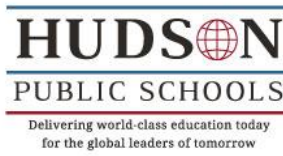


## **Please note the updated instructions below for public participation**

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 in person and remote participation. Committee members will participate in person and 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**  
**October 13, 2020**  
**Hudson High School F101/ Google Meet**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting September 29, 2020

**III. Public Participation:**

**IV. Reports and Presentations**

- a) Report of the Superintendent: Reopening of Schools- Update
- 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. Curriculum Update: Response to Racial and Social Justice
  - 2. AVC Report: Acquisition of Lord Road Property
  - 3. School Committee Communication Newsletter
  - 4. Sub Committee Assignments
  - 5. Town Executive Assistant Search Process
  - 6. Superintendent Contract: Upcoming Discussions

**VI. Matters for Action:**

- a) Old Business
  - 1. MASC Resolutions
- b) New Business
  - 1. Town Meeting Articles
  - 2. MASC Delegate November Annual Assembly

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

**VIII. Adjournment**

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

# Approval of Minutes

Regular Meeting: September 29, 2020

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** September 29, 2020

**Location:** Hudson High School: Google Meet

Members present: Steven Smith, Michele Tousignant Dufour, Glenn Maston, Elizabeth Hallsworth

Members present participating remotely: Matthew McDowell, Nina Ryan, Melissa Provost, Kelly Sardella, Cathy Kilcoyne, Jason Medeiros, Jeff Gaglione, David Champigny

Members absent: Adam Tracy

Others present participating: Dr. Marco C. Rodrigues, Superintendent, Kathy Provost, Mr. Dan Gale, Director of Finance and Operations

**I. Call the Meeting to Order 7:01 p.m.**

**II Approval of Minutes:**

A motion to approve the minutes of September 15, 2020, was made by Ms. Michele Tousignant Dufour and seconded by Mr. Steven Smith. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	N/A
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Hallsworth	yes

On a vote of 6-0, the motion passed.

**III. Public Participation:**

We did not have anyone registered for public participation. We will move on to reports and presentations.

**IV. Reports and Presentations**

**Report of the Superintendent: Updates**

Dr. Rodrigues shared the following updates:

We had a great start to the school year. Issues have been minimal, and our preparation is paying off. We want to provide everyone an overview of Cohort D, and the impact of that. In addition, there have been some requests of transfers between cohorts. Some classrooms are very tight in certain grade levels. We want to tell you about some of the steps we are taking to create a waitlist to accommodate everyone. Dr. Rodrigues asked Ms. Kathy Provost to go over some of the data so far and things we are doing to accommodate requests.

Ms. Kathy Provost thanked the assistant principals who all willingly took on the added responsibility of being the administrators in Cohort D. The Principals are helping to move students when we have requests. Ms. Kathy Provost shows the status on Cohort D and thanks the Cohort D teachers for doing an amazing job. On left hand side of the table are the grade levels and the number of students per class are in the columns. Pre-K through grade 4 is shown first. We are keeping all of our classes in line with the maximum, and a few classes are at the maximum capacity. Ms. Kathy Provost then shows the data for Grades 5-12 which is a bit different from elementary, as students are rotating through classes. We have a grand total of 590 students in Cohort D. There have been several movements across cohorts. The principals, Dr. Rodrigues and Kathy have made a chart to track some critical requests. We are at a maximum in many Cohort D as well as In-person classes. Before school started, Forest had 41 requests and changes, Mulready had 25, Farley had 24, Quinn Middle School had 30, and the High School had 58. We had a lot of movement before we even started school. Over the last week and a half or so, we are keeping track of the requests more carefully because of the maximum numbers. We had 12 requests to move from Cohort D to Cohort A or B at the Elementary/Middle School level. We had 11 requests from Cohort A/B to Cohort D. We had 16 High School requests to move to different Cohorts, most were to move to Cohort D, there were 5 that wanted to move out of Cohort D, and 4 that were moving from Cohort A/B to Cohort C. Many of these moves are based on need. Several of the A/B moves to C is due to English language assessments. We have also had several new students register, and they have been placed based on needs. Cohort C is very close to being full. We are maintaining 6-foot separation, and this remains a priority. As we are getting closer to the maximum number in many classes In-person and remote, we created the waiting list. This has been created so we can make sure these movements will not bring us over capacity. We need to maintain manageable class sizes for Cohort D teachers as well. We are informing parents if they are requesting a change, that we will be putting them on the waiting list. When we get an opposite request from another parent, we can make that move. We can make some movement in some classes right now, but in some classes we cant.

Ms. Hallsworth asked to revisit the Elementary slide for Cohort D. When we are looking at 2<sup>nd</sup> and 3<sup>rd</sup> grade are all of these classes under one teacher?

Ms. Kathy Provost answered that the elementary grades are divided into sections.

Ms. Nina Ryan asked for an update on how Kindergarten is going for remote?

Ms. Kathy Provost said we have been checking in daily with Kindergarten teachers, and they are doing an amazing job. The Teachers are looking at ways to put kids in smaller groups. We have pushed in one of our interventionists to relieve larger groups. We are closely monitoring the situation. The Assistant Principals of the Cohort D group are doing an amazing job at maintaining all of the grade levels and are paying particular attention to Kindergarten.

Mr. Steve Smith asked if moving forward, can we communicate any requests that are not fulfilled within the 4 weeks that we communicated would be the goal?

Ms. Kathy Provost said yes, and we are keeping track in google drive with the date of the request. Most requests have come in recently. It will be tricky when we are at maximum, we will need to be creative on how we can maintain things inside. In the Cohort D status as well, we don't want to go past some of these critical numbers.

Dr. Rodrigues updates everyone on the personnel status. A few more requests for accommodations have been made. The numbers presented are the numbers to date. We continue to work with staff who have asked for accommodations. In addition, we will be

pursuing a dry run of contact tracing in the next few days. We need to be prepared to do contact tracing if in a real scenario we need to do so. We will be selecting some people and doing tracing as if a positive case happened at school. We will be working with nurses and principles on this in the next few days.

As a reminder, we have sent families daily protocols for monitoring students before they leave the house and we have sent parents a sign off on two communications. One was on the use of technology/internet/remote learning protocols. The other was the nurse protocols related to self-monitoring. We have received 1,688 responses. We still have some to go, and last week we sent an email reminder. We encourage parents to do this and we need 100% compliance. When we get a more manageable number we will be contacting families individually.

Also, food service is available on Mondays and Wednesdays from 8:00am-10:00am. Through December 31, we have free meals for everyone regardless of status and anyone 18 years old and below that are residents of Hudson. This afternoon we sent out a survey to parents asking about participation in flu clinics. We are working with the Board of Health to create some flu clinics inside of our schools. We are helping to facilitate this for parents this vaccination as it's now mandatory in the state. Some families have been pro-active and we have already received some documentation that children have been vaccinated. We are trying to get an understanding how many families would want to participate in this effort with us.

Ms. Hallsworth commented that she tried to fill the survey out, and it won't let you submit without filling in some of the questions for example about insurance information. For those of us who have already done it or have other plans, can you update the form so we don't need to do that?

Dr. Rodrigues said yes, and we will look into that. We want as much information as possible in order to conduct these clinics. We are aiming for the end of October, but it could be a little later depending on the situation. We are thinking perhaps on a Wednesday, and possibly at dismissal time. Once we know the interest level, we can plan accordingly.

Dr. Rodrigues asked Mr. Dan Gale to go over some of the information on transportation. Are there any buses that have any critical numbers?

