

Please note the updated instructions below for public participation

Pursuant Governor Baker’s June 16, 2021 signing of “An Act Relative to Extending Certain COVID-19 Measures Adopted During the State of Emergency” into law extending remote open meeting measures under the “Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20,” has been extended by Governor Healey until March 31, 2025. The **Hudson School Committee sessions will continue to be conducted via in-person and remote participation. Committee members will participate in person and/or 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’s and livestream <https://vimeo.com/showcase/9964109>

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

- **Persons wishing to make public comment remotely** will send an email to the School Committee’s email address 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 will be muted again by Hud TV.
- **For persons wishing to make public comment in-person**, the School Committee meeting is held at Hudson High School, Room F101.

HUDSON SCHOOL COMMITTEE

June 13, 2023

Hudson High School - F101

7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting May 23, 2023

III. Public Participation

IV. Reports and Presentations

- a) Report of the Superintendent: District Improvement Plan (DIP) Report
- 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

- 1. School Improvement Plan (SIP) Update
- 2. Equity Audit Report Update
- 3. Biomedical Program: White Coat Ceremony Video
- 4. School Calendar Update

b) New Business

- 1. Assabet Valley Collaborative (AVC) 4th Annual Report
- 2. Administration Building Mural Presentation
- 3. MASC Onsite Workshop

VI. Matters for Action:

a) Old Business

- 1. Policy Manual Revisions 2nd Reading of Sections E, G, I, J, and K

b) New Business

- 1. Approval of Contract: AFSCME Counsel 93 ("Association") - Custodian's Union Contract
- 2. Approval of Contract: Renewal with First Student Transportation for 1 additional year
- 3. Approval of Contract: Renewal with Tyler Tech for 1 additional year of license and maintenance for Infinite Visions accounting software in the amount of \$31,207.42
- 4. Approval of Gift: Donation from William James College to Quinn Middle School in the amount of \$2,800.00

5. Approval of Overnight Field Trip: HHS Varsity Hockey Team to Lake Placid, New York, from December 7, 2023 to December 10, 2023
6. Reclassification of Funds

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.

I.

Call to Order

II.

Approval of Minutes Regular Meeting May 23, 2023

**Hudson School Committee
Open Session Minutes**

Meeting Date: May 23, 2023

Location: Hudson High School and GoogleMeet

Members present: Erica Ankstitus, Molly MacKenzie, Christopher Monsini, Steven Sharek, Steven Smith, Mark Terra-Salomão, Christopher Yates

Members present participating remotely:

Members absent:

Others present participating: Marco Rodrigues, Superintendent; Kathy Provost, Assistant Superintendent; Ellen Schuck; Jennifer Allard; Scott Kurposka; Dan Gale; Sarah Davis; Rachel Scanlon; Jeff Gaglione; Jason Medeiros; Kelley Sardella; Dave Champigny

I. Call the Meeting to Order: 7:00PM

II. Approval of Minutes: Regular Meeting May 09, 2023

A motion to approve the minutes was made by Ms. MacKenzie and seconded by Mr. Sharek.

On a unanimous vote the minutes were approved.

III. Public Participation

none

IV. Reports and Presentations

a) Report of the Superintendent: PLTW Bio-Medical Pathway Report

Dr. Marco Rodrigues, Superintendent, introduced the Director of Science Ms. Sarah Davis who presented to the committee.

Discussion ensued.

b) Subcommittee Reports:

- **Budget Subcommittee**
none
- **Policy Subcommittee**
none
- **Strategic Goals Subcommittee**
none
- **Buildings and Grounds Subcommittee**
none
- **Superintendent's Evaluation Subcommittee**
none

c) Student Presentation

- none

V. Matters for Discussion

a. Old Business

1. none

b. New Business

1. **FY23 Q3 Financial Report**
2. **Facilities Update**

VI. Matters for Action

a. Old Business

1. Approval of School Committee Member Assignments

A motion to approve was made by Mr. Sharek and seconded by Ms. MacKenzie. On a unanimous vote the assignments passed.

2. School Board Governance and Operations

3. Incoming Superintendent Transition Update

No action taken on items 2-3, they were discussions.

b. New Business

1. Approval of Student Handbooks 2023-2024

A motion to approve was made by Ms. MacKenzie and seconded by Mr. Sharek. The handbooks were approved unanimously.

2. Approval of School Committee Meeting Schedule 2023-2024

A motion to approve was made by Ms. MacKenzie and seconded by Mr. Terra-Salomão. The meeting schedule was approved unanimously.

3. Policy Manual Revisions 1st Reading of Sections B, E, G, I, J, and K

No action taken for first reading.

4. Approval of Pilot Protocol for Remote Work

A motion to approve was made by Ms. MacKenzie and seconded by Mr. Terra-Salomão. The pilot protocol was approved unanimously.

5. Approval of Contract: with Curriculum Associates, LLC for implementation of I-Ready Math Education Curriculum, professional development, and instructional materials for the elementary schools in an amount of \$48,413.00

6. Approval of Contract: with McGraw Hill, LLC for Reveal Math Education Curriculum, professional development, and instructional materials for Quinn Middle School in the amount of \$25,275.20

- 7. Approval of Contract: with Compass Group USA, Inc., by and through its Chartwells Division, to amend their existing contract.**
- 8. Approval of Gift: from Buonopane Inc.to Quinn Middle School for Cross Country in the amount of \$400.00**
- 9. Approval of Overnight Trip: UNESCO Conference for Young Scientists in Santarém, Portugal in January of 2024**

10. Reclassification of Funds

A motion to approve items VI.b.5-10 under consent agenda was made by Ms. MacKenzie and seconded by Mr. Sharek.
The items passed in a unanimous vote.

VII. Items of Interest to the School Committee

Ms. MacKenzie thanks Farley Home and School for inviting Jean Appolon Expression, a Boston based contemporary Haitian dance company, to Farley to teach over 400 students Haitian dance along to live drumming in celebration of Haitian Flag Day. She also thanks the Farley Home and School for organizing a WooSox game where nearly 250 Farley community members got to watch the game and see Principal Rachel Scanlon throw the first pitch.

Mr. Yates inquired if an executive session to review and approve pending executive session minutes would be needed and appropriate for the next meeting.

VIII. Executive Session

IX. Adjournment

Ms. MacKenzie made a motion to adjourn, seconded by Mr. Smith.
On a unanimous vote The Hudson School Committee adjourned at 9:01PM.

Respectfully submitted,
Mark Terra-Salomão, Secretary
Hudson School Committee

III.











Public Participation

IV.

Reports and Presentations

Report of the Superintendent:
District Improvement Plan (DIP) Report

ACTION PLAN 2022-2023

STRATEGIC PRIORITY 1.1: Build District-wide capacity through targeted professional learning.				
S.P.	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
1.1a	D-ILT Focused Schools Curr. Directors Principals	District-Wide Instructional Leadership Team guides the development of professional learning opportunities that links multilingual learner and ILT needs for all learners	Completed 8/22  Completed 5/23  Completed (Focused Schools & ILTS) 5/23 	<ul style="list-style-type: none"> Develop year-long district-wide PD plan with an emphasis on Multilingual Learners that is driven by data. Support continuous learning opportunities after every professional development session through building level / department support to ensure fidelity of implementation. Create opportunities for regular collaboration, classroom learning walks, data analysis, and growth-producing feedback from coaches, principals and peers.
1.1b	D-ILT Focused Schools Curr. Directors Principals FIC	Implement 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 inform professional learning.	Completed ACCESS scores 5/23  Ongoing (Focused Schools & DILT) 5/23  Ongoing (Building-based ILTs)  Ongoing (Building-based ILTs)  Completed (5/23) (IRLA Pilot, IST work, GLAD PD, Co-Teaching partners) 	<ul style="list-style-type: none"> Identify and evaluate the available data regarding multilingual learners. Identify and Explore additional data sources to measure the impact of professional development as it relates to educator practice. Identify additional common assessments to be used to facilitate classroom discussions. Explore and pilot new protocols for facilitating student-centered conversations. As needed, identify and pilot new intervention strategies to support MLLs.
STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.				
S.P.	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
1.2a		Strengthen Tier 1 & Tier 2 instruction by identifying, learning, and using 3-5	Ongoing through ILTs & IST process  Ongoing Through ILTs & IST process 	<ul style="list-style-type: none"> Develop and implement a four to six week monitoring plan that measures the impact on student growth and achievement.

ACTION PLAN 2022-2023

		instructional practices that are highly effective for all learners.		<ul style="list-style-type: none"> Evaluate Tier 1 & Tier 2 instructional practices through the use of SMARTE Goals (Specific, Measurable, Attainable, Relevant, Time-based, Every Student Every Day) and adjust based on data analysis.
1.2b		Create an internal accountability system (inspect what we expect) to monitor the implementation of the adopted instructional practices.	<p>Completed Through ILTs- 5/23 </p> <p>Completed (5/23) </p> <p>For 2024 Action Plan Ongoing (Building-based ILTs and Departs.) </p>	<ul style="list-style-type: none"> Implement a set of “look fors” based on ILT instructional practices. Implement learning walks across the district in order to monitor best practices. Utilize the information from learning walks to create building or district level action steps. Buildings will communicate with staff relentlessly; creating an agreed upon process of sharing updates and information on a continuous basis through various means of communication including ILT, department, grade level meetings, and weekly updates.
STRATEGIC PRIORITY 2.1: Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school.				
S.P.	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
		Introduce, learn, implement and evaluate the Choose Love Curriculum	<p>Completed 8/22 </p> <p>Completed 8/22 </p> <p>Completed 11/22 </p> <p>Completed </p>	<ul style="list-style-type: none"> Develop a Communication plan for district and community partners regarding the implementation of Choose Love, including Home and School groups, SEPAC/ELPAC and Hudson Community organizations. Before School begins, the district will publish the professional development training schedule for the implementation of Choose Love for all staff. Each school develops building-based Choose Love Champion Teams to support implementation for each level that will meet regularly in order to: refine the program in the schools, decide where the curriculum best fits in the schedule at each level, review surveys, and problem-solve any possible issues as the need arises










ACTION PLAN 2022-2023

			<p>6/23 </p> <p>Pre-survey 11/22 </p> <p>Post-survey 6/23 </p> <p>Ongoing Choose Love Champion Teams </p> <p>Completed 6/23 </p>	<ul style="list-style-type: none"> During the school year, all schools will collect baseline data to assist with understanding improvement in school culture (attendance, nurse, office and guidance referrals, discipline records) All students will participate in a pre and post survey about themselves prior to the start of Choose Love and at the end of the year (November, 2022 (pre) May, 2023 (post)). A staff survey will be developed by late Fall to be given at the midpoint and end of year to assess success of the Choose Love curriculum and implementation By May 2023, the Choose Love Champion teams will meet to evaluate what was learned about implementing the program and identify changes for the 2023-2024 SY
STRATEGIC PRIORITY 2.2: Implement the District’s MTSS Framework for Social-Emotional Learning.				
S.P	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
		<p>The District will focus on the social-emotional behavioral strand for the 2022-2023 school year.</p> <p>Utilize the MTSS Implementation Tool to identify each school’s current practice related to social-emotional behavioral health.</p>	<p>Completed 10/22 </p> <p>Completed 12/22 </p> <p>For 2024 Action Plan </p>	<ul style="list-style-type: none"> By October, identify the MTSS subcommittee members or Social-Emotional members, to meet to review previous work. By late December, each school level will examine their specific needs for Social-Emotional Framework and tiers of support that should be made available. By mid-January, reconvene as a district to share the completed frameworks/supports.
STRATEGIC PRIORITY 2.3 - new priority - Continue implementation of the District’s MTSS Framework for attendance.				
S.P	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
		<p>Revise and Formalize MTSS Tool Kit (supports).</p>	<p>Completed 10/22 </p> <p>Completed 11/22 </p>	<ul style="list-style-type: none"> By the end of October, revisit MTSS Tool Kit in order to prioritize and solidify actionable items and identify potential budget items needed for additional attendance supports.










ACTION PLAN 2022-2023

		Implement MTSS attendance procedures at each school.	Completed 6/23	<ul style="list-style-type: none"> By November 1st, develop a protocol for monitoring and addressing attendance across schools. (Principal meeting) Conduct quarterly district meetings to discuss attendance records throughout the district. (Principal meetings)
STRATEGIC PRIORITY 3.1: Expand access to advanced coursework that ensures rigorous learning experiences for all students.				
S.P	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
3.1a	Curriculum Directors HHS leadership team Teachers	Continue committee work to analyze data relative to students' current level of access and participation in advanced courses and provide recommendations for growth.	Completed 1/23 Completed 1/23 Completed 1/23	<ul style="list-style-type: none"> Create new course recommendation guidelines (“on-ramps”) that will promote students’ full access to advanced courses (AP, PLTW, honors) Create a strategic plan that targets all eligible students and offers a coherent menu of course offerings. Curriculum directors and HHS administration evaluate current opportunities for advanced studies, including course options, profiles of those enrolled, and promotion of programs.
STRATEGIC PRIORITY 3.2: Expand District-wide capacity and application of the 1:1 technology.				
S.P	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
3.2a	Director of Technology Curriculum Directors Technology Integration Specialists Technology Task Force	Implement and monitor effective instructional practices that infuse the core elements of Digital Literacy across content areas.	Ongoing TBD Completed 4/23	<ul style="list-style-type: none"> Identify key lessons in Digital Citizenship (Common Sense Media) and connect to them to specific content areas K-12 (by January 2023) Rollout to staff expected student skills in using technology (ongoing monthly) Continue to identify and offer professional development in best practices for integration of technology into the K-12 curriculum (ongoing through Professional Development days)
STRATEGIC PRIORITY 3.3: Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.				
S.P	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)







ACTION PLAN 2022-2023

3.3a	Counselors Adjustment Counselors School Administrators Curriculum Directors Principals/Assistant Principals Research and Accountability Specialist Teachers	Convene teams at each school and use the MTSS framework to identify and implement system of supports.	<p>Completed 2/23 </p> <p>Completed 6/23 </p> <p>Completed 12/22 </p> <p>Ongoing Dept. mtgs For 2024 Action Plan </p> <p></p>	<ul style="list-style-type: none"> ● Evaluate and revise the IST process at each school (by February 1, 2023) ● Review students' academic/attendance data (monthly) with teachers and counselors to identify and assess MTSS intervention strategies ● Evaluate strengths and areas for growth or gaps in current Tier 2 intervention opportunities at each school (e.g., Hawk Block, RTI, ARC) ● Establish core elements of effective Tier 1 instruction. ● Establish a PLC pilot group (by Fall of 2022) to explore grading practices at the secondary level
STRATEGIC PRIORITY 4.1: Build a strong community among all stakeholders.				
S.P	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
4.1a	Mass Insight All Staff	Conduct a District-wide equity assessment.	<p>Completed 8/22 </p> <p>Completed 10/22 </p> <p>Completed 3/23 </p> <p>Completed 6/23 </p>	<ul style="list-style-type: none"> ● During the Summer of 2022, establish norms, expectations, and working relationships among Mass Insight, Hudson Public Schools, and key stakeholders, including sessions with Hudson Public School leaders to prepare for the audit Process ● During the early Fall, Mass Insight will identify, compile, and analyze key data and artifacts related to structures, systems, processes, and outcomes in Hudson Public Schools ● During the Fall and early Winter, Mass Insight will collect and synthesize a wide range of perspectives and experiences from Hudson Public Schools students, families, staff, and community members through surveys, interviews, and focus groups ● In early Spring of 2023, publish and present findings to district leaders and the broader Hudson community

ACTION PLAN 2022-2023

4.1b	District Admin Principals	Strengthen staff buy-in at all levels through relentless communication of all relevant information at the district and school levels.	Ongoing  Ongoing 	<ul style="list-style-type: none"> Identify and implement opportunities for new and returning staff to learn about the current work of Hudson Public Schools. Identify opportunities for schools to vertically align and showcase the work being developed at each level.
4.1c	Welcome Ctr Family Liaisons Counseling Dept Asst. Principals Athletic Director	Launch the Hudson Public School's Welcome/Family information center Director of Technology	Completed 10/22  Ongoing  Completed 11/22 	<ul style="list-style-type: none"> Create and communicate the role, responsibility, and resources associated with the Welcome Center. Quarterly analyze how the Welcome Center is used/accessed in order to calibrate expectations of stakeholders. Connect all schools to District Website for ease in access for all resources
STRATEGIC PRIORITY 4.2: Strengthen stakeholder engagement with, and equitable access to, District information.				
S.P.	Resources	Action Steps (Outputs)	Status	2022-2023 Action Step Priorities (Outcomes)
4.2a	Welcome Ctr Family Liaisons Principals Tech Dept	Ascertain/analyze how families receive information and adjust communication systems as needed.	Ongoing  Completed 6/23  Completed 6/23  Completed 6/23 	<ul style="list-style-type: none"> Analyze how district/school communication is consumed. Explore systems/modalities (eg, electronic messaging) that can leverage communication with families and community. Evaluate how existing technologies can be leveraged to support the sharing of information across levels of the organization. Implement multimodal communication outlets at the level families engage in.

ACTION PLAN 2022-2023

4.2b	<p>Welcome Ctr Family Liaisons Town Depts (Social worker, Housing authority, Health Department, Select Board)</p>	<p>Make information about town/community resources accessible for students, families, and staff.</p> <p>Foster mutual understanding of resources and opportunities within the district including local services and extracurricular activities outside of the Public School system.</p>	<p>For 2024 Action Plan Completed 6/23</p> <p>Completed 1/23 & 6/23</p> <p>Completed 5/23</p> <p>Ongoing</p> <p>Ongoing</p>	     	<ul style="list-style-type: none"> ● Conduct a community needs assessment to ascertain resources individuals / families need. ● Create a community resource repository that is housed in the Welcome Center and is available for students, families, and staff to access. ● Audit/update information on a twice-yearly basis. ● Plan and implement an in-person resource fair. ● Leverage existing district events to educate families about tools and services available ● Create a clear and succinct system to ensure that families understand roles and responsibilities for resources
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ACTION PLAN 2022-2023

<p>STRATEGIC PRIORITY 1.1: Build District-wide capacity through targeted professional learning.</p> <p>Action Step Priorities: 5 out of 8 priorities completed (3 On-going)</p>
<p>STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.</p> <p>Action Step Priorities: 2 out of 6 priorities completed (3 On-going and 1 forwarded to 2023-2024 school year)</p>
<p>STRATEGIC PRIORITY 2.1: Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school.</p> <p>Action Step Priorities: 6 out of 7 priorities completed (1 On-going)</p>
<p>STRATEGIC PRIORITY 2.2: Implement the District’s MTSS Framework for Social-Emotional Learning.</p> <p>Action Step Priorities: 2 out of 3 priorities completed (1 forwarded to 2023-2024 school year)</p>
<p>STRATEGIC PRIORITY 2.3: Continue Implementation of the District’s MTSS Framework for attendance.</p> <p>Action Step Priorities: 3 out of 3 priorities completed</p>
<p>STRATEGIC PRIORITY 3.1: Expand access to advanced coursework that ensures rigorous learning experiences for all students.</p> <p>Action Step Priorities: 3 out of 3 priorities completed</p>
<p>STRATEGIC PRIORITY 3.2: Expand District-wide capacity and application of the 1:1 technology.</p> <p>Action Step Priorities: 1 out of 3 priorities completed (2 On-going)</p>
<p>STRATEGIC PRIORITY 3.3: Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</p> <p>Action Step Priorities: 3 out of 5 priorities completed (1 On-going and 1 forwarded to 2023-2024 school year)</p>
<p>STRATEGIC PRIORITY 4.1: Build a strong community among all stakeholders.</p> <p>Action Step Priorities: 6 out of 9 priorities completed (3 On-going)</p>
<p>STRATEGIC PRIORITY 4.2: Strengthen stakeholder engagement with, and equitable access to, District information.</p> <p>Action Step Priorities: 6 out of 10 priorities completed (3 On-going and 1 forwarded to 2023-2024 school year)</p>

IV.

Reports and Presentations

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)

IV.

Reports and Presentations

Student Presentation (if any)

V.

Matters for Discussion

Old Business

Hudson High School
2022-2023
SCHOOL IMPROVEMENT
PLAN



Delivering World-Class Education Today for the	District Strategic Priority 1.1: Build capacity through the effective use of data in a reflective cycle of inquiry.
	GOAL # 1: HHS will analyze the routine classroom practices associated with the instructional focus in order to disseminate best practices across departments at HHS.
	<i>Activities: (Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> Create classroom level “look fors” for the instructional focus. COMPLETED Collect classroom artifacts (e.g., video, student work) that demonstrate instructional focus in action. IN PROGRESS Continue to design and advertise the school-based instructional focus to relevant stakeholders, particularly students IN PROGRESS
	<i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> Staff and students will be able to explain and recognize what their respective roles in the feedback cycle are The HHS ILT will develop resource toolkits and exemplars of highly effective feedback strategies that can be shared throughout the staff
	<i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> Quarterly reductions in the number failing grades as students respond to targeted feedback strategies provided by HHS staff members
<i>Final Outcomes (annual targets for student performance outcomes)</i>	
<ul style="list-style-type: none"> Analysis of the classroom level “look fors” and classroom artifacts will be used to identify future professional development opportunities targeting the instructional focus IN PROGRESS Analysis of end-of-year course failures demonstrates 15% improvement as compared to SY 21-22 IN PROGRESS 	

Delivering World-Class Education Today for the	STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.
	GOAL #2: Improve HHS's dropout rate by 50%, returning to a 2% yearly dropout rate or lower
	<i>Activities: (Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> • Research and develop programming for at-risk students to receive targeted support throughout the school day COMPLETED • Develop early warning intervention systems to support students in 8th and 9th grade IN PROGRESS • Pilot new Tier 1 and Tier 2 attendance strategies developed by the MTSS team COMPLETED • Evaluate sub-group specific data to inform future programming needs COMPLETED
	<i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> • Expand outreach to students who have previously unenrolled • Improve Student Support Team systems to identify, plan for, and implement interventions for students who struggle at all levels, but particularly in 8th and 9th grade
	<i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> • Reduction of failing grades in 8th and 9th grade IN PROGRESS • Expanded credit opportunities for students in grades 10-12 COMPLETED
	<i>Final Outcomes (annual targets for student performance outcomes)</i>
	<ul style="list-style-type: none"> • Lowered drop rates for all students (2% or lower) with requisite drops across all sub-groups. COMPLETED

Delivering World-Class Education Today for the Global	STRATEGIC PRIORITY 4.1: Build a strong community among all stakeholders.
	Goal #3: HHS will return to pre-pandemic levels of office referrals through the implementation of new student handbook policies, new operational procedures, and social-emotional learning opportunities
	<i>Activities: (Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> • Implement the high school's new policy on cell phones and electronic devices. Track behavioral data on its enforcement. COMPLETED • Increase access to restorative conversations to support student's behavioral change. COMPLETED • Staff training on restorative practices COMPLETED
	<i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> • Reduction of exclusionary discipline practices (e.g., office referrals and suspensions) • Observed increase in students' time on task in classrooms • Increased participation in school-based events
	<i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> • We will observe the following patterns of data: <ul style="list-style-type: none"> ○ Reduced office referrals COMPLETED ○ Increased student attendance IN PROGRESS ○ Reduced rates of failed classes IN PROGRESS
	<i>Final Outcomes (annual targets for student performance outcomes)</i>
<ul style="list-style-type: none"> • By the end of the 22-23 school year, HHS will return to pre-pandemic levels of office referrals and will use current behavioral data to make recommendations to new policies and practices concerning student behavior COMPLETED 	

Delivering World-Class Education Today for the Global Leaders of	STRATEGIC PRIORITY 4.1: Build a strong community among all stakeholders.
	Goal # 2: To implement Choose Love, a social emotional curriculum, to all students leading to positive academic, emotional, and behavioral outcomes for all students.
	Activities: (Steps to be taken to implement plan)
	<ul style="list-style-type: none"> • Create a Choose Love Champions Team of staff members to oversee the implementation of Choose Love Curriculum COMPLETED • Create and implement schedule that provides dedicated time for implementing the Choose Love Curriculum to all students COMPLETED • Give staff time to review the resources and materials offered by Choose Love Curriculum COMPLETED • Connect the Choose Love pillars of courage, gratitude, forgiveness, and compassion to the Hudson High School core values and our emphasis on belonging. IN PROGRESS
	Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)
	<ul style="list-style-type: none"> • A schedule with dedicated time for SEL work is developed and implemented • Students will be able to identify the pillars of the Choose Love Curriculum • The Choose Love Champions Team meets regularly to oversee the implementation of the program •
	Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)
	<ul style="list-style-type: none"> • Collect feedback at the mid-point of the year's implementation to check student understanding of the curriculum and its goals COMPLETED
Final Outcomes (annual targets for student performance outcomes)	
<ul style="list-style-type: none"> • Collect data on the initial implementation to allow for future alterations of the program's administration COMPLETED • Establish relevant behavioral and academic data points that can be used yearly to evaluate the Choose Love curriculum's impact over multiple school years IN PROGRESS 	

DAVID J. QUINN

MIDDLE SCHOOL

JUNIOR HAWKS PRIDE



SCHOOL IMPROVEMENT PLAN

2022-2023

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>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.</p>
	<p>Goal # 1: The school’s Instructional Leadership Team (ILT) will attempt to measure the impact of our Academic Conversations work on student learning in all classes. The ILT will also work with the greater staff to identify teaching practices across the school that best utilize the skills needed for having Academic Conversations.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • ILT to meet twice a month to focus on this work. TO BE DETERMINED • ILT to be composed of teachers from a variety of disciplines and roles in the building. COMPLETED • Staff to collectively read and discuss the assessment chapter in the Academic Conversations book that we have studied. COMPLETED • Students to be informed of this assessment work. TO BE DETERMINED • Data to be collected through observing students in classrooms. IN PROGRESS • Create a teacher peer observation program where staff members are able to see each other teach. IN PROGRESS
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Staff and students will be able to explain and recognize what Academic Conversations are and what they look like in classrooms. • Staff and students will be able to explain how we are assessing the impact of our Academic Conversations work. • Data collected will be discussed among teachers during team time meetings and with content directors/subject matter leaders. • Teachers across the building will observe each other on a regularly scheduled basis and debrief about conversation strategies they have observed.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • By the end of Quarter 1, teachers and students will be familiar with what an academic conversation is, instructional strategies associated with academic conversations, and what academic conversations look like in the classroom. COMPLETED • By the end of Quarter 2, a plan for data collection and for teacher peer observations will exist. IN PROGRESS • During Quarter 3 and Quarter 4, data collection and peer observations and related discussions will take place. IN PROGRESS • A student questionnaire will be administered at the middle of the year and again end of the year to help determine the impact of Academic Conversations on students’ learning and experience at school. TO BE DETERMINED
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
	<ul style="list-style-type: none"> • Academic Conversations instructional strategies will be used in classrooms throughout the year. Data will be collected measuring the impact of this work. IN PROGRESS • Teachers will have observed each other teaching, with a lens on student conversations. Follow-up discussions about best practices will ultimately lead to these practices being implemented in classrooms throughout the school. IN PROGRESS

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: To implement Choose Love, a social emotional curriculum for all students, leading to positive academic, emotional, and behavioral outcomes for students.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Create a Choose Love Champions Team of staff members to oversee the implementation of Choose Love. COMPLETED • Create and implement a master schedule that provides dedicated time for SEL instruction for all students. COMPLETED • Give staff time to review the resources and materials offered by Choose Love. COMPLETED • All instructional staff implement the Choose Love curriculum on a weekly basis, meeting with students in small groups of 10-15 each. COMPLETED • Focus on the Choose Love pillars of courage, gratitude, forgiveness, and compassion. COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Master schedule with dedicated time for SEL work is implemented. • Teachers are facilitating weekly SEL Choose Love student groups. • Students can identify the pillars of the Choose Love curriculum. • Students will be able to identify at least one adult at school that they feel comfortable speaking with about school-based and personal items. • Staff will make positive connections with students and be seen as allies in supporting students academically, socially, and emotionally.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Students report having at least one adult that they feel comfortable speaking with about personal and school-based items. TO BE DETERMINED • Students report feeling safe and supported at school. TO BE DETERMINED • A progressive decline in negative behaviors/discipline referrals and a corresponding improvement in student grades. TO BE DETERMINED
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • Choose Love has been implemented, ensuring that all students succeed academically, socially and emotionally. This will be measured by completing an analysis of quarterly grades and discipline referrals and by comparing 2022-2023 student survey results to surveys from previous years. TO BE DETERMINED 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 3 Innovative Educational Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p>
	<p>Goal # 3: To reduce the number of student absences and tardies in 2022-2023 by at least 10% when compared to 2021-2022 so as to lead to better student academic performance.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Communicate with families of last year’s chronically absent and tardy students about the importance of being in school. COMPLETED • Create an absence and tardy monitoring plan with the counseling team and administration. COMPLETED • Establish a Tardy Desk in the Main Lobby at Quinn. COMPLETED • Run a weekly cumulative absence and tardy report. COMPLETED • Review and discuss these absence and tardy reports with the counseling team and administration on a weekly basis to implement a weekly intervention plan. COMPLETED • Administration, counselors, and classroom teachers to speak with individual students and their families about excessive absences and tardies. COMPLETED • Require students to make up missed class time with teachers. COMPLETED • Recognize students for desired attendance behaviors, including attendance awards. COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • In the summer of 2022, communicate with families of chronically absent and tardy students. • Weekly attendance reports run and reviewed. Subsequent weekly intervention plan implemented with students. • Weekly attendance reports will show students attending school more regularly than during the 2022-2023 school year when compared to last year. • Improved grades for last year’s chronically absent and tardy students when compared to last year.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Weekly attendance reports will show students attending school more regularly when compared to last year. COMPLETED • Students will report after school to teachers to make up missed class time. COMPLETED • At the end of Q1, Q2, and Q3, aggregate attendance-to-date data will be reviewed to assess progress on the 10% goal and adjust the action steps if deemed necessary. COMPLETED • Students will see their teachers after school more regularly even when not required to do so. COMPLETED
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
	<ul style="list-style-type: none"> • Absences and tardies for students will each decline by at least 10% when compared to last year, leading to better academic performance. TO BE DETERMINED

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 4 Climate and Culture</p> <p>Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
	<p>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.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Continue teacher SHOUT-OUT program. COMPLETED • Recognize and share staff work being done inside and outside of the classroom in the weekly newsletter and at staff meetings and during team time meetings. COMPLETED • Feature staff members' Bucket Lists in the weekly staff newsletter. COMPLETED • Establish regular staff social events including attending sporting events and student performances, staff kickball and volleyball tournaments, and potluck events. COMPLETED • Administration will attend team time meetings on a regularly scheduled basis to help determine teacher concerns and share in successes. COMPLETED • Staff will be asked to work and interact with colleagues, co-facilitating student groups while implementing the new Choose Love SEL curriculum. COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Teacher recognition through SHOUT-OUT program and weekly staff newsletter. • Well-attended, frequent staff social events. • Increased staff collaboration both inside and outside of formal meeting times. • Teachers using strategies, ideas and activities derived from fellow staff members.
	<p>Short-Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Staff are more collaborative and satisfied with their work, leading to increased student academic performance. COMPLETED • More interaction between teachers from different grades and teams. COMPLETED • Common practices between teachers seen by evaluators and directors/subject matter leaders during classroom observations and walk-throughs. COMPLETED
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
<ul style="list-style-type: none"> • Staff survey in which at least 75% of staff report feeling connected to each other and to Quinn. TO BE DETERMINED • Staff survey in which at least 75% of staff agree or strongly agree with the statement "I enjoy coming to work every day." TO BE DETERMINED • Improvement in student grades as evidenced by a reduction in failing grades and a continued increase in Honor Roll grades and MCAS scores. TO BE DETERMINED 	

**C.A. FARLEY
ELEMENTARY SCHOOL**



**School Improvement Plan
2022-2023**

C.A. FARLEY ELEMENTARY SCHOOL IMPROVEMENT PLAN

2022-2023

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>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.</p>
	<p>Goal # 1: Maintain a high functioning building level Instructional Leadership Team (ILT) that will ensure all new stakeholders have an understanding of and take part in our school-wide instructional focus “Explain Your Brain”. The ILT will attempt to measure the impact of our focus on student work and understanding. The ILT will also work with the greater staff to identify more research-based teaching practices that help students attain the skills to #ExplainTheirBrains across all content areas.</p>
	<p>Activities: (Steps to be taken to implement plan)</p> <ul style="list-style-type: none"> ● Recruit new members of ILT so that most subject areas and grade levels are represented. COMPLETED ● ILT will meet twice a month with the goal of looking at school-wide data and professional needs to inform next steps. COMPLETED ● Create opportunities so that all new staff, students, and families understand the purpose of the ILT, what “Explain Your Brain” means/why this is an important focus. COMPLETED ● Utilize all modes of communication to involve stakeholders in our school’s Instructional Focus mission. This will include at least two “Explain Your Brain” Family Events similar to last year’s Math Night. COMPLETED ● The ILT will create building-based professional development opportunities that highlight the use of research-based instructional practices. Staff will model “live” ways in which they are using our practices or ways in which our practices could be utilized given any curriculum. COMPLETED ● ILT will determine an appropriate “SMARTE”* goal that helps us measure the success of our Instructional Focus and selected instructional practices. *Strategic, Measurable, Ambitious, Realistic, Time-bound, and Equitable IN PROGRESS
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p> <ul style="list-style-type: none"> ● ILT Agendas, Meeting Notes, and Principal Meeting Agendas ● Professional Development Power Point Presentations ● Paw Print Family Updates will include information about our Instructional Focus. ● By mid-November, the ILT will have introduced to new students and reminded veteran students of our focus. A Pep-rally will take place. ● New staff, students, and other stakeholders will be able to recognize, state, and explain the importance of the school’s instructional focus. ● Staff and students will be using the language of our hashtag, #ExplainYourBrain in daily practice. ● Evidence of instructional focus will be present in all classrooms and throughout the building.

