5 instructional practices, based on research, to strengthen core instruction, and to be adopted school-wide.	By October 2019, the Instructional Leadership Teams will have identified the instructional practices to be adopted school-wide.	In-Progress
1.2	ILT Time Professional Training	Develop a targeted professional development plan that builds expertise in selected evidence-based practices.	By November 2019, the Instructional Leadership Teams will have created a professional development plan building expertise in selected evidence based practices.	In-Progress
1.2	ILT Time Data	Create an internal accountability system (inspect what we expect) to monitor the implementation of the adopted instructional practices.	By November 2019, the Instructional Leadership Teams will have created an internal accountability system to monitor the implementation of the adopted instructional practices.	In-Progress
1.2	ILT Time Data	Develop a targeted plan to engage families and community in supporting the school-wide instructional focus.	By December 2019, the Instructional Leadership Teams will have developed a targeted plan to engage families and community in supporting the school-wide instructional focus.	Completed: Elementary In-Progress: Secondary



## ACTION PLAN 2019-2020 END-OF-YEAR REPORT

STRATEGIC PRIORITY 1.3: Increase the effective use of data.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
1.3	Curriculum Directors ELEVATE, DELTA	Identify data points needed for each group and establish effective use of data to inform instructional practices.	By June 2020, ELEVATE Team members will demonstrate quantifiable progress toward the use of data to inform instructional practices.	In-Progress
1.3	ELEVATE Team DELTA Team Data Research and Accountability Specialist	Monitor the use of data at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal’s Meetings, professional development days, ILTs, DELTA, ELEVATE.) to ensure the establishment of a positive culture of data inquiry.	By June 2020, ELEVATE team members will provide evidence (quantitative and qualitative) of progress toward building a positive culture of data inquiry.	In-Progress
STRATEGIC PRIORITY 2.1: Establish a social-emotional curriculum to ensure a positive learning community at each school.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
2.1	SEL Committee Principals Time	Develop a plan to support schools to implement specific changes to existing school structures to make them more comprehensive for students.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
2.1	SEL Committee Principals Time	Analyze and organize school and community resources across the district, and help establish and maintain community partnerships to address student strengths and needs.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
2.1	SEL Committee Principals Time	Develop a plan to support the school-level processes (before, during, and after meetings) for reviewing students in the selected structure.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
STRATEGIC PRIORITY 2.2: Implement the District’s MTSS Framework to support the academic success of all students.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
2.2	Principals, Curr. Directors, Building Staff, Time	Complete the MTSS Implementation Tool to identify each school’s and department’s current practices related to each intervention tier identified in the MTSS Framework.	By June 2020, the Leadership Team will be able to demonstrate quantifiable progress toward the completion of the MTSS Implementation Tool for each school and department.	In-Progress
2.2	DELTA Time	Monitor the implementation of the MTSS Tool to map out available and needed resources.	By June 2020, the DELTA Team will review data, on a monthly basis, of MTSS Implementation Tool.	Not Yet Started

## ACTION PLAN 2019-2020 END-OF-YEAR REPORT

STRATEGIC PRIORITY 3.1: Define and expand K-12 pathways that ensure rigorous learning experiences for all students.				
S.P	Resources	Action Steps	Early Evidence of Change	Status
3.1	Curric. Directors, Principals, Asst. Superintendent, Time, Funding	Develop a committee to analyze and plan the establishment of a Dual Language Program for the 2020-2021 school year.	By June 2020, the Dual Language Committee has produced a plan for the establishment of a Dual Language Program to start in August of 2020.	In-Progress
3.1	Curric. Directors, Subject Leaders, Principals, Time	Establish Advisory Boards for each College and Career Pathway to meet twice per academic year.	By December 2019, each College and Career Pathway will have held its first Advisory Board meeting. The second board meeting should be held by May 2020.	Not Yet Started
3.1	Curric. Directors, Subject Leaders, Principals, Time	Analyze data relative to students' current level of access and participation in advanced courses.	By December 2019, the Leadership Team will have analyzed student data and provided action steps to increase student access and participation in advanced courses.	In-Progress
3.1	Principals, Assist. Superintendent, Survey	Survey secondary students and parents about their interests and potential academic pathways in the future.	By November 2019, the administration has surveyed students and parents regarding their interest for future courses and pathways.	Completed
3.1	Curric. Directors, Subject Leaders, Principals	Evaluate District's protocol for course referral/offerings and student scheduling.	By September 2019, the Leadership Team has evaluated the District's protocol and offered suggestions if necessary.	In-Progress
STRATEGIC PRIORITY 3.2: Expand availability and application of the District-wide 1:1 technology.				
S.P	Resources	Action Steps	Early Evidence of Change	Status
3.2	1:1 Technology Task Force Time	Implement and monitor research-based leveled modules of instruction on the appropriate use of Digital Citizenship to accommodate students, parents, and staff needs.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of research-based leveled modules of Digital Citizenship instruction.	In-Progress
3.2	1:1 Technology Task Force Curriculum Directors Principals, Time	Implement and monitor effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of Digital Literacy instructional practices across content areas.	In-Progress

## ACTION PLAN 2019-2020 END-OF-YEAR REPORT

3.2	1:1 Technology Task Force, Time, Professional Development	Identify staff's professional development needs to support the implementation of effective instructional practices on Digital Literacy using the 1:1 technology.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of targeted professional development to support the implementation of Digital Literacy instructional practices.	<b>Not Yet Started</b>
<b>STRATEGIC PRIORITY 3.3:</b> Engage in a cycle of curriculum refinement.				
<b>S.P</b>	<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>	<b>Status</b>
3.3	Curriculum Directors Assistant Superintendent Teachers Time , Funding	Examine completed curriculum maps to identify existing and potential research-based practices for integration of technology.	By February 2020 (High School) and August 2020 (Elementary and Middle School) the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure integration of technology.	<b>In-Progress</b>
3.3	Curriculum Directors Assistant Superintendent Teachers Time, Funding	Examine completed curriculum maps to identify existing and potential research-based practices for diverse learners.	By August 2020, the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure its best practices addresses the needs of our diverse learners.	<b>Not Yet Started</b>
<b>STRATEGIC PRIORITY 4.1:</b> Build a strong community among all stakeholders.				
<b>S.P</b>	<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>	<b>Status</b>
4.1	DELTA Team ELEVATE Team Time	Implement the District Leadership Communication Plan designed to improve internal and external communication with all stakeholders.	By June 2020, members of the District Leadership Team will be able to demonstrate quantifiable progress toward the implementation of the Communication Plan.	<b>In-Progress</b>
4.1	DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).	Demonstrate yearly evidence of communication and participation in events and meeting with various stakeholder groups.	<b>In-Progress</b>
4.1	DELTA Team Time	Create partnerships with area businesses and higher education institutions for internships, service learning, sponsorships, and articulation agreement opportunities.	Demonstrate yearly evidence of growth in partnerships with businesses and higher education institutions.	<b>In-Progress</b>

## ACTION PLAN 2019-2020 END-OF-YEAR REPORT

STRATEGIC PRIORITY 4.2: Ensure an environment where students engage in age-appropriate social-emotional learning.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
4.2	SEL Committee Principals Time	Define and communicate the district's vision for systemic student support with school teachers, staff, administrators, and community stakeholders.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
4.2	DELTA Team Time Funding	Provide education and promote awareness of Social Emotional Learning practices to key (internal and external) stakeholders.	By June 2020, the DELTA Team has created demonstrable opportunities for Social Emotional Learning education and awareness to multiple stakeholders.	In-Progress
4.2	DELTA Team School Counselors	Conduct Cultural Competency training for the Leadership Team and School Counselors.	By June 2020, members of the DELTA Team and School Counselors have completed a Cultural Competency training.	Completed
STRATEGIC PRIORITY 4.3: Strengthen the effectiveness of the district's Leadership Team.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
4.3	DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District's identified values.	By October 2019, the DELTA Team has developed an Action Plan, with action steps and timeline to effectively address the areas identified through the surveys.	Completed
4.3	DELTA Team	Develop an Action Plan to address the areas for growth identified through the analysis of the Parent, Student, Staff survey results.	By October 2019, the DELTA Team has developed an Action Plan, with action steps and timeline to effectively address the areas identified through the surveys.	Completed
4.3	Superintendent Assistant Superintendent	Devote time on Principals, DELTA, Curriculum, and ELEVATE agendas to seek answers to the following questions: What are the key takeaways from this meeting? What decisions were made? What are our next steps?	For each leadership team meeting in 2019-2020 school year, the Superintendent and Assistant Superintendent have devoted time on the agenda for Team participants to respond to each question.	Completed

**Hudson High School**  
**2019-2020**  
**SCHOOL IMPROVEMENT**  
**PLAN**



Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 1 High Quality Instructional Practices</b>                  Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>GOAL # 1: HHS will identify 1-3 instructional practices aligned with the school-wide instructional focus of PERSEVERANCE that the staff will commit to implementing for all students, every day.</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>Regular ILT meetings to plan building professional development opportunities. <b>COMPLETE</b></li> <li>Collect and analyze feedback from faculty and other stakeholders to ensure that we create learning opportunities that support the needs of all stakeholders. <b>IN PROGRESS</b></li> <li>Create models that staff can use to assess the extent to which students can demonstrate perseverance in their respective disciplines. <b>NOT YET ADDRESSED</b></li> </ul>
	<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> <li>By the end of October, the HHS staff will have selected a specific area of instruction from which we will narrowly define our practices related to perseverance.</li> </ul>
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> <li>Norming the definition of perseverance so that all stakeholders understand what it is and what it looks like. <b>IN PROGRESS</b></li> <li>Offering resources to staff to learn about and reflect on specific elements of instructional practice related to perseverance. <b>IN PROGRESS</b></li> </ul>
<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> <li>Agree upon student performance data to examine in subsequent years by which to measure the effectiveness of our efforts to teach perseverance. <b>IN PROGRESS</b></li> </ul>	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #1 High Quality Instructional Practices</b> Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>GOAL #2: In conjunction with our instructional focus of PERSEVERANCE, HHS will commit to using student assessment data in order to learn and practice instructional strategies that support students in reaching mastery when they do not achieve it the first time.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>Regular ILT meetings to plan building professional development opportunities. <b>COMPLETE</b></li> <li>Use building-level student achievement data to create inquiry questions related to student learning. <b>COMPLETE</b></li> <li>Create models that staff can use to assess the extent to which students can demonstrate perseverance in their respective disciplines. <b>NOT YET ADDRESSED</b></li> <li>Offering resources to staff to learn about and reflect on specific elements of instructional practice related to perseverance. <b>NOT YET ADDRESSED</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>Individual, team, and department goals will establish student learning targets to create opportunities for staff to talk about student assessment strategies.</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>Staff will develop increased capacity and awareness around practicing a cycle of inquiry related to student learning and achievement.</li> </ul>
<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>	
<ul style="list-style-type: none"> <li>Agree upon student performance data to examine in subsequent years by which to measure the effectiveness of our efforts to teach perseverance. <b>IN PROGRESS</b></li> </ul>	

**Strategic Objective: #1 High Quality Instructional Practices**

Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.