Mr. Dan Gale said We have 3 buses right now that have 20 students on one of the routes; all of the other buses are below 20. We have some room on each bus, 25 is the limit. It is going well, we got an update on the bus counts today and we are looking at who is actually taking the bus.

Ms. Michele Tousignant Dufour asked if we are noticing a difference in numbers between AM and PM?

Mr. Dan Gale said there are more students especially at the High School taking it in the PM.

Dr. Rodrigues said this is something we are monitoring on an ongoing basis. There are several things we check daily and weekly. We are very cognizant, and we keep an eye on everything. Things can change quickly, and we want to make sure we are prepared. Also, we have received several emails from parents recently thanking us on our organization and quality of hybrid learning. People understand how difficult this has been. Overall, there is a level of expectation that is being met for parents. We know that families need to put a lot in place for the children as well; parents have to be part-time teachers and make sure the environment is conducive to learning. Thank you to parents recognizing our work so far. Dr. Rodrigues reiterates that everything we are doing is an emergency response. The hybrid model is not ideal. Even the Chromebooks ordered haven't arrived yet, they are arriving in

October. What we are using now is some of the older equipment to make sure every child had a device to operate remotely. The situation is fluid, and we are asking for everyone's patience. If there is a question or concern from a parent, we ask that everyone maintains a healthy dialogue with the administration. There is no room for threats and rude remarks. We understand the stress from everyone, but we don't always have the answers. When something happens or if there is a problem, let's work together. During the last School Committee meeting, we approved the anti-bullying plan. If this is the environment we want to create inside our schools, it should be the same expectation we have outside of school. We are operating under difficult circumstances, and this is not going to go away anytime soon. Dr. Rodrigues concluded the report of the superintendent.

Mr. Steve Smith received some questions around ASPEN access. What is the expectation with ASPEN- is there a backlog for parent access? Is that something that we are aware of and working on?

Dr. Rodrigues said we are not aware of that. I do not have that information but we can find that out and bring it forth. One of the things we are asking parents is to be active in ASPEN. Historically, it been a more active practice in middle and high school. Last year when we started remotely and doing online versions of report cards, we developed more access to elementary level parents. We encourage people to start looking at that, this is the platform we're using right now. We need to be active and proficient in ASPEN and google classroom. Mr. Steve Smith moved onto Subcommittee reports. There have been no Subcommittee meetings. We have been looking to start policy meetings and the Superintendent's evaluation meeting. We will try to coordinate meetings in upcoming weeks. There have been no student presentations.

**V. Matters for Discussion:**

- a) Old Business
- b) New Business
  - 1. COVID-19 Attendance Policy 2020-2021
  - 2. COVID-19 Metrics Summary
  - 3. MASC Resolutions

Dr. Rodrigues said that we worked with principles to put some guidelines together for attendance. The policy is very clearly stated on how attendance will be taken. There are two handouts, the Elementary attendance for hybrid and remote learning, and Secondary attendance for hybrid and remote learning.

Mr. Steve Smith asked about the Secondary document, there is a section about students who are subject to quarantine/self-isolation. This section was not included in the Elementary document. It may be helpful for parents to have this section included if it applies to them or they are in a similar situation. It is on page 2 of the Secondary document.

Dr. Rodrigues agrees that this also applies to the Elementary level should there be a need to quarantine. It needs to be added to elementary in case it arises. This may look a little different from the Middle and High School because of the modality of the hybrid cohort. But we will need to add this portion in the Elementary level, and slightly change some of the language.

Ms. Kelly Sardella said we did talk about what this looks like at the Elementary level. We also discussed how this will be a work in progress. The Elementary level is a little different because of the way credits are set up.

Dr. Rodrigues suggested add some language that talks about the students who are subject to quarantine. This is a potential scenario at all levels. We will work on clarification before it is sent out.

Ms. Michele Tousignant Dufour asked if the terms will this be consistent with ASPEN so there is no confusion for parents

Dr. Rodrigues said yes it will be.

## 2. COVID-19 Metrics Summary

Dr. Rodrigues presented the first attempt at putting metrics together. We look at metrics every week, and every meeting we will bring a summary. The top portion is the color-coding of the map that the state provides on Wednesdays- we are currently green in Hudson. The report that came out in Hudson yesterday showed that we had no new cases since September 21. This is very encouraging. We are continuing to trend in the right direction. The first page is the data that we collect from the state and the town. The second page relates to information we captured internally. Some of the specific things we are looking at is the number of students that are staff quarantined, students and staff that are quarantined because of potential exposure inside schools, and students and staff that are quarantined because of potential exposure outside of schools. We have no one self-quarantined because of potential exposure inside schools and we have 2 self-quarantined because of potential exposure outside of schools. We also have the number of staff and families self-monitoring and reporting symptoms, to date we have 6 employees self-reporting and 8 families self-reporting. On the green chart on the bottom left of the page, we have the number of students referred to and dismissed from the medical room. We have 9 from the week of 9/21 and 0 the week of 9/28. We will be looking at these indicators every week. Some of this data is released at different stages and times. The information from the local board of health comes out every Monday. The state provides the map on Wednesdays and sometimes we get other updates on Thursdays. The data we report in our meetings is up to date as we compile information. We are looking at these indicators regularly, and particularly the information that is related to our schools. We will be looking out for trends emerging. Our nurses are doing a great job. They are keeping everyone informed and are working to educate students and staff and accommodate requests. We are in good condition right now. One of the things we have talked about in past meetings is that we needed more nurse coverage for the 3 Elementary schools. They currently have one nurse assigned to each of them. We were able to hire 1 nurse that's already started working with us and we have several interviews going on for nurses and helping hands. We are seeking to hire 2 new nurses or 2 helping hands or a combination of both.

Ms. Nina Ryan asked if there is a trend in the 9 students from the week on 9/21? Are they being diagnosed with head colds or strep?

Dr. Rodrigues said they have all returned to school, but we do not have that level of detail. The nurse can provide the status if we request it. These are the number of students who were referred to Medical room and were dismissed. Typically, families will take them to be tested or to primary care. We received confirmation from the tests or the PCPs that the child can return.



### 3. MASC Resolutions

Mr. Steve Smith said the plan with the MASC resolutions is to give people an opportunity to review and ask questions. During the next meeting we will vote. Mr. Steve Smith asked the rest of the Committee if they have to vote on delegate to attend meeting and vote on this?

Ms. Michele Tousignant Dufour said typically it is the chair who attends.

Mr. Steve Smith opened up the floor to questions and comments.

Ms. Liz Hallsworth clarified if on #4 we are not saying we are necessarily saying we are lowering voting age, but rather we just want it on the ballot?

Mr. Steve Smith said the way he read it is allowing towns and cities decide that a younger age can vote.

Ms. Liz Hallsworth agreed that we are just saying it would be on ballot. On #5 that although we want more funding, I have a problem connecting it to the progressive path legislation. I am personally for it; I don't necessarily think we should say that's where this money needs to come from. One reason is that if it never is passed, we will never get the money.

Mr. Steve Smith said I'm not sure if there's flexibility here- but as a Committee we could choose to put in an amendment.

Ms. Liz Hallsworth said that we have done it in the past. We can be asking for more funding, but not saying it has to be from there.

Mr. Steve Smith said that if you want to next week when we vote someone can make a motion to amend, and we can vote on the amended resolution.

Mr. Matthew McDowell said he got a memo from DESE today. They are scheduling the MCAS tests, and juniors will have to make up the tests that they missed last year. The plan to move forward for everyone else will be testing as normal. This presents many challenges in hybrid model.

Mr. Steve Smith said that within the context of this, we could vote on a resolution. I was on the phone with commissioner, and he was in favor of keeping in place.