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

- School-wide Instructional Focus will be seen in 50% of observations. Staff will be observed using the ideas shared by the ILT Members. **COMPLETED**
- By mid-November, the ILT will have introduced to new students and reminded veteran students of our focus. A Pep-rally will take place. **COMPLETED**
- Professional development needs will be identified and infused in each Principal's meeting and ILT professional days. **COMPLETED**
- By the end of February, ILT will have presented at least four "mini" professional development experiences. During each Principal Meeting or PD day, one teacher will model his/her/their practical use of selected instructional practice. **COMPLETED**
- Student work/ability to "explain their brains" will be improved (as evidenced in assessment data and anecdotal data collected) as a result of the instructional practice being implemented. **COMPLETED**
- By the end of the school year, ILT will have created a SMARTe goal that we will use to during the 2023-2024 school year. **IN PROGRESS**

Final Outcomes (annual targets for student performance outcomes)

- 100% of new staff (including assistants, clerical workers, custodians, etc.) will be able to articulate the school wide instructional focus and explain its importance. **COMPLETED**
- The Instructional Focus will be visible throughout most of Farley's forms of communication. **COMPLETED**
- Student work will be enhanced as a result of instructional practice being implemented. **COMPLETED**
- Staff members will have presented at least five "mini" professional development experiences. For example: during each Principal Meeting or PD day, one teacher will model his/her/their practical use of selected instructional practice. **COMPLETED**
- Families will have experienced "explaining their brains" in real-time by attending Farley ILT events. **COMPLETED**

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective #2 Educating the Whole Child: Provide rigorous academic and social emotional learning experience to ensure that ALL students succeed academically.</p> <p>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.</p>
	<p>Goal #2: To implement Choose Love, a social-emotional curriculum for all students, leading to positive academic, emotional, and behavioral outcomes for students.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> ● Create a Choose Love Curriculum Champion Team of staff members to oversee the implementation of Choose Love Curriculum. COMPLETED ● Create and implement a master schedule that provides dedicated time for SEL instruction for all students. COMPLETED ● Give staff time to review the resources and materials offered by Choose Love Curriculum. COMPLETED ● Classroom teachers will implement the Choose Love Curriculum at least once a week. COMPLETED ● Focus on the Choose Love Curriculum Pillars of Courage, Gratitude, Forgiveness, and Compassion. These pillars will be highlighted throughout the school, classrooms, and within Farley communication. COMPLETED
	<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"> ● Master schedule with dedicated time for SEL work is implemented. ● Choose Love Curriculum Team will present summer findings to staff as well as create an introduction session for all staff. ● Students will take the pre- assessment in October. ● Classroom teachers will facilitate weekly Choose Love Curriculum Lessons. ● Students will be able to identify the pillars as taught throughout the year. ● Staff will make positive connections with students and be seen as allies in supporting students academically, socially, and emotionally.
	<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"> ● Principal observation of curriculum being taught in the classrooms. COMPLETED ● Teacher data on use of Choose Love Curriculum language being used in the classroom and corresponding behaviors. IN PROGRESS ● Students will take the Choose Love Curriculum assessment again in January and results will be compared with October's data. COMPLETED ● Students will report having at least one adult they feel comfortable speaking with about personal and school-based items. COMPLETED
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>
	<ul style="list-style-type: none"> ● The Choose Love Curriculum will have been implemented. COMPLETED ● Students' understanding of the pillars as evidenced in daily interactions. COMPLETED ● Students will have grown socially and emotionally, as measured by comparing the assessments included in the Choose Love Curriculum. COMPLETED

Strategic Objective #3 Innovative Educational Practices: Ensure that all students are exposed to and engaged in innovative and challenging academic courses and practices.

Goal #3: DUAL LANGUAGE Program: The Dual Language Advisory Council (DLAC) will meet regularly to assess the Dual Language program, making recommendations for the continued implementation and improvement of the program. Farley staff will implement year two of HPS's dual language program. (2nd year of 2 year goal)

Activities: (Steps to be taken to implement plan)

- Rewrite Farley's mission and vision to include dual language program goals: Academic Achievement, Bilingualism and Biliteracy, Cross-Cultural Competency. **IN PROGRESS**
- Communicate this vision for Farley's Dual Language Program to all stakeholders in a variety of ways throughout the year. **IN PROGRESS**
- Create opportunities throughout the year to share the cultures of the Portuguese speaking world with the Farley community. **COMPLETED**
- Continue meeting monthly as a Dual Language task force. **COMPLETED**
- Continue consultations with MABE (Massachusetts Association for Bilingual Education) and American Reading Company to identify PD needs and opportunities. **COMPLETED**
- Develop a Farley-specific strategic plan to address recruitment, curriculum, summer programming, assessment of, and professional development for Dual Language. Create and maintain an effective process for continual program planning, implementation, and evaluation. **IN PROGRESS**
- Create opportunities for dual language teachers and SEI classroom teachers to participate in professional development together. This PD would focus on research-based practices for teaching all multilingual learners. **IN PROGRESS**

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

- By December, a draft mission/vision will be created and shared. **IN PROGRESS**
- Grade K English speaking students will begin to speak Portuguese/Portuguese speaking students will begin speaking English. **ONGOING**
- Dual Language teachers' lessons and lesson implementation will reflect on-going professional development and concepts discussed during common planning time. **ONGOING**

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

- New K parents will provide positive feedback to teachers. **COMPLETED**
- Staff will take part in a variety of professional development opportunities. **COMPLETED**
- Student assessment data, including but not limited to formative assessments, trimester assessments, DRAs, Listening to Learn, daily work) will demonstrate evidence of language acquisition. **ONGOING**

Final Outcomes (annual targets for student performance outcomes)

- All stakeholders will understand the many components needed to run a successful Dual Language Program. **IN PROGRESS**
- Enrollment for Dual Language Program will be the majority again. Future families will want to enroll their children in our Dual Language Program. **COMPLETED**
- A strategic plan for future Dual Language classes will be created. **IN PROGRESS**
- Budgetary needs will be requested and hopefully met **IN PROGRESS**

Delivering World-Class Education Today for the Global Leaders of Tomorrow	Strategic Objective #2 Educating the Whole Child: Provide rigorous academic and social emotional learning experience to ensure that ALL students succeed academically.
	Goal #4: To establish procedures in order to reduce the number of student absences and tardies in 2022-2023. (This will be a two-year goal.)
	Activities: (Steps to be taken to implement plan)
	<ul style="list-style-type: none"> Communicate with all families the importance of attendance. Educate families on attendance via Family Paw Prints and during conferences. COMPLETED Specifically connect with last year's chronically absent and tardy students about the barriers that influenced their attendance. COMPLETED Review and solidify the MTSS Toolkit tiers of support. Share the MTSS Toolkit with staff in order to fully understand the tiers of support when it comes to attendance. COMPLETED Determine a streamlined way of recording and sharing absentee and tardy data. IN PROGRESS In January, begin to use the protocol for monitoring and addressing student attendance across schools that the district will have developed by November 1, 2022 (according to the DIP) or Create an absence and tardy monitoring plan with the Principal Advisory Committee (PAC). NOT YET Add a component to Farley's weekly PAC (Principal Advisory Meetings) to discuss attendance. COMPLETED Send district attendance letters after 5 absences or tardies. COMPLETED
	Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)
	<ul style="list-style-type: none"> Information will be shared with families on the importance of positive school attendance. Draft of building based attendance procedure and data collection system. MTSS Tiers of support will be solidified. Weekly attendance reports run and reviewed.
	Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)
	<ul style="list-style-type: none"> Letters will be sent with follow up phone calls or caregiver conferences. COMPLETED Attendance information will be streamlined and easily accessible. IN PROGRESS Data collected will be analyzed to look for trends and barriers. COMPLETED Principal Advisory and school-wide discussions on attention and potential interventions and resources we have available. IN PROGRESS Weekly attendance reports will begin to show students attending school more regularly and arriving on time as compared to last year. IN PROGRESS
	Final Outcomes (annual targets for student performance outcomes)
	<ul style="list-style-type: none"> Baseline established. COMPLETED A clear attendance protocol and data collection system will be in place. IN PROGRESS Staff will have a clear understanding of the attendance protocols and tiers of support. NOT YET Families will have a deeper understanding for the importance of attendance and the supports available. IN PROGRESS

FOREST AVENUE ELEMENTARY SCHOOL



**SCHOOL IMPROVEMENT PLAN
2022 - 2023**

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>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.</p>
	<p>Goal # 1: The Forest Avenue School Instructional Leadership Team will identify and share strategies to engage <i>all</i> learners including multilingual students and high needs students in conversation in order to increase their participation. The strategies shared will build on students’ social emotional skills to ensure every student is comfortable and included in conversations.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Research practices for classroom conversation that will ensure students feel comfortable and supported - COMPLETED • Research practices for classroom conversation in support of all learners including multilingual learners and high needs students - COMPLETED • Gather data on classroom conversations for learning - COMPLETED • The ILT will try out instructional strategies and gather data on effectiveness • The ILT will share instructional strategies during faculty meetings and during school professional development opportunities - COMPLETED • The ILT will share research and practices on supporting all students including multilingual learners and high needs students to increase their participation in conversations - COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Increase the amount of student talk as measured by messy sheets, anecdotal notes, tech tools such as See Saw and recorded conversations • A decrease in the amount of teacher talk versus student talk following the implementations of new teaching strategies • Demonstrated use of hip-pocket tools in the classroom as observed during walk-through observations • Observation of the teaching of social emotional skills to ensure students feel comfortable and included during conversations
	<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"> • Data obtained on the increase of participation of all students including multilingual learners and high needs learners - COMPLETED • Data obtained on the increasing amount of student talk versus teacher talk in each classroom - COMPLETED • Data gathered on the performance of ELL Students on the speaking and listening section of ACCESS testing - COMPLETED
	<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>
	<p>By monitoring participation in classroom conversations as measured by messy sheets, anecdotal notes, tech tools such as see saw, and recorded conversations, the Forest Avenue ILT team will support the staff in research based ways to increase classroom conversation and increase the rate of student talk to teacher talk for all students including multilingual and high needs students while helping every student to feel comfortable and included in conversations. – ON GOING</p>

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: Forest Avenue School will implement “Choose Love”, a social emotional curriculum, to all students leading to positive academic, emotional, and behavioral outcomes for all students.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Create a “Choose Love” Champions Team of staff members to oversee the implementation of “Choose Love” Curriculum - COMPLETED • Create and implement a master schedule that provides dedicated time for the teaching of the “Choose Love” Curriculum to all students - COMPLETED • Give staff time to review the resources and materials offered by the “Choose Love” Curriculum - COMPLETED • Ensure that all teachers will implement the “Choose Love” Curriculum on a weekly basis - COMPLETED • Incorporate the Choose Love Pillars of Courage, Gratitude, Forgiveness, and Compassion into staff meetings, Professional Development, and share them with families via the Falcon Focus our school newsletter - COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • A master schedule with dedicated time for SEL work is implemented • Teachers facilitating “Choose Love” instruction to student in grades K-4 on a weekly basis • Students will be able to identify the pillars of the “Choose Love” Curriculum • The “Choose Love” Team meeting regularly to oversee the implementation of the curriculum
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Observations of the “Choose Love” curriculum being taught - COMPLETED • Observations of the “Choose Love” language being used in the classroom and throughout the building - COMPLETED • Data collected on the effectiveness of the implementation of “Choose Love” in relation to the number of incident referral sheets showing a decrease of 10% - COMPLETED
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
<ul style="list-style-type: none"> • The completion of the teaching of the “Choose Love” curriculum to students in grades K – 4 - COMPLETED • The evaluation of program data at the end of the school year – ON GOING 	

Delivering World-Class Education Today for the Global Leaders of	<p>Strategic Objective: # 3 Innovative Educational Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p>
	<p>Goal # 3: To reduce the number of student absences, tardies, and dismissals in 2022-2023 by at least 10% when compared to 2021-2022 so as to lead to better student academic performance.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Educate families on the importance of positive school attendance - COMPLETED • Administer an absence and tardy monitoring plan with the counseling team and administration - COMPLETED • Review weekly the cumulative absence and tardy report to implement intervention plans - COMPLETED • Notify families of cumulative absences, tardies, and dismissals - COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Information shared with families on the importance of positive school attendance • Weekly attendance reports run and reviewed by the administration and counseling team • Intervention plans implemented with students and families
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Weekly attendance reports will show students attending school more regularly when compared to last year – TO BE DETERMINED • Weekly attendance reports will show a decrease in student tardies and dismissal compared to last year - TO BE DETERMINED • Weekly attendance reports will show a decrease in student absences, tardies, and dismissals from Trimester I to Trimester III during the 2022 – 2023 school year - TO BE DETERMINED
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
<ul style="list-style-type: none"> • Absences, tardies, and dismissals for students will each decline by at least 10% when compared to last year, leading to better academic performance – TO BE DETERMINED 	

Delivering World-Class Education Today for the Global Leaders of	<p>Strategic Objective: # 4 Climate and Culture Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
	<p>Goal # 4: To build capacity for our staff to use culturally responsive teaching and to ensure that the materials we are using at Forest Avenue School are representative of our student population and that we are celebrating world cultures.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Inventory our current books and printed materials to avoid books that are culturally bias – ON GOING • Acquire new books and materials that are culturally up to date, are representative of our student population, and celebrate world cultures - ON GOING • Provide professional development to staff on cultural bias and its representation in children’s literature - COMPLETED • Provide opportunities to celebrate world cultures with our students - COMPLETED
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Identification and removal of books that are culturally bias from libraries • The purchase of new materials that are representative of our student population • During walk through observations and classroom visits see evidence of culturally responsive teaching
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Provide professional development opportunities for staff to help them adopt culturally response teaching practices and materials - COMPLETED • Provide educational and enrichment opportunities for students which celebrate world cultures - COMPLETED
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • By building staff capacity to use culturally response teaching as well as materials that are representative of our student population we will instill empathy and an appreciate for various world cultures in our students and staff – ON GOING 	

JOSEPH L. MULREADY SCHOOL



SCHOOL IMPROVEMENT PLAN 2022-2023

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>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.</p>
	<p>Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Meet two times per month as an ILT with the goal of looking at school-wide data and professional development needs to inform next steps. COMPLETED • Create School Improvement Plan that matches the District Improvement Plan. COMPLETED • Create a targeted professional development plan building expertise in selected evidence-based practices in the area of constructive feedback. COMPLETED • Create a targeted professional development program regarding the teaching and measurement of perseverance in a complex task. COMPLETED • Introduce assessment feedback. IN PROGRESS • Create a vision statement for the 2022-2023 school year. COMPLETED
	<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"> • ILT agenda and meeting notes. • Professional development PowerPoint Presentations. • Introduction of Perseverance Paws. • Define and identify perseverance and continue the development of rubrics in order to measure perseverance in a complex task. • Identified uses of feedback will be used as a way to improve growth in each grade level in a complex task. • Develop an internal accountability system that all stakeholders will use.
	<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"> • School-wide instructional focus of perseverance will be seen in 50% observations COMPLETED • School-wide instructional focus of feedback will be seen in 50% observations COMPLETED • Professional development needs identified and infused in each staff meeting and ILT Professional Development. COMPLETED • Vision statement completed. COMPLETED • Internal accountability system (SMARTe goal) created by June, 2023. IN PROGRESS
	<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>
	<ul style="list-style-type: none"> • All stakeholders will continue to identify, learn and use effective evidence-based instructional practices in the area of perseverance and feedback to meet the needs of each student. IN PROGRESS • Each grade level and specialty area will have identified a complex task where perseverance and constructive feedback will be used and a corresponding assessment will be used to show growth. IN PROGRESS/TO BE DETERMINED • Parents will share in the identification of growth in perseverance and complex tasks. IN PROGRESS • Parents will be updated through the newsletter and curriculum newsletter on types of feedback, perseverance, and complex tasks. IN PROGRESS

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #2 Educating the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: To implement Choose Love, a social emotional curriculum for all students, leading to positive academic, emotional, and behavioral outcomes for students.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p> <ul style="list-style-type: none"> • Replace Cougar CARES and with a Choose Love Champions Team of staff members to oversee the implementation of Choose Love. COMPLETED • Create and implement a master schedule that provides dedicated time for SEL instruction for all students. COMPLETED • Give staff time to review the resources and materials offered by Choose Love. COMPLETED • All teachers will implement the Choose Love curriculum on a weekly basis. COMPLETED • Develop a rewards system that focuses on the four pillars of Choose Love (courage, gratitude, forgiveness, and compassion). IN PROGRESS
	<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"> • Master schedule with dedicated time for SEL work is implemented. • Teachers are facilitating weekly SEL Choose Love curriculum. • Students will begin to use Choose Love language in daily routines as facilitated by teachers throughout the school.
	<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"> • Principal observation of curriculum being taught in the classrooms. COMPLETED • Principal observation of Choose Love language being used in classrooms during 50% of observations. COMPLETED • Teacher data on use of Choose Love language in classroom and corresponding behaviors. COMPLETED
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p> <ul style="list-style-type: none"> • Evaluation of program to date. COMPLETED • Choose Love has been implemented, and language is being used throughout the school in all areas. Children are understanding the meanings of the pillars as seen when IN PROGRESS • SEL needs of students are addressed in the Choose Love curriculum. IN PROGRESS

Delivering World-Class Education Today for the Global Leaders of	<p>Strategic Objective: #3 Innovative Educational Practices</p> <p>Ensure ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p>
	<p>Goal # 3: To establish procedures in order to reduce the number of non-COVID related student absences and tardies in 2022-2023. (This will be a two-year goal.)</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Presentation at Open House. COMPLETED • Determine way to record absentee data and tardy data. IN PROGRESS • Establish a baseline. COMPLETED • Monthly inserts in Cougar Courier about absenteeism. COMPLETED • Information available at conferences. COMPLETED • Letters home after 5 absences and or tardies with follow-up. COMPLETED
	<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"> • Development of database. • Discussions with nurse and adjustment counselor. • Access to information related to tardies and absences.
	<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"> • Letters sent. COMPLETED • Phone calls made. COMPLETED • Information available and distributed. COMPLETED • Data being compiled. IN PROGRESS • Weekly attendance reports will show students attending school and being on-time, as well as excused and unexcused absences. COMPLETED
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>
<ul style="list-style-type: none"> • Database completed. IN PROGRESS • Baseline established. COMPLETED/IN PROGRESS • Information supplied to parents/guardians. IN PROGRESS 	

Delivering World-Class Education Today for the Global Leaders of	<p>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. Ensure an environment where children feel empathetic towards others</p>
	<p>Goal # 4: To cultivate a positive relationship between the school and Mulready community.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Determine where volunteers are most needed. COMPLETED • Determine needs for parents/students for workshops or at home needs. IN PROGRESS • Google Form designed for teacher needs. COMPLETED • Google Form designed for parents to determine their needs for workshops or at-home academic assistance. IN PROGRESS • Reach out to community for volunteers beyond parents. IN PROGRESS
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Results from Google Form (teacher and parent). • “Advertising” for volunteers. • Determining a workshop for parents. • Determining/prioritizing at-home academic need.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Contact potential volunteers. IN PROGRESS • Match volunteers to needs. IN PROGRESS
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • Volunteers are assisting in areas of most need. IN PROGRESS • Workshop offered for parents. TO BE DETERMINED 	

District Equity Audit

Prepared for Hudson Public Schools
April 2023



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EXECUTIVE SUMMARY

This equity audit report is the result of an effort initiated by Hudson Public Schools to understand the ways the district can build upon strengths and align resources to meet the needs of the diverse student body, staff, and families, particularly prioritizing those from marginalized populations. When referenced by Hudson Public Schools, educational equity means:

“the measure or state of fair and just conditions in which everyone can fully participate, succeed, be their full selves, and reach their full potential, regardless of their identity.”¹

Through this externally-conducted equity audit, the district hopes to have a better understanding of stakeholders' lived experiences and opportunities for creating a more equitable, accessible, and inclusive educational system that supports the success of all district stakeholders.

Hudson Public Schools partnered with Mass Insight Education & Research to conduct this equity audit with the following **objectives**:

1. gather information about the district's current strengths and areas for growth relative to diversity, equity, and inclusive practices and policies;
2. prompt reflective conversations about the current status of diversity, equity, and inclusivity compared to its desired state; and
3. identify opportunities to improve equitable practices throughout the district by providing recommendations designed to focus attention and resources to fully support its diverse students, staff, and community.

The equity audit was informed by an extensive data and artifact review, interviews, focus groups, phone calls, and surveys of students, families, community partners, and school and district staff. Findings are presented in alignment with Mass Insight's District Equity Framework, which contains nine domains. The first two domains—Vision, Strategy & Culture, and Equitable Student Access & Outcomes—are foundational and intentionally presented first. **Findings** indicate district structural strengths and adaptive investments that the district has already made to support its continued growth trajectory on its equity journey, as well as opportunities and areas for continued growth to ensure full access, opportunity, and success for all stakeholders.

Domain 1: Vision, Strategy & Culture

- District administration has been intentional about creating a culture aligned to its vision and mission.
- The district improvement plan, along with aligned school improvement plans, contains data-driven and student-centered strategic objectives, priorities, and outcomes.
- School-level cultures have become increasingly welcoming, and more is needed to be inclusive of all aspects of identity and supportive of all students' success.

Domain 2: Equitable Student Access & Outcomes

- District policies, practices, and mindsets reflect a commitment to equity as evidenced by disaggregated data monitoring practices and resulting actions. However, while disaggregated data is accessible to district leaders and staff to understand students' needs and create improvements, not all data structures are proven effective.
- The recommendation process for advanced and honors courses results in limited access for students of color and marginalized students.

Domain 3: Student Readiness to Learn

- The district has social-emotional learning (SEL) programs, specialized staff, community resources, and a curriculum to support students' SEL needs.

- The Choose Love curriculum includes topics that some students and teachers may not yet be ready to engage in together.

Domain 4: Culturally & Linguistically Sustaining Instruction

- District stakeholders report recent progress in classroom instruction that connects with a diverse learner population.
- Structures are in place to support students academically, though intentional systems for struggling students are underdeveloped, especially at upper levels.
- The teacher evaluation structure does not yet consistently support productive, aligned developmental feedback.

Domain 5: Family & Community Engagement

- District communication structures are developing and seek to include and amplify the voices of the community.
- While family participation and inclusion are a district priority, there remain opportunities to further engage families in decision-making, feedback, and implementation.

Domain 6: School Instructional Leadership

- HPS has provided some professional development training and opportunities for all faculty and staff. Staff expresses a need and desire for ongoing and sustained professional development aligned with their school priorities.
- School budgets are aligned with SIP priorities and the needs of marginalized student populations.
- School staff report limited opportunities to collaboratively monitor student data and a lack of appropriate student data.

Domain 7: Talent Development

- There are some clear district Human Resources systems and structures, but not yet systems and strategies to fully support recruitment, development, and retention of staff from historically marginalized groups.
- The staff evaluation process does not currently fully support district and school priorities or staff strengths and opportunities to improve their professional practice.

Domain 8: Conditions

- The district prioritizes the success of marginalized student populations, and individual school needs in its goal-setting and decision-making processes.
- The district has a strong foundation for developing and implementing equitable structures, systems, policies, and practices that address the needs of schools and students.
- District communication structures and feedback protocols are developing and seek to incorporate stakeholder feedback to inform decisions and measure programmatic effectiveness.

Domain 9: Governance

- The school committee is engaged and active in district improvement efforts through planning and implementation of the strategic plan.
- There is not yet a shared understanding of equity or equitable practices within the existing school committee structure, directly impacting the related policy and decision-making process.

An analysis across findings surfaced four main recommendations for the district to consider to advance equity, access, and inclusivity. **Recommendations** include steps that the district can take to further equity, access, and opportunities

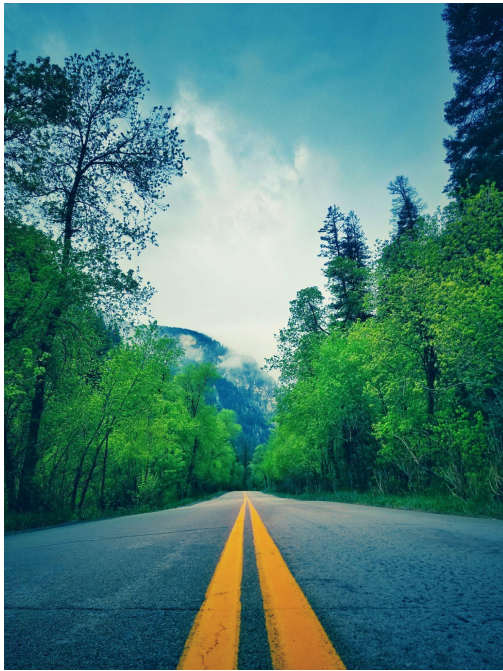
for all students in the district, as well as considerations and resources to support district discussions and decision-making.

- Build collective awareness and responsibilities for equitable practices.
 - Expand the opportunities for DEI, learning, and development. Focus on creating an arc of continuous learning that allows for collective decision-making.
 - Revisit the process for engaging community and school partners to expand DEI-AB services.
 - Align School Committee DEI development and support to the district's Strategic Plan.
- Leverage flexible academic blocks at the secondary level (HawkBlock and ARC) to build out Tier II academic interventions for students needing extra support.
 - Support teachers to establish or build out data collection and analysis routines to identify students needing additional academic instruction or support.
 - Set an expectation that each teacher uses a portion of their HawkBlock/ARC time on a weekly basis for intervention, for which students are scheduled ahead of time and required to attend.
 - Track data on which students are assigned to intervention and how often to surface patterns across grade levels, subjects, and subgroups.
- Infuse dedicated time for relationship building into the current SEL structure at the middle and high schools.
 - Reframe the SEL block to include a focus on relationship-building to supplement Choose Love lessons.
 - Support staff to understand and implement relationship-building in the SEL block.
 - Create space in staff SEL/Choose Love development opportunities to share the rationale behind dedicated relationship-building time and try out connecting strategies for various ages and groups.
 - At the high school, consider working SEL into the schedule regularly, perhaps as part of an ARC rotation.
- Provide professional learning/development opportunities and ongoing support for stakeholders to develop their skills and comfort in engaging in courageous conversations about DEI and equity based practices while aligning staff feedback and evaluation structures to district priorities.
 - Revise the professional development and learning vision and mission to amplify the district's commitment to DEI.
 - Create a system of tracking for accessibility and accountability for the professional development of all staff to ensure alignment with the equity goals of the district (tracking conferences, PD, etc.)
 - Review existing staff feedback and evaluation structures and district improvement plan to understand alignments as a means of prioritizing DEI and staff growth.
 - As outlined in Recommendation 3, utilize the diversity, equity, and inclusion/culturally responsive team to engage staff in reviewing and addressing changes to the evaluation and feedback process.
 - Seek staff feedback to inform changes to the evaluation process, priorities, and structures
 - Train evaluators on how to use the evaluation process

For equity to fully infuse into all aspects of the system, this equity work must become the responsibility of everyone in the district. This requires a common understanding and acknowledgment that existing policies and practices require revision and that collaborative decision-making is essential to building collective responsibility. We recommend that Hudson Public Schools and its leaders carefully review and consider all findings while engaging in continuous equity-based discussions grounded on qualitative and quantitative data, as means of forward in its equity journey.

We commend Hudson Public Schools on its commitment to equity for all students.

INTRODUCTION



Equity as a Journey

Hudson Public Schools recognizes the need to better understand the extent to which its systems, policies, and practices are impacting students, staff, and families equitably. While this audit provides a current picture of equity, it is important to realize that increasing equity is an ongoing improvement journey that will require the engagement of all staff, students, families, and community members. We hope that this audit will support all district stakeholders to both individually and collectively develop an equity lens and mindset to build upon the strong foundation already in the district so all stakeholders come to see equity as part of their daily work. By championing inclusive and equitable practices, the district will change the education landscape and the lived experience of all stakeholders, particularly those marginalized.

Technical adjustments can create change, but disrupting larger and more systemic access, opportunity, and success gaps requires consistent individual and collective focus to address mindsets, practices, policies, and systems over time. Enacting sustainable change will require ongoing examinations of how decisions, policies,

and practices impact the educational experiences of all district students, staff, families, and community.

Photo by [Drew Rae](#) from [Pexels](#)

Key Definitions

Hudson Public Schools uses a set of terms and definitions to create a shared language and framework for equity-related conversations. To build awareness of the district's equity language, the following key terms are provided here to serve as a reference when interpreting this document:

- Diversity: Groups of individuals reflect multiple dimensions of difference, including race, ethnicity, gender, class, sexual orientation, age, physical abilities, religious beliefs, political beliefs, cognitive styles, and much more. Valuing diversity means representing, embracing, and celebrating the rich dimensions of traits, experiences, and backgrounds that exist in groups.²
- Equity: the measure or state of fair and just conditions in which everyone can fully participate, succeed, be their full selves, and reach their full potential, regardless of their identity.¹
- Identity: a person's sense of self-defined by a) a range of social and physical affiliations and b) one's personal life experiences, memories, relationships, and values.¹
- Inclusion: the act of creating environments in which any individual or group feels welcome, respected, supported, and valued as a fully participating member, irrespective of differences, as evidenced in the words and actions of all people.¹

- Marginalized populations: groups (including but not limited to racial, ethnic, linguistic, social class, gender, sexual orientation, age, religious, cultural, or ability groups) that experience discrimination and exclusion as a result of current and/or historical social, political, economic power dynamics or oppression from dominant groups.¹
- Stakeholder: a person with a connection to or vested interest in the welfare and success of a school or district (for example, school and district staff, students, families, partners, and community members).¹

Objectives of the Equity Audit

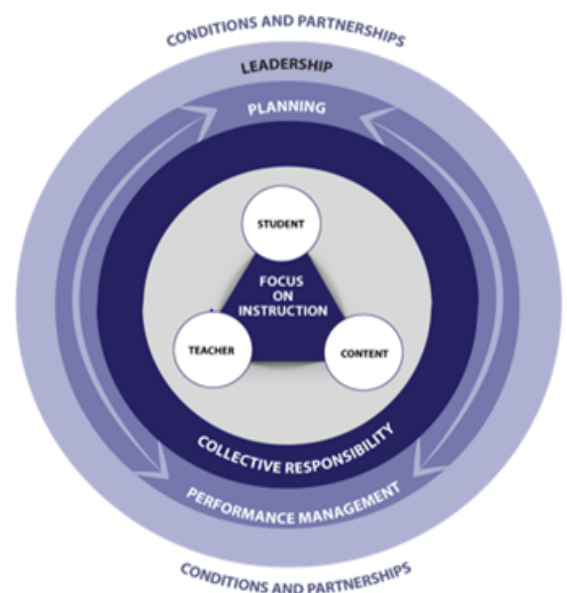
During the 2022-23 school year, Hudson Public Schools partnered with Mass Insight Education & Research (Mass Insight) to conduct a district equity audit to understand the ways the district can build upon current strengths and align conditions to meet the needs of its diverse student body, staff, families, and the greater Hudson community. Specifically, the audit objectives were to:

1. gather information about the district’s current strengths and areas for growth relative to diversity, equity, and inclusive practices and policies;
2. prompt reflective conversations about the current status of diversity, equity, and inclusivity as compared to its desired state; and
3. identify opportunities to improve equitable practices throughout the district by providing recommendations destined to focus attention and resources to fully support its diverse students, staff, and community.

This equity audit is intended to inform the next steps that the district can take to create a more equitable and inclusive district for all stakeholders. It is not intended to serve as an equity-focused improvement or strategic plan but should inform the current and future district priorities. It is not intended to give prescriptive steps to increase equity, as that is part of the work and journey that the district must engage in as a district and community to build the awareness, understanding, and capacity of all stakeholders. This equity audit names the foundational strengths that the district already has in place to take the findings, internalize them, and determine collectively—as departments, schools, and positions need or require—what the next steps are to actively and intentionally continue on its journey to create greater equity and a more inclusive educational environment for every student, staff member, family member, and member of the Hudson community.

About Mass Insight and Our Commitment to Equity

Mass Insight Education & Research is a national nonprofit that supports schools, districts, and state education agencies. Our mission is to provide leadership in closing achievement and opportunity gaps for underserved students to drive college and career success by focusing on system transformation and student academic success. Mass Insight is a recognized national leader in school improvement, providing advanced academic program support, research, and strategic consulting services. Since 2009, Mass Insight has worked at all levels of the K-12 education system in Massachusetts and across the country to redesign and reimagine systems and conditions to



increase the outcomes and success of students, particularly those who have been systemically marginalized.

Our work is grounded in our Theory of Action, a set of deeply held, organization-wide values and commitments about school improvement, which states:

We believe that schools can substantially improve the outcomes and success of their students, particularly those who have been systemically marginalized, by eliminating barriers to student learning through a focus on:

- Conditions: Schools have sufficient control over people, time, money, and program to address the root causes of disparate outcomes;
- Planning: Evidence-based, actionable improvement plans prioritize meeting the needs of all students and are informed by a review of existing conditions and input from school, district, and community stakeholders;
- Leadership: The principal manages and communicates complexity while maintaining focus on the school's vision, key priorities, and the success of all students;
- Instruction: Processes and supports continuously help teachers work together to improve and refine standards-based instruction so that all students can access and engage in rigorous learning;
- Collective Responsibility: The school faculty and staff demonstrate collective responsibility for both the quality of instruction and the learning and success of all students;
- Performance Management: Consistent processes are utilized to monitor and measure plan implementation and outcomes, determine what's working, and inform efforts to improve; and,
- Partnerships: The school develops partnerships with families and community organizations to meet the needs of teachers and students.

Mass Insight believes the school is the unit of change and improvement, and our work with schools and districts begins by understanding local strengths, challenges, and opportunities for improvement. Mass Insight believes that all students should have equitable opportunities and access to a high-quality K-12 education, regardless of zip code, economic status, gender, race, ethnicity, ability, or language. Our commitment to equity is grounded in the belief that every student can achieve and exceed common expectations when provided with high-quality education and the support they need.

We also believe that equality and equity are fundamentally different. Achieving greater equity requires an intentional focus on overcoming the historical legacy of racism, discrimination, marginalization, and underinvestment that continues to disadvantage specific groups of people. As equity-minded institutions dismantle inequitable systems, practices, and mindsets, they often replace equal supports and resources with differentiated or tiered supports to focus efforts on marginalized populations that do not yet have the access and opportunities of their peers. This process requires all stakeholders' willingness "to take personal and institutional responsibility for the success of their students and critically reassess their own practices."³

METHODOLOGY

This section describes the framework, timeline, process, and methods utilized to gather qualitative and quantitative documents, artifacts, and data sources that Mass Insight collected and analyzed to inform the equity audit. Inclusive methods of engagement were collaboratively employed by Mass Insight with the district's full support to ensure the equity audit was informed by stakeholder voices and perspectives, which are described in greater detail in this section.

Mass Insight's District Equity Framework

Mass Insight believes the school is the unit of change and improvement. Therefore, our work with schools and districts begins by understanding local strengths, challenges, and opportunities for improvement. Our Equity Framework outlines our process for understanding the current reality and the extent to which district stakeholders, including staff, students, families, partners, and community members, experience equity.

Mass Insight's District Equity Framework was the lens through which our data and document collection, focus groups, interviews, and surveys were designed, conducted, and analyzed. The Findings are written in alignment with framework domains. At the same time, Recommendations are more organic and aligned with the Hudson Public Schools District Improvement Plan, recognizing the work already underway in the district and the interconnectedness within K-12 educational systems. Mass Insight's District Equity Framework consists of the following nine domains and highest-performing district descriptors, which are included in the [Appendix](#).