**Strategic Objective: #2 Educating the Whole Child**

Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.

**Strategic Objective: #3 Innovative Educational Practices**

Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.

**Strategic Objective: #4 Climate and Culture**

Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

**GOAL #3: Complete the New England Association of Schools & Colleges (NEASC) decennial accreditation process.**

**Activities: (Steps to be taken to implement plan)**

- Review the accreditation collaborative conference report from May, 2018 **COMPLETE**
- Establish teams to report on the goals established in that report **COMPLETE**
- Prepare accreditation summary report by February, 2020 **IN PROGRESS**
- Prepare for and execute the NEASC summary visit in March, 2020 **NOT YET ADDRESSED**

**Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)**

- Produce an accreditation summary report reflecting our successes and opportunities for growth as a result of the accreditation process.

**Short-Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)**

- Establish a plan to communicate a shared understanding of what the HHS Vision of a Graduate is and how it will inform practice moving forward **IN PROGRESS**

**Final Outcomes (annual targets for student performance outcomes)**

- Receive accreditation from the NEASC **NOT YET ADDRESSED**
- Exit the accreditation process with suggested long-term goals for our continued success. **NOT YET ADDRESSED**



Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #3 Innovative Instructional Practices</b> Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p>
	<p><b>Goal #4: In an effort to reflect on and refine the HHS Program of Studies, HHS will assess current strengths with the academic program and identify opportunities for growth.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>● Review historical enrollment data of various HHS programs <b>COMPLETE</b></li> <li>● Communicate what curriculum pathways currently exist to staff, students, and community and what role they play in understanding our academic program <b>COMPLETE</b></li> <li>● Explore possible community partnerships to anchor curriculum pathways with a field-based experience <b>IN PROGRESS</b></li> <li>● Publish a revised Program of Studies for SY 20-21 <b>COMPLETE</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>● Increased awareness of the breadth and depth of the HHS academic program</li> </ul>
	<p><b>Short-Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>● Production of a course selection sheet aligned with our Program of Studies and curriculum pathways <b>COMPLETE</b></li> <li>● Creation of a short-term plan to enhance curriculum pathways through advisory boards and community partnerships <b>IN PROGRESS</b></li> </ul>
<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>	
<ul style="list-style-type: none"> <li>● Establish a long-term curriculum vision that deepens our current offerings and meets the needs of all learners in the building <b>IN PROGRESS</b></li> </ul>	

David J. **Quinn**  
Middle School



**SCHOOL IMPROVEMENT PLAN**

**2019-2020**

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 1 High Quality Instructional Practices</b>                  Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>Goal # 1: The school’s Instructional Leadership Team (ILT) will identify a measurable school-wide instructional focus. The ILT will determine research-based teaching strategies and activities that align with that focus. Staff will begin to implement these strategies and activities as part of their regular instruction so as to have a positive impact on student learning.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>• ILT to meet twice per month to focus on this work <b>COMPLETED</b></li> <li>• ILT will identify a school-wide instructional focus <b>COMPLETED</b></li> <li>• ILT will determine research-based teaching strategies and activities that align with the identified instructional focus <b>IN PROGRESS</b></li> <li>• Staff will implement the strategies and activities into instructional practice <b>NOT YET ADDRESSED</b></li> <li>• ILT will identify a benchmark for teacher implementation of strategies and activities and determine how best to measure student learning outcomes <b>IN PROGRESS</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• ILT determines an instructional focus with associated research-based teacher practices</li> <li>• Staff use the strategies and activities that align with the identified instructional focus</li> <li>• These strategies and activities lead to the desired student behaviors and outcomes</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• By the end of Quarter 1 the ILT will have identified an instructional focus <b>COMPLETED</b></li> <li>• By the end of Quarter 2 the ILT will determine research-based teaching strategies and activities that align with the identified instructional focus and establish associated student behaviors <b>IN PROGRESS</b></li> <li>• During Quarter 3 staff will use these teaching strategies and activities as part of their regular practice <b>NOT YET ADDRESSED</b></li> <li>• During Quarter 4 ILT members will do learning walks to accumulate data regarding teacher implementation of ILT identified strategies and activities <b>NOT YET ADDRESSED</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
	<ul style="list-style-type: none"> <li>• Teachers will begin to use effective, research-based instructional practices to meet the needs of all students every day. Students will show early evidence of being able to communicate their understanding by meeting the ILT-established benchmarks for student outcomes and behaviors. <b>NOT YET ADDRESSED</b></li> </ul>

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 2 Educate the Whole Child</b>  <b>Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</b></p>
	<p><b>Goal # 2: To implement and assess a social emotional curriculum for all students which leads to positive academic, emotional and behavioral outcomes for students.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>• Implement a Master Schedule that accommodates for SEL instruction for all students <b>COMPLETED</b></li> <li>• Teachers given time to plan for SEL work and to establish school-wide SEL norms <b>COMPLETED</b></li> <li>• Teachers implement SEL curriculum on a regularly scheduled basis – during SEL time and during regular classroom lessons leading to better connections between adults and students <b>COMPLETED</b></li> <li>• All staff model established SEL norms <b>COMPLETED &amp; IN PROGRESS</b></li> <li>• Develop a consistent behavior management system for students focused on positive reinforcement and logical, constructive interventions <b>IN PROGRESS</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• Master Schedule with dedicated time for SEL work is implemented</li> <li>• Teachers are given meeting time to discuss and plan for SEL</li> <li>• SEL norms developed by teachers</li> <li>• A behavioral management system has been created and implemented</li> <li>• Students can identify at least one adult at school that they feel comfortable speaking with about school-based and personal items</li> <li>• Staff will make positive connections with students and be seen as allies in supporting students academically, socially and emotionally</li> <li>• Less discipline referrals when compared to the 2018-2019 school year</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• Improved student grades and social behaviors as compared to the 2018-2019 school year <b>NOT YET ADDRESSED</b></li> <li>• SEL norms are shared with students and staff <b>COMPLETED &amp; IN PROGRESS</b></li> <li>• The behavior management system is shared with students and staff <b>IN PROGRESS</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
	<ul style="list-style-type: none"> <li>• An SEL curriculum that ensures all students succeed academically, socially and emotionally. This will be measured by improved attendance, better grades, more involvement in clubs &amp; activities and positive <b>END OF YEAR</b> student survey results compared to last year <b>IN PROGRESS</b></li> </ul>

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 2 Educate the Whole Child</b></p> <p>Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p><b>Goal # 3: To reduce the number of student absences in 2019-2020 by at least 10% when compared to 2018-2019 so as to lead to better student academic performance.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p> <ul style="list-style-type: none"> <li>• Communicate with families of 2018-2019 chronically absent students about the importance of being in school <b>COMPLETED</b></li> <li>• Run a weekly absence reports for cumulative absences to date and absences during the prior week <b>COMPLETED</b></li> <li>• Review and discuss these absence reports with the Principal’s Advisory Team (PAT) on a weekly basis to implement a weekly intervention plan <b>COMPLETED</b></li> <li>• Administration, counselors and classroom teachers to speak with individual students and their families about excessive absences <b>COMPLETED</b></li> <li>• Require students to make up missed class time with teachers <b>COMPLETED &amp; IN PROGRESS</b></li> <li>• Recognize students for improved attendance including perfect attendance awards <b>IN PROGRESS</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p> <ul style="list-style-type: none"> <li>• Communicate with families in fall 2019.</li> <li>• Weekly attendance reports run and reviewed by PAT with subsequent weekly intervention plan</li> <li>• Weekly attendance reports will show students attending school more regularly than during the 2018-2019 school year</li> <li>• Improved grades when compared to last year</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p> <ul style="list-style-type: none"> <li>• Weekly attendance reports will show students attending school more regularly when compared to last year <b>IN PROGRESS</b></li> <li>• Students will report after school to teachers to make up missed class time <b>COMPLETED</b></li> <li>• Students will see their teachers after school more regularly even when not required <b>COMPLETED</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p> <ul style="list-style-type: none"> <li>• Student absences will decline by at least 10% when compared to last year, leading to better academic performance. <b>IN PROGRESS</b></li> </ul>

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #4 Climate and Culture</b></p> <p><b>Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</b></p>
	<p><b>Goal #4: To build an environment of collaboration and collegiality among staff so as to lead to better academic, social and emotional outcomes for students.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>• Create teacher SHOUT-OUT program <b>COMPLETED</b></li> <li>• Recognize and share staff work being done in classrooms <b>COMPLETED</b></li> <li>• Highlight one staff member per week in staff newsletter <b>COMPLETED</b></li> <li>• Work with Quinn’s Sunshine Fund to establish regular staff social events <b>IN PROGRESS</b></li> <li>• Staff will regularly attend weekly team time meetings <b>COMPLETED</b></li> <li>• Coverage is arranged for teachers to attend staff and student meetings when requested <b>COMPLETED</b></li> <li>• Administration will periodically attend weekly team time meetings on a regularly scheduled basis <b>IN PROGRESS</b></li> <li>• Staff will be asked to work and interact with colleagues from across the building during staff meetings <b>COMPLETED</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• Teacher recognition through SHOUT-OUT program and weekly staff newsletter</li> <li>• More and better attended social events</li> <li>• Increased staff collaboration both inside and outside of formal meeting times</li> <li>• Teachers using strategies, ideas and activities derived from fellow staff members</li> <li>• When information is shared about a student, it is shared with all of the student’s teachers</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• Mid-year staff survey in which at least 50% of staff report that the they feel more connected to each other when compared to last year <b>COMPLETED</b></li> <li>• More interaction between teachers from different grades and teams <b>IN PROGRESS</b></li> <li>• Common practices between teachers seen by evaluators and directors during classroom observations and walk-throughs <b>IN PROGRESS</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
<ul style="list-style-type: none"> <li>• Staff are more collaborative and satisfied with their work, leading to increased student academic performance. This will be measured by improved student grades and a year-end staff survey in which at least 75% of staff report feeling that collaboration and collegiality have improved since last year. <b>NOT YET ADDRESSED</b></li> </ul>	