Mr. Glenn Matson suggested if it comes to that, we could make a proposal to amend the resolution to say that it's not requirement for graduation even if testing does have to take place.

Dr. Rodrigues reminded the Committee that resolution 2 and 3 we already voted on.

Mr. Steve Smith agreed that we voted on them. Next meeting we can vote on the wording.

### VI. **Matters for Action:**

- a) Old Business
- b) New Business
  1. 2020-2021 Student Handbook
  2. HHS Schedule Update
  3. Approval of Reclassification of Funds

Dr. Rodrigues presented the 2020-2021 handbooks. What you have in front of you, we did some reorganization of the items in the handbooks. For each one of the schools, the front pages is what is particular to the school. Then it is followed by district policies, we have unified a number of items that were in different locations and some things have been cleaned up. It is organized in a way so that the second part of handbook is applicable for all schools, and the front is particular to that school. Another thing we did is eliminate some of the old links in the handbooks, and we now have active links in the policies. We tried to condense

it so we can have all pertinent polices like things about student discipline, student health and care. For the elementary handbook, we created some changes. There is the existing language and proposed language in the grid, and there is a grid for the high school as well. Everything else has just been organized.

Mr. Glenn Matson asked if we are having a late bus this year?

Dr. Rodrigues says there is no late bus yet this year.

Mr. Glenn Matson said that there is standard language still in the Quinn manual.

Dr. Rodrigues said we have not changed the handbook as a result of Covid. Anything that is Covid related will be an addendum. The handbook will be our customary document, and everything in the handbook is the practices pre Covid. Therefore, you will see language like this for late bus. For example, things like the late bus are something, which we have put on hold.

Mr. Steve Smith asked about the curriculum area around technology. It seems like the description is very light and it doesn't talk a lot about what students will get out of tech curriculum. Maybe we can make a note about this for next year.

Dr. Rodrigues asked what section this is?

Mr. Steve Smith said in the Farley handbook it is on page 10. I think that is consistent across most of them.

Dr. Rodrigues said this is something that will be evolving. We redid some of this information for the handbook, but we can certainly look into what else we can add here that will be more substantial and descriptive.

Mr. Steve Smith said a lot of other sections talk about what students will get out of it, this section did not have that angle to it.

A motion to approve the 2020-2021 Student Handbook was made by Mr. Glenn Matson and seconded by Ms. Tousignant Dufour. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 6-0, the motion passed

## 2. HHS Schedule Update

Dr. Rodrigues said we had some discussions last School Committee Meeting about the High School Schedule. Mr. Medeiros will guide us through process to build the school schedules. Mr. Jason Medeiros explained the 4 pieces of information for scheduling electives for 2020-2021. If here was a conflict with student's primary request, we used a decision tree that included a series of 5 questions. What electives are available during their assigned elective block? What was the menu of options student had potential access to? What are the student's alternative requests? Students were asked to put in for 3 requests. The next question is what has the student previously taken? We do not want students taking same courses. ASPEN doesn't necessarily pick up this information. We then look at what is available within the same department as the request? Are there other similar courses? Lastly, we ask what is developmentally appropriate for student grade level? Some classes are mostly filled with

8/9<sup>th</sup> grade students, and a senior or junior may prefer to be with age-like peers. It goes vis-versa. That is the process counselors would use. This isn't totally different than the process that has been used in other years, however, we acknowledge that in other years counselors would invite students into conversation for some say in decision. Because of the need to maintain cohort sizes, we could not engage in a dynamic process like that, as we had a higher likelihood of making errors and exceeding seat count. We had to shut that process off to maintain stability of the cohorts. Another piece of information that was requested were the electives not able to be offered. There were 4 courses that could not be offered during the 2020-2021 school year. The reasons were 1) there was a set of courses that the course requests were very low. 2) there were some courses where we had to adjust master schedule, and we did not have the staffing capacity to offer the courses. The four courses are Conflict resolution, AP research, Music Technology, and AP studio art. A third category of information that was requested was a log of the number of change of requests made. There have been 90 inquiries about schedule changes. Not all were complaints, many were inquiries. There were 10 requests that could be accommodated, 3 of those were related to movement within cohort d, 4 were related to movement within the VHS program, and 3 were related to the post-secondary pathway program. In the initial run of schedule, they were not assigned a course needed in order to complete the pathway.

Mr. Steve Smith asked if within the log we are tracking the students who wanted to switch courses, if there is an opportunity to swap?

Mr. Jason Medeiros said he does not have that granular data.

Mr. Matthew McDowell thanked Mr. Jason Medeiros for this. It is a challenging year. It's important to be as transparent as we can, so we can avoid hard feelings and misconceptions.

Mr. Jason Medeiros thanked Mr. Matthew McDowell. These decisions were not easy decisions. We are trying to make decisions with both students and staff in mind. We are hoping next year will return to the rotating 7-block schedule, which allows for more flexibility.

### 3. Approval of Reclassification of Funds

Dr. Rodrigues said there are 4 reclasses. The first reclass is for \$2163.50. This changes accounts from the teacher's account to the kindergarten payroll account. The second is in the amount of \$89,875.13 changing from the Covid school fund to the municipal cares act fund. The next one is in the amount of \$33.93 is from the **town** to school choice, and the last one is \$43.94 to switch from the district technology account to the financial literacy account.

A motion to approve the reclassification of funds was made by Ms. Tousignant Dufour and seconded by Mr. Glenn Matson. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 6-0, the motion passed

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

Mr. Steve Smith mentioned there is usually an agenda meeting prior to the School Committee meetings. That meeting will now be on Tuesday afternoons at 4:30pm. If people want and can attend, it is a good opportunity to give input on the agenda and get other questions answered. I may periodically ping the group as a reminder. We need to keep the meeting to 3 people or less but we can work through that if there is an influx of interest.

**VIII. Executive Session**

At 8:10 p.m., Committee Chair Mr. Steve Smith made a motion to move on to the Executive Session and announced that Executive Session was needed for the following reason: MD second

The following roll call vote was taken:

Mr. Maston	yes
Mr. Smith	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 6-0, the motion passed.

**Adjournment**

At 8:11 p.m., Chairman Mr. Steve Smith announced the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