- **Vision, Strategy & Culture:** The district focuses on creating an inclusive environment for all stakeholders and strategically addressing data-informed disparities in student performance and success outcomes.
- **Equitable Student Access & Outcomes:** Data and monitoring practices indicate a district-wide focus on ensuring equitable student access, success, and outcomes.
- **Student Readiness to Learn:** The district ensures students experience an inclusive learning environment, as well as social-emotional, developmental, and mental health support needed to fully engage in learning.
- **Culturally & Linguistically Sustaining Instruction:** Students experience rigorous instruction that is culturally and linguistically sustaining and validates their identities, needs, and interests.
- **Family and Community Engagement:** District communication and family engagement opportunities are inclusive and accessible, leveraging families as partners in their child(ren)'s learning experience.
- **School Instructional Leadership:** District conditions ensure principals can leverage their people, time, programs, and financial allocations to focus on school-level needs and prioritize the access, opportunities, and success outcomes of marginalized students.
- **Talent Development:** The district's talent development strategy focuses on bringing in new and diverse staff, as well as ensuring ongoing professional learning opportunities for all staff to create an inclusive work and learning environment that reflects district values, priorities, and needs.
- **Conditions:** The district invests and aligns resources, including time, staffing, finances, and programs to prioritize marginalized populations and ensures schools have the necessary flexibility with those resources to address their community's unique needs.

- **Governance:** The governing body prioritizes and models equity and inclusivity in its decision-making processes.

Data Sources and Collection Methods

Mass Insight’s equity audit approach focused on a system-wide understanding of equity within Hudson Public Schools as evidenced by stakeholder experiential data, district and school performance data, and various artifacts. It is worth noting that our use of “data” is more inclusive than quantitative student assessment results. While it is a common accountability practice to evaluate schools and districts quantitatively with student achievement data, our equity audit process includes and elevates qualitative data to understand the lived experiences of students, families, and staff. This allows us to understand holistically how stakeholders interact, how stakeholder communication functions internally and externally, the extent to which students experience an inclusive and supportive learning-centered environment, the extent to which staff experience an inclusive and supportive work environment, and the extent to which families and community stakeholders feel welcome in schools and the district.

We invested significant time in gathering the representative voices of stakeholders—students, families, community partners, school staff, school leaders, and district staff—throughout the audit process in focus groups, interviews, phone calls, and surveys. The audit process gathered data from middle school and high school students through surveys and student focus groups. Our process also included family surveys and 1:1 phone calls, staff surveys, and focus groups with district and school leaders and Hudson Public Schools School Committee members.

It is also important to understand that while the Mass Insight framework is holistic, the audit timeline and scope limit the level of depth at which we can examine all elements. For example, the audit did not include an assessment of individual schools, a review of all content area curricular resources, an in-depth financial audit, or an analysis of transportation logistics. All of these were examined at a high level, some more thoroughly than others, based on data from documents, surveys, or focus groups.

Phases of Data Collection and Analysis

The graphic below displays the timeline, phases, and high-level steps in the equity audit process.

Phase 1: Planning & Preparation August - September 2022	<ul style="list-style-type: none"> ● Kick-off meeting ● Customization of tools and processes
Phase 2: Data Collection & Analysis August - September 2022	<ul style="list-style-type: none"> ● Student performance analysis ● District policy and artifact analysis
Phase 3: Stakeholder Engagement October - December 2022	<ul style="list-style-type: none"> ● Stakeholder surveys ● Stakeholder focus groups, interviews, and phone calls
Phase 4: Analysis & Report of Findings December 2022 - March 2023	<ul style="list-style-type: none"> ● Analysis and triangulation of findings ● Development and delivery of the equity audit report ● Presentation to the school committee

Documents, Artifacts, and Relevant District and School Success Measures

Mass Insight requested an extensive list of documents and data at the start of the equity audit. Publicly available information was also part of the data and artifact review. Superscripts throughout the report denote the sources for

quantitative and qualitative data. While extensive documents, artifacts, and data were reviewed, not all were included in the audit or applicable to the Findings and Recommendations.

The table below contains *examples* of the types of documents, artifacts, and data we examined by domain of our District Equity Framework. Note that many additional documents and data sources were examined, but not all are listed here. Examining a wide variety of documents and data sources supports the data triangulation methodology, which removes potential biases and preferences for certain data sources over others.

Equity Audit Domain	Examples of Reviewed Documents, Artifacts, and Data
Vision, Strategy & Culture	<ul style="list-style-type: none"> ● District Highlights reports ● District Improvement Plan 2018-2021
Equitable Student Access & Outcomes	<ul style="list-style-type: none"> ● MTSS policies and handbook ● Implementation Tool Tier I-III academic, attendance, and behavior ● Superintendent reports ● Tiered focused monitoring process
Student Readiness to Learn	<ul style="list-style-type: none"> ● Professional development plans ● School psychologists' cycle of inquiry
Culturally & Linguistically Sustaining Instruction	<ul style="list-style-type: none"> ● District-wide assessments ● District-approved curricular resources ● Curricular scopes & sequences ● RTI resources
Family & Community Engagement	<ul style="list-style-type: none"> ● Liaisons and Welcome Center ● Parent listening sessions ● Registration steps ● Padres Comprometidos
School Instructional Leadership	<ul style="list-style-type: none"> ● School improvement plans
Talent Development	<ul style="list-style-type: none"> ● New hire orientation ● Tenure Staff list ● Teacher and Administrator self-assessment ● HPS Educator Collection of Evidence
Conditions	<ul style="list-style-type: none"> ● District budget ● New Programs - Services
Governance	<ul style="list-style-type: none"> ● Reports of the Superintendent ● School committee meeting minutes and recordings

Surveys

Mass Insight's surveys are an opportunity for all stakeholders to voluntarily share their experiences to inform the equity audit. Our surveys are designed to be anonymous; no identifying information is used to allow us to connect specific responses to specific individuals. The exception to anonymity is if a survey respondent included identifying information in the open responses they provided. Mass Insight shares all survey responses with districts after the

equity audit is complete because it is important for district and school leaders, in particular, to read and better understand the extent to which stakeholders view the district as equitable and inclusive. Before we share the survey responses, we meticulously remove all identifying information (names or references to individuals, staff, or schools) to maintain anonymity.

Survey Participation Efforts

Surveys were administered in October and November 2022 for seven stakeholder groups: district-level staff, school leaders, school-level staff, middle and high school students, families, community partners, and school committee members. Surveys were available on the Survey Monkey® platform for all stakeholder groups in English, as well as in Portuguese and Spanish for students and family members.

As surveys are anonymous and a quick way to gain a broad understanding of stakeholders’ perspectives and experiences, the district was intentional about its outreach methods to encourage stakeholders to participate. The district notified stakeholders of the seven surveys in the following ways::

- District-level staff: received the survey link via email
- School leaders: received the survey link via email
- School-level staff: received the survey link via email
- Middle and high school students: received the survey link via email from school leaders and/or teachers
- Families: received the survey link via district emails, texts, the district website
- Community partners: received the survey link via email
- School committee members: received the survey link via email

Each survey was open for at least three weeks for participants to complete.

Survey Design & Participation

Each survey was tailored to its specific stakeholder group, and some questions were shared among several surveys for comparison purposes. Questions on each survey were designed to inform specific domains of the equity audit framework and provide a high-level understanding of the extent to which stakeholders feel included, supported, valued, and treated equitably within the district. Most survey items were multiple choice, and each contained 2-5 open-response questions.

The following display provides participation information about each survey.

631 Students <i>Offered in English, Portuguese, and Spanish</i>	158 Families <i>Offered in English, Portuguese, and Spanish</i>	216 School Staff	5 School Committee Members
3 Community Partners	52 School Leaders	12 District Staff	

Interviews, Focus Groups, and Family Phone Calls

As an external entity contracted for the purpose of this audit, Mass Insight intentionally works to quickly develop rapport and trust with all focus groups and interview participants so we can as thoroughly and accurately as possible understand various stakeholders’ lived experiences and perspectives. Our focus group, interview, and phone call processes begin with a description of our confidentiality and anonymity protections to ensure stakeholder trust so they feel as comfortable as possible sharing their personal experiences. Notes from focus groups and interviews

remain confidential and will neither be shared with anyone in Hudson Public Schools or outside of Mass Insight nor used for any other purpose than this equity audit.

Efforts to Increase Stakeholder Participation

Focus groups and interviews are an additional method for gathering stakeholder perspectives, yet are not completely anonymous, as stakeholders must volunteer, sign up, or agree to participate and are asked a few identifying questions at the beginning of a focus group, interview, or phone call so their responses can be compared to those of like stakeholders. The identities of staff, students, families, and focus group participants remain anonymous outside of Mass Insight.

Stakeholders were notified in the following ways about participating in focus groups, interviews, and phone calls, all of which took place between October and December 2022:

- District-level staff: Mass Insight requested focus groups and interviews with various district-level staff, who were contacted and scheduled with the support of district administrators.
- School leaders: Mass Insight requested principal and assistant principal focus groups, all of which were contacted and scheduled with the support of district administrators.
- Students: The student survey contained an opportunity for students to volunteer to participate in a student focus group, and school leaders and teachers also informed students about the opportunity. School leaders supported Mass Insight by scheduling the onsite focus groups, which took place at David J. Quinn Middle School and Hudson High School on November 9-10, 2022. Mass Insight staff who conducted onsite focus groups completed the CORI process, as required by visitors of any school in Massachusetts, and wore identification badges provided by the district while in the schools.
- Families: Mass Insight requested and received a randomized list of 2,400 district families’ phone numbers, school(s) of attendance, and preferred language. The list was compiled by the district and contained a representation of families’ contact information from all district schools.
- School committee members: Mass Insight requested focus groups with members of the Hudson School Committee, all of which were contacted and scheduled with the support of district administrators.
- Community partners: Mass Insight requested interviews with key district partners, all of which were contacted and scheduled with the support of district administrators.

Note that focus groups and interviews were conducted by at least two Mass Insight staff members, except for staff and family phone calls, each of which was conducted by only one Mass Insight staff member. For family phone calls, a standardized protocol was used.

Interview, Focus Group, and Phone Call Design and Participation Rates

All focus group, interview, and phone call questions were similar across stakeholder focus groups. Focus group questions, similar to survey items, were aligned with the equity audit framework and were designed to help understand the extent to which systems, structures, policies, and practices throughout the district create an inclusive, supportive, collaborative, and equitable learning and work environment. Focus group facilitators were able to ask non-standard questions at their discretion to probe deeper depending upon participants’ responses. The table below provides additional information about interviews, focus groups, and phone call participants.

Participant Information	
20 District-level staff	Interviews and focus groups with: <ul style="list-style-type: none"> ● Superintendent ● Food Services staff

	<ul style="list-style-type: none"> • Assistant Superintendent • Curriculum, Instruction and Assessment Department staff • Student Services Department staff • Human Resources Department staff • Health Services Department staff • English Language Development Department staff • Special Education Department staff • Finance Department staff • Technology Department staff • Transportation staff
8 School leaders	<p>Focus groups with:</p> <ul style="list-style-type: none"> • PK and elementary principals • PK and elementary assistant principals • Middle school principal • Middle school assistant principals • High school principal • High school assistant principals
44 School-level staff	<p>Interviews and focus groups with:</p> <ul style="list-style-type: none"> • General education teachers in elementary, middle, and high school • ELD teachers at each level • Special education teachers at each level • Paraprofessionals
81 Students	<p>Focus groups with</p> <ul style="list-style-type: none"> • Students in grades 5-6, 7, 8-9, and 11-12 • Middle and high school students in special education • Portuguese and Spanish Heritage classes in middle and high school • Students in the middle school GSA • Students Against Racism in the high school • High school students identifying as LGBTQIA+ • High school students in sports or theater programs <p>Note, identity-based groups were available for students, and interpretation was provided for Spanish (by Mass Insight) and Portuguese (by the district).</p>
13 Families	<p>Family phone calls were made to a representative sample of families from all schools in the district.</p>
4 School committee members	<ul style="list-style-type: none"> • Two focus groups open to all school committee members

Data Analysis

Throughout the equity audit process, Mass Insight analyzes and synthesizes data to surface commonalities and discrepancies among data sources to test developing hypotheses. Qualitative and quantitative data are necessary to understand the extent to which systems, structures, policies, practices, and behaviors impact stakeholders. Data sources (as described in the previous section) include survey responses; focus groups, phone calls, and interview responses; quantitative data; and documents and artifacts. Collecting, analyzing, and synthesizing multiple data sources allows the Mass Insight team to organize findings and determine emerging themes that form the foundation of our findings.

Survey responses from the Portuguese- and Spanish-translated surveys required additional analysis steps. First, certified multilingual translators translated open responses from the non-English family and student surveys into English. Mass Insight then analyzed these survey responses separately to understand if there were differences among responses of varied preferred languages. Mass Insight also analyzed the same open-response items and the English survey responses for overall trends and themes. This qualitative analysis used Excel software to determine commonalities and themes in non-multiple choice survey responses.

Like open-response survey items, all survey responses were compared across respondents to determine discrepancies. For instance, many survey items were asked across surveys, enabling comparisons about, for instance, how district staff, school leaders, and school staff responded to the same question. Some surveys asked respondents whether they identified with a marginalized population, which allowed Mass Insight to filter responses and determine if respondents who self-identified with a marginalized population responded differently from those who did not. Another example is sorting school leader and staff responses by school level: elementary, middle, or high school.

Throughout the data collection and stakeholder engagement phases, the Mass Insight team analyzed each piece of evidence separately. Once we began the analysis and report of findings phase, our team cross-synthesized or triangulated data sources for each domain of the Mass Insight District Equity Framework (see [Appendix](#)), again noting common themes and discrepancies that emerged in the findings. The triangulation process also includes comparing the foundational strengths, findings, opportunities for growth, and proposed recommendations against our highest-performing district descriptor of the Equity Audit Framework, thus removing potential biases from the process as we prioritize recommendations aligned to research-supported best practices of equitable and inclusive school systems.

The Mass Insight team that supported the equity audit process consisted of one engagement director, an engagement manager, two consultants, and an analyst. Team members' identities vary by race, ethnicity, native language, gender, and past educational experience, yet all identities were leveraged to support our process and the resulting report. The team was intentionally designed to be diverse to not only mitigate potential biases throughout our process but also to create trusting stakeholder engagement experiences for those we engaged with throughout the equity audit. The team met weekly during the equity audit and collectively developed the findings headlines to ensure the report is as unbiased and data-informed as possible.

Identifying recommendations is cross-experiential and intentionally invites all team members who gathered, collected, and analyzed different data sources to participate equally, thus eliminating potential biases that we individually hold based on differing experiences in the audit process. The findings section was written first, resulting from triangulating data, documents, artifacts, and responses from surveys, focus groups, interviews, and phone calls. After writing the findings sections, the team identified gaps or areas of need when comparing findings to our highest-performing district descriptors and then created aligned recommendations that considered the district's capacity, current initiatives and strategic priorities, and stakeholder feedback. The recommendations are written to indicate the next steps the district can take to increase equity, access, and inclusivity for all stakeholders.

DISTRICT PROFILE

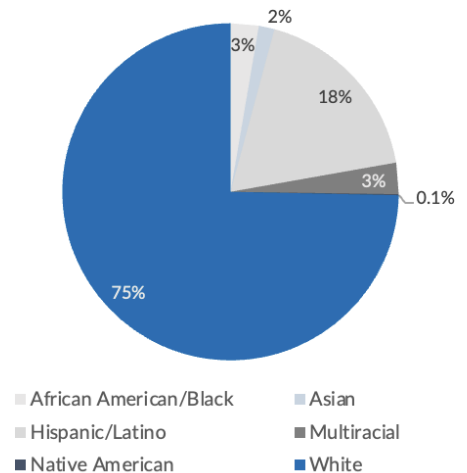
2022-2023 Enrollment 2,323 Students 229 Teachers (FTE)	5 Schools 3 Elementary Schools (PreK-Grade 4) 1 Middle School (Grades 5-7) 1 High School (Grades 8-12)	Selected Special Populations 32.1% First Language not English 15.8% English Language Learner 37.3% Low-income 19.6% Students with Disabilities 53.0% High Needs
7-Member School Committee 3-year terms Chairperson elected	District Accountability Status: 2021 Moderate progress toward targets Not requiring assistance or intervention	FY 2023 Budget \$45,198,515.00 3.53% increase from FY22

School	Grades Served	SY22-23 Enrollment
C.A. Farley Elementary	PreK-4	430
Forest Avenue Elementary	K-4	284
Joseph L. Mulready Elementary	PreK-4	243
David J. Quinn Middle School	5-7	558
Hudson High School	8-12	808

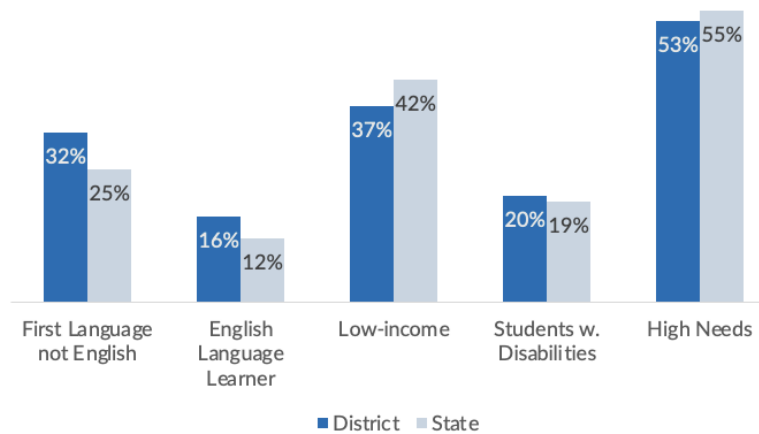
Student Population

The current school year's enrollment is portrayed on the pie chart on the right. It is worth noting that racial identities do not necessarily account for the ethnic diversity of students. For example, a student could be of Brazilian ethnicity but identify racially as White. Currently, state-collected and analyzed data is not separately disaggregated by ethnicity.

2022-2023 Enrollment by Race/Ethnicity

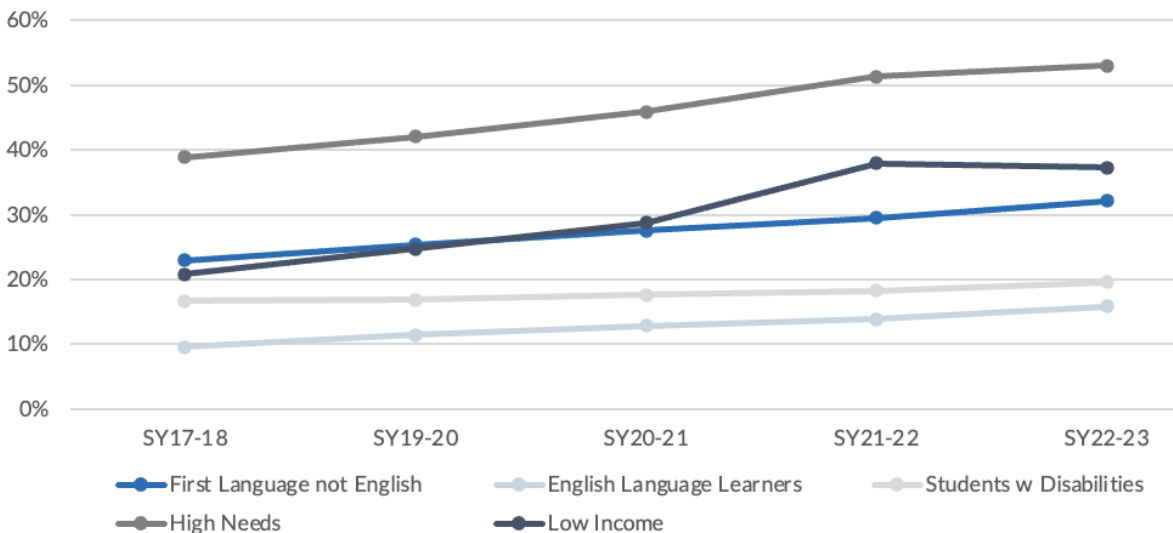


Percent of total district enrollment in SY 22-23 for each subgroup compared to the state



Approximately half (53%) of all students enrolled in the Hudson School District are considered high needs, which is defined as students belonging to one or more of the following groups: English language learners, former English language learners, students with disabilities, or low-income students. District special student population enrollment is similar to that of the state. The district has a larger percentage of students whose first language is not English and English language learners compared to the state.

Percent of total district enrollment by subgroup from SY 17-18 through SY 22-23

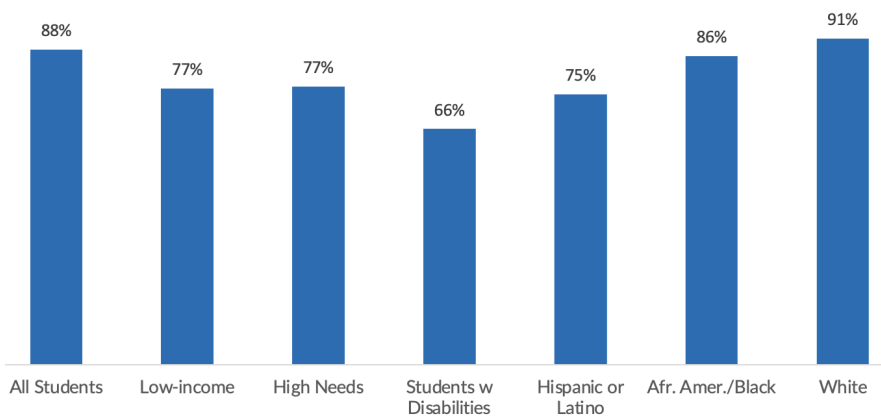


Note: The term *Economically Disadvantaged* has been used since 2015, but in the school year 2021-2022, the term *Low Income* has replaced it in state reporting. The change will “give school districts and charter schools the opportunity to claim the relatively small number of students statewide who qualify as low income under the 185% Federal Poverty Level standard”⁶ but who were previously not identified. Additionally, homeless students reported by the district will be categorized as low income. For the purpose of discussing these students in the equity audit report, we will refer to them as *low income* unless discussing specific outcomes from when the term *economically disadvantaged* was still in use.

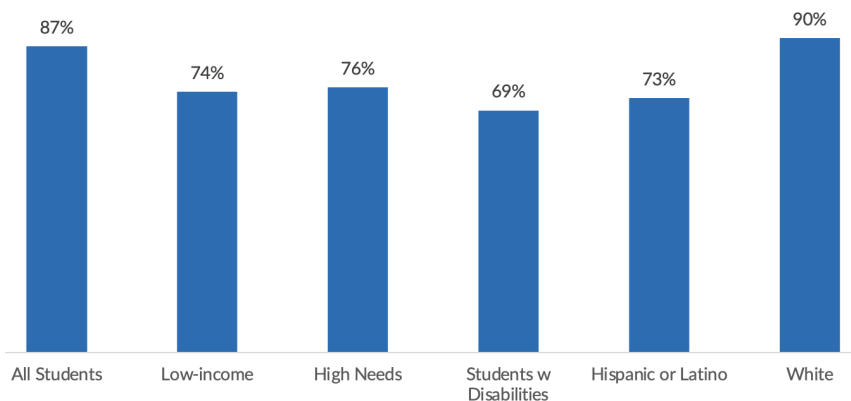
There has been an increase of high-needs students, students whose first language is not English, and economically disadvantaged students in the district from 2017 through 2023. There was also an increase in African American and Hispanic/Latino students in the past five years (see below).

Student Population by Race/Ethnicity	SY 17-18 Percent of Enrollment	SY22-23 Percentage of Enrollment	Percent Change in the Past 5 Years
African American/Black	2%	3%	40%
Asian	2%	2%	-34%
Hispanic/Latino	11%	18%	50%
Native American	0%	0%	-12%
White	83%	75%	-21%
Native Hawaiian, Pacific Islander	0%	0%	0%
Multiracial, Non-Hispanic	3%	3%	-2%

Four-Year Graduation Rate of Class of 2022 by Subgroup



Average Graduation Rates for Classes of 2018-2022 by Subgroup



The most recent four-year graduation rate, based on the class of 2022, for Hudson students is 88%, with a five-year average of 87%. Students with disabilities had the lowest graduation rate in 2022 at 66%, with a five-year average of 69%. *Note: Graduation rates for cohorts with fewer than six students are not reported; these graphics represent reported racial/ethnic subgroups.*

Note: all of the data in this section was retrieved from the Massachusetts Department of Elementary and Secondary Education via their website at <https://profiles.doe.mass.edu/>

ABOUT THE FINDINGS

Findings are presented by the domains of the Mass Insight District Equity Framework, as referenced in the [Methodology](#) and further depicted in the [Appendix](#). Findings include district strengths (key investments and initiatives that the district has already started or established that focus on equity, access, and opportunity for all students, staff, and/or families) and areas for improvement (areas where the district has more work to develop or fully implement equitable practices, policies, and structures that focus on equity, access, and opportunity for all students, staff, and/or families).

A few things to note about how focus group and interview quotes and survey responses are depicted in the Findings section:

- Direct quotes from stakeholders are contained within quotation marks and in **blue font**. Quotes were selected for their representation value of all quotes gathered throughout the equity audit process.
 - If a quote contains brackets [], it indicates that Mass Insight inserted the bracketed words to make the sentence more readable and/or grammatically correct.
 - If a quote contains ellipses (...), it indicates that part of the original quote was removed because it was repetitive or did not provide additional necessary or relevant information.
- Direct quotes from documents are **italicized**.
- Survey responses and the conclusions drawn from them are based on the responses of those representative stakeholders who participated by completing the survey. All district leaders, school leaders, school staff, middle school and high school students, families, and partners were eligible to complete the survey voluntarily. More information about surveys and focus group participation can be found in the [Methodology](#).

DOMAIN 1: VISION, STRATEGY & CULTURE

District administration has intentionally created a culture aligned with its vision and mission.

Hudson is a community with strong ties to its historical roots as a mill town and to its richly diverse demographics, with large numbers of residents of either Portuguese or Irish descent. The high school (grades 8-12), middle school (grades 5-7), and three elementary schools that make up Hudson Public Schools boast even more diversity, with increasing numbers of students of color and nearly one-third of students whose first language is not English. The district's dedicated educators and leaders have made equity a priority, ensuring that success for all students, regardless of demographic or ability, is front and center through a [clear mission, vision, and core values](#).

Mission: Delivering world-class education today for the global leaders of tomorrow.

Vision: Every student feels nurtured, challenged, and confident to embrace the future.

Core Values:

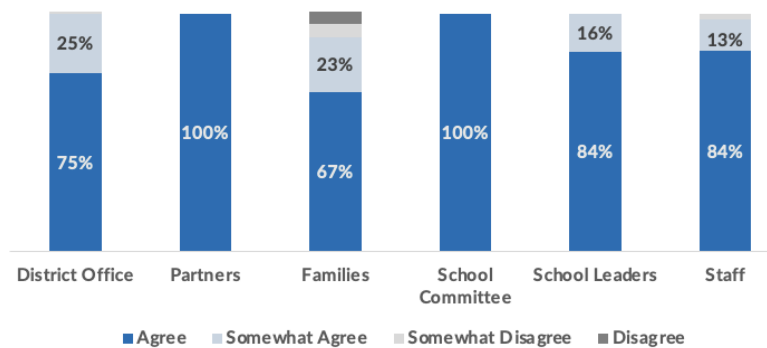
- **Excellence:** We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions.
- **Strong Relationships:** We build a strong sense of community based on clear communication and partnerships.
- **Educating the Whole Child:** We recognize students as unique individuals and frame decisions with all students in mind.

The mission, vision, and core values, as well as the theory of action and current strategic objectives and priorities, are explicitly posted on the website, as well as included in student handbooks. Policy language in the student handbooks is related to these core beliefs, for example:

- **Academic expectations:** *"Although student abilities vary, each student is expected to produce his/her best work."*⁴
- **Differentiated instruction:** *"Teachers will differentiate their instruction during class and in homework assignments based on students' knowledge and progress."*⁴
- **Athletics:** *"Because of the infinite number of individual differences in abilities and interests, the athletic program is comprehensive. All students who show an interest in the program will be encouraged to participate."*⁵
- **Dress code:** *"The responsibility for the dress and appearance of the students will rest with individual students and parents... The administration is authorized to take action, with dignity and without shaming..."*⁵

The district has been increasing its focus on equity in recent years and is using this equity audit as a tool to explore all the elements of equity, as well as stakeholders' perceptions of this work. In [announcing the launch of the equity audit](#) to the community, district leadership remained grounded in the mission and vision, asking all stakeholders to participate in surveys and focus groups to *"help the district understand what works well for them and areas we can improve to better support students' experiences in our community."* In reflection of the steps the district has already taken on its equity journey, the majority of survey respondents in every stakeholder group fully agreed with the statement: "I understand why the district is focused on becoming more equitable," with small numbers, if any, disagreeing.

I understand why the district is focused on becoming more equitable.



A major component of a district’s work toward greater equity is aligning on a shared definition of equity and how this work takes place. Though there is strong agreement on the reason for an equity focus, staff at the school level were more varied in their perceptions of whether a common understanding of equity is shared across the district:

- “Equity is always a topic of conversation. And I feel like they're always trying to promote that. That every student gets what they need.” (School staff)
- “The school makes a lot of effort to be equitable. Everyone has their own definition of what equity is.” (School leader)
- “Do I think there's a shared understanding of that in the district? I do not. At least not across all levels.” (School leader)
- “I would say the anti-racism work is not so clear. It's not such a clear district wide priority.” (School staff)

The district is deeply connected to the broader Hudson community, which has a substantial, if indirect, influence on the district’s ability to create the necessary conditions for equitable practices at schools. While the town largely supports the district, stakeholders referenced a disconnect between “a culture set by administration... focusing on equity and inclusion” and a town culture that is “very white and traditional.” Some participants mentioned the shifting demographics in Hudson as a contributing factor; a school committee member remarked, “I do think this is a huge problem... within the public and Hudson of not understanding what exactly equity is and why it’s so important.” One family member commented, “This is not just a school issue... for substantial change, the town and community need to change.”

A strength of the Hudson Public Schools is that the surrounding community is deeply embedded in the district’s staffing, operational, and governing structure, and it is evident that the district is intentionally setting the foundation for continued reflection and attention to the needs of its many members. District foundational statements, communication, and policies reveal an effort to engage all stakeholders in a community with a richly complex history. The following sections outline findings around the district’s strides to set, communicate, and actualize a shared vision for district equity.

The district improvement plan and aligned school improvement plans contain data-driven and student-centered strategic objectives, priorities, and outcomes.

The current (2022-2025) District Improvement Plan outlines a clear connection from the mission, values, and vision to the theory of action (“If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens”), to the strategic objectives, strategic priorities, and data-driven outcomes. Each category of Strategic Objectives (High Quality Instructional Practices, Educating the Whole Child, Innovative Educational Practices, and Climate and Culture) is linked to two or three connected Strategic Priorities and to one

concrete Outcome.

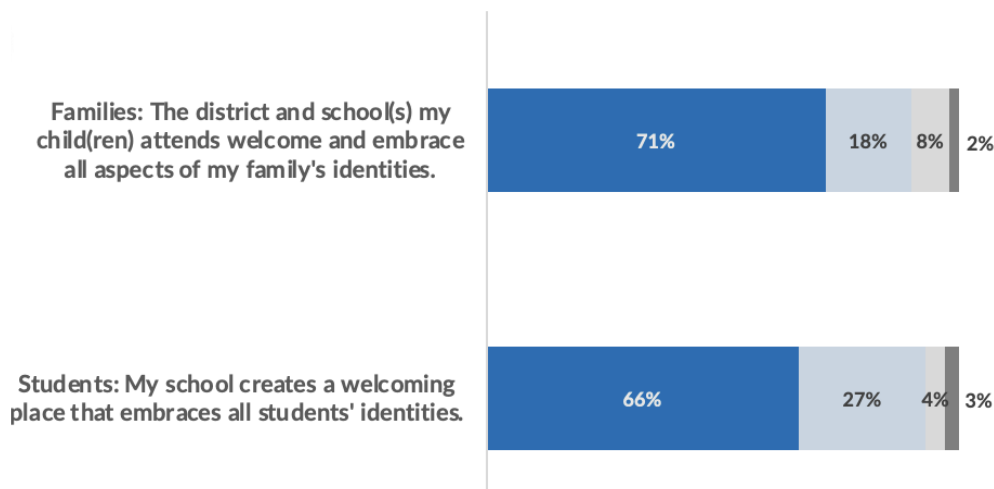
The three-year District Improvement Plan (DIP) is divided into yearly District Action Plans, with specific, measurable action steps related to each strategic priority. The process of reviewing and revising the DIP and Action Plans is conducted by the ELEVATE (Educational Leaders Establishing Vision Aiming Toward Excellence) team, which includes district and school leaders. Each school then creates its own School Improvement Plan in alignment with the district-wide strategic objectives, using a combination of goals from the DIP and school-specific goals created by the school council. The Action Plans are set up to be monitored via superintendent and school leader presentations to the school committee several times a year, related to progress on each of the data-oriented, measurable outcomes working toward each strategic priority. Additionally, each action step specifies which roles are “Resources” for that priority, indicating broad involvement of the various district and school stakeholders and shared responsibility for improvement.

Though the DIP does not specifically call out marginalized student populations aside from multilingual learners, there is a repeated commitment to educate, challenge, and support “ALL students”; to “develop a culture that promotes equity” and “eliminates opportunity gaps”; and an acknowledgment that social-emotional support and a connection to school and community are as important to school success as academic practices. These living, foundational documents show the district’s intention to work toward greater equity. One school committee member summarized, “The district-wide and the school-specific plans, which we just did this fall, are making a conscious effort to close achievement gaps.”

School-level cultures have become increasingly welcoming, and more is needed to be inclusive of all aspects of identity and supportive of all students’ success.

Many students and parents described the school environments as welcoming. Students mentioned themes of feeling welcomed by their teachers: “When you walk into the building, almost all the teachers say hello to you.” Parents agreed about the school community overall: “Welcoming community. A lot of people are receptive to people that did not grow up there.” Other students and family members lauded the district’s efforts to be more inclusive:

- “They’re a relatively inclusive environment, especially for a big small town.”
- “Responding quickly and appropriately to any hate crimes, promoting clubs, inclusion.”
- “Our school really tries hard to make sure that all students despite their racial and ethnic background fit in.”
- “Doing ok for ethnic and linguistic minorities like us.”



It should be noted that for each of these survey items, families and students characterized schools as less welcoming as the students moved up through school levels.

Several students and family members mentioned that school cultures had improved since last year. One parent of a non-white student agreed with this positive assessment of the environment: “I believe they do a great job at making people feel included. People are nice and non-judgmental,” then added, “There was an issue last year, but the school resolved it quickly.” High school students noticed a change from last year as well:

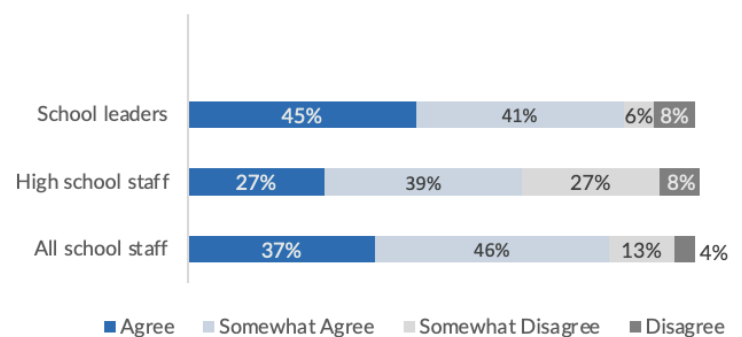
- “You see a lot more racism going on last year. This year is more calm, more peaceful, getting more along and being nicer to each other.”
- “Every day something racist would happen. This year it’s not so bad.”