**C.A. FARLEY  
ELEMENTARY SCHOOL**



**School Improvement Plan  
2019-2020**

C.A. FARLEY ELEMENTARY SCHOOL IMPROVEMENT PLAN

2019-2020

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 1 High Quality Instructional Practices</b>                  Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>Goal # 1: Build experiences that demonstrate diverse student centered instructional practices</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>Identify and learn 3-5 research based instructional practices that involve all content areas. <b>COMPLETED</b></li> <li>Create a targeted professional development plan building expertise in selected evidence-based practices. <b>IN PROGRESS</b></li> <li>Create an internal accountability system (inspect what we expect). <b>IN PROGRESS</b></li> </ul>
	<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> <li>3-5 evidence based instructional practices will be identified by December, 2019</li> <li>Buy-in for an internal accountability system that all stakeholders will use</li> </ul>
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> <li>From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences <b>IN PROGRESS</b></li> <li>Professional development needs identified for year 2 of implementation <b>IN PROGRESS</b></li> <li>Accountability system created by February, 2020 to monitor the effectiveness of instructional practices <b>NOT YET ADDRESSED</b></li> </ul>
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>
<ul style="list-style-type: none"> <li>All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices, in all areas of the school, to meet the needs of each student. <b>IN PROGRESS</b></li> </ul>	



Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #1 High Quality Instructional Practice</b> Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>Goal #2: Build the capacity of staff to analyze data, through a reflective cycle of inquiry, to inform instruction for all students.</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>Analyze Spring 2019 MCAS data to identify lowest performing students <b>COMPLETED</b></li> <li>Use the cycle of inquiry to identify key issues or questions regarding lowest performing students <b>IN PROGRESS</b></li> <li>Create goals and strategies for identified students to address areas of academic concern <b>COMPLETED</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>Standards addressed, as areas of growth, will be identified for those students in the target group</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>Individual goals and strategies for students in target group will be identified by December 2019 <b>COMPLETED</b></li> </ul>
<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>	
<ul style="list-style-type: none"> <li>Students, in lowest performing category will improve their scores on the 2020 Spring MCAS <b>NOT YET ADDRESSED</b></li> </ul>	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #4 Climate and Culture</b> Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>
	<p><b>Goal #3: Effective Communication and collaboration amongst all staff</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>Professional development for understanding how effective teams collaborate <b>IN PROGRESS</b></li> <li>Understanding and participating in the deeper norms of collaboration <b>IN PROGRESS</b></li> <li>Build trust and develop strategies to work through vulnerabilities <b>IN PROGRESS</b></li> </ul>
	<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> <li>Norms of collaboration practiced at all Common Planning Time, Data teams, principal's meetings, and coaching meetings</li> </ul>
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> <li>Embedded norms in collaborative discussions throughout the 2019/2020 school year <b>IN PROGRESS</b></li> <li>Teams will hold each other mutually accountable for meeting norms and outcomes at all meetings during the 2019/2020 school year <b>IN PROGRESS</b></li> </ul>
<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> <li>Staff will openly and effectively communicate and collaborate to improve instructional practices to increase student achievement in relation to the 3-5 research based instructional practices <b>NOT YET ADDRESSED</b></li> </ul>	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective#2: Educating the Whole Child</b> Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p><b>Goal #4: Establish a social-emotional curriculum to ensure a positive learning community</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p> <ul style="list-style-type: none"> <li>Identify individual students' needs from data gathered using ISS form <b>COMPLETED</b></li> <li>Develop a plan to implement specific changes to existing school structures to make them more comprehensive for students <b>IN PROGRESS</b></li> <li>Through the work of MTSS engage in a discussion of tiers of support <b>IN PROGRESS</b></li> <li>Provide staff with professional development around best practices for providing supports for all students around social/emotional concerns <b>IN PROGRESS</b></li> <li>Clinician provided through 366 Grant will provide in school therapeutic support for students in need <b>COMPLETED</b></li> </ul>
	<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p> <ul style="list-style-type: none"> <li>Staff will share best practices around the use of social emotional learning in their own classrooms</li> <li>Students will participate in small group and individual therapeutic sessions</li> </ul>
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p> <ul style="list-style-type: none"> <li>December 2019/March 2019 staff will implement new strategies around social emotional learning in their classrooms learned through sharing of best practices <b>IN PROGRESS</b></li> <li>Students receiving therapeutic interventions will show growth in positive social emotional interactions with peers and adults by December 2019 <b>IN PROGRESS</b></li> </ul>
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p> <ul style="list-style-type: none"> <li>All staff will have developed a repertoire of skills to support students social emotional growth <b>IN PROGRESS</b></li> <li>Students will develop appropriate strategies to promote healthy peer and adult relationships in all areas of the school <b>IN PROGRESS</b></li> </ul>

# Forest Avenue School Improvement Plan 2019 - 2020



Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 1 High Quality Instructional Practices</b>                  Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>Goal # 1: Maintain a high functioning building level Instructional Leadership Team to support the implementation of the school-wide measurable instructional focus.</b></p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>• Meet 2 times per month as an ILT with the goal of looking at school-wide data to inform next steps. – <b>COMPLETED</b></li> <li>• Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. – <b>COMPELTED</b></li> <li>• Create a School Improvement Plan that matches the District Improvement Plan. - <b>COMPLETED</b></li> <li>• Implement a school-wide instructional focus. - <b>COMPLETED</b></li> <li>• Create a targeted professional development plan which builds expertise in selected evidence-based practices. – <b>COMPLETED</b></li> <li>• Identify 3-5 evidence-based instructional practices which support our school-wide instructional focus - <b>COMPLETED</b></li> <li>• Implement at least one of the evidence-based practices in every classroom with every student – <b>COMPLETED</b></li> <li>• Create an internal accountability system. – <b>NOT YET ADDRESSED</b></li> <li>• Create at least one school-wide SMARTe goal. One around a state-wide measure and possibly a second one around a local, internal measure of student performance. – <b>IN PROGRESS</b></li> <li>• Create a targeted plan to engage families and the community to support the school-wide instructional focus. – <b>IN PROGRESS</b></li> </ul>
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> <li>• ILT agenda, meeting notes and newsletter</li> <li>• Whole staff participation (staff meetings)</li> <li>• Identified SIP with school-wide instructional focus</li> <li>• Identified professional development plan</li> <li>• Identify internal accountability system</li> </ul>
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> <li>• From winter-spring, school-wide focus is evident throughout the building in at least 50% of experiences. – <b>IN PROGRESS</b></li> <li>• Professional development needs identified for implementation - <b>COMPLETED</b></li> <li>• Implement accountability system – <b>NOT YET ADDRESSED</b></li> </ul>
	<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>
	<ul style="list-style-type: none"> <li>• All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student. – <b>COMPLETED</b></li> <li>• Evidence based best practices in support of Show What You Know will be successfully implemented with at least one best practice being used in every classroom with every student.- <b>COMPLETED</b></li> </ul>

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #2 Educating the Whole Child</b>                  Provide rigorous social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p><b>Goal #2: To decrease student chronic absenteeism at Forest Avenue School by 20% during the 2019 – 2020 school year. Improving student daily attendance will ensure participation in rigorous academic instruction with social emotional supports.</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>• Educate all families about the importance of school attendance during meetings (Home &amp; School, School Improvement Council) and via the Falcon Focus, email &amp; phone blasts – <b>IN PROGRESS</b></li> <li>• Identify the subgroups of students who are chronically absent – <b>IN PROGRESS</b></li> <li>• Contact families of chronically absent students and identify potential challenges associated with the student’s lack of attendance. – <b>IN PROGRESS</b></li> <li>• Identify the times of year when chronic absenteeism spikes and establish a plan to address it – <b>IN PROGRESS</b></li> <li>• Regularly share school-wide attendance data with parents and staff at the completion of each trimester – <b>COMPLETED (Trimester I &amp; II only)</b></li> <li>• Notify parents when their student has been absent or tardy every 5 times via email or letter – <b>IN PROGRESS</b></li> <li>• Meet with parents whose children have been absent or tardy more than 5 times due to non-illness related reasons to establish a course of action to improve their attendance – <b>IN PROGRESS</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• Subgroup data</li> <li>• Parent presentations, meeting notes, newsletter articles, &amp; email messages</li> <li>• Trimester attendance data</li> <li>• Sample attendance letters and student attendance plans</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• Comparison of FY20 ASPEN trimester attendance data with FY19 trimester attendance data – <b>IN PROGRESS</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
<ul style="list-style-type: none"> <li>• We will see a decrease of 20% or more during the 2019 – 2020 school year. – <b>NOT YET ADDRESSED</b></li> </ul>	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #3 Innovative Educational Practices</b>                  Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs</p>
	<p><b>Goal #3: To analyze the 2019 MCAS Mathematics data of the Lowest Performing, Economically Disadvantaged, EL &amp; Former EL subgroups and identify a course of action so that these students show growth on the 2020 MCAS Mathematics test.</b></p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>• Identify the cohort of Lowest Performing, Economically Disadvantaged, EL &amp; Former EL students in grade 4 who performed in Partially Meeting Expectations and/or Not Meeting Expectations on the 2019 MCAS Mathematics Test - <b>COMPLETED</b></li> <li>• Analyze the mathematics data of these subgroups to identify trends, patterns, or gaps that have contributed to the decline in their scores. - <b>COMPLETED</b></li> <li>• Develop intervention plans to ensure student support and success - <b>COMPLETED (NOT FULLY IMPLEMENTED DUE TO SCHOOL CLOSURE)</b></li> </ul>
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> <li>• Identified the students in subgroup cohorts</li> <li>• Identify trends, patterns, and gaps</li> <li>• Develop student intervention plans</li> </ul>
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> <li>• Data of growth as illustrated on student success plans – <b>IN PROGRESS</b></li> </ul>
	<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>
	<ul style="list-style-type: none"> <li>• Implement best practices to help these students show improvement of the 2020 MCAS Mathematics Test – <b>IN PROGRESS</b></li> </ul>