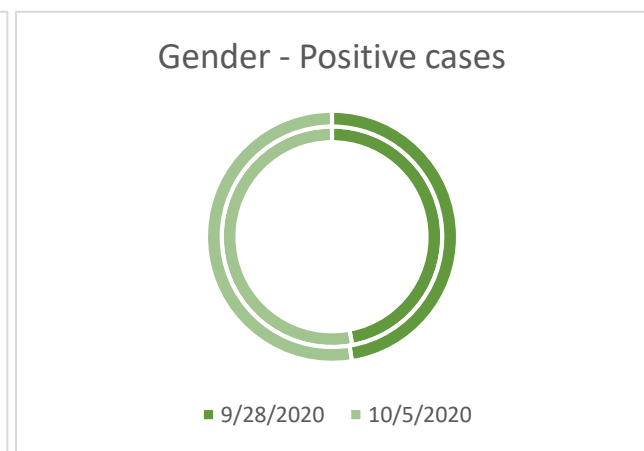
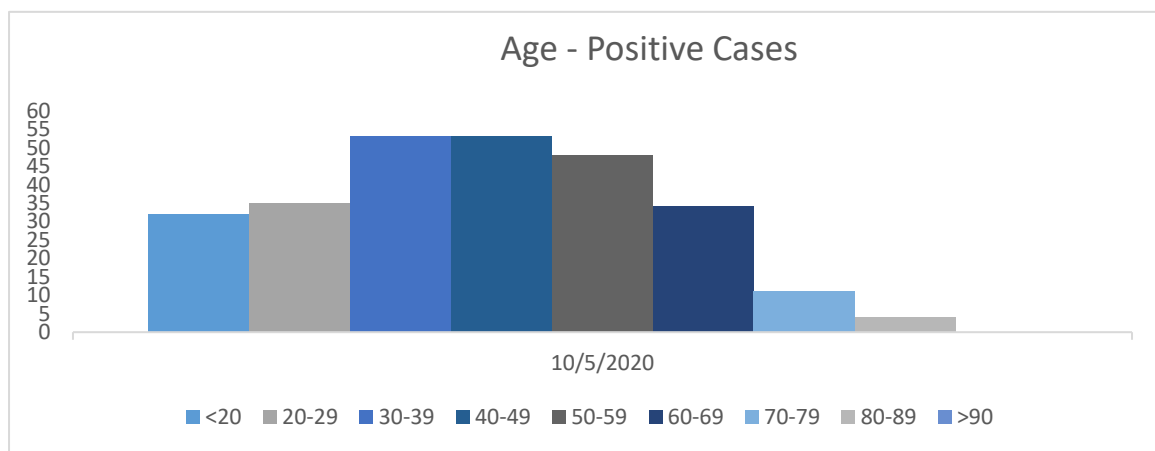
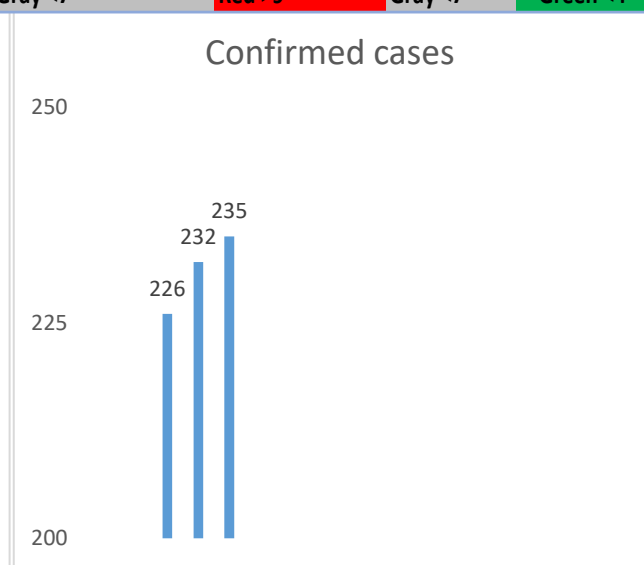
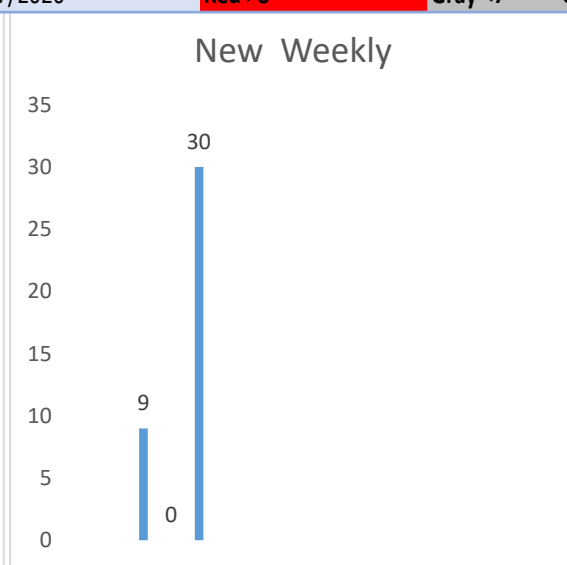
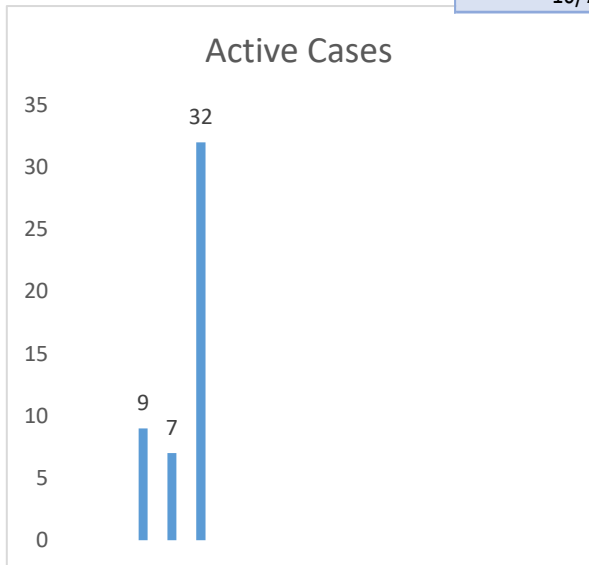
Michelle Tousignant Dufour  
Hudson School Committee

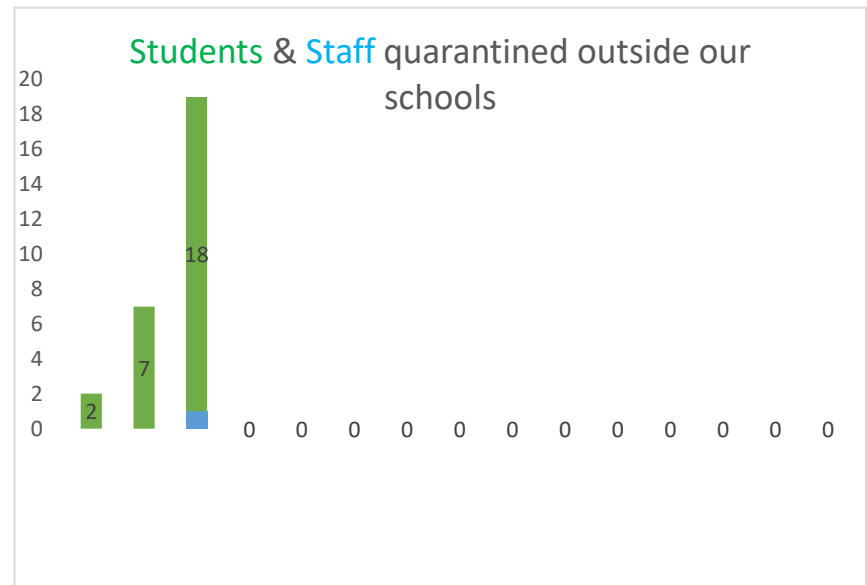
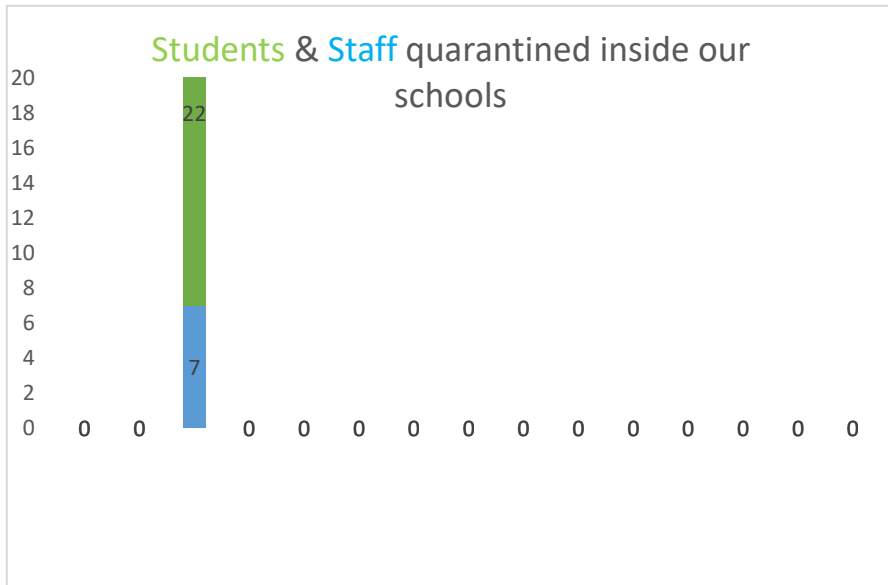
# Report of the Superintendent