This is likely due to a combination of the district’s efforts and timing regarding the pandemic; many districts saw increased social and emotional challenges among the student body in the 2021-2022 school year.

Some stakeholders recognize that although the district has made progress, there is still more work to be done, including parents who recognize the potential variation in experience based on family identity: “Well, I am a white, cis-gendered, hetero female of European descent. So, I feel like my culture and identity is respected. I worry more about students and families who are not like mine.” Other family members shared negative experiences: “My children have both been taunted at HHS because of their religious faith.” One family member commented, “Centering marginalized cultures, races, ethnicities, etc. -instead of highlighting them sometimes/occasionally/when there is a holiday - would be great....the schools can really help educate children and families about the importance of learning about and respecting all races, cultures, sexual orientation, identity, etc. and de-centering whiteness, English speaking, heterosexual, etc.”

Despite a large EL population and significant numbers of students with diverse learning needs, some stakeholders voiced concerns about a lack of shared accountability for all students among staff members. One administrator reflected that they are working to change a culture in which the ELD teachers just pull ELs out of the classroom and assume full responsibility for those students. They have seen improvement in that dynamic, especially at lower levels. One high school ELD teacher commented, “There is a segregation of sorts that is happening daily here, where our students who are not proficient in English and our students with disabilities are looked at as others and that it is the job of a para to take them or remove them.” Another wished that content teachers would reach out to them for collaboration, saying, “It seems that it’s our responsibility to take care of the students just because they don’t have the language.” Another ELD teacher noted the improvement in honoring student diversity but that it remains largely visual and still not ingrained in staff mindsets: “We have multicultural flags and our cafeteria hanging to represent all the different nations of where all our students are from, but we as a team are experiencing a lot of unawareness from our colleagues, or... no willingness sometimes to modify or just understand that our students can't be held to the same standard as a student who was born here and grew up here.”

All staff at my school/my school's staff accept responsibility for the success of every student.



A theme emerged across stakeholder groups of a desire to expand inclusion and centering beyond English learners and specifically the Portuguese-speaking demographic, the largest subgroup of the HPS community.

- “I’m not sure we have a shared definition of equity... We talk about our ELL population, and what we should be doing for them and how we should include them, but I think that that is only one part of equity.” (School leader)
- “The district wide vision of equity centers around ESL students exclusively and ignores other issues around gender, SES, LGBTQ students, etc.” (Staff member)

- “Stop only making things about the Portuguese families in town. I feel that just because that’s the ethnicity of the superintendent, it’s the only ethnicity that is acknowledged and recognized here.” (Family member)

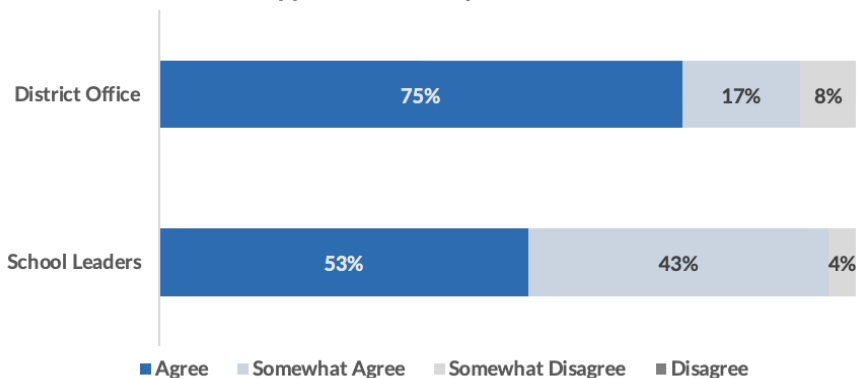
Spanish-speaking high school students, though they appreciated the support of the Heritage classes (for native or fluent Portuguese or Spanish speakers), also shared a feeling that Spanish was de-emphasized compared to Portuguese. One student commented, “They never do examples in Spanish, only in Portuguese. Why? In the community there are many who speak Spanish, they do translations in Portuguese but never in Spanish.”

In addition to the Heritage Portuguese and Spanish classes, the middle and high schools support identity-focused spaces for student leadership and community building. The members of Students Against Racism, a high school group that has been active in pushing for increased equity measures, reported that they have open lines of communication and collaboration with school leaders. The student LGBTQIA+ group also reported a general level of support from building administrators, though student members noted a lack of policy support. Both groups have time and space to meet during the school day, during ARC. Students in the middle school Gay-Straight Alliance (GSA) also shared the feeling that the school supports their group: “Our school supports this. In every classroom that I’ve noticed, there’s a proud ally poster, even [staff] wears an ally pin.”

Yet both middle and high school students reported in focus groups and surveys that their schools, especially at the level of individual interaction, have work to do to be fully accepting of LGBTQIA+ students. When asked what the district could do to improve their experience, students responded:

- “Many students are openly homophobic and transphobic. The school does little to correct this, and I’m not sure they’re even aware it’s an issue, despite the prevalence. It’s relatively easy to notice, and more should be done to discourage this behavior.”
- “Use gender neutral pronouns and addresses (folks, guys, their in lieu of his/her) & welcome gender non conforming students into typically cisgender spaces (discussion/project groups, social circles, etc).”
- “People having more awareness of LGBTQ kids and stop using the word gay in a bad way.”

The district supports inclusive spaces for students and families.



There was a pattern of students sharing that teachers often used “deadnames,” the name a student used before transitioning, the use of which can be invalidating or traumatic to non-binary or transgender students. Students also shared comments similar to this survey response: “I just wish the teacher would use my pronouns.” One student commented, “There’s a difference between passive allyship and active allyship. It’s easy to leave it in the hands of the students. It speaks to a broader issue—they should be sort of educated from the get-go, it shouldn’t be trans people’s responsibility to educate people.”

The leaders and staff at Hudson Public Schools have worked to set a strong and intentional foundation for its ongoing equity journey. Stakeholders at all levels are clearly invested, a strength that will carry the district forward in its next steps to ensure that the mission, vision, and core values are fully experienced by all members of the school community.

DOMAIN 2: EQUITABLE STUDENT ACCESS & OUTCOMES

District policies, practices, and mindsets reflect a commitment to equity as evidenced by disaggregated data monitoring practices and resulting actions that focus on decreasing disparities and ensuring equitable representation in student access, success, and outcomes.

Two district strategic priorities demonstrate Hudson’s Public School's commitment to equitable student outcomes: High Quality Instructional Practices and Innovative Educational Practices. In the 2022-2025 District Improvement Plan, the related Outcomes the district has committed to are:

- High Quality Instructional Practices: *“By 2025, 100% of our teaching staff will monitor the use of data at the classroom and school level to ensure the establishment of a positive culture of data inquiry.”*
- Innovative Educational Practices: *“By 2025, all schools will refine and implement a system of supports for struggling students to promote academic success and increase access to rigorous learning experiences by 50%.”*

This evidence is consistent with the district’s desire during the equity audit process to prioritize the needs of multilingual students and the examined student outcome data (i.e., attendance, graduation rates, and MCAS data).

Attendance, graduation, and MCAS data show patterns of disparities for some student groups.

Average attendance is high for all subgroups. Chronic absenteeism is higher for marginalized student populations.

In the 2021-22 school year, the average student attendance rate was 92%, with an average number of absences of 13.6 days. Students with high needs have an average attendance rate of 90%, with an average number of absences of 16.4, which is about 3 more days than the average number of absences for the district population. While these attendance rates in the district are high, a closer look at chronic absenteeism data shows that students classified as high needs are chronically absent more than the average student population. Six percent of all students missed 20% or more of the 2021-22 school year. Rates of chronic absenteeism were higher for high needs subgroups, including ELs (10%), students from low-income families (9%), and students with disabilities (9%). Typically attendance rates positively correlate with graduation rates; however, graduation data for students in selected populations reflect gaps in student success for those in special populations.

	Average Attendance Rate	Average Number of Days Absent	Chronically Absent (20% or more)
High Needs Students	92%	13.6	6%
Students w. Disabilities	90%	16.4	9%
English Learners	90%	16.8	9%
Low Income Students	91%	15.1	10%

Graduation data and dropout demonstrates that students in selected populations are not graduating at the same rate as all students.

Hudson High School seniors had a four-year graduation rate of 88% in 2022. However, English language learners, high needs students, and students with disabilities graduated at a substantially lower rate. English language learners had a four-year graduation rate of 57%, about 30 percentage points lower than the student average. Students with disabilities had a slightly higher four-year graduation rate of 66%. Low-income students and high needs students overall graduated at a rate of 77%.

Subgroups with lower graduation rates have correspondingly higher dropout rates (though 5% of all students in the class of 2022, including 10% of high needs students overall and 21% of students with disabilities, remained in school to work towards a diploma). ELs stand out as having a high dropout rate, 29% for the class of 2022, tracking an average of 26% over the last five years.

Four-Year Graduation and Dropout Rates for the Class of 2022 by Selected Population

	# of Students in Cohort	% Graduated	% Dropped Out
All Students	168	88%	7%
High Needs Students	88	77%	11%
Students w. Disabilities	29	66%	14%
English Learners	21	57%	29%
Low Income Students	73	77%	12%

MCAS data in the 2021-22 and the 2020-21 school years demonstrate lower rates of students who are exceeding or meeting expectations in special populations compared to other student groups and district averages.

On the 2022 MCAS, high needs students (students with disabilities, ELs or former ELs, and low income students) achieved Meeting or Exceeding Expectations at rates between 7 and 28 percentage points lower than the class averages in both ELA and mathematics. These patterns are also seen in the 2021 MCAS data. The table below includes MCAS data for the previous two years by selected populations and race/ethnicity, for grades 4 and 7 (the last two grades of elementary school and middle school at Hudson) and grade 10 (the final year of MCAS and only tested year in high school).

Student Population	Grade 4				Grade 7				Grade 10			
	% Meeting or Exceeding MCAS ELA Expectation		% Meeting or Exceeding MCAS Math Expectations		% Meeting or Exceeding MCAS ELA Expectation		% Meeting or Exceeding MCAS Math Expectations		% Meeting or Exceeding MCAS ELA Expectation		% Meeting or Exceeding MCAS Math Expectations	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
All Students	53%	30%	35%	26%	35%	38%	31%	29%	63%	57%	50%	52%
Students with Disabilities	28%	8%	10%	8%	9%	9%	12%	6%	27%	9%	6%	12%
English Learners	14%	4%	4%	4%	0%	5%	0%	0%	0%	0%	0%	0%
Low Income	39%	12%	21%	11%	16%	23%	10%	17%	47%	35%	18%	29%
High Needs	37%	12%	19%	12%	15%	23%	12%	17%	38%	29%	17%	27%
Hispanic/Latino	32%	3%	24%	13%	11%	30%	18%	23%	34%	28%	19%	20%
White	57%	36%	36%	29%	39%	38%	31%	29%	67%	61%	55%	57%

Gaps for ELs increase with grade level.

On the 2022 MCAS, 4th grade ELs lagged behind their peers by 26 percentage points in ELA and 22 points in mathematics. In 7th grade, the gap was 33 points in ELA and 29 points in mathematics; in 10th grade, it was 57 and 52 points, with no ELs meeting or exceeding expectations.

Rates of achievement for students with disabilities are consistently lower than their peers'.

In 2022, rates of students with disabilities meeting or exceeding expectations on MCAS assessments trended in the single digits. In 2021 there were pockets of higher rates: 28% in 4th grade ELA and 27% in 10th grade ELA; for those two assessments, rates for all students were also higher than average, at 53% and 63%, respectively.

Low-income students showed increased gains in 2022 as grade levels rise, yet gaps persist.

On the 2022 ELA MCAS, low-income students met or exceeded expectations at rates of 12% in 4th grade, 23% in 7th grade, and 35% in 10th grade. For mathematics, the rates were 11% in 4th grade, 17% in 7th grade, and 29% in 10th grade. This subgroup remained behind the class averages by 12-18 percentage points in 4th and 7th grade, ending with a 22-23 percentage point gap in 10th grade.

Hudson's special education evaluation and implementation systems support students and families.

The district follows state-mandated annual monitoring and reporting protocols regarding student records and individual educational plans. As with every Massachusetts district, Hudson receives a [fully coordinated program review](#) every six years given by the state. The review includes district self-submission of student record review and policy documentation, an onsite review focused on areas of concern, and findings of non-compliance resulting in corrective action. The review areas are special education, civil rights, career vocational/technical education, and EL education. Every three years, the review will be for special education only and the areas of non-compliance. In the last review, conducted in the 2020-2021 school year, Hudson was found to be in compliance with all criteria, with no corrective action required.

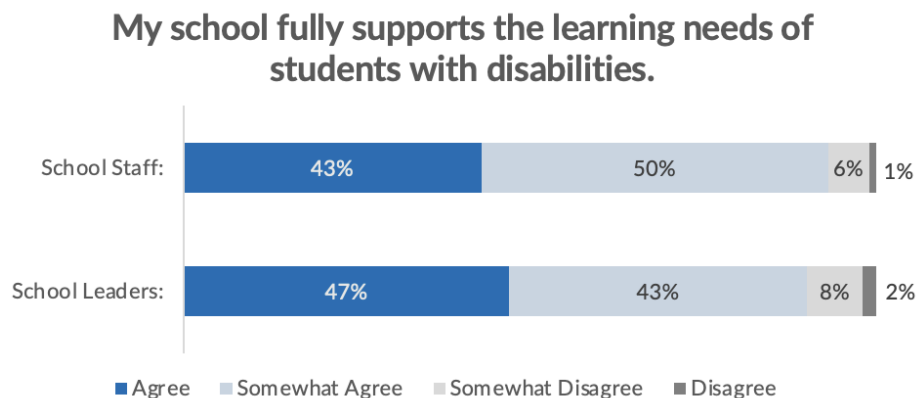
The district currently has a robust special education program that includes assessments, support, and student provisions. Students can be referred for evaluation by either teachers or parents. The special education department receives the student information and the six-week outcome of any tiered interventions that have been established. The department then determines what type of evaluation is appropriate for the student, and after interventions are established, the department monitors the student for the support needed. Families are connected to these supports if outside district support is necessary, such as outside counseling or psychotherapy. Families also have the option to join SEPAC, which is the Special Education Parent Advisory Council, to gain information on special education resources available. However, staff reports that, at times, communication among departments interferes with their ability to meet special education students' needs.

Once students are receiving special education services, their progress is closely monitored via yearly meetings of their IEP or 504 teams and on an ongoing basis by the educators supporting them in the classroom. SPED department staff members reported detailed data-collection systems:

- “A lot of the data collection is the day-to-day work, whatever the goals and objectives are and what we’re working on in the classroom, and then there’s a lot of formative and summative evaluation.”
- “I definitely pay a lot of attention to the student grades. And I have a bunch of my kids on my caseload are in academic support class, so that helps a lot where I can sit with them and go through their Google Classroom, sit and make sure that their assignments are up to date, and then I can also go in and look at the quality of work that they're doing. And that's where I get a lot of my data from, depending on what their goals are and what I'm trying to achieve with them.”
- “I have a whole spreadsheet that I put my data in after every session. It has each child's objective on it. And then right next to it, I can put the date and the percentage and so that way I can look and I can say, Oh, I haven't taken data on this in a week or two, I need to take data. So that's how I do it. And then I'm able to report out progress notes.”

Data monitoring for students in special populations also considers additional factors that can compound special education status, for example, students who may be new to the school district and have not acclimated to school structures. As reported by a district leader, “We’re starting to ask the question whether or not it is really about special education? Is it really about English learner status, or one of the defining makers of struggle here is income status.”

Overall, about 90% of school leaders and 93% of school staff agree or somewhat agree that their school fully supports the learning needs of students with disabilities.

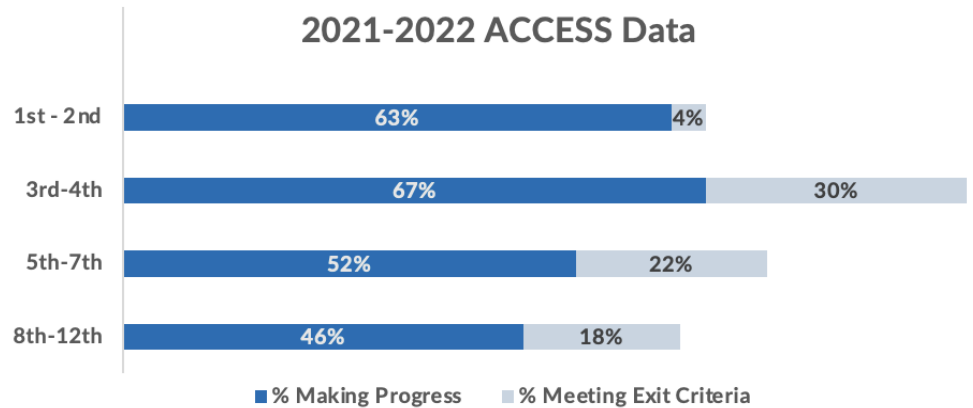


Hudson is still developing supports for a growing English learner population.

ACCESS data shows ELs making progress and exiting ELD services, especially in later elementary years, and at lower rates in upper grades.

ACCESS (a national assessment of EL language progress) data shows many students across grade bands making progress, decreasing somewhat as grades go up. In 2021-2022, elementary-level ELs made progress at rates of 63% in 1st and 2nd grade and 67% in 3rd and 4th grade. In middle school, 52% of

ELs made progress, and 46% in high school. In 3rd and 4th grade in particular, a combined 97% of ELs were either making progress or meeting exit criteria (showing enough language skill to “test out” of ELD support), with 30% of students meeting exit criteria in the final two years of elementary school at Hudson. The middle school had 22% of ELs meeting exit criteria, for a total of 74% of students either making progress or meeting exit criteria. In high school, 18% of students met exit criteria, for a total of 64% in both categories combined.



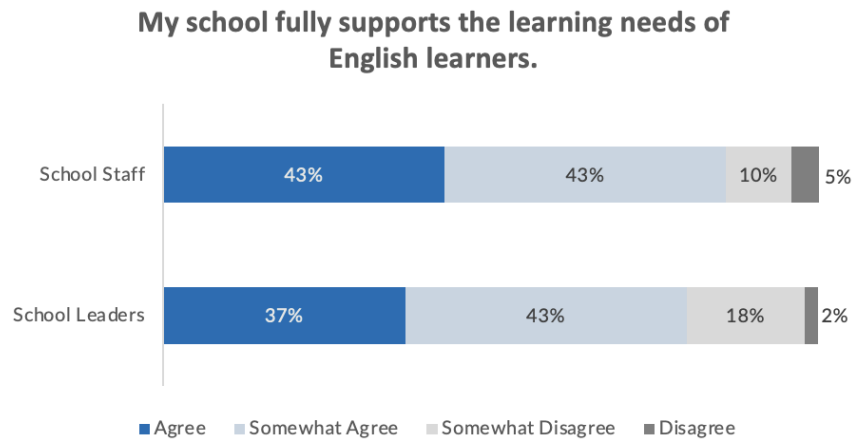
Staff shared a need for more support from the district and collaboration between ELD, general education, and special education staff and leaders.

The district has recently set strategies for teaching ELs, or MLLs (multilingual learners), as a focus for district-wide professional development, which has been overall successful in building up teachers’ toolkits and mindsets. (See [Domain 4](#) for more discussion on this topic.) Yet, school leaders and staff reflected on ongoing challenges. One school leader commented, “Our English learner population is certainly an area of growth for us and a challenge. We get students who come from a variety of backgrounds, variety of schooling experiences...We have students who come to us who can’t read or write in their first language. So the real challenge for us is, how do we support the students and get them to a place where they are progressing?”

English Language Development (ELD) teachers at the secondary level shared a desire for better support systems for both EL students and the teachers who work with them:

- “Because our population is so high, our kids are equitably distributed throughout the school. There’s no teacher in this school not teaching ELL students....So I think what happens is that the content teachers are flying solo and on their own and are overwhelmed by the needs of the kids that we have.”
- “They’re not being accommodated. They’re not being scaffolded, they’re not being given the supports that they need to access the content even though we all know that they’re perfectly capable of actually accessing the content, once they are given the building blocks of language in order to do that.”
- “I think for our students, I’m still not seeing the kind of treatment that special ed students, for example, are getting in terms of services....I don’t think that they’re equitable. We don’t have enough systems in place district-wide for our ELL students.”

When asked, “Which policies or practices should be re-examined or re-visited to ensure greater equity?,” 45% of school staff, 43% of school leaders, and 46% of district office staff responded in the affirmative for “Supports for English language learners.” School-based staff members were mixed, although mostly agreeing or somewhat agreeing, that their school fully supports the learning needs of English learners.



Additionally, there was a general feeling from staff that it can be difficult to get ELs special education testing or services if teachers suspect there may be a disability at play. An ELD teacher acknowledged, “There’s a very fine line, and we want to be careful about over identifying ELs as SPED because often what seems to be a lack of progress is just a matter of language development and time....there’s definitely misunderstanding on both sides, where the expectation is that students are brought up to speed within a couple of years,” then added, “On the flip side, it’s very difficult, when we do suspect that a student has more than just a language need, to service that student appropriately....When functionally in the classroom students aren’t getting what they need, there’s no process to support them getting what they need.” Other teachers in various focus groups agreed, commenting:

- “It’s difficult for our ELL students who we suspect if they have special needs issues, it’s very difficult to get them started on the special ed half. They want students to be here for at least two years before giving a lot of services or giving any special needs services.”
- “It’s been very discouraged to have kids on dual tracks, to have kids identified as ELL students specifically to have them identified as having special education needs.”
- “I have a lot of interaction with the ELL students, and it’s very, very hard to get them to qualify for an Ed plan. And oftentimes, we’ve tried for years starting in the early years...And what we’re told is, it’s language based....And then they went right up to the middle school, and they were picked up within the first month.”
- “Some students I can perceive might have some cognitive problem or learning disability, but we don’t have staff that is able to test them in their language. All the tests...everything is in English. So we really need people that are able to read to the kids and communicate with them so they can be tested for dyslexia.”

While disaggregated data is accessible to district leaders and staff to understand students’ needs and create substantial improvements, not all data structures are proven effective.

The district has not yet fully implemented a multi-tiered system of support (MTSS). The MTSS process used at Hudson Public Schools is responsive to student needs by using a three-tiered system for academic support, social-emotional behavioral support, and attendance support. In accordance with the widely accepted [MTSS framework](#), Tier 1 includes universal support for all students, Tier 2 is targeted support for some students, and Tier 3 is intensive support for a few students. Students can move throughout the tiers as needed in a subject, class, or skill. While the support provided to students is impactful, the data structures used to support this system are not yet effective due to a variety of factors,

such as a lack of training or resources for those responsible for implementing the system or a lack of buy-in from stakeholders such as teachers and administrators.

As reported in focus groups, each school has an instructional support team (IST) that is composed of guidance counselors, adjustment counselors, and principals to determine student support for academic and social-emotional needs. Data is collected through a variety of assessments and inventories and discussed with the team. The IST maintains a log of student interventions and progress to share with the special education department. After the IST plans for student interventions, the team reconvenes to discuss the student every six weeks as needed.

Teachers and school leaders describe IST as a critical and collaborative support for students. Teachers also report having time to talk about student needs during team meetings. Yet staff members report a lack of access to or understanding of an MTSS system, sharing,

- “In general, there really isn’t necessarily a clear-cut, easy process for teachers to say this student is struggling because I’ve collected this data, and this is who to go to for MTSS... We do not have that in place currently.”
- “There’s a form, and team time is good for us to share, but there should be other people involved in the process... It needs to be targeted. [There is] no formal process for interventions or data collection.”
- “The IST process [is] kind of a mystery to me still. But basically, there’s some kind of meeting that happens between administrators and school counselors, where they discuss students who appear to be having either behavioral or academic issues... They don’t really consult the teachers or the special ed teachers involved.”

Additionally, several stakeholders mentioned an over-reliance on referral for special education testing when students are struggling, often without documented and data-driven interventions attempted first. A district leader commented, “Students in the [special education] referral process should simultaneously be in MTSS/RTI process. Currently, the effort is only for the referral process. [We] could gain data also to see how additional supports make or don’t make an impact.”

Finally, there are not always opportunities for district staff, teachers in particular, to review data to improve student learning, which is a key underpinning of a successful MTSS. In surveys, over 85% of staff agreed or somewhat agreed that their school proactively identifies students’ social-emotional, academic, and developmental needs. However, 20% of staff agreed and 33% of staff somewhat agreed that they have the opportunity to regularly collaborate with colleagues to monitor disaggregated student data to identify students’ academic, social-emotional, identity, and behavioral needs and successful outcomes. A district-level staff member explained: “We are trying to... develop better systems by which we look at data in a more consistent, organized, and thoughtful way. I would say from a data perspective, we are not a particularly nimble organization.” A school staff member confirmed this area of growth: “We collect a lot of data, but it’s not always consistent and there isn’t a district prescribed process around data.”

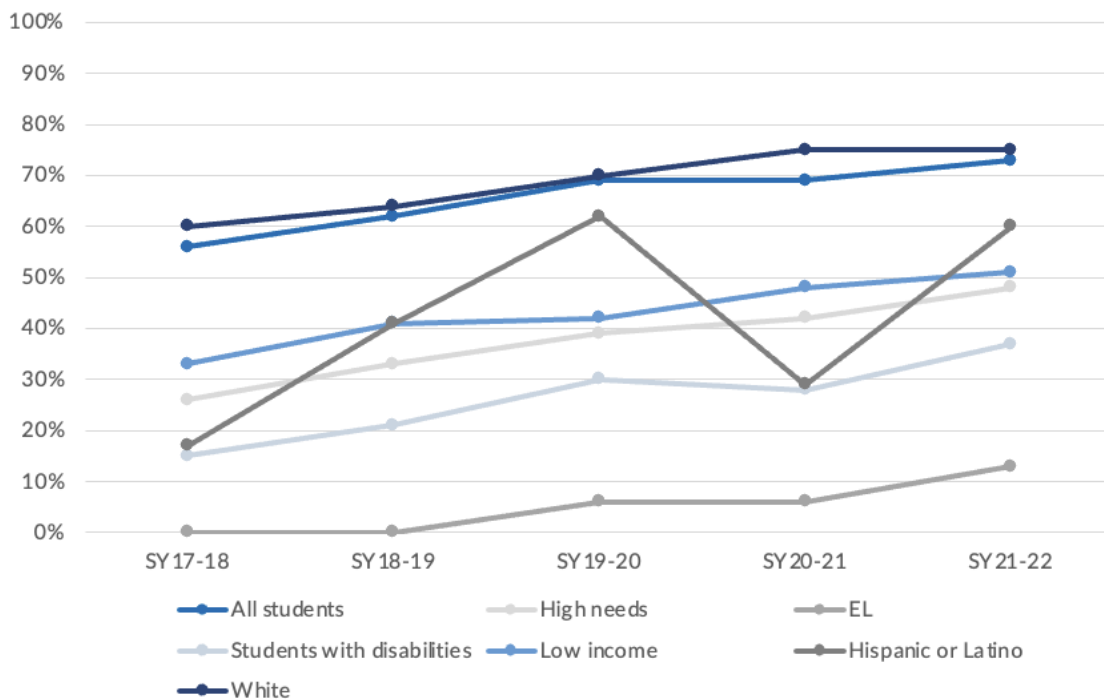
The recommendation process for advanced academics and honors courses results in limited access for students of color and multilingual students.

According to the 2022-2023 Program of Studies, Hudson recommends that students prepare for college by enrolling in honors, Advanced Placement (AP), and/or dual credit courses. Honors courses are subject to more rigorous grading standards on major assignments. AP courses are regulated by the College Board and prepare students for the AP exams for college credit. Hudson also has a partnership with Quinsigamond Community College to offer online college credit courses to juniors and seniors. Juniors and seniors can take one three-credit class each semester, meaning each student earns an honors credit at Hudson and college credit at the community college, up to 12 credits in two years.

Hudson has focused on increasing access to and representation in its advanced courses in recent years, including with innovative programs like Project Lead the Way, a pre-engineering initiative funded via state grants; the percentage of students completing advanced courses in science and technology was 42% in the 2021-2022 school year, rising from 22% the previous year and just 11% five years prior.

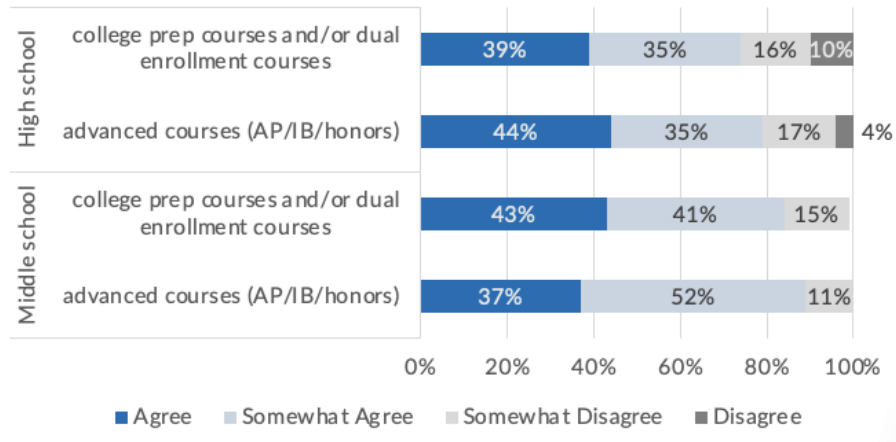
In the last five years, rates of completing advanced courses ([reported by DESE](#) as including Advanced Placement, Project Lead the Way, dual enrollment courses, and other selected rigorous courses) have risen steadily for all subgroups. High needs students overall and low income students nearly substantially increased their completion rates (26 to 48% and 33 to 51%, respectively); students with disabilities more than doubled (15% to 37%), and ELs went from 0% to double digits (13%). Students identifying as Hispanic or Latino had a 17% advanced course completion rate five years ago and increased to 60% last year.

Percent of subgroups completing advanced courses over the last five years



Yet, staff members are still seeing gaps in access for all students, which are evident in the data despite gains for all subgroups. When asked if all students have access to advanced courses, college prep courses, or dual enrollment courses, 13-14% of staff disagreed or somewhat disagreed, including higher percentages at the high school level: 21% (advanced courses) and 26% (college prep and/or dual enrollment). A school leader reflected on this area of growth: **“I think we are underrepresented in many facets, primarily SPED in language ability or English language learning status, in our honors in AP level coursework.”**

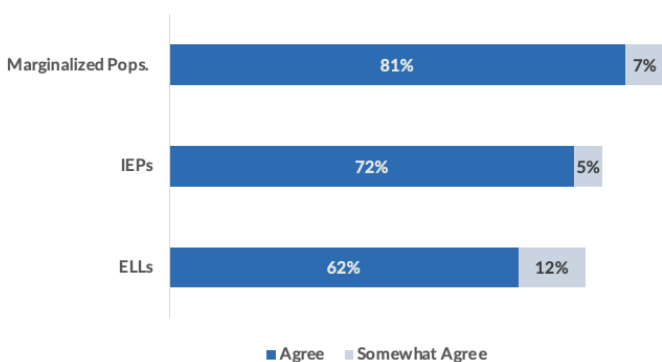
All students have access to:



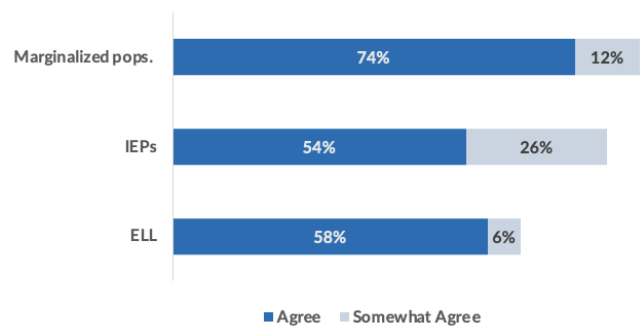
Middle school staff members identified advanced course completion gaps beginning before students are even in high school, with early tracking of students into leveled math classes: “A huge problem is the way that Hudson starts to level students in math at middle school without giving students or families information about the repercussions of that. Suppose they are not placed in a math course that is considered advanced. In that case, they are never going to gain access to certain courses once they get to high school... Students had no idea that not getting placed into the right math class in 7th grade was going to affect them as a junior or senior in high school.”

In focus groups, high school students reported teachers talking to them about honors or AP courses, including counselors, content directors, or AP teachers coming into their classes to review the course offerings and prerequisites. Students shared mixed awareness of the enrollment process for advanced or dual enrollment courses, which for all courses requires a teacher recommendation, a potential barrier to access for some students, especially those in marginalized populations.

Students: I am aware of advanced courses.



Students: Do you have the opportunity to take advanced courses?



In a focus group, a high school staff member brought up the question of support for students beyond enrollment: “Now while it’s nice to check a box that the students are actually in those classes, what is happening to them once they get there? And that data is available...it does not show that once they’re there, they are getting adequate support enough to be successful, especially in the advanced placement courses.”

Hudson has made substantial strides in equitably serving its increasingly diverse student population, from data monitoring practices to services for selected populations to advanced course access. With a staff and leadership committed to equity, the district will continue this trend toward supporting all students' needs.

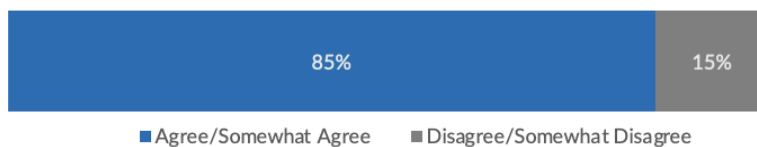
DOMAIN 3: STUDENT READINESS TO LEARN

The district has social-emotional learning (SEL) programs, specialized staff, community resources, and a curriculum to support students' SEL needs.

The district has invested in materials and resources to ensure a safe learning environment and the development of students' social-emotional learning. Psychologists and adjustment counselors are available to students across school levels for support throughout the school day. At the high school, students can access the Network of Care - Massachusetts through the Bridge Program. Bridge for Resilient Youth in Transition or BRYT Program offers specialized classrooms, mental health, and educational support for students returning from prolonged absences due to a serious mental health condition. BRYT combines clinical support (counseling, crisis intervention, psychoeducation, referrals), academic support (partnership with teachers to develop an academic plan, help students manage school work, and provide basic tutoring), family support (frequent communication with families, crisis support, education, and leadership development), and care coordination (transition planning, coordination and communications with school staff and community providers). In addition to BRYT, high school and other grade band staff work with families who understand school and out-of-school needs to connect them to the appropriate resources. Some families celebrated the number of resources available, as described by one parent, "An extra boost to our building [is] having a full-time school psychologist and full-time school adjustment counselor; that's new, and that's been really fabulous." At the elementary school level, parents can allow their students to access pediatric support if needed, as referenced by a school leader: "Parents sign a medical release for me to talk to pediatricians and social workers. So it's very common for me to call outside providers."