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 4 Climate and Culture</b>  <b>Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</b></p>
	<p><b>Goal # 4: To continue to develop a working environment that values a cohesive staff and a positive building culture, creating a community of mutual trust and respect by promoting a common vision and adhering to agreed upon norms of collaboration</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>• Begin to establish and agree upon building-wide staff values and norms – <b>IN PROGRESS</b></li> <li>• Investigate and identify new protocols that foster trust within the building. – <b>IN PROGRESS</b></li> <li>• Create and establish new ways to collaborate among multidisciplinary staff members. – <b>IN PROGRESS</b></li> <li>• Establish system for staff to give positive feedback, express gratitude, and recognize each other. – <b>IN PROGRESS</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• Established structures for staff to provide positive feedback</li> <li>• Schedule additional consult time (vertical teaming and EL consult time).</li> <li>• The creation of a Google Doc to organize collaboration times</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• Established protocols and norms will be regularly and effectively used during meetings – <b>IN PROGRESS</b></li> <li>• New means of collaboration will be utilized by staff during building based meetings – <b>COMPLETED</b></li> <li>• Established means of systems for staff to express positive feedback, gratitude, and to positively recognize one another will be implemented – <b>COMPLETED</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
<ul style="list-style-type: none"> <li>• The development of a working environment that values a cohesive staff and a positive building culture, creating a community of mutual trust and respect by promoting a common vision and adhering to agreed upon norms of collaboration. – <b>IN PROGRESS</b></li> </ul>	



# JOSEPH L. MULREADY SCHOOL



**SCHOOL IMPROVEMENT PLAN  
2019 - 2020**

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<b>Strategic Objective: # 1 High Quality Instructional Practices</b> Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.
	<b>Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.</b>
	Activities: <i>(Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> <li>• Meet two times per month as an ILT with the goal of looking at school-wide data to inform next steps. <b>COMPLETED</b></li> <li>• Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. <b>COMPLETED</b></li> <li>• Create School Improvement Plan that matches the District Improvement Plan <b>COMPLETED</b></li> <li>• Grade levels and specialty areas will each decide on a complex task <b>COMPLETED</b></li> <li>• Create a targeted professional development plan building expertise in selected evidence-based practices. <b>COMPLETED</b></li> <li>• Create an internal accountability system to assess learning/growth concerning the complex tasks. <b>IN PROGRESS</b></li> <li>• Create at least one school-wide internal assessment for a SMARTe goal. <b>NOT YET ADDRESSED</b></li> <li>• Announce school-wide instructional focus to parents <b>IN PROGRESS/COMPLETED</b></li> </ul>
	Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> <li>• ILT agenda and meeting notes</li> <li>• Staff participation on and off team</li> <li>• Identified school improvement plan with instructional school-wide instructional focus</li> <li>• Professional Development opportunity</li> <li>• Complex Tasks in each grade level and in specialty areas</li> <li>• Buy-in for an internal accountability system that all stakeholders will use</li> </ul>
	Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> <li>• From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences <b>IN PROGRESS</b></li> <li>• Professional development needs identified <b>COMPLETED</b></li> <li>• Internal accountability system (SMARTe goal) created by June, 2020. <b>NOT YET ADDRESSED</b></li> </ul>
	Final Outcomes <i>(annual targets for student performance outcomes)</i>
	<ul style="list-style-type: none"> <li>• All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student. <b>COMPLETED</b></li> <li>• Each grade level and specialty area will have identified a complex task and corresponding assessment <b>IN PROGRESS</b></li> </ul>

	<ul style="list-style-type: none"> <li>Parents will share in the identification of complex tasks, habits of mind, and internal assessments that will show growth in their children. <b>IN PROGRESS</b></li> </ul>
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Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #2 Educating the Whole Child</b>                  Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p><b>Goal # 2:</b>                  Analyze 3<sup>rd</sup> grade MCAS scores and target instruction towards the needs of the children in NM in order to raise their scores on the 4<sup>th</sup> grade MCAS.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>Analyze MCAS scores and identify students in the PM category <b>COMPLETED</b></li> <li>Analyze areas in Math and ELA where students scored poorly <b>COMPLETED</b></li> <li>Prepare spreadsheets depicting the information <b>COMPLETED</b></li> <li>Design targeted instruction for those in the Not Meeting category in order to move them towards or into the Meeting category. <b>COMPLETED</b></li> <li>Institute targeted instruction for those in the Not Meeting category in order to move them forward towards or in the “meeting” category. <b>COMPLETED</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>Meet with 4th grade teachers and SPED teacher, Math Specialist, Reading Specialist, and Instructional Coach to analyze the data.</li> <li>Designing of targeted instruction for students</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>Institute targeted instruction <b>COMPLETED</b></li> <li>Monitor growth of students in remediated areas and collect data <b>IN PROGRESS</b></li> </ul>
<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>	
<ul style="list-style-type: none"> <li>Targeted instruction will be designed and implemented this year and used in future years <b>COMPLETED/IN PROGRESS</b></li> <li>Data will show student growth <b>IN PROGRESS</b></li> <li>Students will improve upon their MCAS scores <b>IN PROGRESS</b></li> </ul>	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #3 Innovative Educational Practices</b></p> <p>Ensure ALL students are exposed to and engaged in innovative and challenging academic courses and programs</p>
	<p><b>Goal # 3:</b></p> <p><b>Grade level and specialty area teachers will choose and implement increased use of technology into their curriculum.</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>• Pre-teach through technology <b>IN PROGRESS</b></li> <li>• Digital Learning Platforms/Portfolios: Seesaw, Class Dojo, Flipgrid, etc. <b>IN PROGRESS</b></li> <li>• Google Classroom <b>COMPLETED</b></li> <li>• Curriculum related apps, websites, and programs <b>IN PROGRESS</b></li> <li>• Use of video and audio recordings (reflection and feedback) <b>IN PROGRESS</b></li> <li>• Morning Announcements <b>COMPLETED</b></li> <li>• Videotaped read alouds <b>COMPLETED</b></li> <li>• Third grade keyboarding skills <b>IN PROGRESS</b></li> <li>• Pilot a Grade 4 STEM class <b>NOT YET ADDRESSED</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• Teacher and student exploration of digital learning platforms.</li> <li>• Teacher exploration of apps, websites, and programs.</li> <li>• Morning announcements</li> <li>• Meet with curriculum coordinator and librarian to begin planning for STEM classes</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• Embedding use of video and audio recordings into lessons, assignments, assessments, and feedback <b>IN PROGRESS</b></li> <li>• Use of digital learning platforms by grade level teachers and specialists. <b>IN PROGRESS</b></li> <li>• Teacher books on video to promote school themes <b>IN PROGRESS</b></li> <li>• Lesson plans for STEM classes <b>NOT YET ADDRESSED</b></li> </ul>
<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>	
<ul style="list-style-type: none"> <li>• Embedded use of video and audio recordings into lessons, assignments, assessments, and feedback by teachers and students. <b>IN PROGRESS</b></li> <li>• Increased level of student learning and engagement via digital learning platforms. <b>COMPLETED</b></li> <li>• Increased performance in keyboarding skills in grade 3 <b>IN PROGRESS</b></li> <li>• Teacher video dispersed to public <b>COMPLETED</b></li> </ul>	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 4 Climate and Culture</b></p> <p>Develop a culture that promotes equity, eliminates opportunity gaps and empowers students and adults to build strong relationships, psychological safety and mutual accountability. Ensure an environment where children feel empathetic towards others</p>
	<p><b>Goal # 4:</b> <b>Ensure an environment where ALL are accepted, through the development of understanding and respect for diversity</b></p>
	<p><b>Activities: (Steps to be taken to implement plan)</b></p>
	<ul style="list-style-type: none"> <li>Plan monthly school-wide read-alouds about diversity in any form (cultural, disability, economic, etc) <b>COMPLETED</b></li> <li>Organize Multicultural event. <b>NOT YET ADDRESSED</b></li> <li>Assemble readers and literature for Disability Awareness Month. <b>IN PROGRESS</b></li> <li>Choosing a culture of the month to highlight through various mediums <b>IN PROGRESS</b> (greeting/announcement, read-alouds, music, etc.)</li> <li>Explore possibilities for multicultural assemblies/presentations. <b>IN PROGRESS</b></li> <li>On-line announcements <b>COMPLETED</b></li> <li>Hold a Math night <b>COMPLETED</b></li> <li>Multi-cultural books read by teachers on-line <b>IN PROGRESS</b></li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>Identify monthly themes and their corresponding books to highlight diversity and share with staff</li> <li>Identify readers and order books (disabilities and cultures)</li> <li>Identify a cultural presentation</li> <li>Research Portuguese and Spanish language books</li> <li>Research appropriate games for Math Night, assemble student volunteers, purchase supplies, invite teachers to attend</li> <li>Make labels to post around school for ELL students</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>Readers prepared and books ordered <b>IN PROGRESS</b></li> <li>Book cultural presentation/Teacher on-line read alouds <b>IN PROGRESS</b></li> <li>Make and distribute a monthly calendar <b>IN PROGRESS</b></li> <li>Order Portuguese and Spanish language books <b>IN PROGRESS</b></li> <li>Design brochure for Math Night, develop take-away <b>COMPLETED</b></li> <li>Place labels for ELLs around the school and in classrooms <b>COMPLETED</b></li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
	<ul style="list-style-type: none"> <li>Present monthly school-wide read-alouds about diversity in any form (cultural, disability, economic, etc) <b>IN PROGRESS</b></li> <li>Host a Multicultural event <b>NOT YET ADDRESSED</b></li> <li>Host Math Night <b>COMPLETED</b></li> <li>Host readers and present literature for Disability Awareness Month. <b>IN PROGRESS</b></li> <li>Highlight a culture of the month to through various mediums (greeting/announcement, read-alouds, music, etc.) <b>IN PROGRESS</b></li> <li>Labels for ELLs around the school and in classrooms <b>COMPLETED</b></li> </ul>

Matters for Discussion  
New Business

2. Elementary Report Cards

Matters for Discussion  
New Business

3. FY21 Budget Update

## **FY21 Budget Update**

The FY21 State budget is still uncertain and projections on the loss of revenue across the state continues to evolve as we approach the end of FY20 on June 30<sup>th</sup>. Considering the limited information available at this time, municipalities and school districts are making projections on the potential impact that the loss of revenue will have at the state and local levels.