- Reopening of Schools- Update

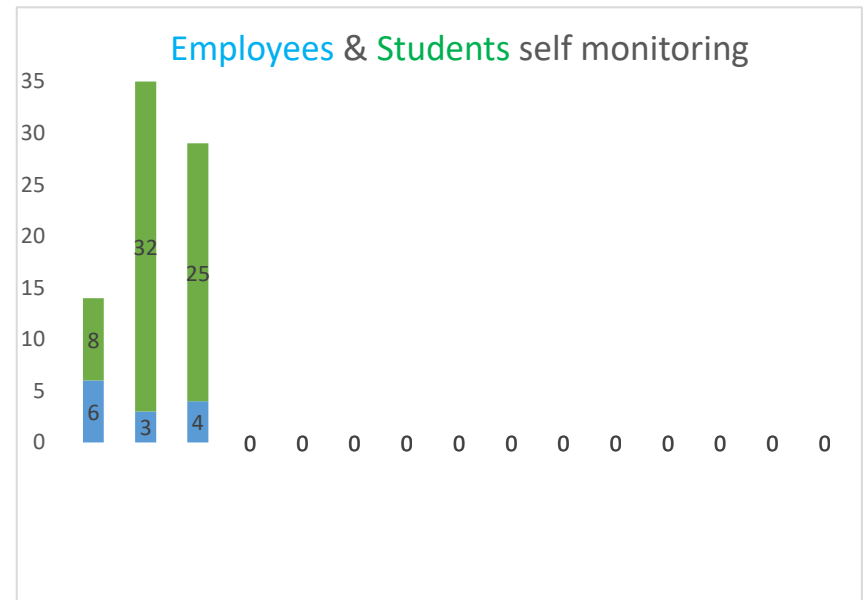
Week of 10/06/20

DESE Expectations	Column1	Fulltime or Hybrid	Column2	Hybrid or Remote	Remote	Column3	Column4
		Gray <5	Green <4	Yellow 4-8	Red >8		
		Reported count	Per 100,000	Per 100,000	Per 100,000		
WEEK OF:		Hudson	Berlin	Bolton	Marlborough	Stow	Sudbury
9/28/2020		Green <4	Gray <6	Gray <6	Red >9	Gray <6	Gray <6
10/7/2020		Red >8	Gray <7	Gray <7	Red >9	Gray <7	Green <4



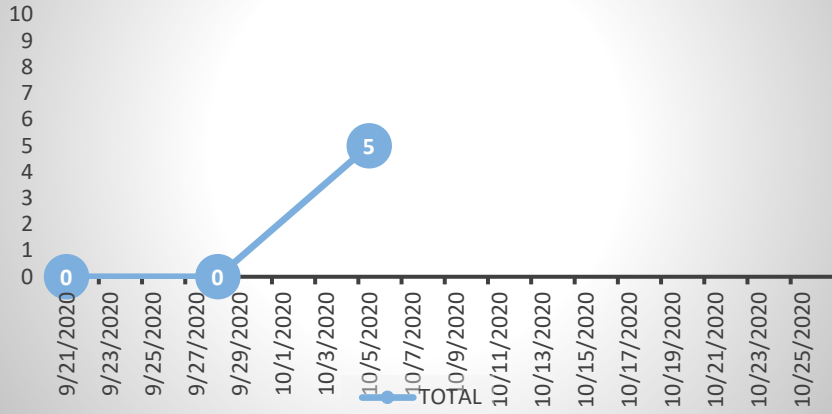


Number of students referred to and dismissed from the medical room at each school	Column1
9/21/2020	9
9/28/2020	8
10/5/2020	11
10/12/2020	0
10/19/2020	0
10/26/2020	0

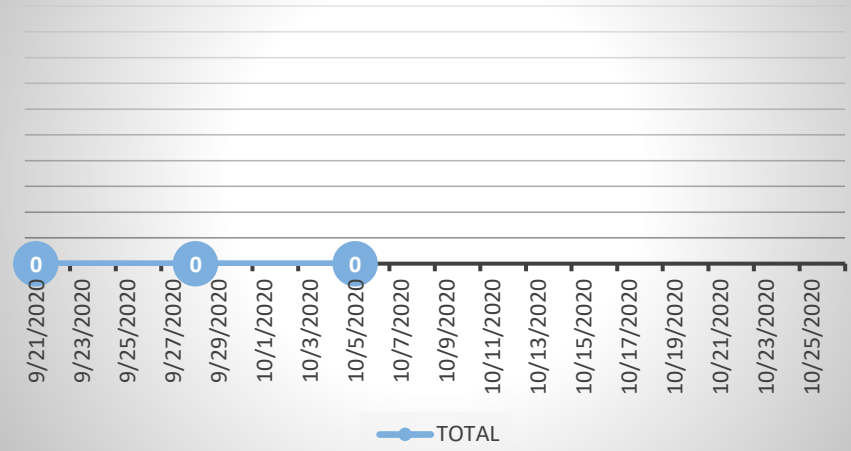


# School Positive Cases

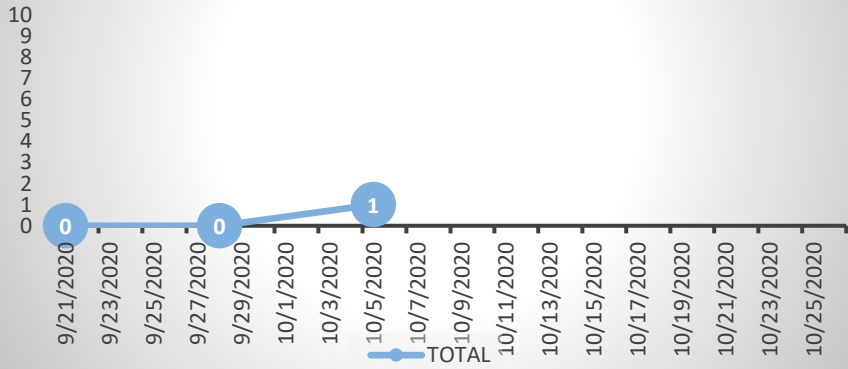
**Students confirmed positive at each school**



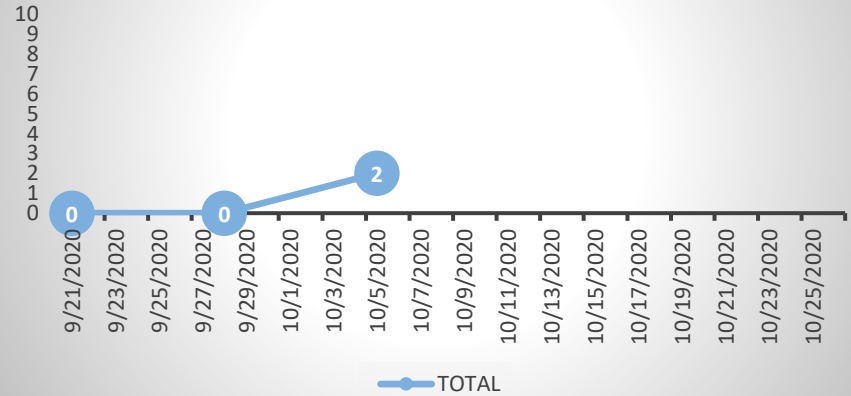
**Employees confirmed positive**



**Cohort D (remote students) confirmed positive**



**Students confirmed positive and no contract tracing**





## Matters for Discussion

### New Business

1. Curriculum Update: Response to Racial and Social Justice

## Responding to the Drive for Racial Justice

The Humanities department in Hudson has responded to the movement for greater racial justice in several ways and will continue to develop a coordinated response over the course of this school year. We will continue to engage staff and students, alumni and families in processes of reflection regarding the degree to which we provided a safe and inclusive environment for our students. Meanwhile, through research and reflection on our curriculum, we are eager to design curricula that is both culturally competent and achieves anti-racist goals. The following lists our first steps - actions taken since George Floyd's murder sparked this current reckoning for racial justice.