At the system level, the district's School Health & Safety Advisory Council serves as a community forum to address the topics of physical and mental health, wellness, safety, and nutrition that influence student success and learning. The council meets quarterly and discusses issues directly or indirectly impacting the student learning experience. Chaired by the superintendent, the committee is heavily engaged in reviewing policies and procedures, including but not limited to the Wellness Policy for the district. Moreover, the district uses the Model for Whole School, Whole Community, Whole Child to define student services and support integration. During the stakeholder engagement process, families and students expressed an appreciation for the organization of resources available for families experiencing financial difficulties and food insecurities. The following survey response captures family commentary regarding the number of public services to support their needs.

Family: My child(ren)'s school supports their academic, social-emotional, identity, and behavior.



The district also invested in the implementation of the Choose Love curriculum across school levels in 2022 to support students' SEL development. The Choose Love curriculum is aligned with the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework, Common Core, and the American School Counselor Association. The curriculum incorporates neuroscience and positive psychology to teach mindfulness, character, and emotional intelligence for students PK-12. To support staff buy-in and program implementation of the Choose Love curriculum, the district has provided professional development to staff from the curriculum developers, which has overall been positively received. As reported by staff members, "Never seen so much buy in on any program in my life as I've seen for this program."

Despite positive reviews of the Choose Love professional development, school staff reported that the training does not necessarily translate to impactful classroom instruction; more specifically, the Choose Love curriculum includes topics that some students and teachers may not yet be ready to engage in together. Scripts are provided to teachers, but some teachers reported that the scripts appear to be disingenuous engagement from teachers, thus impacting student engagement. One staff member reported, “Hard to sit in PD and feel like we don’t know how we are going to do it. I know that practically the plans are there, I don’t know that I feel prepared to engage in that level of vulnerability with students or ask that of them. I don’t know how I feel about that being asked of me or asking students to do that.”

Students in middle and high school echoed this sentiment, many sharing that they felt uncomfortable engaging deeply with potentially emotional topics.

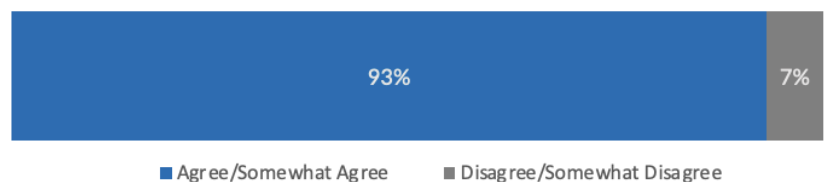
- “You’re in a room with people you don’t really know.”
- “People just sit there and listen but they don’t really listen. Choose Love is what a teacher is saying but not really what the kids will say.”
- “It’s a bad idea because you’re talking about your problems in front of other people, you can’t just trust anybody with that. Teachers try to make you share really personal stuff, trying to make a connection with the whole class. There isn’t an option to not participate. Some of the stuff gets upsetting, if you start to cry they don’t do anything, just let you cry in a corner.”

Students report an overall positive experience at Hudson Public Schools.

Students in middle and high school reported that student support was a positive experience at Hudson Public Schools. As evidenced in Mass Insight’s student surveys, 93% of middle and high school students who completed the survey agreed their school creates a welcoming place that embraces students’ identities. Student focus group participants validated these results:

- “Most teachers are very understanding white women that understand different perspectives.”
- “Most of the teachers, even if they’re not nice in giving school work, they’re nice in general, I feel like they would accept us.”

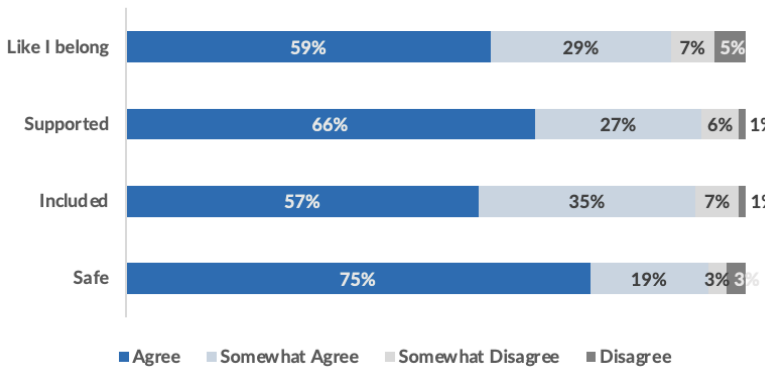
Students: My school creates a welcoming place that embraces all students' identities.



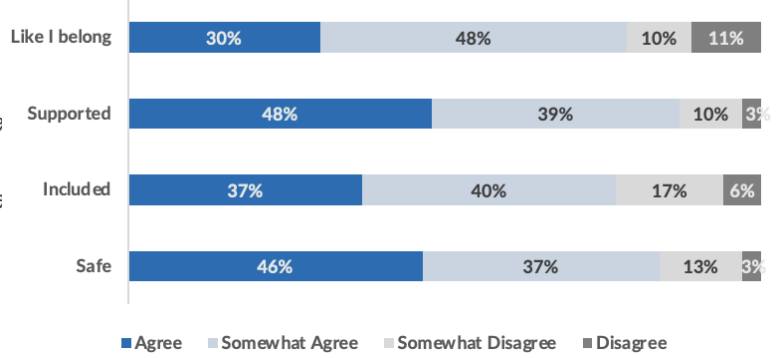
While these results are promising, some students report feeling differently. A student with different learning styles reported “I hyper-focus on things, my math teacher doesn’t really understand that. I’m listening but I’m not looking and don’t really want to talk, and she doesn’t understand that. She says, put that away, but I need to concentrate and I don’t have the guts to tell her that, and it doesn’t make me feel welcomed.” Other students report that the staff are not always welcoming:

- “They’re out to get you, like everything you do is a problem”
- “You can see they have no compassion for people. They don’t think [about] what’s happening with you, what’s going on at home, they just want to suspend you or give you detention. We’re in a community, students and teachers, everyone’s supposed to be talking to each other, but nobody’s really talking to each other.”

Middle School Students: At school, I feel:



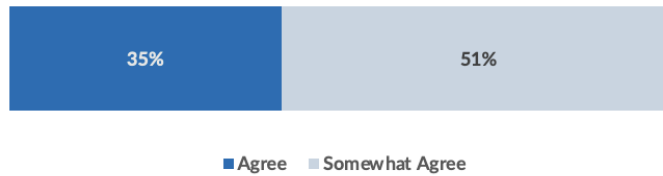
High School Students: At school, I feel:



Hudson Public Schools uses an MTSS to support students' belonging and programming needs.

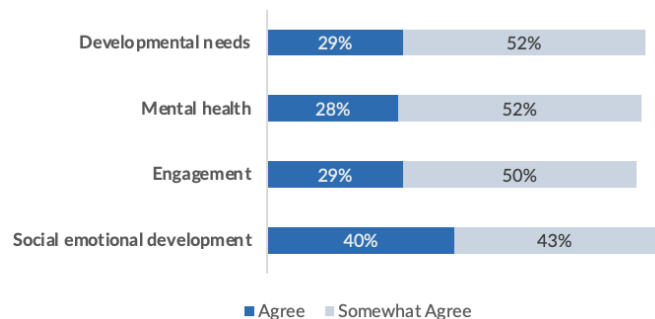
At the school level, students' needs are proactively monitored to support socioemotional learning and engagement. According to the survey results presented below, more than 85% of staff agree or somewhat agree that their school proactively identifies students' social-emotional, academic, and developmental needs. Additionally, staff also agree that their school has systems and procedures in place to support students' development after identifying the support needed.

School Staff: My school proactively identifies students' social-emotional, academic, and developmental needs.



At the elementary level, weekly meetings are held with school support staff to discuss student needs and additional support. At the middle school level, attendance is closely monitored to support student engagement. Similar practices are used at the high school level to support student learning, in particular, discipline and attendance data are examined. The Choose Love curriculum is also used as a monitoring system for students' belonging and programming needs, although teachers report it is not always effective: *“At the elementary level, all teachers did the pre-assessment. But that’s more of like what the kids know and not necessarily a screening tool. So other than like our SST processes of who were [brought] forth for social, emotional, or different programs we have; there’s no global assessment.”*

School Staff: My school has a system that supports students'...



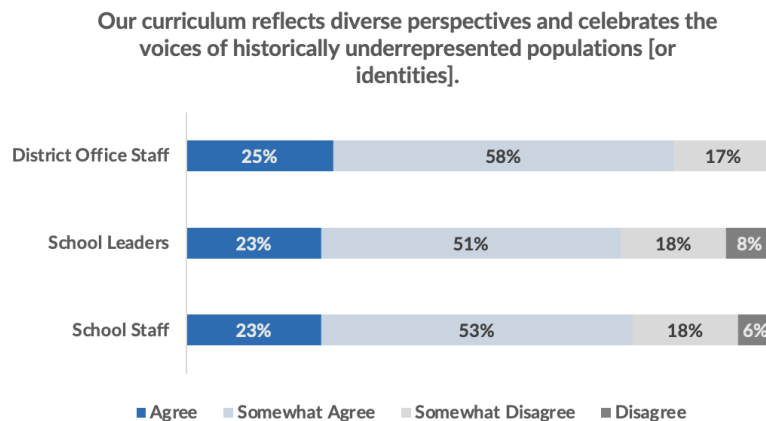
Overall, Hudson Public Schools has invested time and resources to support students' social and emotional development to create a safe learning environment. The Choose Love curriculum has been established as the

district-wide social-emotional support curriculum. As reported by staff survey items, schools have systems to identify and monitor students' mental health, and developmental and academic needs. The effectiveness of these systems is also supported by student focus groups and survey data, and families also overwhelmingly agree that Hudson schools support students' socio-emotional, developmental, and academic needs.

DOMAIN 4: CULTURALLY & LINGUISTICALLY SUSTAINING INSTRUCTION

District stakeholders report recent progress in classroom instruction that connects with a diverse learner population.

The district office staff, school leaders, and school staff were aligned in their survey responses to “Our curriculum reflects diverse perspectives and celebrates the voices of historically underrepresented populations [or identities],” with one-quarter or less agreeing, over half somewhat agreeing, and the remaining quarter disagreeing or somewhat disagreeing. These responses indicate that centering diverse populations in the classroom is happening in pockets, though not yet consistent across the district, and that there is some awareness at all staff levels.



The district has started working to ensure all district classrooms are culturally responsive. The [January 25, 2022, School Committee meeting](#) included a report from the superintendent titled “Diversifying Texts for Culturally Responsive Curriculum in HPS English Classrooms.” The report included the background and motivation for re-assessing curriculum: “*address our nation’s history of racism and teach students to understand and dismantle the structural racism that exists to this day*”; a description of shifts in units, texts, and course offerings; and a curriculum review process developed by the Secondary English Department, evaluating units by asking questions to determine if they are “*responsive, representative curriculum.*”

Though the district is laying a strong foundation for this work, school leaders expressed in focus groups that implementation has not yet consistently trickled down:

- “Our curriculum in general is not culturally diverse or relatively culturally aware... And I think that’s an area that our district knows that we’re figuring out and that they’re currently working on it.”
- “I think that’s an area where the district could use some help and some support... We’re really sort of on our own with that. I have my reading team and my library teacher doing research in terms of more culturally inclusive books and materials and better representing our student population in the materials that we’re using. But I think as a district, we could use some help with that.”

Educators report that the recent focus on multilingual learners has effectively given teachers strategies to support their ELs. One administrator commented, “So one thing that we’ve actually been pretty darn good at in the last year and a half is providing professional development for teachers around working with our English language learners and making content accessible to them.” Staff members’ comments reflected this district-wide focus:

- “One of our initiatives has been on the ELL population. So we have received a number of in-service trainings, looking at cultural stuff, but mostly looking at how you can integrate specific strategies into your classroom.”

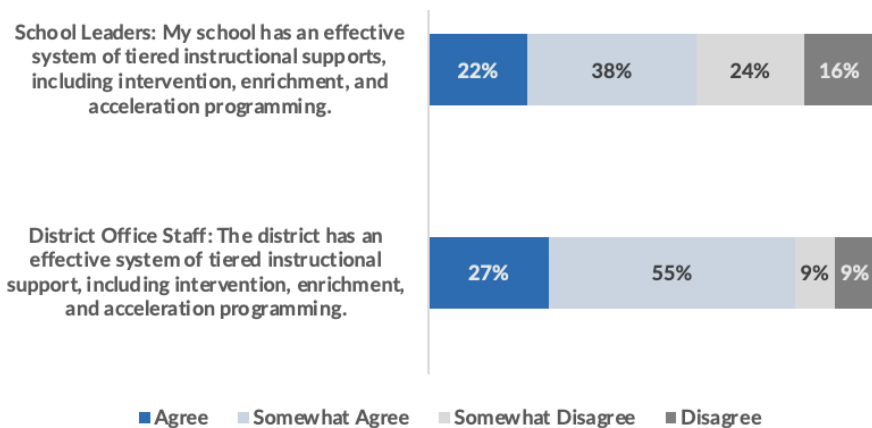
- “I think the PDs have gotten better. We've been having PDs focusing on the ELL students and different tools and theories of thought. So we are getting more educated in that population of students and how to interact with them.”
- “I think that admin does make it clear that teaching ELL students and differentiating is important, and it's part of your evaluation.”

The district has also worked to validate and sustain the cultures and languages of multilingual students in other ways. Middle and high school students report that the Heritage classes, Portuguese and Spanish language classes specifically for students who are native or fluent speakers, support their academic and identity development.

- “The Heritage class is great, I feel represented.”
- “Everyone has been able to speak their culture and use their original language.”
- “It represents my culture and identification—talking about culture and learning more about others.”

One staff member shared, “I do feel like it's a very welcoming district. And I feel like we're just kind of starting to have the discussions about some of these bigger topics, like anti-racism. Last year, we had training on implicit bias. We've had our district focus for the last has been around including multilingual learners and helping to integrate them into all activities and all aspects of the classroom. So I think that work is starting, but I definitely think there's a lot of work to be done still.”

Structures are in place to support students academically, though intentional systems for struggling students are underdeveloped, especially at upper levels.



District staff mostly agree that “The district has an effective system of tiered instructional support, including intervention, enrichment, and acceleration programming,” with over one-quarter (27.3%) agreeing, over half (54.6%) somewhat agreeing, and the remainder (18.2%) split between disagreeing and somewhat disagreeing. School leaders were less positive, responding to “My school has an effective system of tiered instructional supports, including intervention, enrichment, and acceleration programming” with 60% total agreement (including somewhat agree) and 40% disagreement (including somewhat disagree). Qualitative data also reflects varying experiences of staff and students, especially related to the school level.

Individualized support for elementary students in reading and mathematics is done through a Response to Intervention (RTI) model. Teachers and specialists collaborate to examine student data and create individual student learning objectives and strategies, which are implemented during dedicated RTI time during class. Overall, 75.3% of elementary teachers agreed or somewhat agreed that “My school has an effective system of tiered instructional supports, including intervention, enrichment, and acceleration programming.”

Extra support at the middle and high schools predominantly occurs after school or during a whole-school flexible period built into each school day, called Hawk Block at the middle school and ARC (Academics, Relationships, and

Community) at the high school. In focus groups and surveys, students spoke highly of this period as a valuable time to meet with teachers and get work done. Students shared:

- “During Hawk Block I go to my teachers if I’m struggling.”
- “Most of my teachers offer help, and if I’m still stuck on what I’m doing they’ll offer to sign up for ARC or after school.”

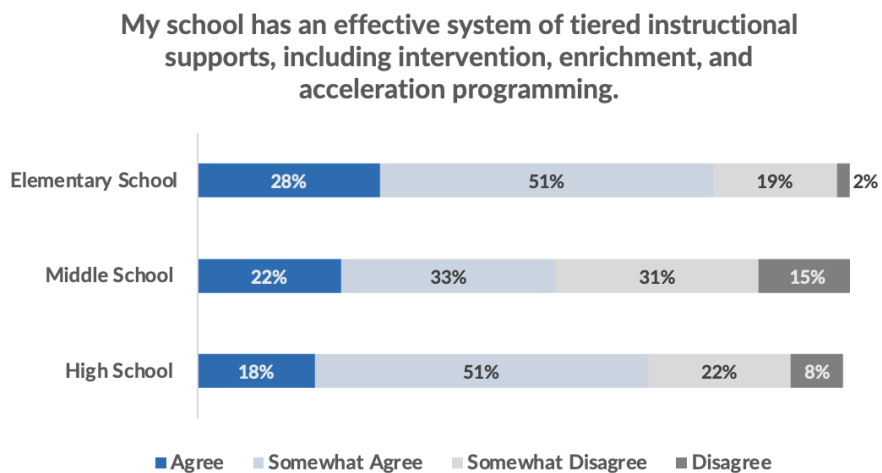
Staff reflected that these blocks are valuable but lack an intentional structure to target students who need support, depending entirely on the initiative of individual teachers and students. One administrator commented, “Intervention at Quinn is really... through Hawk Block for the most part, which is a great opportunity, but again, depends on whether the teachers are truly focused on... specific individual students and how are we going to raise their abilities... At the high school... it’s really up to the teachers whether they use ARC.”

Some stakeholders identified a gap in formalized, targeted academic support for students who don’t qualify for special education services but need intervention:

- “If parents haven’t requested testing but kids are struggling academically, we don’t have a system for intervention.” (Staff member)
- “MTSS isn’t really happening.” (Staff member)
- “Provide more RTI instruction and support for kids who do not meet the SPED criteria, but fall just below average.” (Family member)
- “I think that teachers should reach out to us more if they can tell we are struggling.” (Student)

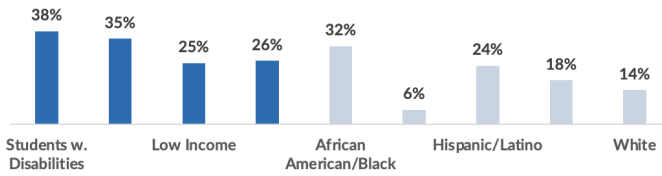
One district leader summed up student academic intervention and support as “Opportunity without intentionality. We have opportunities at schools, but there is not a strong intention around using them.”

At the middle school, just over half (54.5%) of school staff agree or somewhat agree that “My school has an effective system of tiered instructional supports, including intervention, enrichment, and acceleration programming.” At the high school, 69.4% of school staff agree or somewhat agree with this statement.

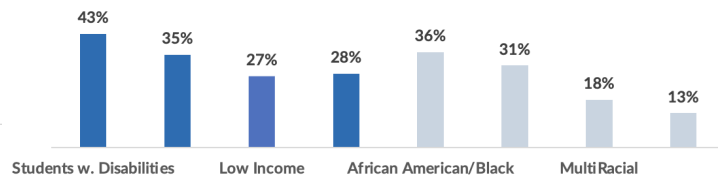


The gap in academic intervention affects any students who may need extra support at any point and is magnified for student populations who already experience marginalization. The graphs below show the percentages of students of various populations not meeting expectations on MCAS in grades 3-8 and 10.

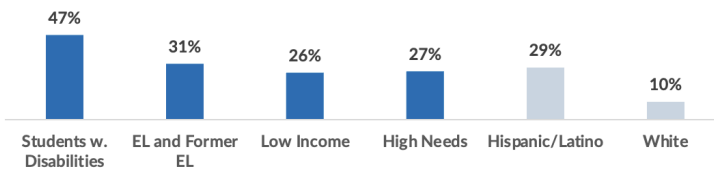
Percentage of Grade 3-8 of Students Not Meeting MCAS ELA Expectations



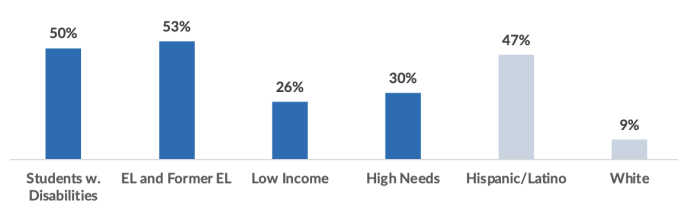
Percentage of Grade 3-8 Students Not Meeting MCAS Math Expectations



Percentage of Grade 10 Students Not Meeting MCAS ELA Expectations



Percentage of Grade 10 Students Not Meeting MCAS Math Expectations



Hudson Public Schools’ 2018-2021 District Improvement Plan included Strategic Priority 2.3, “Implement the District’s MTSS framework to support the academic success of all students.” The 2022-2025 District Improvement Plan consists of a more specific version of this goal: “Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.” At the time of this report writing, the district has committed to but not yet fully implemented the 2022-2023 Action Step Priorities related to this goal, including:

- Evaluate and revise the IST process at each school.
- Evaluate strengths and areas for growth or gaps in each school’s current Tier 2 intervention opportunities (e.g., Hawk Block, RTI, and ARC).
- Establish core elements of effective Tier 1 instruction.

As stated previously, this report represents a snapshot of where the district was during data collection, the fall/winter of the 2022-2023 school year. The progressing goals in the District Improvement Plans and the detailed district MTSS framework represent awareness of best practices and the intention to continually improve academic support for students.

The teacher evaluation structure does not consistently support productive, aligned developmental feedback.

The educators of Hudson Public Schools are experiencing a shift in how evaluations are structured and conducted, and staff at most levels know that it is a work in progress. The current superintendent moved formal evaluation out of the domain of district-level curriculum directors and fully onto the shoulders of school leaders. One district administrator, while recognizing that the principals are “overwhelmed with the amount of people they actually have to evaluate,” added that “the curriculum directors actually can give feedback without being evaluative... they can actually give more honest feedback and can move people a little bit more than if they were actually the evaluators.” One high school teacher echoed this sentiment, saying, “[The curriculum directors] are not evaluators... so conversations with them, help that they offer, there’s a psychological safety in talking with all of them even though they are district leaders. They

are there to help us and nothing will be used against us.”

However, the benefits of releasing the curriculum directors from evaluatory responsibilities were overshadowed by the lack of depth in evaluations conducted by principals and assistant principals, who each have 30 or more teachers to evaluate every year. School leaders K-12 shared their feelings of overwhelm and doubt:

- “I don’t think the current teacher evaluation system totally improves practice... We have so many to evaluate that it’s really hard to even give them the professional development or the space and the time and the supports that they need to improve.”
- “It’s really hard to evaluate 32 teachers and really have... great conversations about what teaching and learning looks like.”
- “The eval system here needs an overhaul. It does not effectively support the improvement of teaching and learning.”

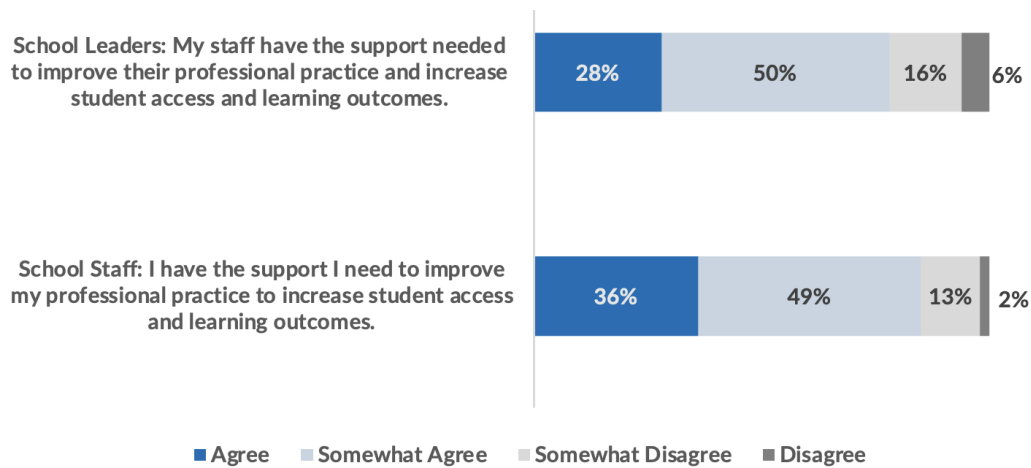
Teachers similarly expressed frustration with an evaluation process they feel is too surface-level:

- “It’s not valid. Someone comes in for 30 minutes to evaluate you as a teacher—they don’t look at your teaching, but rather your room.”
- “I think admin knows the observation process is completely perfunctory... I think people are hungry for something where we can actually talk and get feedback from another professional... Too few hands on deck makes the feedback not helpful.”
- “The administrators that observe me spend minimal time in my room and to the minimum amount of observation. The feedback often feels like platitudes that don’t help me improve my practice.”

Both teachers and evaluators lament the subject-specific pedagogical knowledge often lacking when curriculum coaches are removed from the process. School leaders recognize that they cannot provide feedback on content-specific strategies, especially at upper levels. One leader acknowledged, “I think our teachers benefited when curriculum directors were involved in that process as well.” Teachers shared similar sentiments, one commenting, “the feedback you get is more general because they don’t know what they’re looking for.” Another teacher added, “It’s more helpful when it’s more specific to what you teach rather than an admin that comes in once a year to observe.” English Language Development teachers, in particular, agreed that the lack of content background reduces the quality of the feedback:

- “It’s been complicated because administrators don’t necessarily have that ELD background and then they’re evaluating you on it, which is tricky.”
- “As an ELD teacher, the evaluation doesn’t have a sense of what to look for... It’s not as valuable to have a principal review the class without being there or knowing.”
- “Sometimes my evaluation becomes more of an education, educating the evaluator on ELL strategies. It’s good to educate them but that’s not the goal.”

Despite these trends, it should be noted that individual teachers reported positive, productive relationships with their evaluators, sharing stories of evaluators sitting down with teachers ahead of time to confer about goals and align expectations. One teacher remarked, “I feel like my evaluator is there for me.” Qualitative survey data reflected these mixed feelings about the effectiveness of evaluations, with about half of the school leaders and staff members in the “Somewhat agree” category when asked if staff have the support needed to improve their professional practice.



The district recently invested in professional development for evaluators with Dr. Kim Marshall. In focus groups, principals and assistant principals mentioned appreciating the monthly sessions of RocketPD, or “Rethinking Teacher Supervision, Coaching, and Evaluation,” particularly a district-wide shift towards shorter, more frequent drop-in observations with immediate informal feedback. As one administrator summarized, “Evaluators can pop into rooms... you're in there 10 times a year, which doesn't sound like a lot, but it's way more than what we're doing right now... And one of the key pieces of what he suggests we do is we give feedback right after that... You just give them feedback, you have a conversation with them... I think they're going to get a much better picture of who that person is as an instructor, and really be able to give quality feedback.”

Teachers reported feeling this shift favorably:

- “Quick drop in observations are a positive shift from the old system of one hour-long observation.”
- “Principal leaves notes with positive feedback notes which are helpful.”

Formal teacher evaluations at HPS use the [rubrics](#) published by the Department of Elementary and Secondary Education (DESE) in 2018, which has four standards for effective practice:

- I. Curriculum, Planning, and Assessment
- II. Teaching All Students
- III. Family and Community Engagement
- IV. Professional Culture

Each standard contains three to six specific indicators. The Teacher self-assessment is a rubric on each of the sixteen indicators, and the HPS Walkthrough Form, used by observers to document notes and feedback, is focused on Standards I and II. Another piece of the process is an “Educator Collection of Evidence” form, in which teachers upload and document evidence pertaining to their mastery of any of the sixteen indicators, plus two additional options: “Progress toward attaining professional practice goal(s)” and “Progress toward attaining student learning goal(s).” It’s unclear the extent to which the new drop-in observation notes are aligned with DESE standards, teacher-specific goals, building instructional goals, or general informal feedback.

Teachers noted that the evaluation process is driven by the standards and rubrics created by DESE, which is the same for all teachers across the state, but that it is open to interpretation in alignment with district equity priorities. One teacher said, “There’s no evaluation procedure around with an equity lens in particular.” Another mentioned that the district or school’s instructional focus is not embedded into evaluation and that the content focus often gets missed because the evaluators are not content directors, adding that there is “a lot of box checking on the goals... You need to say your goal matches [district or school priorities] but not often do you get called on it.”

Instructional leaders are aware of a missing piece of alignment along the teacher evaluation and development process:

- “There is a lack of alignment among leaders about what the core instructional strategy. And then a lack of a strong culture within schools around implementation of those core instructional strategies.”
- “I do think our district improvement plans and our school improvement plans align well, but... the teacher evaluation system doesn’t really align with those documents.”

Another leader summarized the goals of alignment, recognizing the substantial progress and room for growth: “The goal is for that to be a streamlined process where again, the district has articulated commonly understood mission, vision, values. Those inform the district improvement plan, which informs the school-level plans, which can inform practitioner plans. I think we're not 100% there yet. But I think the district has been trying to refine those goals so that teachers can see themselves more directly in those goals and in that plan than they may have previously.” This quote demonstrates the solid foundation and practice of alignment that the district has developed but isn’t yet fully realized in how educators are supported to implement district, school, and individual goals at the classroom level.

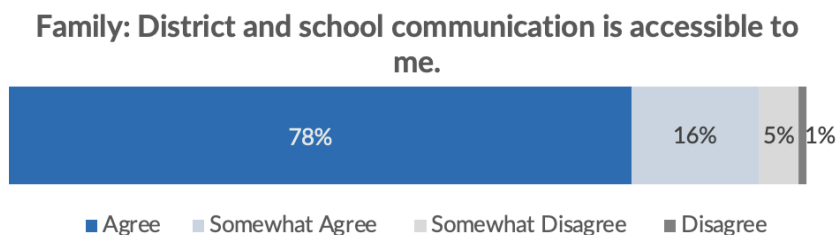
DOMAIN 5: FAMILY & COMMUNITY ENGAGEMENT

District communication structures are developing and seek to include and amplify the voices of the community while informing families of district direction.

Families can access timely, multilingual communication at the district and school levels.

Hudson Public Schools prioritizes the engagement of its families and has invested in diversifying communication methods to connect with community members. As outlined in the district's 2022-2025 Improvement Plan, communication and engagement intend to build community among all stakeholders and strengthen stakeholder engagement with equitable access to district information. The equity auditing process analyzed the district's communication structures and available opportunities to families to understand the extent to which they are inclusive and accessible and leverage families as partners in their child(ren)'s learning experience and reviewed the communication structures at different levels.

As the first source of externally facing information, the district website is accessible for visually-able individuals and families and includes announcements, district news, events, closures, and the district calendar. District values are prominently displayed on the home page, along with the district vision. Website content is maintained and updated regularly to reflect district changes. Families can find materials regarding registration, academic testing, grade reporting, transitional services, and community-specific resources, among other things.



The information and pages relating to family or parent resources are accessible in Chinese, French, German, Haitian Creole, Hindi, Italian, Japanese, Korean, Portuguese Russian, Spanish, Tagalog, and Vietnamese. Survey data suggests that 94% of families feel communication is accessible, which highlights the district's work to create more accessible communication.

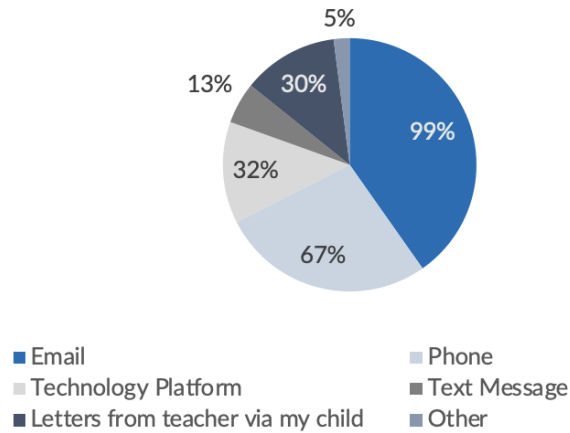
To ensure its linguistically diverse community receives the intended messaging, the district translation services translate all central office-based communications primarily into Portuguese and Spanish. Interpretation support is also available at school events, such as parent nights, IEP meetings, new student orientation, and school committee meetings. Families shared that communication efforts have greatly improved in the last few years and named educator-level communication as crucial in understanding their child's academic and social needs. Teachers, administrators, and other non-instructional staff use two-way translation platforms such as Talking Points, and Language Line is in place to support mass messaging via phone and email. Although not regarded as the most effective in creating culturally engaging spaces, these platforms are helping bridge the gap between staff and non-English speaking families. There is a shared responsibility regarding communication as one member reported during phone calls:

- [“District creates opportunities for bilingual families to communicate with the school, district and educators by providing translation support.”](#)

- “What they're doing now with the electronic messages, with all the different languages, that's good. For my family it didn't matter, but for other families it's helpful.”

At the district level, communication is disseminated through Aspen, website updates, parent liaisons, email, newsletters, and social media announcements. In addition, there is an acknowledgment of the various modalities needed to connect with families and communicate messages of importance.

Family: How does the school communicate with you?



Families shared:

- “We get weekly emails from each school, teachers reach out (not so much at HS level), good amount of info on a regular basis.”
- “They reach out and communicate to families and provide what's going on. Not on Facebook, but [I] still feel connected.”
- “Keeping me posted about everything they do in school, any questions that I have, they answer with good answers. Great schools.”
- “The school keeps me informed, and I know what's happening- text, email. I'm never in a position where I don't know what's going on. There's a lot of help from the teachers and the school.”

Though stakeholders agree that district communication structures are functional, they are not yet consistent across schools. Families in Hudson shared that efforts by the district to develop and sustain relationships with parents are evident yet being implemented differently by each school. The experience of families varied significantly, and while 78.5% agree that the communication from the district is accessible to them, there remain concerns over the consistency of messaging from schools. Communication structures were regarded as clear and critical to a child’s development in elementary and middle school, while upper-grade interactions pertain more to student performance. Additionally, families with multiple students at different school levels described the process of gathering and understanding communication as complex and hard to navigate. For example, school website links, while including a functioning landing page, do not provide a consistent information structure for easy family access.

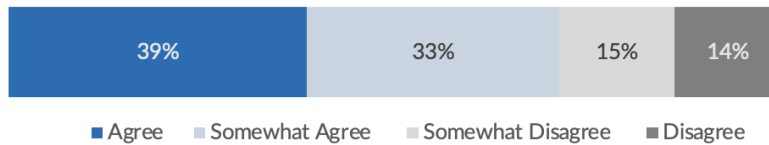
While not included in outward-facing communication, the district has a strong structure through the coordination of family enrollment services. The welcome center liaison coordinates enrollments for new families and communication between families, district staff, and family liaisons as needed; they manage and maintain Welcome Center resources and screening for language skills for the English Learner Education Program.

Stakeholders have varied perceptions of the district's inclusivity of identities and backgrounds in existing communication processes and procedures.

Although the district has and continues to make strides to improve its communication avenues, some elements do not fully reflect its mission of inclusivity. For example, surveyed and interviewed stakeholders share that in-person communication and protocols do not yet create a welcoming environment for all families and learners. In particular, stakeholders named that the communication language the schools and district currently use doesn't adequately recognize the community's varied family structure, family makeup, and non-binary gender identification. Families noted:

- “Stay current in vocabulary relating to identities.”
- “Hudson is a community [with] a lot of Brazilian and Portuguese, but it would be nice to have more Hispanic representation. More focus on Spanish-speaking students and their families. I would like to see how they expand to a Spanish-speaking community. More activities that involve the Spanish-speaking community.”