As of this writing, the Town of Hudson is initiating a 2% cut to the FY21 appropriations that funds the school district and other town departments. A 2% cut in the Town Appropriation revenue equates to a reduction of \$803,043 for the Hudson Public Schools.

The District administration is currently working on the closing of the FY20 budget and making adjustments to the FY21 budget to reflect the 2% reduction in revenue. We will present detailed information at a later date with updates to our Strategic Budget Stabilization Plan.

Considering the current and future economic instability, we are also making projections for potential scenarios that include greater percentage of revenue reductions beyond the 2% mark.



## Matters for Action

### Old Business

1. Second Reading and approval of Proposed Revisions and Additions to Policies- FF Naming and Dedicating School Facilities, MASC updates of various policies

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

## SECTION F – FACILITIES DEVELOPMENT

Section	Existing Policy	Proposed Change or New Policy
<b>FF</b>	<p><b>POLICY FOR SPECIAL DEDICATIONS OF SCHOOL FACILITIES, AREAS WITHIN SCHOOL BUILDINGS, OR ON SCHOOL GROUNDS</b></p> <p>Absent restrictions imposed by statute, grants, and other legally binding provisions, the Hudson School Committee has full discretion in naming school buildings under its jurisdiction.</p> <p>In addition, from time to time, the Hudson School Committee may choose to recognize outstanding service to the Hudson Public Schools or the youth of Hudson by dedicating or naming an appropriate area (i.e., playground, library, gymnasium, auditorium, etc.) in honor of an individual, business, or other organization.</p> <p>Upon receipt of a request for a naming or dedication and receipt of supporting information, the Chairperson of the Hudson School Committee may refer the request to the Buildings and Grounds Sub-committee for discussion and review. If this sub-committee approves the naming or dedication, it will be placed on the agenda of a Hudson School Committee meeting. Prior to final vote, the Hudson School Committee will allow for public comment on the matter.</p> <p>In the event the Hudson School Committee approves a naming or dedication, a formal ceremony will follow, to include presentation of a Hudson School Committee proclamation and</p>	<p>FF - NAMING FACILITIES (MASC version)</p> <p>Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.</p> <p>The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.</p> <p>Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.</p>

placement of an appropriate plaque to commemorate the individual's or organization's significant contribution to the Hudson Public Schools or the youth of Hudson.

Adopted by Hudson School Committee: September 23, 1980  
Amended by Hudson School Committee: January 11, 2005

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

SOURCE: MASC August 2016

<p><b>FFA</b></p>	<p>none</p>	<p>FFA – MEMORIALS (MASC version)</p> <p>The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.</p> <p>Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.</p> <p>Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.</p> <p>SOURCE: MASC August 2016</p>
<p><b>FF</b></p>		<p>FF – NAMING AND DEDICATING SCHOOL FACILITIES</p> <p>The purpose of this policy is to establish the criteria and procedures for granting naming requests in relation to the Hudson Public School’s properties. The Hudson School Committee <b>strongly recommends</b> the establishment of Memorial Scholarships as a means of honoring individuals whose contributions have impacted the school community.</p> <p>Dedicating a designated area within the school or its grounds is an important matter that deserves time for consideration and thoughtful attention. Personal prejudice or favoritism, political pressure or temporary popularity should not be an influence in choosing a candidate for dedication. A name with educational significance or inspiration will only be considered.</p> <p>The School Committee maintains sole discretion and authority for approval of all naming of structures, signs, equipment, wall displays, rooms, etc. owned, operated or controlled by the Hudson Public School District.</p>

The School Committee will use the following criteria for consideration:

1. Evidence of individual's educational significance, inspiration, and contribution. Evidences of such contributions may include and are not limited to:
  - a. Unusually effective and dedicated service to and/or on behalf of the students in the Hudson Public Schools.
  - b. Persistent efforts to sustain a quality system of public education for all students and to improve programs and services for them.
  - c. Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.
  - d. Strong evidence of community support for the individual's demonstrated contributions to the Hudson Public Schools.
2. The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include and are not limited to:
  - a. Superior levels of performance in strengthening and supporting the public schools.
  - b. Effective citizenship.
  - c. Community service.
  - d. Excellent character and general reputation.
  - e. High standards of ethics.

The School Committee will use the following process:

		<ol style="list-style-type: none"><li>1. A formal petition must be submitted to the School Committee for consideration. This written petition must contain all the elements delineated in the criteria section above.</li><li>2. The School Committee will have thirty-days to add the request to the School Committee agenda for deliberation.</li><li>3. The School Committee will vote to advance/or not to advance the request to be reviewed by the pertinent Sub-Committee. The Sub-Committee will make a determination whether the application meets the criteria as established by policy.</li><li>4. The pertinent Sub-Committee will have ninety-days to gather additional information from the petitioner(s) and members of the community on the merit of the request.</li><li>5. The pertinent Sub-Committee may determine that more time is needed to vet the request. The pertinent Sub-Committee will vote to accept or reject the request, at the Sub-Committee level, and will submit their resolution to the School Committee for deliberation and final vote on the request, applying the selection criteria previously listed in this policy.</li><li>6. If request is approved, all expenses related to plaques, lettering, and signage installation will be the responsibility of the petitioner.</li></ol>
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The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below. The new language to be adopted is in **bolded** and the language to be deleted is bolded in **red**.

## SECTION A – FOUNDATION AND BASIC COMMITMENTS

Section	Existing Policy	Proposed Change or New Policy
<p><b>BEDH Public Comment at School Committee Meetings</b></p>	<p>PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS</p> <p>All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.</p> <p>The School Committee desires <b>citizens of the District</b> to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to <b>hear the wishes and ideas of the public.</b></p> <p><b>In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:</b></p>	<p><b>BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS</b></p> <p>All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.</p> <p>The School Committee desires <b>individuals</b> to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to <b>hear public comment.</b></p> <p><b>Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.</b></p> <p><b>To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:</b></p> <ol style="list-style-type: none"> <li><b>1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.</b></li> </ol>

<ol style="list-style-type: none"> <li><b>1. At each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee.</b></li> <li>2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair may permit extension of this time limit.</li> <li>3. Topics for discussion <b>must</b> be limited to those items <b>listed on the School Committee meeting agenda for that evening.</b></li> <li><b>4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.</b></li> <li><b>5. All remarks will be addressed through the Chair of the meeting.</b></li> <li><b>6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any</b></li> </ol>	<ol style="list-style-type: none"> <li>2. Speakers will be allowed <b>up to</b> three (3) minutes to present their material <b>and must begin their comments by stating their name and city/town.</b> The presiding Chair may permit extension of this time limit, <b>in extenuating circumstances.</b></li> <li>3. Topics for discussion <b>should</b> be limited to those items <b>within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.</b></li> <li>4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.</li> <li>5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the Hudson School Committee.</li> <li>6. Sign up instructions will be provided for those who wish to participate in Public Comment.</li> </ol> <p>LEGAL REFS.: M.G.L. c. <a href="#">30A: 18-25</a></p> <p>CROSS REFS: <a href="#">BE</a>, SCHOOL COMMITTEE MEETINGS</p> <p style="text-align: center;"><a href="#">BEC</a>, EXECUTIVE SESSIONS</p>
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	<p><b>member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.</b></p> <p><b>7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.</b></p> <p>SOURCE: MASC 7/16 Approved by Hudson School Committee – April 24, 2018</p>	<p><u>BEDA</u>, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS</p> <p>SOURCE: MASC Revised January 2020</p>
<p><b>JB Equal Educational Opportunities</b></p>	<p><b>EQUAL EDUCATIONAL OPPORTUNITIES</b></p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the</p>	<p><b>EQUAL EDUCATIONAL OPPORTUNITIES</b></p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, <b>homeless status</b>, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.</p> <p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, <b>support services</b>, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p>

<p>Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.</p> <p><b>The law reads as follows:</b></p> <p><b>No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.</b></p> <p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p> <p>SOURCE: MASC  UPDATED: March 2018  LEGAL REFS.: Title VI, Civil Rights Act of 1964  Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  Executive Order 11246, as amended by</p>	<p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964  Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  Executive Order 11246, as amended by E.O. 11375  Title IX, Education Amendments of 1972  M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)</p> <p>BESE regulations 603 CMR 26:00</p> <p>BESE regulations 603 CMR 28.00</p> <p>The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>NOTE: The cross reference is to a related statement in this manual.</p>
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	<p>E.O. 11375  Title IX, Education Amendments of 1972  M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  BESE regulations 603 CMR 26:00  BESE regulations 603 CMR 28.00  CROSS REF.: AC, Nondiscrimination  Hudson School Committee Policy JB  Page 2 of 2  NOTE: The cross reference is to a related statement in this manual. The change in 1993 was to add the classification of sexual orientation in the specific definitions protected by law against discrimination.  Approved by Hudson School Committee – February 5, 2019</p>	
<p><b>JC Attendance Areas</b></p>	<p><b>JC – ATTENDANCE AREAS</b></p> <p>Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.</p> <p>In establishing an attendance area, <b>the following general guidelines will also be applied:</b></p> <p><b>1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural</b></p>	<p><b>JC - ATTENDANCE AREAS</b></p> <p>Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.</p> <p>In establishing an attendance area, <b>the Committee will take into consideration safe walking conditions consistent with the Committee's transportation policies.</b></p> <p>From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.</p> <p>The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.</p>