In early June, humanities teachers at the secondary level met to discuss ways of contextualizing and teaching about the burgeoning protest movement. Many incorporated lessons into their classwork, despite the limitations of remote instruction and the pressing last weeks of school.

In June, a leadership team of faculty at HHS, representing many disciplines but heavy with humanities teachers, designed and facilitated a faculty forum. Staff first discussed definitions of individual and structural racism in order to build some common vocabulary for the discussion. Then, in breakout rooms, lead teachers facilitated conversation built around two focus questions:

- To what extent does Hudson High School provide a safe and inclusive environment for all students?
- What can we do to work toward greater racial justice in our classrooms and school?

In a post-discussion survey, 90% of participants either agreed or strongly agreed that this was a “timely and essential.”

This same leadership team then organized two forum for alumni, one in July and another in August, which gathered about fifteen former students in discussions around similar questions:

- To what extent was your time at HHS an inclusive experience? For you? For others? What could HHS have done better to create a more inclusive environment?
- To what extent did your education at HHS teach you about the history and existence of individual and systemic racism in our nation? How could HHS have done better to embed anti-racist instruction into curriculum?

These questions sparked impassioned and honest conversation among these students, all of whom expressed a genuine care for the advancement of racial justice in our nation and at HHS.

Both of these efforts will serve as a foundation to coordinate an effort to tackle these questions at Hudson High School this year. Meanwhile, in the humanities, a focus of our professional work (beyond the shift to remote instruction) will be on developing our collective understanding about what a constitutes an anti-racist and representative curriculum and then taking steps to enact these shifts, whether they be new texts brought into the English curriculum or a reframing of units in history classes. This curricular work, will also be in play at the middle school.

At the elementary schools, we'll begin to roll out new social studies units this year, all striving to teach a set of Civic Dispositions. These are:

- Commitment to Social Justice - Helping others to be treated fairly
- Individual Responsibility - Understand and believe you make a difference in your community
- Promotion of the Common Good - Supporting what is best for the community
- Open-Mindedness - Carefully listening to and consider the ideas of others
- Critical-Mindedness - Asking questions and considering the views of others before reaching a decision
- Compassion - Showing kindness and care for one another
- Negotiation & Compromise - Solving problems together through discussion.

Designed by teams of Hudson elementary teachers, each unit focuses on a few core dispositions and related skills. The units weave together performance, inquiry, and literacy. As we build text sets for each unit, we set our eyes on the critical need to represent a diversity of voices, so that our children can both see themselves in a text and learn about others – books as mirrors and windows. In a grade two unit called Traditions and Customs, for instance, students read beautiful picture books about a host of cultures. Learning about other cultural traditions helps kids understand their own and appreciate the diversity within their own classrooms. Our new third grade unit, called Stand Up and Say Something, has students reading about citizen activists - Malala and Greta Thunberg, Nelson Mandela and Jane Goodall – with the goal of learning how to take a stand on an issue of social justice themselves.

In addition, we reached out to those who participated in the Cultural Proficiency work hosted by Assabet Valley Collaborative during the 2019-2020 school year and invited them to come together to discuss the events related to racial justice and how they connect to our school community in Hudson. We planned a series of one-hour professional learning sessions related to implicit bias and the impact on our students, color blindness and how it relates to micro-aggressions, and the history of institutional racism. Our hope was for these three sessions to be the start of a continued conversation here in Hudson about equity and opportunity in our community. These sessions were called: Voices: A Conversation about Bias, Prejudice and Racism.

These sessions were a great opportunity for members to go deeper and to build onto our Cultural Proficiency learning. Considering that we are at a critical junction in our society and history, we must be prepared to engage in dialogue with our students and staff when we return in September.

Topics:

**Session 1:** Implicit Bias and the Impact on our Students

When: Monday, July 20th 3:00pm - 4:00pm

**Session 2:** Color Blind vs. Color Brave: What is the difference?

When: Monday July 27th 3:00pm - 4:00pm

**Session 3:** A Short History of Institutional Racism

When: Monday, August 3rd 3:00pm - 4:00pm

## Matters for Discussion

### New Business

2. AVC Report: Acquisition of Lord Road Property

## **Assabet Valley Collaborative Report Acquisition of Lord Road Property**

Dear Members of the AVC Board of Directors,

This memo serves to summarize the activities related to AVC's purchase of property for the Evolution program, which will relocate upon expiration of our current lease with Shrewsbury Public Schools in June 2021.

Evolution has leased space from Shrewsbury Public schools since 2012 - with a lease originally scheduled to expire June 2020.

Between October 2018 and April 2019, a team from AVC toured properties in Hudson, Marlborough, and Northborough. In this initial exploration, AVC learned that two units (Suites 267 and 285) on the 2<sup>nd</sup> Floor of 28 Lord Road (where AVC's central office is located) were for sale. In July 2019, upon determination by legal counsel that the Lord Road units qualified as a "unique acquisition," the Board of Directors - in Executive Session - authorized me to engage the seller in negotiating an offer within parameters.

 [Executive Session Minutes of AVC Board of Direc...](#)

When the seller of Suites 267 and 285 did not reduce the asking price to align with the parameters set by the Board; AVC withdrew interest in the property. In the fall of 2019, AVC posted RFRs for the purchase/lease of property or land. AVC received no quality responses to the RFRs. A broker was engaged to search commercial lease options in the Marlborough area. In January 2020, AVC learned that Shrewsbury Public Schools was interested in extending the lease for Evolution through June 2021, which extended the timeline for relocation. During this same time, AVC learned that the seller of the 28 Lord Road units had reconsidered AVC's previous offer and had reduced the price in proximity to the parameters set by the Board in July.

In February 2020, the Board - in Executive Session - authorized me to match the seller's new asking price in an offer to purchase.

 [Executive Session Minutes of AVC Board of Dire...](#)

In April 2020, the Board of Directors approved terms of the Purchase and Sale Agreement for Suites 267 and 285 of 28 Lord Road, Marlborough, MA.

 [Signed Purchase & Sale.pdf](#)

AVC's treasurer, Peter Zona, explored financing options to support the purchase of the two units.

At the August 31, 2020 Board of Directors meeting, Mr. Zona recommended the Board vote to approve a mortgage with Main Street Bank.

 [Main Street Bank Commitment Letter - AVC](#)

The Board voted unanimously to approve the mortgage terms.

 [Certificate of Board Vote - August 31, 2020.pdf](#)

On September 3, 2020, AVC completed the purchase of Suites 267 and 285. Due to the move-in condition of the new property, a cohort of AVC's Evolution students have been able to occupy part of the new space as we reopen schools with the requirement for physical distancing.

During the next few months, AVC will complete renovations of the space to include the installation of wheelchair accessible bathrooms and the expansion of the current kitchenette area to become a full wheelchair accessible kitchen. These renovations, once complete, will make it possible to move the remaining Evolution students into the space at the end of the school year.