Family: There are opportunities for me to connect with like family members/guardians

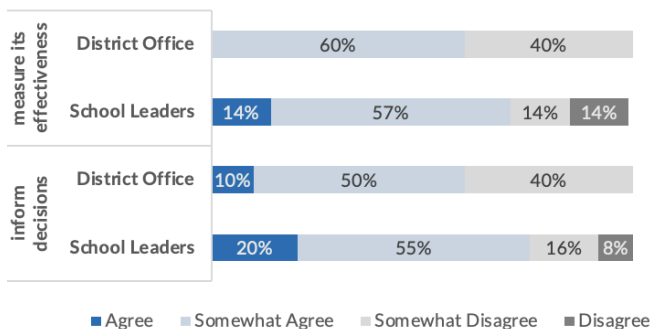


While family participation and inclusion are a district priority, there are additional opportunities to engage families in decision-making, feedback, and implementation.

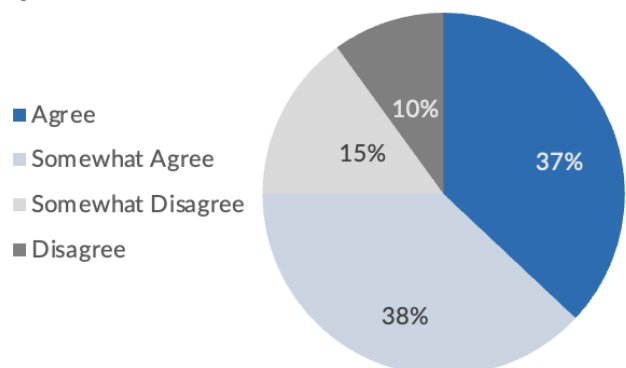
Understanding families' desired communication—frequency, method, and purpose—is critical to creating an approach that meets district and family needs. The district has recently hired and filled the position of a Portuguese-speaking liaison to improve the district's communication and engagement efforts. Families who were interviewed and surveyed expressed satisfaction with the level of engagement by both educators and administrators at the school level:

- “His teacher sent home a questionnaire about what happens at home, strengths, weaknesses, etc. which I think was a great idea! They send emails available in three languages and offer a dual-language program beginning in Kindergarten.”
- “Communication -The teachers go above and beyond.”
- “The teacher calls me regularly and sends emails asking for feedback and asking me if I have questions.”
- “I come up every now and then to go to public discussions and ask questions. Or call by phone.”
- “The principal and teachers are more than receptive. Getting their work done, if grades start falling, parents check in and see what to do to reverse it they let her know and send letters and stuff.”

The district asks for and uses staff, families, and community input and feedback to...

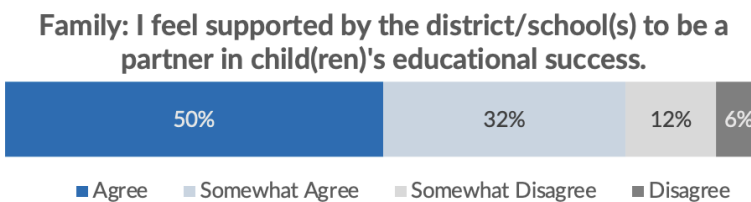
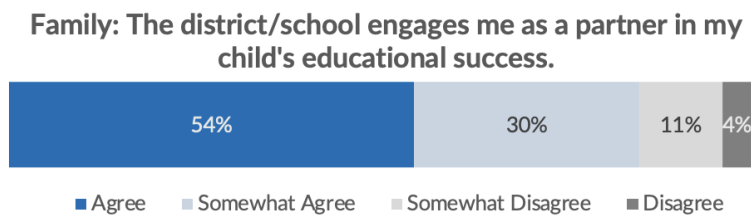


Family: The district asks for and uses family input and feedback to inform decisions.



While the district has worked to best integrate the feedback and input from families and community members through listening tours, the low attendance at these events displays the opposite results of the district’s intended inclusion outcomes. Families shared that while they can share their feedback with school administrators and teachers, they do not currently feel that the district fully incorporates it into its decision-making process. The most prominent need, as reflected in survey responses and focus groups, is to engage and implement the feedback gathered by families as partners in their child(ren)’s learning experience and in the district's work: *“If you are wanting input from families, listen to them. Then actually try to understand what families really want. I feel that the school is always doing surveys, but nothing really comes of it. Or they are asking the wrong questions. Most of the time the decision is already been made or they have their own agendas.”*

While the district has held listening tours, the level of engagement and ongoing opportunities for families to provide and see that feedback is limited. There is a desire for the district to engage and leverage its community partners to gather family input, share external perspectives and voices of all families in the district's decisions, and collaboratively approach filling gaps that the district and schools alone cannot provide to students and families. The survey responses from families below illustrate the extent to which many families feel engaged and supported to be a partner in their child’s education.



The district currently provides access and support to the highest-needs families through school-based and individual support.

Hudson has several instrumental and long-standing partners supporting the district in various ways, such as the Hudson Food Pantry, CHAPS, Boys & Girls Clubs, Kailey Kare Kits, local churches, Hudson Health Department, Hudson Cultural Council, and Public Library, among others. These partnerships are widely recognized and understood by administrative school staff as critical to supporting students and their families. It is unclear the extent to which these strategic partnerships support district initiatives and student and family needs.

Points of contact in the community for all families include:

- Medical services in the region
- Behavioral services connections
- Liaison center
- Connection with all district schools to coordinate and communicate

Internal resources available to families include:

- Spanish Liaison coordinates all language, translation, and interpretation services for the district, coordinates Padres Comprometidos, events for families who speak a language other than English and serves as an interpreter for Spanish-speaking families.
- Portuguese Liaison serves as an interpreter for Portuguese-speaking families in the district.
- Welcome center liaison coordinates new enrollments for new families and communicates, manages, and maintains Welcome Center resources. In addition, they support the screening for Language Skills for the English Language Learning Department and serve as an interpreter for Spanish and Portuguese families as needed.

DOMAIN 6: SCHOOL INSTRUCTIONAL LEADERSHIP

Hudson provides various professional development training and opportunities for all faculty and staff. Staff expresses a need and desire for ongoing and sustained professional development aligned with individual and school priorities.

The [HPS website](#) states, “Hudson Public Schools agrees with the philosophy put forth by Massachusetts Department of Elementary and Secondary Education (DESE) on high quality professional development. High quality professional development is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving educator practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual.”

HPS's professional development mission is to “elevate student learning by advancing teachers' abilities to meet student needs and open student horizons,” the vision is for “Hudson Public School staff work to continuously improve their instruction by learning alongside and from one another about student-centered practices,” and their values state “Professional Development in the Hudson Public Schools includes all stakeholders building a mindset for continuous improvement.” The distinct mission statement describes the district's purpose and role in achieving the vision. The district outlines four strategic objectives for achieving its vision in its current professional development plan:

- *All staff work in a collaborative environment to meet our students' needs and believe that all students can learn. Our professional development is student-centered; working from an instructional framework where all endeavors point towards the same goal; with different lenses and strategic choices, with a specific, continuous focus.*
- *We work from a data-driven standpoint that studies a variety of student work (outputs) and continuously adjust teaching practices supported by researched-based pedagogy.*
- *Authentic activities include professional rounds, collaboration across grade levels and disciplines, and home-grown talent-developing quality professional development opportunities that provide strategic choices for all.*
- *Our professional development opportunities build leaders with unbounded capacity that enhance student performance.*

In addition to district-provided opportunities, the district offers ways for staff and leaders to attend professional learning out of the district:

- **Request to attend conferences:** allows staff and leaders to request to attend conferences related to their field of work. This can allow them to network with other professionals, learn about new research and best practices, and stay up-to-date with the latest developments in their field.
- **Employee reimbursement for travel/conferences:** reimbursement associated with faculty, staff, and leaders' travel and conference expenses, making it more affordable for them to attend professional development opportunities.
- **Course approval and reimbursement:** facilitate opportunities for staff and leaders to take courses related to their field of work that align with school priorities, including programs, higher education, and certifications.

One district leader explained the value of leveraging these structures to support staff in furthering their education: “We try to encourage... if we can build a para into a teacher. That would be the goal. We want to promote them internally... it's amazing to try and build some of our support staff that maybe didn't think they could be teachers.” School leaders reported being aware of and appreciating these opportunities both for themselves and their school staff, commenting:

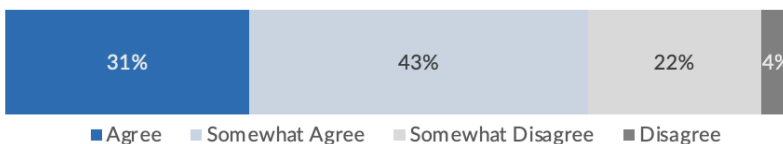
- “I do feel very fortunate that this district does support folks doing PD whether it be within the district or outside. I know personally, I feel very supported.”

- “Hudson [is]... definitely super open and willing to pay and send teachers to anything they want to attend. I haven’t done anything as an admin but I know that if I reached out that there would be zero pushback.”

Principals and assistant principals are further supported by local administrators groups, such as the Massachusetts School Administrators Association, and by training provided by the district, such as with Focused Schools and other organizations the district has partnered with in recent years. In focus groups and surveys, school leaders were mixed on whether they felt that their professional learning opportunities were sufficient:

- “I’m part of a larger regional principals group. [District administrators] support my membership to the Mass. School Administrators Association. I think in terms of PD, that organization is where I do get most of my learning right now.”
- “Two years ago, we did a little bit [of]observation/evaluation. But by and large we don’t get a lot of PD.”
- “The opportunities we get in the summer and our ELEVATE program is excellent. We go through the same professional development as teachers.”
- “We would have regular meetings about leadership and instructional feedback to teachers about the challenges and the strategies to bring to PLCS and that kind of work....And those were pretty valuable experiences.”

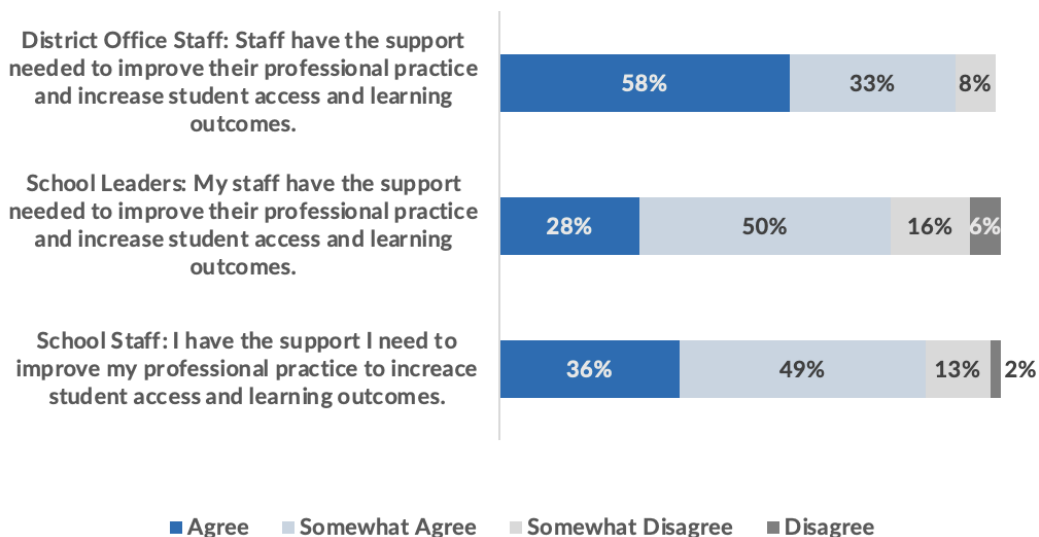
School Leaders: I receive sufficient professional learning opportunities that are aligned with my school priorities.



One school leader both appreciated the district’s openness to outside professional development and wondered about possible guidelines for selecting opportunities: “Having had experience in several other districts, there’s not a super clear pathway to access professional development, nor is there clarity around what’s available... and then in addition to that, we don’t collectively as an admin team have a shared vision of what PD we want to work on together.”

School leaders support their staff to improve their professional practice, both through district-provided professional development and through formal and informal feedback systems. The professional learning focuses each year is chosen by the district, with school leaders either participating along with the rest of the staff or, in many cases, leading the sessions themselves.

- “We had a PD schedule that was put out through our Central Office and... the expectation is that administrators are participating in the teachers’ PD as well.”
- “We were expected to lead all the PD in the district... [district administrators] want us to lead everything versus participating, I guess we’re participating by leading.”



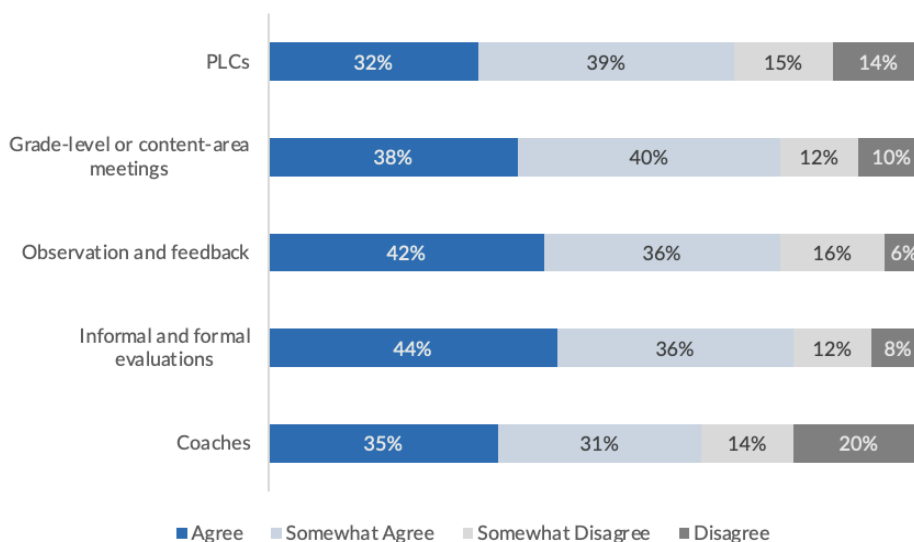
When asked if staff have the support needed to improve their professional practice and increase student access and learning outcomes, district staff agreed at substantially higher levels than either school leaders or school staff themselves, suggesting that building leaders may be more aware of and responsive to the needs of their educators at the school level.

Though the teacher evaluation system, discussed more in Domain 4, is currently being re-examined, school leaders have the flexibility in their buildings to develop feedback systems that support their staff. School leaders reported:

- “One of my personal goals this year is to get to three classes a day... I’m doing shorter visits with maybe a post-it note... always keeping the classroom a focus, knowing what’s going on in classrooms and giving teachers opportunities to experiment.”
- “One of the things our ILT is looking at right now is having a Peer Observation Program in place... We’ll have some kind of system where teachers are seeing each other and meeting with each other about what they’re observing.”
- “With our new teacher program, we encourage and provide opportunities for those new teachers to go out and watch other teachers teach.”
- “We do regular walkthroughs and debrief conversations... We do have two coaches available at the building level, one is like a broad spectrum instructional coach and the other one focuses mainly on language acquisition. And then in addition to that, they have common planning time where they’re looking through the implementation of their curriculum as well as what’s happening for kids.”

When school staff were asked in the survey how they are supported in improving their instructional practices, “Observation & feedback” and “Informal and formal evaluations” were rated the most highly, a credit to the efforts of building leaders.

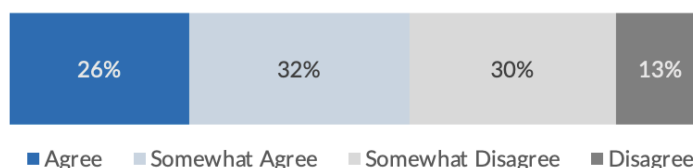
School Staff: I am supported in improving my instructional practices through...



School leaders themselves, however, are feeling a gap in support for their own professional development. One school leader explained, “In terms of formal evaluation, it has been fairly non-existent since I’ve arrived. I will say that the superintendent has been very supportive of me....I think we’re at a place where I’m hoping that if he needed to give me hard feedback he would....But I wouldn’t say that I...really get substantial, performance-changing feedback.”

Some leaders who have been in the district for several years discussed a previous outside mentoring partnership that contributed to their success in their roles as building administrators. One leader commented, “Administrators should get mentors. I think recently it’s been more the superintendent serving in that role. But when you think about it, though he may have good intentions, you really can’t be the boss and be the mentor.”

School leaders: The school leader evaluation process supports leaders’ opportunities to improve their professional practice.



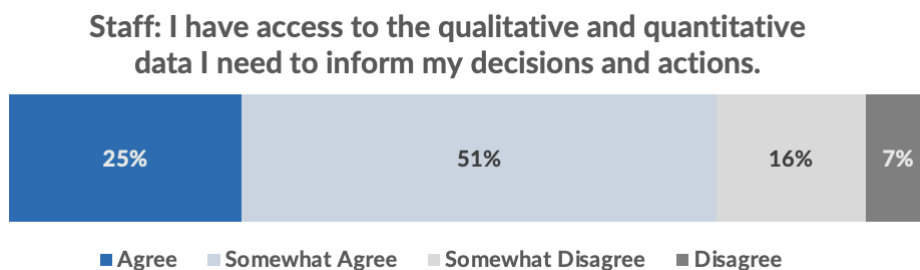
Overall, these professional development opportunities provided by HPS allow staff to stay current in their field and improve their skills, and provide the necessary structure and flexibility for school leaders to support staff, who in turn are able to better serve the students. As one school leader summarized, “We are all lifelong learners and we can’t just work in a school and promote that to kids without modeling it ourselves....I think our teachers look to us as instructional leaders but also understand we don’t have all the answers.”

School staff report limited opportunities to collaboratively monitor student data and a lack of sufficient student data.

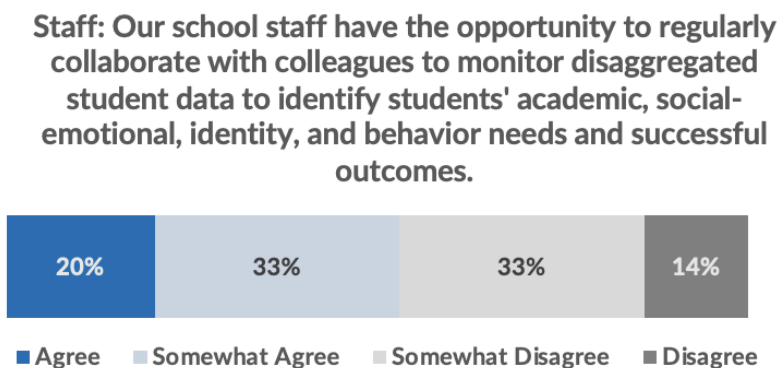
A shared sense of accountability is crucial to ensuring the success of all students, and disaggregated data most acutely delineates individual student success and the overall success of marginalized student populations. School and district leaders recognize a gap in how they and school staff hold themselves and others accountable for implementing equity-informed practices and behaviors. Leaders and staff shared:

- “We can see the data, it's not a question of awareness. It's a question of response.”
- “We're all watching attendance data very closely in all the buildings to monitor and address chronic absenteeism.”
- “It's definitely a weakness.”
- “We're collecting data and we're building language every day, but there isn't really a district protocol for keeping that data or not, not keeping that data but you know, organizing and using that data in an effective way.”

Survey results indicate that staff members have mixed feelings about their access to data and opportunities for collaboration. One-quarter (25%) of staff members agree that they have access to the data they need to inform their decisions and actions, while 51% somewhat agree, 16% somewhat disagree, and 7% disagree. This suggests that a majority of staff members do not feel they have complete access to the data they need to make informed decisions.



Staff members also have mixed feelings about opportunities for collaboration. Just over half of staff members agree or somewhat agree that they have opportunities to collaborate with colleagues to monitor student data. This suggests that while some staff members feel they have opportunities for collaboration, a significant number do not feel the same way.



The results indicate the potential need for improvement in access to data and opportunities for collaboration among staff members.

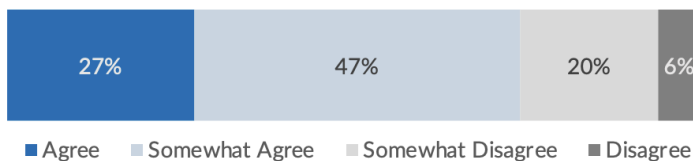
School budgets are aligned with SIP priorities and the needs of marginalized student populations.

School leaders collaborate with the district, school council, and staff to create School Improvement Plans, or SIPs, aligned with the District Improvement Plan. In focus groups, school leaders shared an understanding of the clear alignment between district priorities, school priorities, and school-level action items.

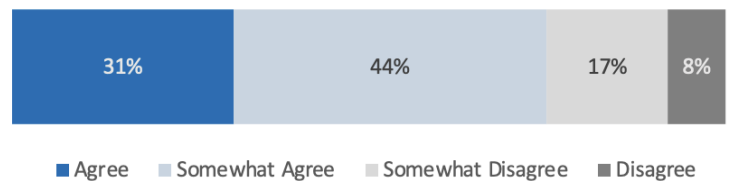
- “We do a good job of vertical alignment with district goals [and] school goals. We have our district improvement plan every year; it gets reviewed and revised by what we call our ELEVATE Team, which includes all the administrators from across all the buildings, and those trickle down to our school improvement plan.”
- “We have four goals every year as part of the school improvement plan created by principals and the school council. And then that work trickles out to what we do as a staff.”

The majority of school leaders surveyed (73%) somewhat agree or agree that their school budget priorities reflect the needs of marginalized student populations, and a similar majority (75%) either somewhat agree or agree that the school's budget is aligned with SIP priorities.

School Leaders: My school budget priorities reflect the needs of marginalized student populations.



School Leaders: My school's budget is aligned with SIP priorities to ensure the access and success of all students.



Some school leaders expressed a desire for more transparency in how final budget decisions are made in terms of resource allocation to schools. One leader reported, “There's sort of a semi-democratic process that exists to at least have a dialogue about one another's proposals, but when it comes down to the hard conversations, we don't really have them. And those decisions are being made for us ultimately, in the end. So I think some people wish there was more transparency about what real calculus is about.” Others recognized the difficult decisions that must be made by a district with limited resources and many students needs to consider:

- “We do supply higher ups with a lot of evidence but no money to go to those things, so I don't think our town's budget can support the needs of our schools.”
- “I don't think that our budget is being misused or anything like that. I think that we have some needs that aren't that just can't be met due to the amount of money that we have.”

One school leader also described challenges in trying to hire paraprofessionals for a language-based learning center and a social emotional academic program, saying, “Because of the insurance rates, we have lost out on very highly qualified candidates... So there is a huge disparity in getting candidates to meet the needs and the willingness to be able to work with the students here, because of that financial piece. It is a barrier.”

Yet school leaders shared positive examples of being able to use resources within their buildings to better meet student needs.

- “We've been able to take some FTEs within departments and create a better curriculum for newcomers... And in this budget cycle, we really got to look long and hard at what dropout prevention looks like and what it would mean to have either an alternative program of some sort or some sort of space in the building for kids who are really struggling to navigate the day to day.”

- “I partnered with the ESL teacher to get a fourth ESL teacher... What that allowed us to do with that extra person was one, create some flexibility in the master schedule... we can feel better about where kids are ultimately being scheduled. And it also allows us to build in some language acquisition coaching throughout the building, which is the primary need our staff has.”

On the whole, school leaders at Hudson Public Schools are supported to align their school’s resources with school priorities and the needs of marginalized student populations.

DOMAIN 7: TALENT DEVELOPMENT

Human resources structures have a foundational approach to recruiting, hiring, developing, and retaining a diverse workforce, yet there remain structural gaps impeding progress.

As a district, Hudson has navigated the uncertainty caused by the Covid-19 pandemic and the national educator shortage. The district has acknowledged the struggle with adequate hiring and placing educators in front of students. In particular, the district has surfaced the need to attract and retain support staff. With these recent considerations in mind, the Mass Insight team analyzed the existing recruitment, hiring, development, and retention structures to understand the extent to which the district's talent development strategy focuses on bringing in new and diverse staff, as well as ensuring ongoing professional learning and development opportunities for all staff to create an inclusive work and learning environment that reflects district values, priorities, and needs. Since returning to back to a traditional school day, Hudson has been strategically reviewing its internal hiring and recruitment practices, while assessing the effectiveness of outside vendors who support the staffing of paraprofessionals and other support staff.

Evidence gathered through focus groups, interviews, surveys, and district data suggest that existing district structures, processes, and focus areas, as outlined in the FY23 budget and in district and school leaders discussions are to design systems that strengthen the recruitment, hiring, and development of a diverse and qualified workforce. Although the district has, in recent years, made efforts to understand the impact of its workforce on student progress and success, there are gaps between desired outcomes and results. Internally, staff shared a desire for coherence and strategically aligned plans that support the district's desire to have a more culturally diverse and qualified workforce. As one school leader shared, [“I think we do need to be more creative and the district's moving in this direction, but I think we need to be more creative with our recruiting practices, and figuring out ways that we can make Hudson the desirable location for folks to come and work.”](#)

Currently, the district's approach to attracting domestic talent relies on regional, local, and web-based recruitment fairs and other opportunities that highlight the benefits of Hudson as a community and culturally diverse district. While anecdotes were shared during interviews and focus groups, information was not available for review in the district website, shared materials, or publically available resources. As shared in other sections of this report, one of Hudson's strengths is its deep-rooted community values and leadership, resulting in former students joining the district as teachers or staff, as well as educators growing into school and leadership positions. While a positive attribute of the district's presence in the Hudson community, there is no data available to measure the correlation between local hiring and adequate staffing for instructional and non-instructional positions.

The district uses SchoolSpring as the primary job posting platform, which allows the district to search for candidates from the site's national pool, distribute openings to Indeed, Monster, Teach.org, via Twitter, and automatic email alerts sent to interested job seekers. Candidates, regional and national, can view and apply for all open positions in the district through SchoolSpring. SchoolSpring, although functional, is limited to certifications, resumes, and cover letters. There was insufficient evidence to understand the extent to which Hudson utilized SchoolSpring, or plan to fully integrate the platform with an alternative applicant tracking system, such as TalentEd. The site does not have the features to structure postings and applicant tracking to capture demographic data and support a question-layering process that allows the district to capture accurate certification/licensing data. At the school level, principals and school leaders have historically identified candidates for open positions and have managed the recruitment process for candidates. At the moment, there isn't a district-wide process that supports school leadership with conducting inclusive, unbiased, and structured selection procedures, although there is an understanding at the district level that such supports are required.

As a linguistically diverse district, Hudson has invested time and resources to widen its internal reach to attract and hire talent from Spanish and Portuguese speaking countries. In recent years, the district has successfully hired staff from Spain, Brazil, and Portugal. The process, as identified through interviews and focus groups, is not centralized or spearheaded directly by the HR department but rather from personal relationships and outreach from district staff, such as the World Languages Curriculum Director. Recruitment for international staff is done on professional and networking platforms such as LinkedIn. The process which international candidates have to go through significantly varies from that of domestic and MA state applicants due to the sponsorship of visas and national policies. The district is looking to define its process for identifying qualified international candidates and the support structures to ensure their orientation into the district and Hudson community.

In addition, the district is working to revamp its benefits package to officer prospective candidates and staff affordable and accessible insurance options, which are currently a point of contention. One staff member shared that “if you’re a secretary almost [\$]750 [of your] paycheck [goes] toward insurance.” Staff across the district shared a similar sentiment, as quoted below.

- School leader: “...because of the insurance rates, we have lost out on very highly qualified candidates.”
- School leader: “...there is a huge disparity in getting candidates to meet the needs and the willingness to be able to work with the students here. Because of that financial piece and it is a barrier. And it's a barrier for me as well.”
- School leader: “When paraprofessionals leave it has a lot to do with health insurance money or health insurance is extremely high.”
- School staff: “The big turn over is in the first three years and the cost of insurance is the biggest turn off.”

Candidate tracking

There is not yet a candidate tracking system that enables Hudson to effectively track, plan or evaluate the effectiveness of recruitment and hiring efforts. Data and artifacts reviewed by the team do not show evidence of a working candidate tracking system. Evaluated data did not track the candidate process through the recruitment or selection pipeline, lacked a tracking mechanism for existing hires, and is limited in ability to disaggregate data s. A review of the district’s application platform indicated HR has worked to create consistency in language for all postings and embedded a non-discriminatory statement to amplify its commitment to equity.

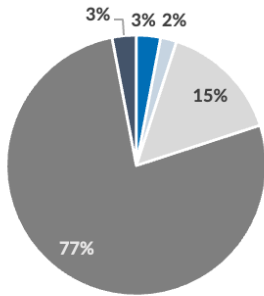
While there is consistency in the posting language for all roles, there remain inconsistencies in the required skills, duties, competencies, and salary. Although a significant percentage of staff believe that the district is attracting and retaining diverse candidates, staff shared that recruitment and hiring efforts don’t focus on revising internal practices, such as effectively supporting leaders’ interviewing and selection process, as discussed in the previous section. Examination of district-provided data reveals that the current candidate tracking system does not accurately support the organization of disaggregated data by candidates. As a result, the district has limited access to in-depth candidate data to assess a candidate’s profile and enable the district to accurately report on and plan for vacancies by subgroups.

Staff and student racial representation

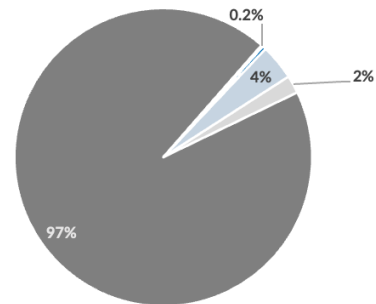
While the diversification of the student population and teaching staff have been prioritized to support student needs, particularly linguistic needs, the diversity among the teaching staff is not yet representative of the student population. Currently, the Hudson student population is 77% white with a representative white teacher population of 97%. In contrast, Hispanic/Latino students account for 15% of the student population, while Hispanic/Latino teachers account for 2% of teachers. The below data show the district’s full-time staff by race in the 2022 school year, among the district’s FTE teacher-level positions. Similar to the student population data gathered from both the state and the

district, there is no evidence of ethnic data to account for students and staff who are from a majority of Latin American countries who identify as racially White.

2022 Student Enrollment by Race/Ethnicity



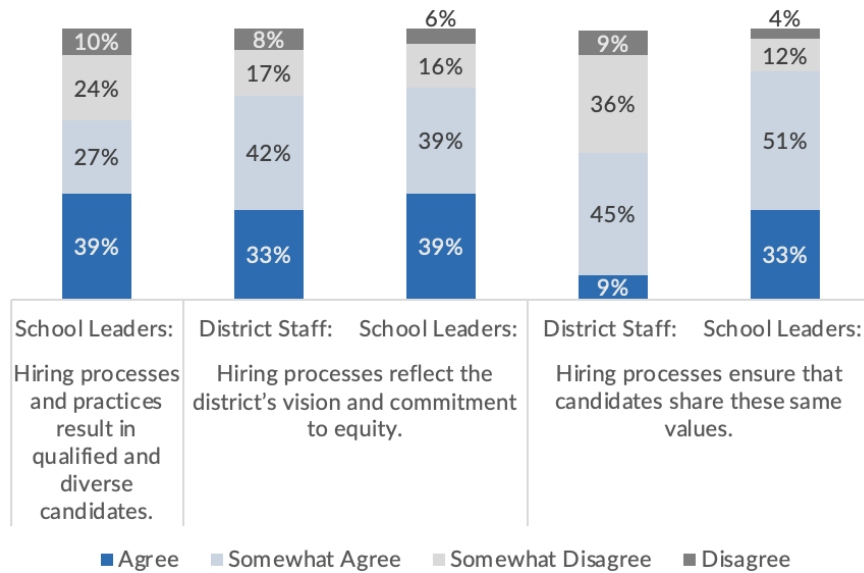
2022 FTE Teachers by Race/Ethnicity



■ Black/African American ■ Asian ■ Hispanic/Latino ■ White ■ MultiRacial

■ Black/African American ■ Asian ■ Hispanic/Latino ■ White ■ MultiRacial

Survey responses below from district staff and school leaders indicate that the majority of leaders feel that current hiring processes not only result in qualified and diverse candidates, but also that current hiring processes reflect the district’s vision and commitment. A greater number of school leaders than district leaders believe that hiring processes result in candidates that share district values, yet over a majority from both groups agreed or strongly agreed.



While leaders are positive about the hiring processes and practices, students and staff still recognize the need to increase the number of diverse staff, particularly teachers. Students indicated their desire for the district to hire more diverse teachers.

- “For sexuality and gender diversity, a lot of people have the pride stickers on their windows so you know it’s a safe space. But it doesn’t always correlate exactly.”
- “No mix of race of the teachers aside from the language teachers. There’s only one Black teacher in the school. Him being the only one in the classroom, it puts a lot on Black students.”

District and school staff also expounded on the need to hire more diverse and representative staff:

- “We have been looking into posting. We've done some research on some diversity and inclusion sites... We brought in a lot of teachers from different countries. So a lot of dual language teachers is kind of our goal.
- “It's been on our list of to do's of how we can branch out job fairs.”
- “I hope we can better support and address the needs of our population. Celebrate the diversity of the school community. Trying to hire a more diverse staff, it's hard. I hope we can better meet the needs of our student population.”
- “As someone who is gay, we have more and more families that are similar. I want to make sure the district is also considering that in regard to equity and diversity. We have a lot of kids struggling with gender and identity. That should also come into play when hiring.”

Staff orientation to the district and available access to equity-reporting resources

The district is intentional in its onboarding and orientation process for new staff members. In documents reviewed by the Mass Insight team, there is evidence that highlights the resources and support structure available to new staff. For example, all staff receive a welcome packet that includes payroll information, reimbursement policies, contact details, and FAQs, among other operations resources to assist with the transition into the district. The reviewed FY23 New Hire Orientation Slides also provide a high level overview of different departmental services and expectations for new staff. While resources offered to staff were informative, there was no available orientation to DEI or culture within the reviewed data sources.