<p><b>barriers will be used for boundaries.</b></p> <p><b>2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.</b></p> <p>From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.</p> <p>The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.</p> <p>The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.</p> <p>SOURCE: MASC LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J 603 CMR 17.00 603 CMR 26.00 CROSS REF.: JCA, Assignment of Students to Schools NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E. The cross reference above is to a closely related category in the NEPN classification</p>	<p>The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: M.G.L. <a href="#">71:37C</a>; <a href="#">71:37D</a>; <a href="#">71:37I</a>; <a href="#">71:37J</a></p> <p>603 CMR <a href="#">17.00</a></p> <p>603 CMR <a href="#">26.00</a></p> <p>CROSS REF.: <a href="#">JCA</a>, Assignment of Students to Schools</p> <p>NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E.</p> <p>The cross reference above is to a closely related category in the NEPN classification system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements.</p>
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	<p>system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements. Approved by Hudson School Committee – February 5, 2019</p>	
<p><b>JCA Assignment of Students to School</b></p>	<p><b>JCA – ASSIGNMENT OF STUDENTS TO SCHOOLS</b></p> <p>Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.</p> <p>Special permission may be granted for the following reasons:</p> <ol style="list-style-type: none"> <li>1. If the change involves a hardship case or if there are medical considerations.</li> <li>2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.</li> <li>3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school.</li> </ol> <p>School bus transportation will not be provided for students attending schools outside their attendance area.</p> <p>Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or</p>	<p><b>JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS</b></p> <p>Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.</p> <p>Special permission may be granted for the following reasons:</p> <ol style="list-style-type: none"> <li>1. If the change involves a hardship case or if there are medical considerations.</li> <li>2. If the change appears to be in the interests of the child, of the schools, or for disciplinary and administrative reasons.</li> <li>3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school; <b>permission will not extend beyond the current school year.</b></li> <li>4. <b>To permit school students to take courses not offered in their assigned schools.</b></li> </ol> <p>School bus transportation will not be provided for students attending schools outside their attendance area <b>unless they can be accommodated on existing bus routes and schedules or a hardship is involved; or unless specific permission is granted by the Superintendent or designee.</b></p> <p>Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.</p> <p>The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level</p>

<p>capacities of buildings require adjustment of student loads. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.</p> <p>The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.</p> <p>The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>Kindergarten 20 Grade 1 20 Grade 2 20 Grade 3 20 Grade 4 20</p> <p>Acceptance: Applications will be accepted each year beginning June 15th. Children</p>	<p>below which intra-district applicants may be accepted by the Principal.</p> <p>The first consideration will be student-teacher ratios. The following <b>average</b> class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>Kindergarten 20 Grade 1 20 Grade 2 20 Grade 3 20 Grade 4 20</p> <p>Acceptance: Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be rescinded.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: M.G.L. <a href="#">71:37C</a>; <a href="#">71:37D</a>; <a href="#">71:37I</a>; <a href="#">71:37J</a></p> <p>603 CMR <a href="#">17.00</a></p> <p>603 CMR <a href="#">26.00</a></p> <p>CROSS REF.: <a href="#">JC</a>, Attendance Areas</p> <p><b>NOTE: The cross reference is to a related category in the NEPN classification system.</b></p>
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	<p>will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be rescinded.</p> <p>SOURCE: MASC October 2016  LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J 603 CMR 17.00 603 CMR 26.00  CROSS REF.: JC, Attendance Areas  NOTE: The cross reference is to a related category in the NEPN classification system. Approved by Hudson School Committee – February 5, 2019</p>	
<p><b>JF School Admissions</b></p>	<p><b>JF– SCHOOL ADMISSIONS</b></p> <p>All children of school age who reside in the <b>town</b> will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.</p> <p>Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school</p>	<p><b>JF - SCHOOL ADMISSIONS</b></p> <p>All children of school age who reside in the <b>district</b> will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.</p> <p>Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: M.G.L. <a href="#">15:1G</a>; <a href="#">76:1</a>; <a href="#">76:5</a>; <a href="#">76:15</a>; <a href="#">76:15A</a></p> <p>603 CMR <a href="#">26.00</a></p>

	<p>administration. SOURCE: MASC</p> <p>LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A 603 CMR 26.00</p> <p>CROSS REFS.: JLCA, Physical Examination of Students JLCB, Inoculations of Students JFBB, School Choice JFABD, Homeless Students:</p> <p>Enrollment Rights and Services NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories: JFABD, Admission of Homeless Students Approved by Hudson School Committee – February 5, 2019</p>	<p>CROSS REFS.: <a href="#">JLCA</a>, Physical Examination of Students</p> <p><a href="#">JLCB</a>, Immunization of Students</p> <p><a href="#">JFBB</a>, School Choice</p> <p><a href="#">JFABD</a>, Homeless Students: Enrollment Rights and Services</p> <p><a href="#">JFABE</a>, Educational Opportunities for Military Children</p> <p><a href="#">JFABF</a>, Educational Opportunities for Children in Foster Care</p> <p><b>NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:</b></p> <p><b>JFAB, Admission of Non-resident Students</b>  <b>JFABA, Non-resident Tuition Charge</b>  <b><a href="#">JFABD</a>, Admission of Homeless Students</b>  <b>JFABB, Admission of Foreign Students</b></p>
<p><b>JFABD</b>  <b>Homeless Students: Enrollment Rights and Services</b></p>	<p>JFABD– HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</p> <p><b>To the extent practical and</b> as required by law, the district will work with homeless <b>students and their families</b> to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless</p>	<p><b>JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</b></p> <p>As required by law, the district will work with homeless <b>children and youth and unaccompanied youth (collectively, "homeless students")</b> as well as <b>their families or legal guardians</b> to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical</p>



<p>students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.</p> <p>Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:</p> <ol style="list-style-type: none"> <li>1. Sharing the housing of other persons due to loss of housing or economic hardship;</li> <li>2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;</li> <li>3. Living in emergency or transitional shelters;</li> <li>4. Being abandoned in hospitals;</li> <li>5. <b>Awaiting foster care placement;</b></li> <li>6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;</li> <li>7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;</li> <li>8. Migratory children living in conditions described in the previous examples.</li> </ol> <p><b>The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students</b></p>	<p>education programs, gifted and talented programs, school nutrition programs, <b>summer programming and extracurricular activities.</b></p> <p>Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:</p> <ol style="list-style-type: none"> <li>1. Sharing the housing of other persons due to loss of housing, economic hardship, <b>or similar reason;</b></li> <li>2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;</li> <li>3. Living in emergency or transitional shelters;</li> <li>4. Being abandoned in hospitals;</li> <li>5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;</li> <li>6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and</li> <li>7. Migratory children living in conditions described in the previous examples.</li> </ol> <p><b><u>Students Remaining in Schools of Origin</u></b></p> <p><b>It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.</b></p> <p><b>Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation</b></p>
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<p><b>and their families.</b></p> <p><b>To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.</b></p> <p><b>If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.</b></p> <p><b>Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the</b></p>	<p>services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.</p> <p><b><u>Students Enrolling in District Where Sheltered or Temporarily Residing</u></b></p> <p>Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.</p> <p>If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.</p> <p>If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.</p> <p>Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.</p>
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**student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.**

**Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public**

### Dispute Resolution

**If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.**

**The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the DESE website.**

### Homeless Liaison

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

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

	<p><b>notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.</b></p> <p>SOURCE: MASC</p> <p>LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015 Approved by Hudson School Committee – February 5, 2019</p>	<p>SOURCE: MASC October 2019</p>
<p><b>JFABE Educational Opportunities for Military Children</b></p>	<p><b>JFABE– EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</b></p> <p><b>In an effort</b> to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The <b>School Committee</b> believes it is appropriate to remove barriers to educational success imposed on children of military families <b>because of their parents'/guardians' frequent moves and deployment.</b></p> <p>Definitions</p> <p>Children of military families <b>means</b> school aged children, enrolled in kindergarten</p>	<p><b>JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</b></p> <p><b>To facilitate</b> the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The <b>district</b> believes it is appropriate to remove barriers to educational success imposed on children of military <b>families resulting from frequent moves required by parents' or guardians' military deployment.</b></p> <p><b>Definitions</b></p> <p><b>Children of military families:</b> School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.</p> <p><b>Deployment:</b> The period one month before the service members' departure from their home station on military orders through six months after return to their home station.</p>

<p>through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.</p> <p>Deployment <b>means</b> the period one month before the service members' departure from their home station on military orders through six months after return to their home station.</p> <p>Education(al) records <b>means</b> official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.</p> <p><b>The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.</b></p> <p>The District's responsibilities to eligible</p>	<p><b>Education(al) records:</b> Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.</p> <p><b>Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.</b></p> <p>The District's responsibilities to eligible students include the following:</p> <ul style="list-style-type: none"> <li>• Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.</li> <li>• <b>Upon enrollment of an eligible student</b>, the receiving school must request official records and the sending schools shall respond within 10 days with the records.</li> <li>• Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).</li> <li>• Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. <b>The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs.</b> Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.</li> </ul>
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<p>children include the following:</p> <ul style="list-style-type: none"> <li>• Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.</li> <li>• <b>Simultaneously</b>, the receiving school must request official records and the sending schools shall respond within 10 days with the records.</li> <li>• Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).</li> <li>• Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.</li> <li>• <b>In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.</b></li> <li>• <b>As appropriate</b>, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.</li> <li>• Students of active duty personnel shall have additional excused absences, <b>as necessary</b>, for visitations relative to leave or deployment.</li> <li>• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.</li> <li>• The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.</li> </ul> <p>LEGAL REFS: M.G. L. <a href="#">15E</a>;</p> <p style="text-align: center;">Interstate Compact on Educational Opportunity for Military Children</p> <p>SOURCE: MASC October 2019</p>
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• **The District will exercise, as deemed appropriate**, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

• Students of active duty personnel shall have additional excused absences **at the discretion of the District** for visitations relative to leave or deployment.

• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.