Matters for Discussion  
New Business

3. School Committee Communication Newsletter

# Matters for Discussion

## New Business

### 4. Sub Committee Assignments



# HUDSON PUBLIC SCHOOLS

## SCHOOL COMMITTEE MEMBERS ASSIGNMENTS

2020-2021

### Sub-Committees:

1. Budget: All Committee Members
2. Policy: Steve Smith, Matt McDowell
3. Strategic Goals: Adam Tracy, Michele Tousignant Dufour, Elizabeth Hallsworth
4. Superintendent's Evaluation: Glenn Maston, Nina Ryan, Adam Tracy

### Negotiation Teams:

1. Teachers: Adam Tracy, Steve Smith, Michele Tousignant Dufour
2. Paraeducators: Glenn Maston, Nina Ryan, Elizabeth Hallsworth
3. Secretaries: Matt McDowell, Steve Smith, Michele Tousignant Dufour
4. Custodians: Adam Tracy, Nina Ryan, Steve Smith

### School Councils:

1. Hudson High School: Nina Ryan
2. Quinn Middle School: Matt McDowell
3. Farley: Adam Tracy
4. Forest Ave: Elizabeth Hallsworth
5. Mulready: Glenn Maston

### Other Responsibilities:

1. Teacher Sick Bank: Nina Ryan, Michele Tousignant Dufour, Glenn Maston
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith
3. English Learners Parent Advisory Council (ELPAC) Liaison: Glenn Maston

Matters for Discussion  
New Business

5. Town Executive Assistant Search Process

## Matters for Discussion

### New Business

6. Superintendent Contract: Upcoming Discussions

Matters for Action  
Old Business

1. MASC Delegate November Annual Assembly

# report of the resolutions committee

The members of the Resolutions Committee met virtually on June 25, 2020 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2020 Annual Meeting of the Association. Members present were: Ellen Holmes, Chair, Ex-Officio, Ashburnham-Westminster Regional; Deborah Davis, Northeast Metropolitan Voc. Tech.; Barbara Davis, Holbrook; Margaret Hughes, Narragansett Regional; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; William Fonseca, East Longmeadow; Jason Fraser, Silver Lake Regional; Beverly Hugo, Framingham; Mildred Lefebvre, Holyoke; Stacey Rizzo, Revere; Wendy Rua, Agawam; Lynn Ryan Assabet Voc. Tech.; Paul Schlichtman, Arlington; and Robert Swartz, Gardner.

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

## **RESOLUTION 1: MCAS AND HIGH STAKES TESTING**

*(Submitted by the MASC Board of Directors)*

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS the COVID-19 Remote Learning Model has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts.

Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.

## **RESOLUTION 2: COVID-19 STATE FUNDING**

*(Submitted by the MASC Board of Directors)*

WHEREAS if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines;

THEREFORE BE IT RESOLVED that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates. We must ensure a statewide school re-opening that is safe, responsible and equitable. There can be no unfunded mandates for COVID-19.

## **RESOLUTION 3: SCHOOL COMMITTEE ANTI-RACISM RESOLUTION**

*(Submitted by the MASC Board of Directors)*

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity and inclusion; and

WHEREAS every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

School Committee members should ensure our that school culture and that of every district in the Commonwealth is anti-racist, and that acknowledges that all lives cannot matter until black lives matter.

#### **RESOLUTION 4: LOWERING THE VOTING AGE FOR MUNICIPAL ELECTIONS**

*(Submitted by the MASC Board of Directors)*

WHEREAS the right to vote is elemental to democracy and that right should be protected and guaranteed to all qualified citizen; and

WHEREAS sixteen and seventeen-year-olds possess the same critical analytic intelligence as eighteen-year-olds; and

WHEREAS in Massachusetts, sixteen-year-olds have been deemed able to consent to sexual intercourse, obtain a learner's permit and driver's license, get married with parental consent, work a full-time job and pay taxes, and be tried as an adult in a court of law; and

WHEREAS the 2018 Act to Promote Civics Engagement mandated an increased emphasis on civics education in Massachusetts Public Schools; and

WHEREAS studies conducted in places with a voting age of 16 have demonstrated that, when partnered with a strong civics education, a lowered voting age results in higher overall civic engagement and voter turnout and higher propensity to develop a lifelong voting habit; and

WHEREAS early voter engagement increases civic participation later in life, which is vital to a democracy; and

WHEREAS turnout among all voters in the United States is decreasing, and a push to vote is much needed for younger citizens; and

WHEREAS 16-year-olds may now pre-register to vote in Massachusetts, which may provide a logistical framework for their local participation; and

WHEREAS the rules of local voting should be a local issue; and

WHEREAS Representative Andy Vargas and Senator Harriet Chandler have introduced the EMPOWER Act (H.720/S.389), which would give municipalities the ability to lower their municipal voting age on local authority;

THEREFORE BE IT RESOLVED that the sponsors call upon the Massachusetts Legislature to pass the EMPOWER Act and take other means necessary to allow cities and towns to establish a minimum voting age of sixteen years for all municipal elections.

#### **RESOLUTION 5: SUPPORTING INCREASED FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION**

*(Submitted by the MASC Board of Directors)*

WHEREAS the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS to date, the employees of the Massachusetts Public Schools have worked around the clock to continue to provide our students and families with access to educational needs such as Chromebooks; and

WHEREAS the Massachusetts Public Schools has maintained payroll for full and part-time district employees, providing stability to our community during economic uncertainty; and

WHEREAS Massachusetts Public Schools have continued to provide daily lunches to students despite a projected shortfall of revenue from the Federal Meals Program; and

WHEREAS these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public school; and

WHEREAS revenue shortfalls may result in budget cuts and personnel reductions; and

WHEREAS federal legislation has been approved to provide urgently needed funding to underwrite the recovery of the American economy and to support critical public programs, including public education with such examples as American Recovery and Reinvestment Act (ARRA) of 2009, additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones, and the recent Coronavirus Aid, Relief, and Economic Security (CARES) and other measures to stabilize public education and other public programs; and

WHEREAS public education is one of the largest employment bases of any field or industry; and

WHEREAS research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our well-being; and

WHEREAS it is likely that further emergency legislation will be required to underwrite the cost of public safety supplies, technology, and personnel to maintain the status of public schools; and

WHEREAS this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average; and

WHEREAS the governor and General Court may be able to access additional state revenues through use of accumulated reserves or through the implementation of progressive tax legislation;

THEREFORE BE IT RESOLVED that MASC align with state superintendents of schools and urge the Massachusetts Congressional Delegation and state legislators to advocate for and approve additional education funding for our nation's public schools through the enactment of progressive tax legislation.

#### **RESOLUTION 6: RETENTION OF MEDICAID REVENUE**

*(Submitted by the MASC Board of Directors)*

WHEREAS the Affordable Care Act expanded access for health care to millions of Americans, including thousands of Massachusetts families who have been without health insurance; and

WHEREAS through the expansion of the Medicaid program, more families in economic distress gained access to health insurance and, subsequently, affordable health care; and

WHEREAS the Medicaid program reimburses public school districts for certain clinical services provided to students who may be clients of special education or who experience disabilities, and this revenue provides critical support to the districts and municipalities where they are based; and

WHEREAS the restriction of Medicaid eligibility and reduction of funding would require the Commonwealth to choose between extraordinary state budget increases to fill the gap or absorb the cost of caring for families who could lose health insurance;

THEREFORE BE IT RESOLVED that MASC urges the General Court to require that 100% of Medicaid reimbursements to cities and towns be provided in full amount to the public schools of each municipality, through a school district revolving account, to underwrite the cost of providing an adequate education.