Hudson has published policies around Civil Rights, nondiscrimination, and grievances for staff. While staff indicates general awareness of how to report acts of discrimination, there is not currently a widely- adopted and understood grievance reporting process. The district website page on Civil Rights states, “*Hudson Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an investigation.*” Currently, the School Committee’s policy for non-discrimination does not include a list of numbers to call to report acts of discrimination but does list: the non-discrimination compliance officer as the contact person. The School Committee also has a policy for staff grievances; yet it does not indicate administration will ensure clear procedures for reporting and channels for staff complaints, grievances, and appeals in alignment with recognized employee bargaining units. The policies do not further describe the process for reporting and resolving acts of discrimination. A district staff member noted: “*Grievance reporting, it is interesting. We are going through a review process of non-discrimination, and non-harassment policies and had to go back to the committee for a grievance offer and went to the attorney [to discuss] what is true here and what it is not.*” The current structure does not allow staff to share information or concerns anonymously nor through a confidential modality. Therefore, staff do not have access to a form or reporting structure that limits the bias of designated school reporting staff. District leaders acknowledged the need to update the grievance reporting process, as one staff described, “[*We*] *are trying to get what your policies find and what we need is a procedure for how to deal with the grievance, policies need some revisions.*”

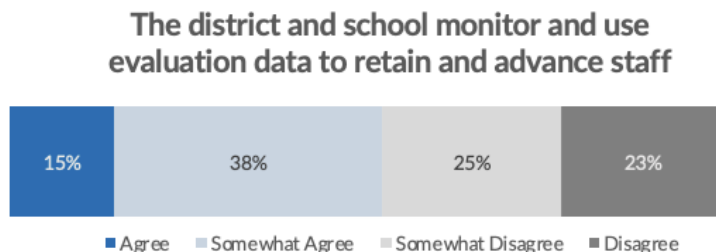
Staff retention

Hudson has been able to retain staff over the years, which staff named as a district strength. Interviewed educators and leaders recall their time as pupils and their desire to return to the community. Some reflected on their time as students and how interesting it is to be in an administrative role at their alma mater. When asked about district retention, a school leader commented, “*Retention is not a big problem among staff.*” In response to the staff survey prompt, “The district and schools make concerted efforts to retain staff,” 25% agree, 44% somewhat agree, 23%

somewhat disagree, and 9% disagree. However, some members named a need for more intentional retention efforts in the district:

- “I don't feel like they do anything to try to keep me. Other than the director, she expresses she values me. I would be one of the hardest teachers to replace. I don't feel like [the] district admin care[s] about me as a person or a teacher in the school.”
- “I don't know that there is any effort to keep me. What keeps me here is my colleagues and my teammates, my department, not to say I'm not happy, but no real effort to hold on to [the] staff.”
- “Your first-year teaching, you get a mentor. They still mentor me now, they are invested in that sense, but once you have the professional status, it stops. My colleagues keep me here.”

When analyzing retention and the internal system that impacts who remains in the district, school leader survey responses to the prompt on the right, about half of the school leaders believe that the district and schools are using evaluation data to retain and advance staff, while the other half do not believe this is the case. While inconclusive, this data suggests a need for further analysis and coherence between central HR and school-based structures.



DOMAIN 8: CONDITIONS

The district prioritizes the success of marginalized student populations and has a strong foundation for developing and implementing equitable structures, systems, policies, and practices that allows schools to meet their community needs.

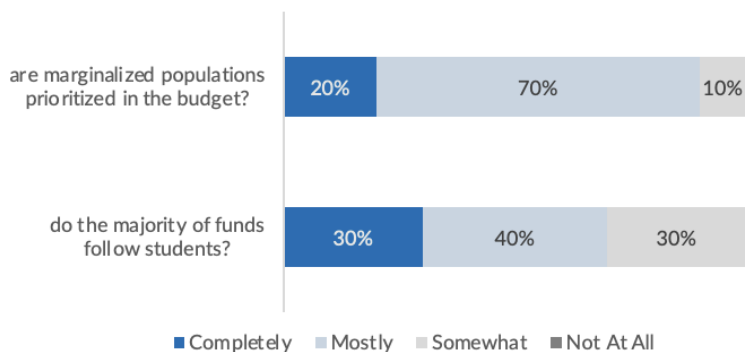
As outlined in the Domain 1 findings, the District Improvement Plan (DIP) and aligned School Improvement Plans contain data-driven and student-centered strategic objectives, priorities, and outcomes. The last five reported on publicly available and distributed District Program Updates, which highlight district initiatives and work conducted to support the district strategic plan. Hudson has inclusively considered the needs of marginalized student populations, focusing on students' social, emotional, and individualized learning needs throughout various grade bands. Social, emotional, therapeutic, and child development support programs have been part of the district's student support structure and goals, particularly in the elementary grades.

Before the pandemic, the district was actively recruiting educators to support new course and pathway services and defining support structures to fully meet students' needs, including but not limited to therapeutic, STEM, and child development programming. From 2018 to 2020, the overarching service structure for student support focused on academic, behavioral, and attendance markers. The DIPs from those years contained evidence of expanded services and goals to support both student and staffing needs. For example, the 2019-2020 "What's New in the Hudson Public Schools" report noted the Edmentum program, which provided students with online courses and flexible implementation options as a form of adaptive instruction and credit recovery. Additionally, the district focused on building a tech infrastructure to improve student access to virtual resources and learning materials. For example, the district has worked to expand technology services to students in grade 3, increased school and district visibility through an enhanced website, and accounted for emergency generators for two of its schools. Moreover, Hudson's commitment to prioritizing the success of marginalized student populations is evident in the latest strategic plan and school improvement documents.

More recently, services to support marginalized student populations go beyond academics; for example, in the 2022-23 school year, the district held a health fair geared to support Portuguese- and Spanish-speaking families in need of vaccines, dental, and vision care. The district intends to make this fair more accessible and larger in scale to support more families in the future. The district provided interpreters and written translated content to take home to ensure that families received adequate assistance to engage with vendors and partners. Families and staff acknowledge that the district is investing in support that creates inclusive and accessible spaces to serve the community's needs. One staff member shared, "...we really do try to coordinate as much as we can."

District-provided data points to strategic decision-making protocols and procedures that prioritize the needs of marginalized student populations, as highlighted in the below school leader and staff survey data.

District Staff: To what extent...



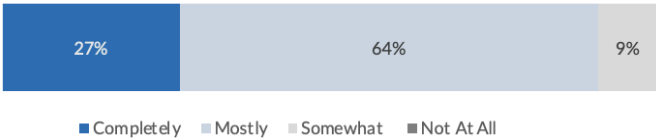
Existing budget processes use disaggregated data to prioritize the needs of marginalized populations and equitably allocate financial resources to schools and students.

In district fiscal planning documents and school committee fiscal budget reviews, there is significant evidence to signal that the district's financial allocations reflect its mission, vision, and strategic priorities. The proposed FY23 budget aligns with the District's Strategic Financial Plan, which consistently identifies steps to narrow the revenue gap by consolidating and reducing current and future expenditures. The district has intentionally analyzed data to inform projections and prioritize the needs of marginalized students. For example, the projected School Choice revenue for FY23 is \$900,000 and is based on the trend in enrollment of students who do not reside in Hudson. One staff member noted the improvement in district planning efforts and shared, "We were not strategically putting money where students were, with help from town we've implemented a lot of resources, reallocation of resources."

The FY23 proposed budget of \$45,198,515 represents the expenditures anticipated for the 2022-2023 school year. There is an increase of \$1,542,797 or 3.53% from the adopted FY22 budget of \$43,655,718 and accounted for personnel, general expenses, and transportation costs. It includes anticipated salary increases negotiated with the Hudson Education Association, the Hudson Paraeducators Association, the Hudson School Secretaries Association, and the AFL-CIO, Local Council 93 Custodians for the 2022-2023 school year.

To ensure that schools and departmental planning and budgeting are done with fidelity, the district has fundamental data infrastructures, creating opportunities for staff to access disaggregated data that inform the prioritization of marginalized populations and the decision-making process. Data is utilized to understand trends in student academic achievement and progress, the delivery of specialized services and support, and outstanding school needs and support district and school leaders in making informed financial plans and decisions. At the leadership level, staff analyze data quarterly and focus on student performance, primarily at the middle and elementary levels, attendance for students and staff (tardies, absences, and dismissals), and suspensions to understand trends. The team working with the elementary grades focuses on identifying indicators that allow for analyzing success markers and persistent gaps. The high school staff reviews student performance, MCAS, and classroom and grade level data in teams and at the central level.

District Staff: To what extent are projections of revenues and expenses data-informed and reliable?



District communication structures and feedback protocols are developing and seek to incorporate stakeholder feedback to inform decisions and measure programmatic effectiveness.

As described in the Family and Community Engagement findings, the district has taken intentional steps to engage and create inclusive spaces for the voices of the Hudson community. The district's steps to adequately meet the linguistic and cultural needs of the community should be celebrated and acknowledged as steps forward in the district's equity journey. And while community-facing communication is improving, gaps exist surrounding the feedback structures to support the decision-making process within the district.

Staff at all levels desired better engagement in District Improvement efforts. While there is an understanding of the district's equity journey and Improvement plan, there remain gaps in understanding of who will seek and use staff feedback to make sustainable changes.

DOMAIN 9: GOVERNANCE

The Hudson School Committee is a governing body that represents district leadership by the community, for the community. Of its seven members, five are parents of Hudson Public Schools students, three are alumni of the school system, and two speak languages other than English. The committee meets one to two times per month on Tuesdays and has five subcommittees: Budget, Policy, Strategic Goals, Superintendent’s Evaluation, and Buildings and Grounds.

The school committee’s strategic goals for 2022-2023 are:

1. Achieve continuous improvement in the academic and social growth of ALL students.
2. Provide a safe and supporting environment for our students and staff.
3. Promote a collaborative relationship with the community and all stakeholders through effective communication and transparency.
4. Encourage progressive development and innovation in our professional practice at all levels within the district.
5. Develop a financially stable and fiscally responsible budget that is responsive to the needs of the district.

The school committee is engaged and active in district improvement efforts through planning and implementation of the strategic plan. The school committee monitors some data, especially related to strategic priorities, but there is room for improvement in the usage of disaggregated student data to ensure equity in access and outcomes.

The Hudson School Committee has supported the development of the District Improvement Plan (DIP) and related yearly Action Plans with specific strategic priorities and measurable outcomes by working with district leadership to set priorities and create goals based on district needs. According to the school committee meeting minutes, the committee discussed the DIP three times in the 2021-2022 school year. In the fall, the superintendent presented the final DIP to the school committee, supported by a team of school leaders who each explained the various strategic priorities. A mid-year review of the DIP took place in February, led by the superintendent, and included data reporting on progress toward the goals in the yearly Action Plan. An end-of-year report delivered by the superintendent had a similar structure.

School committee members shared varying degrees of agreement with the statement, “The governing body routinely monitors the implementation and impact data of its strategic priorities,” three members somewhat agreed, and the other two somewhat disagreed, indicating an awareness that the school committee could be reviewing data related to strategic priorities more frequently.

Other data presented in the superintendent’s reports and discussed by the school committee in the 2021-2022 school year include enrollment and class size data for the upcoming year and the previous year’s MCAS data, which were not disaggregated by student subgroups, and graduation and dropout data, which was disaggregated. When the participating school committee members were asked on the survey to respond to “The governing body routinely monitors disaggregated student, school, and district data,” 40% somewhat agreed and 60% somewhat disagreed.

School Committee: The governing body routinely monitors the implementation and impact data of its strategic priorities.



As one school committee member said, “We try to stay on top of any kind of metrics related to the district improvement plans... But I feel like there’s room for improvement there in terms of trying to disaggregate some of that data in better ways where we can paint that picture of those kinds of smaller populations.”

There is not yet a shared understanding of equity or equitable practices within the existing school committee structure, directly impacting the related policy and decision-making process.

Recent initiatives led or supported by the school committee include systems to support multilingual learners and high needs students, the new bilingual program at the Farley Elementary School, and discussions regarding a desire for more diverse students in AP and honors courses. With the school committee as a critical partner, the district has made progress on its equity journey, yet a more universal understanding of equity in Hudson would strengthen the foundation of this work in the district.

On April 5, 2022, the school committee unanimously voted to approve a contract with Mass Insight for a district-wide equity audit. In focus groups, school committee members reported that they do not receive any common equity training, and there is not yet a consistent understanding or definition of equity among school committee members, nor are there existing equity-related training programs for the committee or subcommittees. As the foundation of district leadership and guidance, the school committee’s lack of a unified approach to equity work is directly connected to the need for all staff throughout the district, at every level, to have a common understanding of equity and inclusion.

One member explained, “I don't think that there is training. I actually think that people only come to the table with the knowledge that they have. And I do think this is a huge problem because... I do believe that there are members on the school committee who have no interest in equity measures and may not even understand the importance of it.” A district leader shared a similar sentiment about mixed support for equity measures among the school committee: “We have some members who fully support what we do, and some members who either don't understand what we're doing or do understand and are trying to undermine what we're doing.” The five school committee survey participants were fairly evenly spread (one agreed, one somewhat agreed, two somewhat disagreed, one disagreed) on both statements: “The governing body prioritizes system-wide equity when exercising its policy-making responsibilities” and “The governing body holds its members accountable for modeling and advancing a more equitable and inclusive district culture and successful outcomes for all stakeholders.”

The makeup of the school committee is still evolving to reflect demographic changes in Hudson and equitably represent the community.

Although committee members collectively have deep roots in Hudson, many stakeholders do not feel that the school committee is adequately representative of the district population or that it regularly seeks representative voices in the community (particularly those from marginalized populations) to inform their work on the school committee. A school committee member commented, “Our board is not diverse. The union board is not diverse. It's a lot of white people and... many of them have been in the district a long time... So it comes with a sense of history, which I don't think is necessarily a diverse one.” A parent shared a similar concern: “In our school committee, there's not a single Brazilian parent that I've seen. There's not a single black family represented in any of our leadership that I've seen.” Another school committee member added, “I will admit we probably have some blind spots when it comes to equity across the district... I feel like I'm in a demographic where I probably am less aware of certain things that probably should be brought to the surface.”

ABOUT THE RECOMMENDATIONS

Recommendations describe the next steps that the district can take to create greater equity, access, and opportunities for students, staff, and families. Equity is a journey, and as with any journey the district embarks upon, it has to work through layers of stakeholders, structures, policies, and practices to understand, determine, and support changes. As in any journey, different people in the community have different levels of engagement with and exposure to the full spectrum of the district's strategic work. Findings in the previous pages reflect great alignment and progress of leaders to continue this work, as the district now moves forward to bring school staff, students, families, and the school committee along in understanding and supporting next steps toward creating a work and learning environment that is inclusive of all stakeholders and focused on the success of every student.

The recommendations that follow are designed with the district's context in mind, acknowledging staff capacity, resources, existing initiatives, and timelines. The recommendations contain evidence-based immediate, short-term, and long-term next steps, as well as resources and considerations to guide decision-making. Many recommendations are not quick fixes that one or two people can solve, but rather parts of a series of intentional and coordinated actions among various stakeholders that recognize and leverage current strengths, foundations, and work already underway, as well as access and opportunity barriers.

It is important to mention that a district-wide commitment to equity and equity mindset that informs all decision-making is essential to not only understand where practices and policies are disproportionately impacting some stakeholders, but also to understand the impact—whether intended or unintended—of adjustments to policies and practices. A shared commitment to equity, particularly from district and school staff, is critical to sustaining equity-focused improvement efforts.

RECOMMENDATION 1: District-Wide Commitment to Equity

Build collective awareness and responsibility for equitable practices.

Hudson Public Schools in its equity journey has invested critical capital to mobilize resources to understand and address issues of inequities within its community. As outlined in the findings throughout this report, Hudson has a strong leadership and student support foundation. While there is individual awareness of the district's journey and commitment to equity and meeting the needs of all, with a particular focus on members of marginalized populations, there is not yet a shared awareness and responsibility for equitable practices. District and school leaders shared that they have an understanding of why equity is important in addressing and meeting student needs, but conveyed different ideas about what that means in practice.

Creating equitable and sustainable practices at the district and school levels requires a collective understanding and commitment to the betterment of system-wide structures. It is important for staff at all levels to have an understanding of why and how their work and engagement in creating equitable practices impact the success and educational outcomes of all students and their fellow staff. Creating a system collective where individuals see themselves as part of a team that works to eradicate inequities allows for open dialogue and conversations regarding individual and collective needs, which are challenging particularly at first as everyone develops comfort and skill in tackling difficult yet necessary topics. There are multiple avenues that the district can take to position itself to adequately orient its leaders and build its equity muscle, such as:

- **Communicate the importance of and process to address equity.** Defining a process to engage all requires clear, concrete, and differentiated communication that allows stakeholders to understand their role in furthering equity.
- **Define terminology that allows leaders to define a vision and theory of action for equity within Hudson.** Collaboratively define diversity, equity, and inclusion in Hudson in a way that celebrates linguistic and cultural diversity, as well as other ways of examining diversity. In addition, clearly articulate and establish what equity means in the context of the Hudson Public Schools' community and its leadership structures in an accessible manner.
- **Define a vision and theory of change for equity in Hudson that aligns with the district's definition of equity and clarifies what it means for the community,** as well as specific student groups and/or individual students. The theory of change should also be aligned with the district's identified strategic priorities so that leaders can utilize the outlined practices in their SIPs and overall development. The process for creating both the terminology that paves the way for a vision and theory of action should be developed with the engagement of leaders and various stakeholder groups, and be grounded in a continuous journey. Coherence will be important and is necessary with the current district vision, mission, goals, and theory of change [The Unfinished Leader- A School Leadership Framework for Growth and Development \(Micahel Lubelfeld, Nick Polyak, and PJ Caposey\)](#) is a resource that can help leaders navigate the conversations of equity and reflect on their role as change agents.
- **Communicate the equity audit origins, purpose, process, and results to multiple stakeholders to build a common understanding of Hudson's equity journey to date.** Leaders and the Hudson community, in general, should have an understanding of the district's efforts to address issues of equity and attention to create sustainable change. While communicating the audit findings and results, focus on supporting stakeholders to reflect on what the recommendations may mean for them and/or provide additional input as needed. Additionally, consider multiple audiences: district leaders, board members, central office staff, school leaders and staff, students, families, and community partners.

- A communication plan will be critical in ensuring consistency and clarity of messaging. Plan for the who, what, when, where, how, and why of communication for multiple stakeholders, such as district leaders, board members, central office staff, school leaders and staff, students, families, and community partners.

Allocate capacity and resources to the organization of equity at the district, department, and individual levels.

Equity work needs to have a defined and widely understood place in Hudson's organizational structure, to clarify how multiple leaders and stakeholders contribute to and share accountability for the district's equity vision. At the moment, it is not clear to stakeholders who is ultimately responsible for equity in the district, where equity work lives in the organizational structure, and how it is resourced and sustainable. While equity work may live informally with specific district leaders (or be embedded/assumed/inferred), there is an opportunity to clarify what equity work means for all departments and stakeholder groups, who is responsible for what, in what ways, and to what end to ensure accountability for improved student outcomes for all. Hudson can begin this process by articulating and communicating what the district's equity vision and theory of action means for stakeholder groups, including the superintendent, board members, central office leaders, and staff, schools leaders, and staff, students, families and guardians, and community partners, so that all understand and take ownership for their related roles, responsibilities so that equity does not live with an individual.

Key activities and steps might include dedicating capacity and resources:

- **Determine and articulate where equity work lives in the organizational structure** (i.e., the who, what, where, and when of ensuring progress towards a more equitable and inclusive state, e.g., DEI department).
- **Ensure all district leaders own the work of equity**, see the throughlines for their roles as individuals, and collaborate as a team and across departments to bring the equity vision to life and to ensure coherence.

Create opportunities for continuous learning and development

Empowering stakeholders at multiple levels to communicate and reinforce the district's vision and theory of action for equity with their respective teams, schools will strengthen the district's commitment to equity. As discussed in recommendation 4, there are opportunities to orient and develop everyone's equity lens within the district. Leverage strong connections with school leaders to be champions for the district's equity work, e.g., support principals in building their skill, will, and resource bank to effectively work with staff and the broader community to build a common understanding and shared investment in the equity vision.

RECOMMENDATION 2: Equitable Student Support & Intervention Structures

Leverage flexible academic blocks at the secondary level (Hawk Block and ARC) to build out Tier 2 academic interventions for students needing extra support.

Hudson Public Schools has already made a commitment to its Multi-Tiered System of Support (MTSS), creating frameworks for academics, attendance, and social emotional behavioral supports in 2018, and implementation tools for each tier in each strand in 2019. Both the current (2022-2025) and recent (2018-2021) District Improvement Plans include strategic priorities and action steps related to MTSS. At present, the main vehicle for providing additional targeted instruction for students in middle and high school is through the flexible block called HawkBlock (middle school) or ARC (high school). Stakeholders agree that HawkBlock and ARC are valuable opportunities for students to meet with teachers or catch up on work, but there is not yet a structure to effectively support targeted intervention. This block can be leveraged more intentionally, without replacing its function as a flexible period for students and teachers, for planned and data-driven Tier 2 academic interventions, which will further support marginalized students and student populations who are not yet achieving at the performance levels or success rates of their peers.

Key activities and steps might include:

- **Examine the elementary-level Response to Intervention (RTI) system for best practices.** Academic intervention in the elementary schools takes place largely through RTI. With consideration for the many differences between primary and secondary education, leverage internal expertise by talking to elementary school teachers and observing the RTI system for any structures or approaches that can be applied to middle and high school.
- **Support teachers to establish or build out data collection and analysis routines to identify students needing additional academic instruction or support.** Content directors can support secondary staff in their departments to develop sustainable systems that result in short lists of students needing the next level of intervention, perhaps weekly or by skill area. Data collection systems should be easy-to-use and quickly responsive, so students needing extra help can get it from HawkBlock or ARC the same week as the skill was taught, with enough time for them to quickly catch up.
- **Set an expectation that each teacher uses a portion of their HawkBlock/ARC time on a weekly basis for intervention, for which students are scheduled ahead of time and required to attend.**
 - *Create systems for regular scheduling* of intervention that works with teachers' schedules, perhaps by department (e.g. M/W literacy, T/Th math) to ensure that students scheduled for multiple subjects can attend each.
 - *Plan to share lists of students* tapped for intervention on a weekly or biweekly basis, disseminated either by the teacher or through the HawkBlock/ARC staff member (or both).
 - *Determine a system of accountability* for student attendance that minimizes disruptions to learning time.
 - *Develop a plan to communicate with and update families* about their child(ren)'s progress regularly in intervention or alerting them if students have not been attending.
- **Track data on which students are assigned to intervention and how often, to surface patterns across grade levels, subjects, and subgroups.** A key part of a successful and sustainable MTSS practice is monitoring interventions over time and adjusting the approach as needed based on the data. Lists of students tapped for these Tier 2 interventions should be kept centrally and examined in ongoing MTSS conversations. School- and district-level leaders might look at this data with a few questions in mind, for

example:

- Are some individual students frequently in intervention for a certain subject or several subjects? Is Tier 2 the appropriate level of intervention for these students or could there be other supports in place?
- Is there a department whose intervention lists are usually longer or shorter than the others'? This could have implications for in-classroom support practices, data collection practices, etc.
- Are students from a particular racial, ethnic, or socio-economic group being tapped for intervention at a different rate than their peers? Is there possible implicit bias at play, or is more needed to support some students?
- **Share data and any patterns or conclusions with the school committee.** Examining disaggregated data of students receiving Tier 2 support during the school day will help the school committee monitor patterns over time to determine whether additional resources need to be allocated to support students' academic needs.

Key Resource: [Multi-Tiered System of Support Blueprint](#) (Massachusetts DESE)

RECOMMENDATION 3: Social-Emotional Learning Structures & Educator Support

Infuse dedicated time for relationship building into the current SEL structure at the middle and high schools.

As described in [Domain 3, Student Readiness to Learn](#), teachers and students overall* appreciate the newly adopted Choose Love curriculum, but secondary educators and students don't yet feel supported to engage with challenging topics within the SEL classroom. Dr. Linda Darling-Hammond, a nationally recognized expert in social-emotional learning (SEL), writes that "effective learning depends on secure attachments; affirming relationships; rich, hands-on learning experiences; and explicit integration of social, emotional, and academic skills." Hudson Public Schools has taken the decisive and important step of bringing the Choose Love curriculum into all its schools for explicit SEL instruction; now, prioritizing time for relationship-building during the SEL blocks at the secondary levels will support the creation of an affirming, emotionally safe space for each student to grow their SEL skills with a trusted adult.

*We want to note that at the time of data collection, in fall/winter 2022, the high school had not yet implemented Choose Love or the SEL block. We anticipate that our recommendations will apply to both middle and high school, but the data leading to this priority area was from middle school teachers and students only.

Key activities and steps might include:

- **Conduct research on the "why" and "how" of relationship-building within the classroom.** Share, discuss, and align as a district leadership team, including working with the school committee, so they can understand the initiative. Some recommended resources include:
 - [Whole Child Design: Student Relationship Structures](#)
 - [The most important class in high school isn't what you think](#)
 - [SEL 3 Signature Practices Playbook by Casel](#)
 - [Five Tips for Teaching Advisory Classes at Your School](#)
- **Reframe the expectations of the SEL block to include a focus on relationship-building.** Certain times of the year (for example, the beginning of the school year, or the first week after a long break), could be dedicated entirely to relationships, with regular "connector" time throughout the year (the first 5 minutes of each period, the entire first period of each week, etc.).
- **Create space in staff SEL/Choose Love development opportunities to share the rationale behind dedicated relationship-building time.** Include time for staff at various grade bands to learn how to identify and adapt connecting activities and strategies to the needs of their students. We recommend letting staff actually try some out in groups, if possible.
- **Build an easily-accessible library of relationship-building activities for teachers to contribute to and pull from, depending on the needs and interests of their group of students.** Consider two categories:
 - Daily check-in and check-out strategies, for example:
 - [Building a Better Check-In](#)
 - [Mood Meter](#)
 - [Sheep Scale](#)
 - [Feelings Emoji Chart](#)
 - [Snowball Toss](#)
 - [Four Corners](#)
 - Longer or full-period activities, for example:
 - [Fostering Relationships in the Classroom](#)

- [Trust Activities](#)
- [38 Awesome Team Building Games and Activities for Kids](#)
- **Regularly highlight connecting strategies**, perhaps by using a portion of professional development sessions to either model a strategy or ask teachers to share successful strategies they've used recently, or highlight "a connector to try this week" when sending out the week's Choose Love lesson plans.
- **At the high school, consider working SEL into the schedule regularly, perhaps as part of an ARC rotation.** Frequent contact with other SEL group participants and the Choose Love curriculum will support both relationship-building and growing SEL skills among older students.

RECOMMENDATION 4: Professional Learning & Development for Instructional and Administrative Staff

Provide professional learning/development opportunities and ongoing support for stakeholders to develop their skills and comfort in engaging in courageous conversations about DEI and equity-based practices while aligning staff feedback and evaluation structures to district priorities.

As described in [Domain 6, School Instructional Leadership](#), Hudson Public Schools has a mission and vision for professional development and provides a variety of professional development opportunities for all stakeholders such as Request to Attend Conference and Employee Reimbursement for Travel/Conferences. Staff can gain a deeper understanding of and application of their knowledge and skills if they are given professional learning opportunities. To translate learning into practice, district investments must be reflected in staff evaluations and feedback systems, as well as accountability expectations.

Professional development experiences that improve courageous conversation skills and capacity are adaptable to many aspects of the staff's job and interactions with staff, students, and families. The skill of facilitating courageous conversations about sticky topics like race, diversity, and discrimination develops as a result of time and interaction with others. By providing opportunities for leadership, educators, support staff, students, families, and school committee members to have courageous conversations within small and large groups, all district stakeholders will become comfortable having courageous conversations based on identity and mixed groups. The following recommendations suggest actions to create professional development opportunities for stakeholders to build their skills and comfort in engaging in courageous conversations about race, diversity, and discrimination.

Key activities and steps might include:

- Leverage existing professional development systems to actively embed the newly identified vision and theory of action regarding equity. Underlining and focusing on the importance of equity in the training and development structures will strengthen coherence and create consistency in the planning and implementation of district-wide systems. To bring the process of revising the existing professional development and learning structure, the district can:
 - Audit the current learning modules and their alignment to existing strategic priorities and identified equity vision and theory of action. This work, while integral to the district's equity journey, will require the mobilization of resources in terms of human capital.
 - Identity a team of district and school leaders and educators who can spearhead the revision process and monitor the piloting of development sessions/modules.
 - The team can identify learning opportunities within and outside of the district to include in the updated professional learning calendar and accompanying resources, and create a system of tracking for accessibility and accountability for the professional development of all staff to ensure alignment with the equity goals of the district (tracking conferences, PD, etc.)
 - Throughout this process, we recommend that the district and newly identified team consistently and proactively seek staff feedback to inform changes to the evaluation process, priorities & structures

In alignment with the recommendations regarding professional development and learning, there are outstanding

opportunities around the evaluation process that can better reflect district-wide expectations and behaviors. The spring 2023 efforts to revamp the evaluation system will create more consistency among evaluators and provide much-needed support and guidance to educators across the district. As the district embarks on this process, staff need to be supported about how to provide feedback on how the evaluation and feedback process can help them improve their professional development. To this end, consider:

- When evaluating, school administrators and school leaders interact with their staff, they can gain a great deal of insight into how they perceive the evaluation structure and how they wish to improve.
- Whenever collecting feedback from staff, make sure the participation is anonymous to allow them to express their true feelings without the risk of reciprocity occurring.
- Train evaluators on how to use the evaluation process
- Stakeholders will increase their comfort and be better prepared to engage in conversations about and across lines of difference. Some resources to get started include:
 - [“Five Ways to Have Better Conversations Across Difference.”](#) an article from Greater Good Magazine
 - [Continuing Courageous Conversations](#), a toolkit for organizations
 - [The Cost of the Conversation Gap](#) on the Workplace, a white paper on having tough conversations in the workplace
 - [Fixed ability mindset and racial achievement gaps](#), a journal article from NIH

SUMMARY

Hudson Public Schools is a district on an equity journey, working towards fully realizing its mission, vision, and values through its strategic plan. There is an acknowledgment from members of the Hudson community of its equity journey and internally in creating positive and inclusive learning spaces for all. Its values, mission, and vision are clearly understood and adopted by staff and members of the community and are a focus for the upcoming academic year. There is significant evidence of the district's commitment to its strategic objective to; *Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability*, in its instructional practices, coordinated academic support, social-emotional learning support, and plans to develop a qualified and highly diverse workforce that representative of its students.

Through the equity audit process, district leaders, school leaders, staff, students, and families have all participated and shared their perspectives and ideas in order to support the district's next steps. As the following student and family reflections indicate:

- “Our school helps make a[n] inclu[sive] environment for people and they make sure everyone feels and is included.”; “They have a good dress code and they aren't too overtly sexist or racist. They're a relatively inclusive environment, especially for a big small town. I personally enjoy the teaching style here, but I think I also take a good number of classes that are more discussion based than notes based so that experience depends on each person and who their teachers are and what their teaching style preference is.”- Student
- “...for substantial change the town and community need to change - and the schools can really help educate children and families about the importance of learning about and respecting all races, cultures, sexual orientation, identity, etc.” -Family member

The artifact review and stakeholder feedback throughout the equity audit process has been reflective of the district-wide shift that is in process, with some stakeholders seeing recent growth and some stakeholders seeing the room for growth remains.

With the equity audit in hand, the support of dedicated and equity-minded leaders, and a community that wants “Every student feels nurtured, challenged, and confident to embrace the future,” the district is well poised to take its next steps on its equity journey and create a more welcoming work and learning environment for all stakeholders.

APPENDIX

Mass Insight’s District Equity Framework

At Mass Insight, *We envision a world in which student achievement and related life outcomes no longer correlate with race, gender, ethnicity, social class, or zip code because all students have equitable opportunities, supports, and access to quality education.* We believe the school is the unit of change, and our work with schools and districts begins by understanding local strengths, challenges, and opportunities for growth. Our research-informed [Theory of Action](#) describes in greater detail the various aspects of education systems we believe support the structures, policies, practices, and mindsets necessary for school leaders and staff to develop, implement, and sustain equitable learning environments for all students.

Mass Insight is fundamentally committed to quality educational experiences for all students. We also intentionally focus on the access, opportunity, and success outcomes of marginalized and underserved populations to ensure equity for all. Our District Equity Framework is the lens through which we understand the current reality of district systems and the extent to which equity and inclusivity is experienced by stakeholders, which includes district and school staff, students, families and guardians, partners, and community members. As partners in a district’s equity journey, Mass Insight uses district-selected definitions for key terms during our partnerships in order to create community ownership and align with the district’s vision, common language, and the work already underway.