• The District high school will accept exit or end-of-year exams required from the sending state, national norm- referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E; Interstate Compact on Educational Opportunity for Military Children Approved by Hudson School Committee – February 5, 2019

<p><b>JFABF Educational Opportunities for Children in Foster Care</b></p>	<p><b>JFABF– EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</b></p> <p>The purpose of this policy is to ensure the educational stability of students in foster care <b>and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law.</b> Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting <b>district and community</b> efforts to ensure that students in foster care have access to high-quality, stable educational experiences.</p> <p><b>The law requires that foster care students</b> continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which <b>a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and</b></p>	<p><b>JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</b></p> <p>The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting <b>all</b> efforts to ensure that students in foster care have <b>equal</b> access to high-quality, stable educational experiences <b>from preschool (if offered) through high school graduation.</b></p> <p><b>Irrespective of the location of a foster care placement, students in foster care</b> will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which <b>the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.</b></p> <p>The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.</p> <p><b>Best Interest Determination</b></p> <p>Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (<b>or</b>, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when <b>appropriate</b>) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account <b>for unique factors about the student and his or her foster care placement.</b> Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; <b>however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.</b></p> <p>The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. <b>To the</b></p>
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**the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.**

#### Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (**and** if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when **different**) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account **a variety of factors**. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. **However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.** The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. **Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.**

**extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.**

#### Transportation

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

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

#### Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be **immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.**

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

**Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation**

	<p>Transportation</p> <p>The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.</p> <p>Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.</p> <p>Immediate Enrollment</p> <p>If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in <b>the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to</b></p>	<p><b>services to school in a manner comparable to the transportation provided for all other students in the district.</b></p> <p>LEGAL REFS: Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)</p> <p>SOURCE: MASC October 2019</p>
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	<p><b>obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.</b> To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.</p> <p>LEGAL REFS: Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) Approved by Hudson School Committee – February 5, 2019</p>	
<p><b>JLCC Communicable Diseases</b></p>	<p><b>JLCC – COMMUNICABLE DISEASES</b> The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to <b>handicapped children</b> under the law.</p> <p>The School Committee recognizes that communicable diseases which may afflict students range from common childhood conditions, acute and short-term in nature, to chronic, life-threatening <b>conditions.</b></p> <p>Management of common communicable diseases shall be in accordance with the Massachusetts Department of Health</p>	<p><b>JLCC - COMMUNICABLE DISEASES</b></p> <p>The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to <b>students with disabilities</b> under the law.</p> <p>The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening <b>diseases.</b></p> <p>Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.</p> <p><b>The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational</b></p>

	<p>guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.</p> <p>In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.</p> <p>SOURCE: MASC October 2016  LEGAL REF.: M.G.L. 71:55  Adopted by Hudson School Committee:  January 21, 2020</p>	<p><b>placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.</b></p> <p><b>In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.</b></p> <p><b>Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.</b></p> <p>In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.</p> <p>SOURCE: MASC February 2019  LEGAL REF.: M.G.L. <a href="#">71:55</a></p>
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**FF –NAMING AND DEDICATING SCHOOL FACILITIES**

The purpose of this policy is to establish the criteria and procedures for granting naming requests in relation to the Hudson Public School's properties. The Hudson School Committee strongly recommends the establishment of Memorial Scholarships as a means of honoring individuals whose contributions have impacted the school community.

Dedicating a designated area within the school or its grounds is an important matter that deserves time for consideration and thoughtful attention. Personal prejudice or favoritism, political pressure or temporary popularity should not be an influence in choosing a candidate for dedication. A name with educational significance or inspiration will only be considered.

The School Committee maintains sole discretion and authority for approval of all naming of structures, signs, equipment, wall displays, rooms, etc. owned, operated or controlled by the Hudson Public School District.

The School Committee will use the following criteria for consideration:

1. Evidence of individual's educational significance, inspiration, and contribution. Evidences of such contributions may include and are not limited to:
  - a. Unusually effective and dedicated service to and/or on behalf of the students in the Hudson Public Schools.
  - b. Persistent efforts to sustain a quality system of public education for all students and to improve programs and services for them.
  - c. Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.
  - d. Strong evidence of community support for the individual's demonstrated contributions to the Hudson Public Schools.
2. The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include and are not limited to:
  - a. Superior levels of performance in strengthening and supporting the public schools.
  - b. Effective citizenship.
  - c. Community service.
  - d. Excellent character and general reputation.
  - e. High standards of ethics.

The School Committee will use the following process:

1. A formal petition must be submitted to the School Committee for consideration. This written petition must contain all the elements delineated in the criteria section above.
2. The School Committee will have thirty-days to add the request to the School Committee agenda for deliberation.

3. The School Committee will vote to advance/or not to advance the request to be reviewed by the pertinent Sub-Committee. The Sub-Committee will make a determination whether the application meets the criteria as established by policy.
4. The pertinent Sub-Committee will have ninety-days to gather additional information from the petitioner(s) and members of the community on the merit of the request.
5. The pertinent Sub-Committee may determine that more time is needed to vet the request. The pertinent Sub-Committee will vote to accept or reject the request, at the Sub-Committee level, and will submit their resolution to the School Committee for deliberation and final vote on the request, applying the selection criteria previously listed in this policy.
6. If request is approved, all expenses related to plaques, lettering, and signage installation will be the responsibility of the petitioner.

*Adopted by Hudson School Committee: August 21, 2016*

*Revised by Hudson School Committee: June 9, 2020*

PROPOSED

**FFA –MEMORIALS**

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC August 2016

*Adopted by Hudson School Committee: June 9, 2020*

**BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS**

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed up to three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the Hudson School Committee.
6. Sign up instructions will be provided for those who wish to participate in Public Comment.

LEGAL REFS.: M.G.L. c. 30A: 18-25

CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS

BEC, EXECUTIVE SESSIONS

BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

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

*Revised by Hudson School Committee: June 9, 2020*



**JB – EQUAL EDUCATIONAL OPPORTUNITIES**

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

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

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

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

SOURCE: MASC February 2019

LEGAL REFS.: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

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

Title IX, Education Amendments of 1972

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

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

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

CROSS REF.: AC, Nondiscrimination

NOTE: The cross reference is to a related statement in this manual.

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

**JC - ATTENDANCE AREAS**

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

In establishing an attendance area, the Committee will take into consideration safe walking conditions consistent with the Committee's transportation policies.

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

The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group. The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J

603 CMR 17.00  
603 CMR 26.00

CROSS REF.: JCA, Assignment of Students to Schools

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

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

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

**JCA – ASSIGNMENT OF STUDENTS TO SCHOOLS**

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

Special permission may be granted for the following reasons:

1. If the change involves a hardship case or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, or for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit school students to take courses not offered in their assigned schools.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules or a hardship is involved; or unless specific permission is granted by the Superintendent or designee.

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

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

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

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

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

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J

603 CMR 17.00

603 CMR 26.00

CROSS REF.: JC, Attendance Areas

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

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

PROPOSED

**JF – SCHOOL ADMISSIONS**

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

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

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A

603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students

JLCB, Immunization of Students

JFBB, School Choice

JFABD, Homeless Students: Enrollment Rights and Services

JFABE, Educational Opportunities for Military Children

JFABF, Educational Opportunities for Children in Foster Care

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

JFAB, Admission of Non-resident Students

JFABA, Non-resident Tuition Charge

JFABD, Admission of Homeless Students

JFABB, Admission of Foreign Students

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

**JFABD– HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

As required by law, the district will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

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

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

**Students Remaining in Schools of Origin**

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

**Students Enrolling in District Where Sheltered or Temporarily Residing**

Parents or guardians may elect to enroll homeless students in the school district in which the

student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

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

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

### Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the DESE website.

### Homeless Liaison

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

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

SOURCE: MASC October 2019

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

**JFABE– EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

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

**Definitions**

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

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

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

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.



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

LEGAL REFS: M.G. L. 15E;

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

**JFABF– EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

**Best Interest Determination**

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

**Transportation**

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

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

**Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent

with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

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

SOURCE: MASC October 2019

*Approved by Hudson School Committee: February 5, 2019*

*Revised by Hudson School Committee: June 9, 2020*

PROPOSED

**JLCC- COMMUNICABLE DISEASES**

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

SOURCE: MASC February 2019  
LEGAL REF.: M.G.L. 71:55

*Approved by Hudson School Committee: January 21, 2020*

*Revised by Hudson School Committee: June 9, 2020*

## Matters for Action

### New Business

1. Approval of Superintendent's FY21 Salary Adjustment

## Matters for Action

### New Business

2. Approval of Contract with The Madison Corporation, DBA Warren Security in the amount of \$24,770.00 to complete upgrading of single entry access door system at Hudson High School

**HUDSON PUBLIC SCHOOLS**  
Office of the Superintendent of Schools  
155 Apsley Street  
Hudson, Massachusetts 01749

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**Funding Source:** General Fund

**Account Number:** 55.0010.15.2.079.3774.7400.6.1.20 (materials)  
55.0005.15.2.079.3774.7400.4.1.20 (labor)

**Contract for Goods**

**Company Information**

**Company Name:** The Madison Corp, DBA Warren Security

**Address:** 181 Boston Post Road, Marlborough, MA 01752

**Social Security #/ Federal Tax Identification #:** 04-3172610

**Terms of Contract:**

A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

**Description of Items Purchased and Prices**

**The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:**

- Contract with Warren Security to complete the upgrading of the single-entry door access system at Hudson High School.
- This includes labor and the purchase proprietary materials which include:
- (8) Linear eMerge Access Control Modules \$7,420 - (2) Linear eMerge Network Nodes \$3,450 - (4) SMP3 Power Supplies \$500 - (4) 7 Amp Hour 12 VDC Batteris \$200 - (4) 16VAC 40VA Transformers \$200 - Parts/Program/Test/Labor = \$18,770.
- (1) 32 Channel NVR Network Video Recorder with 24TB of Memory.  
Parts/Reprogram/Install/Configure = \$6,000
- Total = \$24,770.00
- This project is to be funded by a Safer Schools Grant from the MA Office of Grants Research.

**Timeline for Shipping:** By August 15, 2020

**Payment Schedule:** The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

**Termination:** 1. Termination for Cause: If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents shall become the property of the Town.

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination.