#### **RESOLUTION 7: ATTEMPTS BY US DOE TO DIRECT FUNDING TO PRIVATE SCHOOLS**

*(Submitted by the MASC Board of Directors)*

WHEREAS a recent "advisory" issued by the United States Secretary of Education has inappropriately interpreted language in the recently enacted COVID-19 relief legislation to benefit private schools disproportionately in the distribution of federal funding for economically disadvantaged students; and

WHEREAS in recognition of this executive branch attempt to overreach in the interpretation of a federal statute in devising a formula for the distribution of funds under Title I and other provisions of the Elementary and Secondary Education Act as revised and reauthorized; and

WHEREAS the commissioner of Education in Connecticut, in citing the Secretary for such a misrepresentation of the law, has advised officials of that state to follow the language of the law rather than the interpretation issued in the "advisory," and thus save thousands of dollars for economically disadvantaged students in the public schools of that state

THEREFORE BE IT RESOLVED that MASC petition the Attorney General of Massachusetts to review and recommend to the Executive Office of Education and the MA Department of Elementary Education to review the formal language of such statutes that determine the distribution of federal funds to benefit economically disadvantaged students and, further that the Attorney General provide legal guidance to state agencies in Massachusetts to implement such formulas based on the actual language and legislative intent of the statute should that be in variance with any "advisory" issued by the United States Secretary of Education.

#### **RESOLUTION 8: MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*(Submitted by the MASC Board of Directors)*

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education; and

WHEREAS most boards and commissions in Massachusetts appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commission; and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees;

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated

commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; 1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees and 5 additional members.

**RESOLUTION 9: PROVIDING EQUITY FOR SEXUAL ORIENTATION - LGBTQ+ STUDENTS, TEACHERS AND STAFF**  
(Submitted by the MASC Board of Directors)

WHEREAS gender identity is not listed as a protected class in federal laws; and

WHEREAS LGBTQ+ students, teachers and staff are victims of discrimination, harassment, and at-risk behaviors at rates alarmingly higher than non-LGBTQ+ persons;

WHEREAS the social and emotional wellness of our students has a direct relationship with their academic and future success and that schools have the moral and ethical responsibility to address the whole child so that they may experience success in school and in society; and

WHEREAS school districts that respect and support their teachers and staff by providing an inclusive culture where all can thrive, irrespective of gender identity, are more successful and in turn, are supporting a thriving school climate; and

WHEREAS the Commonwealth of Massachusetts currently recognizes in state law LGBTQ+ as a protected class;

THEREFORE BE IT RESOLVED that MASC file legislation and petition our federal legislative delegation to also file legislation which would have the effect of adding sexual orientation and gender identity to the list of protected classes in order to provide equity and support to our LGBTQ+ students, teachers and staff and petition our legislative delegation.

**RESOLUTION 10: RELATIVE TO THE MONITORING OF ATTENDANCE OF STUDENTS DURING THE PANDEMIC**  
(Submitted by the MASC Board of Directors)

WHEREAS districts are required to have special but comprehensive plans for educating students during the pandemic crisis; and

WHEREAS student attendance is an important element of a district plan for returning-to-school, and school committees apply local policies for student attendance; and

WHEREAS the emergency nature of the pandemic requires that students may need to be educated in such venues as schools, home, institutions or other remote locations; and

WHEREAS circumstances may require that students be absent from school for reasons that may include extended illness, exposure to illness including COVID-19, or the judgment of parents or guardians determining that it is not safe for their children to return to a school building or other learning venue;

THEREFORE BE IT RESOLVED that MASC advocate for legislation and regulation that protect the rights of parents to withhold their children from school for reasons of their health status or health risk and, further,

- That MASC advocate for regulations that hold districts accountable for the attendance of students provide appropriate exemptions for students who experience or require extended absences from school due to health-related issues or concerns due to the COVID-19 pandemic, and further,
- That MASC petition the Board of Elementary and Secondary Education to waive all accountability requirements regarding attendance for the 2020-2021 school year, and
- That such regulations exempt districts from sanction status on the basis of attendance when such absences are related to a public health crisis, including COVID-19.



# Matters for Action

## New Business

### 1. Town Meeting Articles

**Special Town Meeting**

***ARTICLE 3 Transfer of Funds – Mulready Air Conditioning and Boiler Project***

To see if the Town will vote to transfer the excess bond proceeds of \$130,000.00 from the \$395,000.00 borrowing authorized under Article 12, May 6, 2019 for Mulready Air Conditioning, per Massachusetts General Laws Chapter 44, Section 20 to the Mulready Boiler improvement project as authorized under Article 6, May 6, 2019, or take any other action relative thereto.

*Note: This article transfers borrowing authority from one school project to another and does not require additional funds.*

Executive Assistant  
School Superintendent  
Board of Selectmen

***ARTICLE 4 Transfer of Funds – High School Air Conditioning***

To see if the Town will vote to transfer the excess proceeds of \$50,000.00 from the various school projects authorized under Article 3, May 1, 2017, and transfer the excess bond proceeds of \$80,000 from the \$395,000 borrowing authorized under article 12 May 6, 2019, per Massachusetts General Laws Chapter 44, Section 20, both amounts to be added to the Hudson High School Air Conditioning project as authorized under Article 11, May 6, 2019, or take any other action relative thereto.

*Note: This article transfers borrowing authority and excess funding from two school projects to another and does not require additional funds.*

Executive Assistant  
School Superintendent  
Board of Selectmen

***ARTICLE 5 Hudson High School Air Conditioning***

To see if the Town will vote to borrow and appropriate pursuant to M.G.L. Chapter 44, Section 7 clause (1) as amended or any other enabling authority the sum of \$295,000 for the purpose of design and construction of air conditioning at Hudson High School, and to authorize the Treasurer, with the approval of the Board of Selectmen, to issue any bonds or notes necessary thereto; and to authorize the Board of Selectmen to apply for and accept any state and/or federal aid that may be available therefore,

## Special Town Meeting

including Massachusetts School Building Authority assistance; further, any premium received by the Town upon the sale of any bonds or notes approved by this vote, less any premium applied to the payment of costs of issuance of such bonds or notes, may be applied to the payment of costs approved by the vote in accordance with M.G.L. Chapter 44, Section 20, thereby reducing the amount authorized to be borrowed to pay such costs by a like amount, or to take any action relative thereto.

*Note: This article supplements a previous borrowing article to account for additional costs relative to the COVID-19 pandemic.*

Executive Assistant  
School Superintendent  
Board of Selectmen

### **ARTICLE 6 High School Repair Stucco & Coping Stones**

To see if the Town will vote to borrow and appropriate pursuant to M.G.L. Chapter 44, Section 7, clauses (1) and (7), as amended or any other enabling authority the sum of \$345,000.00 for the purposes of making repairs to the Stucco and Coping Stones at the High School, and to authorize the Treasurer, with the approval of the Board of Selectmen, to issue any bonds or notes necessary thereto; further, any premium received by the Town upon the sale of any bonds or notes approved by this vote, less any such premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by the vote in accordance with Chapter 44, Section 20 of the General Laws, thereby reducing the amount authorized to be borrowed to pay such costs by a like amount, or take any action relative thereto.

*Note: This is a holdover article from the Annual Town Meeting.*

Executive Assistant  
School Superintendent  
School Committee

### **ARTICLE 18 School Department Food Services Five Year Contract**

To see if the Town will vote to authorize the School Department to enter into any contract for Food Service/Meal delivery services for terms not to exceed five years, or to take any other action relative thereto.

Executive Assistant

November 16, 2020

**Special Town Meeting**

School Superintendent

Matters for Action  
New Business

2. MASC Delegate November Annual Assembly