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

**Vendor:**

  
\_\_\_\_\_  
Signature of Vendor

Date: 6-3-2020

**Hudson Public Schools**

\_\_\_\_\_  
School Business Manager

Date: \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

Date: \_\_\_\_\_

\_\_\_\_\_  
Hudson School Committee

Date: \_\_\_\_\_



**SUPPLY/SERVICE PROCUREMENT FORM** Ch. 30B Ch. 149 Ch. 30 §39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$4999. Procurements over \$4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department:

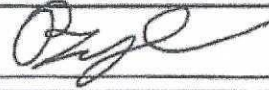
HPS Facilities

Date:

5/27/20

Department Head:

(signature)

**Detailed Description of Items/Service being purchased (attach additional sheet if necessary):**

Contract with Warren Security to complete the upgrading of the single-entry door access system at Hudson High School. This includes labor and the purchase proprietary materials. Warren Security is the one practical service provider in MA for the proprietary system as determined in our previously approved Warren Security Procurement dated 10/25/2019. (see attached) (8) Linear eMerge Access Control Modules \$7,420 - (2) Linear eMerge Network Nodes \$3,450 - (4) SMP3 Power Supplies \$500 - (4) 7 Amp Hour 12 VDC Batteris \$200 - (4) 16VAC 40VA Transformers \$200 - Parts/Program/Test/Labor = \$18,770. (1) 32 Channel NVR Network Video Recorder with 24TB of Memory. Parts/Reprogram/Install/Configure = \$6,000  
Total = \$24,770.00

This project is to be funded by a Safer Schools Grant from the MA Office of Grants Research.

**Recommended Quote or Bid**

Date Quote Received: 3/9/2020

Quote: \$24,770.00

Company Name: Madison Corp - DBA Warren Security

Written  Verbal 

Address: 181 Boston Post Rd.

Marlborough, MA 01752

Quote Issued By: Caitlin Eagan

Tel.: 508-485-5141

FAX: 508-480-9595

Special Conditions/Notes:

info@warren-security.com

**Second Quote or Bid**

Date Quote Received: 9/23/19

Quote: None

Company Name: FB Electrical Services

Written  Verbal 

Address: 50 Keamey Rd., Suite 11

Needham, MA 02459

Quote Issued By: Despoina

Tel.: 617-212-1708

FAX: 781-400-2618

Special Conditions/Notes: Required us to replace entire system at once, would not replace in stages or merge with current system.

**Third Quote or Bid**

Date Quote Received: 9/24/19

Quote: None

Company Name: Eastern Garage Door

Written  Verbal 

Address: P.O. Box 365

Lawrence, MA 01842

Quote Issued By: Cheryl Jacklin

Tel.: 978-683-3158

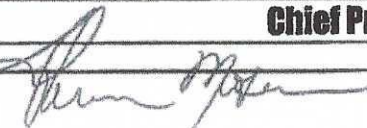
FAX: 978-794-0745

Special Conditions/Notes: Listed on Vendor page as dealer but does not sell system we require.

**Chief Procurement Officer Action**

Approved:

Comments:



Date:

5/28/2020

Please attach special conditions, notes, specifications or related documentation to this form.

 Posted Central Register COMMBUYS Website

Matters for Action  
New Business

CONSENT AGENDA

6. Approval of gift in the amount of \$4750.00 for FY20 Hudson High School Student Activity Scholarships
  - Paul Johnson Performing Arts Scholarship: (2) \$500.00 each
  - Choral Scholarship: \$500.00
  - Class of 2020: (2) \$500.00
  - Class of 2020 Yearbook: (6) for a total of \$2250.00
  
7. Approval of gift in the amount of \$5000.00 from the Robert Lloyd Corkin Charitable Foundation and the Entwistle Company for Class of 2020 Scholarships

## GIFT TO HUDSON PUBLIC SCHOOLS - ACCEPTANCE FORM

The following gift(s) have been donated to Hudson Public Schools and are presented to the School Committee for Acceptance and Acknowledgement:

Scholarship	GIFT to Hudson Public Schools Information
<b>Description:</b>	<b>FY20 Class of 2020 Student Activity Scholarships:</b> <b>** Paul Johnson Performing Arts Scholarship 2 / \$500 Each</b> <b>** Choral Scholarship \$500</b> <b>** Class of 2020 2 /\$500 Each</b> <b>** Class of 2020 Yearbook 6 for Total of \$2250</b>
<b>Purpose:</b>	The High School scholarships are awarded each year to the graduating class through Student Activities funds. Individual proceeds are distributed to each student after they complete their first semester of college.
<b>Date received:</b>	6/10/2020
<b>Type of Gift:</b>	Scholarship Donation
<b>Donation Amount:</b>	\$ 4750.00
<b>Gift Designation / Purpose:</b>	Gift received directly from residual Student Activity accounts.
<b>School Designation:</b>	<b>HHS Senior – Class of 2020</b>

School Committee Date: \_\_\_\_\_

Vote: \_\_\_\_\_

## GIFT TO HUDSON PUBLIC SCHOOLS - ACCEPTANCE FORM

The following gift(s) have been donated to Hudson Public Schools and are presented to the School Committee for Acceptance and Acknowledgement:

Scholarship	GIFT to Hudson Public Schools Information
<b>Description:</b>	<b>FY20 Class of 2020 Scholarships: #3120 Robert Lloyd Corkin Charitable Foundation Scholarship-The Entwistle Company</b>
<b>Purpose:</b>	The Robert Corkin Scholarships awarded each year to two students of the graduating class. Individual proceeds are distributed to each student after they complete their first semester of college.
<b>Date received:</b>	5/29/2020
<b>Type of Gift:</b>	Scholarship Donation
<b>Donation Amount:</b>	\$ 5,000
<b>Gift Designation / Purpose:</b>	Gift received annually from the Robert Lloyd Corkin Charitable Foundation and the Entwistle Company.
<b>School Designation:</b>	<b>HHS Senior – Class of 2020</b>

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. REVISED March 24, 2020 : 20-305 --- Increased award \$381	\$ 310,842.00
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. REVISED March 24, 2020 : --- Increased award \$506	\$ 62,045.00
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. This is Phase 1	\$ 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. REVISED March 24, 2020 : --- Increased award \$ 2855	\$ 722,675.00
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). REVISED March 24, 2020 : --- Increased award \$35	\$ 47,651.00
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	Charitable Foundation	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	Charitable Foundation	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
Corporate	Charitable Foundation	Competitive	Mass Cultural Council - Big Yellow Bus Grants	We have received three grants, QMS, FAR and FOR, to date for FY20. Each \$250 grant is given to offset transportation field trip costs. Each individual Hudson school can apply per year. Update: Jan.07, 2020 - Additional \$250.00 Grant awarded.	\$ 750.00
State	MA DOE	Competitive	MA Adult Learning Center (ADL)	The FY20 ADL grant was previously presented to the School Committee this past spring for \$365,595. Earlier this month, we received an additional allocation of \$17,968 for the FY20 grant. Funds will be used to increase teaching and PD hours.	\$ 383,563.00

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

State	MA TRE	Competitive	MA Treasury Financial Innovation Grant	Now in its 4th year, the Financial Innovation Grant is used to host the Annual Financial Career Fair at Hudson High School.	\$ 2,000.00
Corporate	Charitable Foundation	Competitive	Hudson Cultural Council	The HCC continues to support Hudson Public Schools and this years allocation is dedication to sponsoring a portion of start-up costs for the Dual Language Program at Farley.	\$ 500.00
Corporate	Charitable Foundation	Foundation	Community Foundation of North Central Massachusetts	The foundation has awarded HHS an additional \$1500 to be dedicated to the Shine Initiative to continue sponsoring a student wellness team at HHS.	\$ 1,500.00
Corporate	Charitable Foundation	Foundation	Project Bread, Inc.	The foundation has awarded HHS a grant to support the "Breakfast After The Bell" program and to purchase a Grab n Go Kiosk.	\$ 2,500.00
State	MA DOE	Competitive	Financial Literacy Planning & Implementation	To expand the HHS Personal finances courses at HHS with added technology, expanded curriculum, instructor training, and student simulation.	\$ 6,124.00
State	MA DOE	Trust	Civics Teaching and Learning Grant	This grant will expand the Civics Education platform across the district with specific curriculum additions at HHs, QMS and Elementary levels.	\$ 25,333.00
State	MA DPS	Competitive	MA Department of Public Safety and Security	Hudson has been awarded this grant to update and / or replace the security access, locks, keypads, and software technology at Hudson High School. This is Phase2 of project.	\$ 24,770.00
<b>TOTAL GRANTS:</b>					<b>\$ 1,730,543.00</b>

			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
Corporate	Foundation	Corporate	Verizon Foundation	Verizon employee's can designate a non-profit to participate in their Employee Engagement program. The proceeds for this check are designated directly to Quinn Middle School.	\$ 750.00
Corporate	Benevity Causes	Foundation	Intel Foundation - Employee Donations and Corporate Match	Gift to Hudson Public Schools in support of Massachusetts Coronavirus Donation Campaign. Funding will be allocated across the district to support Student digital learning and engagement during the Coronavirus pandemic. <i>Updated: Additional \$6,388.50 received from Intel.</i>	\$ 17,170.16
<b>TOTAL GIFTS :</b>					<b>\$ 21,420.16</b>

			FY20 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
Estate	Corporate	Scholarship	The Thomas Hamilton Estate	Additional proceeds from The Thomas Hamilton Estate.	\$ 1,006.50
Memorial	Private	Scholarship	Edward Krysa	Annual memorial scholarship proceeds	\$ 1,000.00
Memorial	Private	Scholarship	Thomas & Myra Ryan Scholarship	Annual memorial scholarship proceeds	\$ 2,000.00
Memorial	Corporate	Scholarship	Robert L. Corkin Scholarship	Annual memorial scholarship proceeds	\$ 5,000.00
N/A	Student	Scholarship	FY20 HHS Student Activities	Paul Johnson Performing Arts Scholarship - Funding from residual Student Activities	\$ 1,000.00
N/A	Student	Scholarship	FY20 HHS Student Activities	Class of 2020 Choral Scholarship - Funded from residual Student Activity fund raising	\$ 500.00

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

N/A	Student	Scholarship	FY20 HHS Student Activities	Class of 2020 - Funded from residual Student Activity funds and voted by Class Officers and Advisors	\$ 1,000.00
N/A	Student	Scholarship	FY20 HHS Student Activities	Class of 2020 Yearbook - Funded from residual Student Activity fund raising	\$ 2,250.00
				TOTAL SCHOLARSHIPS:	\$ 13,756.50
<b>SCHOOL COMMITTEE PRESENTATIONS GRAND TOTAL:</b>					<b>\$ 1,765,719.66</b>