Domains	Highest Performing District Descriptors
<p>VISION, STRATEGY & CULTURE <i>The district focuses on creating an inclusive environment for all stakeholders and strategically addressing data-informed disparities in student performance and success outcomes</i></p>	<p>The district vision, mission, and strategic plan create the conditions for an equitable organizational culture. The district clearly defines the concepts of equity, diversity, and inclusion, and cultivates district-wide understanding and engagement of its pursuit of equity. The district’s strategic plan explicitly addresses data-informed disparities in student performance and success outcomes. The strategic plan consists of student-centered goals, strategies, key performance indicators, and a clear theory of change to achieve those goals. The district has a process for monitoring plan implementation and impact, as well as communicating and engaging stakeholders about its impact.</p> <p>The district culture welcomes and embraces the identities and perspectives of all students, families, staff, and the district community regardless of racial, ethnic, religious, linguistic, sexual orientation, gender, ability, socio-economic, and age differences. The district supports inclusive spaces for staff, students, and families (e.g., staff of color, English learner parent advisory council, LGBTQIA+ students or staff, special education parent advisory council, staff with disabilities, etc.). Staff accept responsibility for the success of all students and for creating and modeling an inclusive culture.</p>
<p>EQUITABLE STUDENT ACCESS & OUTCOMES <i>Data and monitoring practices indicate a district-wide focus on ensuring equitable student access, success, and outcomes.</i></p>	<p>District policies, practices, and mindsets reflect a commitment to equity as evidenced by disaggregated data monitoring practices and resulting actions that focus on decreasing disparities and ensuring equitable representation in student access, success, and outcomes. Examples of which include:</p> <ul style="list-style-type: none"> ● Enrollment, opportunity, and access in advanced academics, college and career courses and pathways (including college prep, military, CTE), transportation, and extracurricular activities; ● Programs and support services such as post-secondary planning; special education and English language development programs; behavior, physical, emotional, and psychological health supports; and

	<ul style="list-style-type: none"> • Success outcomes, such as pass/fail course rates, discipline, advanced academic and pathway programs, drop out rates, state and local formative and summative assessments, and graduation rates. <p>A multi-tiered system of support at the district and school levels proactively monitors and measures students’ social-emotional, academic, and developmental needs. In addition to complying with laws and regulations, the district prioritizes the support services for select populations, particularly students with disabilities, English learners, gifted/talented students, and economically disadvantaged students.</p>
<p>STUDENT READINESS TO LEARN <i>The district ensures students experience an inclusive learning environment, as well as social emotional, developmental, and mental health support needed to fully engage in learning.</i></p>	<p>The district, with guidance from students and families, supports schools’ implementation of policies, systems, and practices that create safe, welcoming, and inclusive classroom and school environments. All stakeholders work to recognize and embrace students’ unique identities, and all staff have access to the necessary professional learning opportunities to support students’ social-emotional and identity development. As a result, all students feel safe, included, supported, and a sense of belonging in the school environment.</p> <p>The district and schools have evidence-based systems and practices to monitor and support students’ social-emotional, engagement, mental health, and developmental needs. These systems identify the unique needs of students and families and ensure the connection of resources and support to stakeholders. Collaborative internal processes and structures, as well as external partnerships, ensure students and their families have the necessary resources, interventions, and support services to enable all students to fully engage in learning.</p>
<p>CULTURALLY AND LINGUISTICALLY SUSTAINING INSTRUCTION <i>Students experience rigorous instruction that is culturally and linguistically sustaining and validates their identities, needs, and interests.</i></p>	<p>The district has a vision and plan for developing and sustaining cultural and linguistic mindsets and practices to ensure high-quality, standards-aligned, rigorous instruction for all students in all schools. Instructional staff leverage and/or design curricular and instructional resources to provide culturally authentic and responsive learning experiences that offer diverse perspectives and celebrate the voices of historically underrepresented identities. All instructional staff receive aligned developmental feedback to improve and refine their practice. All instructional staff have time and support to develop culturally and linguistically sustaining units, lessons, and various metrics to measure content mastery, all of which are designed to offer choice and engage students in learning activities that empower them as leaders of their learning and in their community.</p> <p>As a result, learning takes place in environments designed to be inclusive of and validate students’ identities, experiences, needs, and interests. Instructional staff facilitate coordinated and differentiated learning experiences that acknowledge and fully support students’ neurodiversity and oral and receptive language development. The district has a tiered system of instructional support at the classroom, school, and district levels that supports students with the necessary standards-based interventions, enrichment, and acceleration programming to ensure equitable access, opportunity, and success.</p>
<p>FAMILY & COMMUNITY ENGAGEMENT <i>District communication and family engagement opportunities are inclusive, accessible, and leverage families as partners in</i></p>	<p>The district has a vision for family and community engagement centered on inclusive approaches for communicating with families, the community, and partner organizations and leveraging them as partners in furthering student success. The district pursues effective communication methods to reach marginalized populations and demonstrates flexibility at the school and district level to ensure access for all families. District and school interactions demonstrate cultural and</p>

<p><i>their child(ren)'s learning experience</i></p>	<p>linguistic competence and respect for families' and the community's cultures, races and ethnicities, and other aspects of identity. The diversity of the district is celebrated through opportunities to share and learn about various aspects of members' identities.</p> <p>Family, community, and partner input and feedback is routinely sought in multiple and accessible ways. Family, community, and partner organization voices are present on representative committees and teams that reflect the district and community's current diversity. Families are supported and engaged in their child(ren)'s educational success through learning partnerships. Communication, feedback, and participation opportunities yield engagement from families, community members, and partner organizations that furthers district initiatives and the educational success of all students.</p>
<p>SCHOOL INSTRUCTIONAL LEADERSHIP <i>District conditions ensure principals can leverage their people, time, programs, and financial allocations to focus on school-level needs and prioritize the access, opportunities, and success outcomes of marginalized students.</i></p>	<p>District support and conditions enable principals to focus on and promote student learning by:</p> <ul style="list-style-type: none"> ● designing staffing processes and structures that result in qualified, effective, and diverse staff aligned to the school's instructional model, SIP priorities, and school community; ● supporting school staff to improve their professional practice to increase student access and learning outcomes; ● implementing instructional and programmatic approaches that support students' academic, social-emotional, identity, and behavior development; ● leveraging staffing structures and schedules to ensure ongoing staff professional learning opportunities, as well as collaboration opportunities for staff to monitor disaggregated student data to identify students' academic, social-emotional, identity, and behavior needs and successful outcomes; and ● aligning the school's financial resources with SIP priorities to ensure the access and success of all students, particularly prioritizing the needs of marginalized student populations. <p>To do this, the voices of staff, students, and families are amplified to inform decisions and school priorities by understanding the extent to which schools are meeting the needs of all students. Professional learning opportunities for principals are aligned with school and district priorities. As a result, principals model, lead, and develop an inclusive, data-guided, and equity-minded school culture in which all staff members accept responsibility for the success of each student.</p>
<p>TALENT DEVELOPMENT <i>The district's talent development strategy focuses on bringing in new and diverse staff, as well as ensuring ongoing professional learning opportunities for all staff to create an inclusive work and learning environment that reflects district values, priorities, and needs.</i></p>	<p>The district has a non-discriminatory approach and plan to attract, recruit, hire, develop, and retain a highly diverse staff in all positions that is reflective of the student population, the community, and the increasingly diverse national population. A system to grow and cultivate prospective hires results in a qualified and diverse candidate pool for each opening and coordinated efforts to support staff with testing and certification processes. Staffing needs are accurately forecast, and collaboration with both internal and external pipeline partners increases the recruitment of new and diverse staff. All hiring processes (e.g. job postings, interview questions, etc.) reflect the district's vision and commitment to equity and ensure that candidates share these values. Students and families are included in the hiring process. Targets for hiring diverse candidates are set, monitored, and reported throughout the hiring process.</p> <p>All new staff experience induction and mentoring support during their initial years in their role. Initial and ongoing professional learning opportunities for all staff focuses</p>

	<p>on developing the skills, mindsets, culture, and practices necessary to enact district and school priorities. Schools are supported in creating inclusive work environments that increase staff retention by ensuring they have the necessary resources, tools, and opportunities to do so. The staff evaluation process reflects district priorities, recognizes strengths, and supports areas of improvement. Equity-driven evaluation data is monitored and used to retain and advance staff in alignment with district values, priorities, and needs.</p>
<p>CONDITIONS <i>The district invests and aligns resources including time, staffing, finances, and programs to prioritize marginalized populations and ensures schools have the necessary flexibility with those resources to address their community's unique needs</i></p>	<p>District leaders prioritize the success of marginalized populations when establishing goals, making decisions, collaboratively organizing support to schools, and reporting outcomes. District office departments (academics, operational, and cultural) implement clear and equitable structures, systems, processes, and policies for addressing school and student needs, and coordinate their services and communication with schools and staff. The district seeks and utilizes stakeholder input and feedback to inform decisions and measure its effectiveness. District departments differentiate support to align with school needs, prioritize marginalized populations, and establish conditions (i.e. people, money, time, program, policy) that allow schools to address their unique community and its needs. Specifically,</p> <ul style="list-style-type: none"> ● District financial allocations reflect its mission, vision, and strategic priorities. Projections of revenues and expenses are data-informed and reliable, the majority of funds follow students, and marginalized populations are prioritized. The district budget process equitably appropriates financial resources to school and student needs, as informed by data. ● The district has the necessary data infrastructure and supports all staff to access and use current qualitative and quantitative data to inform decisions and actions. District office leaders utilize and model coherent district data-management procedures for analyzing and progress monitoring disaggregated qualitative and quantitative data sources on students' academic, developmental, and social-emotional progress and success. ● The district supports schools to manage internal and external partnerships and evaluate their effectiveness in supporting student and family needs. Partnerships with local and regional organizations are strategically developed and leveraged to address outstanding student and family needs.
<p>GOVERNANCE <i>The governing body prioritizes and models equity and inclusivity in its decision-making processes.</i></p>	<p>The governing body prioritizes system-wide equity when exercising its policy making responsibilities and holds its members and district leaders accountable for modeling and advancing a more equitable and inclusive district culture and success outcomes for all stakeholders. The governing body routinely monitors disaggregated student, school, and district data, as well as implementation and impact data reflective of district strategic priorities. The district's governing body represents the population of the community and the district, and members of the governing body seek out and elevate the voices of staff, students, and families from marginalized populations to inform resource allocation and policy decisions. Local collective bargaining processes and agreements reflect district values and ensure equitable and inclusive work environments for all staff.</p>

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4. David J. Quinn Middle School (2022). https://drive.google.com/file/d/1_Ncd-1pcXajjFJn8VpsF3lZvmO8tqdSN/view
5. Hudson High School (2022). https://cdnsm5-ss10.sharpschool.com/UserFiles/Servers/Server_19992749/File/2022-2022%20Student%20Handbook%20English%20FINAL.pdf
6. Redefining Low-income Under the Student Opportunity Act (SY 2021-22). <https://www.doe.mass.edu/infoservices/data/sims/redefining-lowincome.html>

Hudson High School 978-567-6250
 Quinn Middle School 978-567-6210
 Farley Elementary School 978-567-6153
 Forest Ave Elementary School 978-567-6190
 Mulready Elementary School 978-567-6170



Hudson Public Schools
 155 Apsley Street
 Hudson, MA 01749
 978-567-6100
www.hudson.k12.ma.us

2023-2024 SCHOOL YEAR

August/ September 21 days						
Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 20/41 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 18/59 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 16/75 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 21/96 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 28 Teachers Report to School
 Aug. 29 No School - Professional Develop.
 Aug. 29 QMS Grade 5 Orientation
 Aug. 29 HHS Grade 8 Orientation
 Aug. 30 Students Report to School
 Sep. 1 No School
 Sep. 4 No School - Labor Day
 Sep. 7 QMS Open House Grades 6 & 7
 Sep. 14 Open House - Elementary Schools
 Sep. 20 Half Day - Professional Develop.
 Sep. 21 Open House - Hudson High School

Oct. 9 No School - Columbus Day
 Oct. 18 QMS Parent/Teacher Conf. 1/2 day
 Oct. 19 QMS Parent/Teacher Conf. 1/2 day
 Oct. 25 No School - Professional Develop.

Nov. 6 End of 1st Term - Secondary
 Nov. 10 No School - 11th Veterans Day
 Nov. 15 Elem. Parent/Teacher Conf. 1/2 day
 Nov. 16 Elem. Parent/Teacher Conf. 1/2 day
 Nov. 30 HHS Parent/Teacher Conference
 Nov. 22 No School
 Nov. 23-24 No School - Thanksgiving

Dec. 1 End of 1st Trimester - Elementary
 Dec. 6 Half Day - Professional Develop.
 Dec. 25-29 No School - December Break

Jan. 1 No School - New Year
 Jan. 15 No School - Martin Luther King Jr.
 Jan. 23 End of 2nd Term - Secondary
 Jan. 24 Half Day - Professional Develop.

February 16/112 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 20/132 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 17/149 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 22/171 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 9/180 days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Feb. 14 Half Day - Professional Develop.
 Feb. 19-23 No School - February Break

Mar. 6 QMS Parent/Teacher Conf. 1/2 day
 Mar. 7 QMS Parent/Teacher Conf. 1/2 day
 Mar. 12 End of 2nd Trimester - Elementary
 Mar. 21 HHS Parent/Teacher Conference
 Mar. 27 Elem. Parent/Teacher Conf. 1/2 day
 Mar. 28 Elem. Parent/Teacher Conf. 1/2 day
 Mar. 29 No School

April 3 End of 3rd Term - Secondary
 April 10 Half Day - Professional Develop.
 April 15-19 No School - April Break

May 8 Half Day - Professional Develop.
 May 27 No School - Memorial Day

Jun. 1 Hudson High School Graduation
 Jun. 2 HHS Alternate Graduation Date
 Jun. 7 Last Day of Kinder with 0 snow days
 Jun. 13 Last Day of School with 0 snow days
 Jun. 19 No School - Juneteenth
 Jun. 28 Last Possible Day of School

- denotes no school
- denotes full day professional development - no school
- denotes half day professional development

V.

Matters for Discussion

New Business



28 Lord Road, Suite 125, , Marlborough, MA 01752
Telephone: 508-460-0491 Fax: 508-460-0493

School Committee Update – 4th Report (4 of 4)
June 5, 2023

FY23 Highlights & Challenges

- Renovation project for Evolution's new space ADA bathroom and teaching kitchen stalled by challenges with contractor; working with legal team, performance bond agent, and treasurer to address financial impact of increased expenses and disruption of revenue
- [Shared Leadership](#) model in year 3 - transition in leadership positions and structures underway; progress/success metrics underway as part of [2022-2024 goals](#)
- Cultural Proficiency - goal of 100% staff completion of 3-day training underway with AVC's in-house trainers by June 2024; By end of June 2023, more than 50% of staff have completed. Teams from 3 member districts joined AVC's teams at no cost.
- New hiring process has been successful in achieving and maintaining full staff despite workforce shortages in industry.
- Completed DESE compliance review - report forthcoming
- Restarted job-alikes for district leaders in the second half of year with full implementation scheduled for next year
- College and work partnerships for students; higher ed partnerships for staff/interns
- Community night, music performances, college visits, worksites, art shows, prom, graduations, special olympics, student-run catering and coffee shops
- Referrals increased in all programs
- New website and marketing materials to launch summer 2023!
- [FY24 Budget](#) approved May 26 - will be updated September based on outcome of construction project settlement

Major Priorities & Challenges for AVC in FY24

- Continued goals related to student-driven deep learning, cultural proficiency, family partnership, and community engagement
- Assess AVC's long-term facilities needs and develop strategic capital plan
- Develop and implement strategic plan and timeline to launch therapeutic elementary program
- Resume pre-pandemic level facilities rentals and professional development offerings
- Website, communications, marketing materials to be updated
- Personnel policies, handbooks, benefits to be revised



Add a comment

VI.

Matters for Action

Old Business

The Sub-Committee on Policy is conducting a review of the existing Policies under section E “Support Services.” 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 in **red**.

SECTION E – Support Services

Section	Existing Policy	Proposed Change or New Policy
EBLB	<p>Support Services Section: EBLB</p> <p style="text-align: center;">FIRE DRILLS</p> <p>Two fire drills the first month, and one every other month are required by the Hudson School Committee. It is the responsibility of the school principal to see that this requirement is met, without exception. It is the responsibility of the school principal to organize the evacuation procedure in his building, and to instruct teachers, pupils, and other school employees in the carrying out of the evacuation procedure.</p> <p>It is the responsibility of the principal to instruct every staff member and school employee in the way to sound the school fire alarm. It is the responsibility of the school principal to make the necessary arrangements to insure that the Hudson Fire Department is notified as soon as any fire is discovered.</p> <p>It is a requirement of this School Committee that fire drills be held at various times during the school day, under various circumstances. Fire drills shall be held when pupils are in the auditorium, the lunch room, and the gymnasium. It shall be a regular practice to block some exits during fire drills.</p> <p>The Superintendent of Schools shall be notified as soon as</p>	<p>Support Services Section: EBLB</p> <p style="text-align: center;">FIRE DRILLS</p> <p>Two fire drills the first month, and one every other month are required by the Hudson School Committee. It is the responsibility of the school principal to see that this requirement is met, without exception. It is the responsibility of the school principal to organize the evacuation procedure in his building, and to instruct teachers, pupils, and other school employees in the carrying out of the evacuation procedure.</p> <p>It is the responsibility of the principal to instruct every staff member and school employee in the way to sound the school fire alarm. It is the responsibility of the school principal to make the necessary arrangements to insure that the Hudson Fire Department is notified as soon as any fire is discovered.</p> <p>It is a requirement of this School Committee that fire drills be held at various times during the school day, under various circumstances. Fire drills shall be held when pupils are in the auditorium, the lunch room, and the gymnasium. It shall be a regular practice to block some exits during fire drills.</p> <p>The Superintendent of Schools shall be notified as soon as possible</p>

	<p>possible of any fire in a school building.</p> <p>Adopted by the Hudson School Committee: September 23, 1980</p>	<p>of any fire in a school building.</p> <p>Adopted by the Hudson School Committee: September 23, 1980</p>
<p>ECAA</p>	<p>Support Services Section: ECAA</p> <p style="text-align: center;">USE OF CAMERAS FOR SAFETY AND SECURITY</p> <p>The purpose of security cameras in the Hudson Public Schools is to enhance security, and deter misconduct and crimes. Additionally, the security cameras may assist in the investigation of such misconduct or crimes, and any subsequent disciplinary, civil, or criminal actions. This policy pertains only to security cameras owned, operated and maintained by the Hudson Public Schools.</p> <p>While the Hudson Public Schools security camera policy is designed to enhance the safety of our school buildings and grounds, there is also recognition of an individual’s right to privacy in certain situations as defined by law. Therefore, the Hudson Public School’s security cameras will be placed only in areas that do not violate the reasonable expectation of privacy as defined by law. In schools or on school property where security cameras are being used, there will be posted signs to notify individuals that they are in an area of recording.</p> <p>There will be limited access to the security camera recordings. This access shall be limited to Authorized Persons only. In this policy, the term “Authorized Person” shall be defined as the Superintendent of Schools or his/her authorized designee(s), the School Principal, Assistant Principals, the District Director of Technology, the School Resource Officers or the Hudson Police Department.</p>	<p>Support Services Section: ECAA (Replaced by ECAF)</p> <p style="text-align: center;">USE OF CAMERAS FOR SAFETY AND SECURITY</p> <p>The purpose of security cameras in the Hudson Public Schools is to enhance security, and deter misconduct and crimes. Additionally, the security cameras may assist in the investigation of such misconduct or crimes, and any subsequent disciplinary, civil, or criminal actions. This policy pertains only to security cameras owned, operated and maintained by the Hudson Public Schools.</p> <p>While the Hudson Public Schools security camera policy is designed to enhance the safety of our school buildings and grounds, there is also recognition of an individual’s right to privacy in certain situations as defined by law. Therefore, the Hudson Public School’s security cameras will be placed only in areas that do not violate the reasonable expectation of privacy as defined by law. In schools or on school property where security cameras are being used, there will be posted signs to notify individuals that they are in an area of recording.</p> <p>There will be limited access to the security camera recordings. This access shall be limited to Authorized Persons only. In this policy, the term “Authorized Person” shall be defined as the Superintendent of Schools or his/her authorized designee(s), the School Principal, Assistant Principals, the District Director of Technology, the School Resource Officers or the Hudson Police Department.</p> <p>The Superintendent of Schools shall develop administrative guidelines to ensure that the aims of this policy are achieved.</p>

	<p>The Superintendent of Schools shall develop administrative guidelines to ensure that the aims of this policy are achieved.</p> <p>Adopted by the Hudson School Committee: April 26, 2011</p>	<p>Adopted by the Hudson School Committee: April 26, 2011</p>
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The Sub-Committee on Policy is conducting a review of the existing Policies under section G “Personnel.” 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 in **red**.

SECTION G – Personnel

Section	Existing Policy	Proposed Change or New Policy
GBA	<p style="text-align: center;">Personnel</p> <p style="text-align: center;">Section: GBA</p> <p>EQUAL EMPLOYMENT OPPORTUNITY</p> <p>The Hudson School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.</p> <p>All administrators and supervisors are expected to fully support this program through shared participation in its implementation and in ensuring employment decisions that result in fair and equitable treatment of all applicants and employees.</p> <p>Notifications A copy of this policy and its accompanying regulations will be distributed to all employees of the district. All application forms and advertisements for open positions will carry a notice that the Hudson Public Schools is an equal opportunity employer.</p> <p>SOURCE: MASC September 2016</p>	<p style="text-align: center;">Personnel</p> <p style="text-align: center;">Section: GBA</p> <p>EQUAL EMPLOYMENT OPPORTUNITY</p> <p>The Hudson School Committee subscribes to the principle of the dignity of all people and of their labors. Any individual who is responsible for hiring and/or personnel supervision must understand that applicants are employed, assigned, and promoted without regard to their race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.</p> <p>Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability.</p> <p>*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.</p> <p>SOURCE: MASC - Updated 2022</p> <p>LEGAL REF.: M.G.L. 151B:4; 603 CMR 26:00</p>

	<p>LEGAL REF.: M.G.L. 151B:4; BESE Regulations 603 CMR 26:00 CROSS REF.: AC, Nondiscrimination</p>	<p>Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>NOTE: Although it is not usually necessary to have a policy that simply restates existing law, in this case it is important to reaffirm the School Committee's commitment to equal opportunity and to remind the hiring authorities in the District that many considerations other than District educational goals are factors to be considered.</p>
GCF	<p>Personnel Section: GCF</p> <p>PROFESSIONAL STAFF HIRING</p> <p>Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.</p> <p>It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.</p> <p>It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification</p>	<p>Personnel Section: GCF</p> <p>PROFESSIONAL STAFF HIRING</p> <p>Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions.</p> <p>It is the responsibility of the Superintendent, and of persons to whom they delegate this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.</p> <p>It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position in which they will serve.</p>

requirements and the requirements of the Committee for the type of position for which **the nomination is made**.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

SOURCE: MASC September 2016

UPDATED: June 2012

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)
Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to **race***, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law..
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

***race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.**

SOURCE: MASC - Updated **2022**

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)

<p>BESE Regulations 603 CMR 7:00, 26:00, and 44:00 NOTE: School Committees may determine the size and composition of the screening committee.</p>	<p>603 CMR 7:00, 26:00, and 44:00 Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117 NOTE: School Committees may determine the size and composition of the screening committee.</p>
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The Sub-Committee on Policy is conducting a review of the existing Policies under section I “Instructional Program.” 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 in **red**.

SECTION I – Instructional Program

Section	Existing Policy	Proposed Change or New Policy
IBA	<p>Instructional Program Section: IBA</p> <p>CONTROVERSIAL MATTERS IN CLASSROOMS</p> <p>Free and open discussions that present all aspects of issues which concern man are hallmarks of education in a democracy. Whether such issues are controversial is not the matter for dispute; it is whether the discussions are presented fairly that determines their justification in the classroom.</p> <p>Students and teachers have the right to speak out on controversial matters without fear of reprisal.</p> <p>It is not the policy of this Committee to regard obscene language or actions as controversial matters open to discussion. They are regarded as causes for disciplinary action, and may lead to removal.</p>	<p>Instructional Program Section: IBA</p> <p>CONTROVERSIAL MATTERS IN CLASSROOMS</p> <p>Free and open discussions that present all aspects of issues which concern man are hallmarks of education in a democracy. Whether such issues are controversial is not the matter for dispute; it is whether the discussions are presented fairly that determines their justification in the classroom.</p> <p>Students and teachers have the right to speak out on controversial matters without fear of reprisal.</p> <p>It is not the policy of this Committee to regard obscene language or actions as controversial matters open to discussion. They are regarded as causes for disciplinary action, and may lead to removal.</p>
IMAA	<p>Instructional Program Section: IMAA</p> <p>POLICY ON PLANBOOKS</p> <p>In order to establish a systematic approach to classroom instruction, classroom and specialized area teachers shall prepare in advance an outline of their plans utilizing either a "planbook" supplied by the system or an approved alternative. The "plans" shall be prepared, absent unusual circumstances, one week or</p>	<p>Instructional Program Section: IMAA</p> <p>POLICY ON PLANBOOKS</p> <p>In order to establish a systematic approach to classroom instruction, classroom and specialized area teachers shall prepare in advance an outline of their plans utilizing either a "planbook" supplied by the system or an approved alternative. The "plans" shall be prepared, absent unusual circumstances, one week or</p>

	<p>cycle in advance. The planbook shall be made available to appropriate administrative personnel and/or department heads for review and comment. Individuals reviewing a "planbook" shall date and sign the pages/sheets reviewed. Comments or suggestions for improvement shall be made in writing by the reviewer.</p> <p>Although planbooks may be collected at the close of school, the planbooks are the property of the teacher and shall be returned after review. Teachers will be notified in advance, if any material from the planbook is to be copied or used in an evaluation process.</p> <p>Approved on: 01/13/1981</p>	<p>cycle in advance. The planbook shall be made available to appropriate administrative personnel and/or department heads for review and comment. Individuals reviewing a "planbook" shall date and sign the pages/sheets reviewed. Comments or suggestions for improvement shall be made in writing by the reviewer.</p> <p>Although planbooks may be collected at the close of school, the planbooks are the property of the teacher and shall be returned after review. Teachers will be notified in advance, if any material from the planbook is to be copied or used in an evaluation process.</p>
IMDB	<p>Instructional Program Section: IMDB</p> <p style="text-align: center;">POLICY ON FLAG SALUTE</p> <p>The "Pledge of Allegiance to the Flag" shall be recited at the commencement of schools in all grades each day. All teachers and pupils shall have the opportunity to participate in the recitation.</p> <p>Approved on: 01/13/1981</p>	<p>Instructional Program Section: IMDB</p> <p style="text-align: center;">POLICY ON FLAG SALUTE</p> <p>The "Pledge of Allegiance to the Flag" shall be recited at the commencement of schools in all grades each day. All teachers and pupils shall have the opportunity to participate in the recitation.</p>
IMDC	<p>Instructional Program Section: IMDC</p> <p style="text-align: center;">POLICY ON CELEBRATION OF HOLIDAYS</p> <p>The following shall apply to the recognition of Holidays in the Hudson Public Schools:</p> <ol style="list-style-type: none"> 1. Keep decorations and displays simple. Feature artwork done by the children. 	<p>Instructional Program Section: IMDC</p> <p style="text-align: center;">POLICY ON CELEBRATION OF HOLIDAYS</p> <p>The following shall apply to the recognition of Holidays in the Hudson Public Schools:</p> <ol style="list-style-type: none"> 1. Keep decorations and displays simple. Feature artwork done by the children.

<ol style="list-style-type: none"> 2. Holiday greens may not be used for decorations, except for whole evergreen trees. If trees are used, they must be set in water or wet sand. No electrical decorations may be used in school buildings. 3. The historical significance of all religious holidays are valid topics for discussion when they arise in literature, social studies, art, or music classes. However, the religious significance should be left to the church and home. 4. No change should be made in the music ordinarily taught and sung in the classrooms. Carols are the traditional songs of the season, and they can be sung as usual. Music is taught as music, not as religion. 5. No change should be made in art lessons and activities other than those mentioned above. The masterpieces of the world's great artists are taught as art, not as religion. 6. Gifts may not be exchanged among pupils in the classrooms as a part of a school program. 7. Children and parents should be discouraged from bringing gifts to their teachers and from taking up collections for gifts. 8. Auditorium programs or assemblies held during this holiday period are to be secular and not religious in nature. <p>All decorations, displays, etc., must be removed by the teacher during the week following any holiday or celebration.</p> <p>Approved on: 12/14/2004</p>	<ol style="list-style-type: none"> 2. Holiday greens may not be used for decorations, except for whole evergreen trees. If trees are used, they must be set in water or wet sand. No electrical decorations may be used in school buildings. 3. The historical significance of all religious holidays are valid topics for discussion when they arise in literature, social studies, art, or music classes. However, the religious significance should be left to the church and home. 4. No change should be made in the music ordinarily taught and sung in the classrooms. Carols are the traditional songs of the season, and they can be sung as usual. Music is taught as music, not as religion. 5. No change should be made in art lessons and activities other than those mentioned above. The masterpieces of the world's great artists are taught as art, not as religion. 6. Gifts may not be exchanged among pupils in the classrooms as a part of a school program. 7. Children and parents should be discouraged from bringing gifts to their teachers and from taking up collections for gifts. 8. Auditorium programs or assemblies held during this holiday period are to be secular and not religious in nature. <p>All decorations, displays, etc., must be removed by the teacher during the week following any holiday or celebration.</p>
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The Sub-Committee on Policy is conducting a review of the existing Policies under section J “Students.” 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 in **red**.

SECTION J – Students

Section	Existing Policy	Proposed Change or New Policy
JB	<p style="text-align: center;">Students</p> <p style="text-align: center;">Section: JB</p> <p style="text-align: center;">EQUAL EDUCATIONAL OPPORTUNITIES</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, homeless status, 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, support services, 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</p>	<p style="text-align: center;">Students</p> <p style="text-align: center;">Section: JB</p> <p style="text-align: center;">EQUAL EDUCATIONAL OPPORTUNITIES</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, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.</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, support services, and extracurricular and athletic activities.</p>

<p>followed.</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) 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.</p>	<p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p> <p>*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.</p> <p>SOURCE: MASC - Updated 2021</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964</p> <p>Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972</p> <p>Executive Order 11246, as amended by E.O. 11375</p> <p>Title IX, Education Amendments of 1972</p> <p>M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)</p> <p>603 CMR 26:00</p> <p>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>Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117</p> <p>CROSS REF.: AC, Nondiscrimination</p>
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<p>JFBB</p>	<p>Students</p> <p style="text-align: right;">Section: JFBB</p> <p>SCHOOL CHOICE</p> <p>It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:</p> <ol style="list-style-type: none"> 1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students. 2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision. 3. That resident students be given priority placement in any classes or programs within the District. 4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings. 5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program. 6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis 	<p>Students</p> <p style="text-align: right;">Section: JFBB</p> <p>SCHOOL CHOICE</p> <p>It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:</p> <ol style="list-style-type: none"> 1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students. 2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision. 3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings. 4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program. 5. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, athletic
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	<p>of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.</p> <p>SOURCE: MASC March 2018</p> <p>LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B</p> <p>BESE Regulations 603 CMR 26:00</p>	<p>performance, academic performance, or proficiency in the English language.</p> <p>*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.</p> <p>SOURCE: MASC - Updated 2022</p> <p>LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B</p> <p>603 CMR 26:00</p> <p>Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117</p>
JIB		<p>JIB - STUDENT INVOLVEMENT IN DECISION-MAKING</p> <p>As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.</p> <p>The School Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.</p> <p>Students will be welcomed at School Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.</p>

		<p><u>Student Advisory Committee</u></p> <p>As required by state law, the School Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.</p> <p>SOURCE: MASC - Reviewed 2021</p> <p>LEGAL REF.: M.G.L. 71:38M</p> <p>CROSS REF.: BDE, Advisory Committees to the School Committee</p>
JIBAA	<p>Students Section: JIBAA</p> <p style="text-align: center;">HIGH SCHOOL STUDENT GOVERNANCE</p> <p>The Hudson School Committee (“Committee”) affirms the importance of giving all Hudson High School students the opportunity to have a voice, discuss, and be engaged in issues and policies at the high school. To that end, the Committee affirms the creation of student clusters or teams for students to engage in this participatory process and bring their ideas to the Hudson High School Community Council (“Community Council” for consensus. Details regarding the Community Council are outlined in its constitution. The Community Council is not the School Council pursuant to Massachusetts General Laws. C. 71, § 59C. The Community Council will have the opportunity to consider and provide recommendations to the High School Principal,</p>	<p>Students Section: JIBAA</p> <p>(Replaced by JIB)</p> <p style="text-align: center;">HIGH SCHOOL STUDENT GOVERNANCE</p> <p>The Hudson School Committee (“Committee”) affirms the importance of giving all Hudson High School students the opportunity to have a voice, discuss, and be engaged in issues and policies at the high school. To that end, the Committee affirms the creation of student clusters or teams for students to engage in this participatory process and bring their ideas to the Hudson High School Community Council (“Community Council” for consensus. Details regarding the Community Council are outlined in its constitution. The Community Council is not the School Council pursuant to Massachusetts General Laws. C. 71, § 59C. The</p>

	<p>Superintendent, and Committee on policies and rules contained in the Hudson High School Student Handbook and other matters pertaining to the climate and curriculum of the high school except where contraindicated by state and federal law and/or Committee police (e.g. personnel and collective bargaining issues.) The Principal, Superintendent, and/or Committee may veto any action or recommendation of the Council.</p>	<p>Community Council will have the opportunity to consider and provide recommendations to the High School Principal, Superintendent, and Committee on policies and rules contained in the Hudson High School Student Handbook and other matters pertaining to the climate and curriculum of the high school except where contraindicated by state and federal law and/or Committee police (e.g. personnel and collective bargaining issues.) The Principal, Superintendent, and/or Committee may veto any action or recommendation of the Council.</p>
JIBB	<p>Students Section: JIBB</p> <p style="text-align: center;">STUDENT SCHOOL COMMITTEE MEMBER</p> <p>One student from Hudson High School will be selected to serve as a non-voting, ex-officio member of the School Committee. The student will have the right to attend all regular School Committee meetings with the exception of executive sessions.</p> <p>Added on: 5/10/1994</p>	<p>Students Section: JIBB</p> <p style="text-align: center;">STUDENT SCHOOL COMMITTEE MEMBER</p> <p>At least one student from Hudson High School will be selected to serve as a non-voting, ex-officio member of the School Committee. The student will have the right to attend all regular School Committee meetings with the exception of executive sessions.</p>
JIC	<p>Students Section: JIC</p> <p style="text-align: center;">STUDENT DISCIPLINE</p> <p>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</p> <p>Each Principal or designee (hereinafter “Principal”) shall include a non-exhaustive list of prohibited actions in the student handbook or</p>	<p>Students Section: JIC</p> <p style="text-align: center;">STUDENT DISCIPLINE</p> <p>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</p> <p>Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.</p>

other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the **procedures outlined in this policy**.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

M.G.L. ch. 71, Sections 37H and 37H1/2

M.G.L. ch. 71, Section 37H authorizes a principal to suspend or expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- **possession of a dangerous weapon including, but not limited to, a gun or knife.**
- **possession of a controlled substance (including marijuana, cocaine, heroin)**
- **assault on educational staff, including threats, as defined in relevant statutes.**

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal complaint if the principal determines that the student's continued presence in school would have "a substantial detrimental effect on the general welfare of the school." If a student is convicted of a felony or makes an

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the **remainder of this policy, law, or regulation**.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried.

Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the

admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school." Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal or designee ("Principal") shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

In accordance with applicable Massachusetts law, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a

Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as

<p><u>In School Suspension</u> - not more than 10 days consecutively or cumulatively</p> <p>The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.</p> <p>The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.</p> <p><u>Principal's Hearing</u> - Short Term Suspension of up to 10 days</p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.</p> <p>The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.</p> <p>The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed</p>	<p>needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.</p> <p><u>Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)</u></p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.</p>
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<p>the disciplinary offense, and, if so, what remedy or consequence will be imposed.</p> <p>The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.</p> <p><u>Principal's Hearing</u> - Long Term Suspension of more than 10 days but no more than 90 days (consecutive or cumulative)</p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented</p>	<p>The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.</p> <p>If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until</p>
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<p>by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.</p> <p>The Principal shall provide the student and parent/guardian, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.</p> <p>If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than</p>	<p>the Superintendent decides to reverse the Principal's determination on appeal.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.</p> <p><u>Superintendent's Hearing</u></p> <p>A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.</p> <p>The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.</p> <p>The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.</p> <p>The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.</p> <p>The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian</p>
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English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent or designee (hereinafter "Superintendent").

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian

<p>The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.</p> <p>The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.</p> <p>The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.</p> <p><u>Expulsion</u></p> <p>Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to</p>	<p>of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.</p> <p>Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.</p> <p>The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.</p> <p>The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.</p> <p>For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.</p>
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such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - **Updated 2022**

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#)

603 CMR [53.00](#)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

REFS.: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 - <https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.
- <https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. [71, S. 37H](#) or [37H½](#). The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

	<p>LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00</p> <p>NOTE: The DESE regulations on student discipline and this policy, consistent with Massachusetts law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the above referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Such removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.</p>	
JJ		<p>JJ - CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES</p> <p>The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of</p>

		<p>students.</p> <p>The following will serve as guides in the organization of student activities:</p> <ol style="list-style-type: none"> 1. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility. 2. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance. 3. All activities will be supervised; all clubs and groups will have a faculty advisor. <p>SOURCE: MASC - Updated 2021</p> <p>LEGAL REF.: M.G.L. <u>71:47</u></p> <p>603 CMR <u>26.00</u></p> <p>NOTE: This category is useful for a general policy on student activities and for establishing definitions.</p>
JJA		<p>JJA - STUDENT ORGANIZATIONS</p> <p><u>Student Organizations</u></p> <p>Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative</p>

procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the principal and superintendent.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school district or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is

		<p>responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.</p> <p>SOURCE: MASC - Reviewed 2021</p> <p>CROSS REF: <u>JICF</u>, Gang Activities/Secret Societies</p> <p>LEGAL REF.: 603 CMR <u>26.00</u></p>
JJAB	<p>Students Section: JJAB</p> <p style="text-align: center;">POSTERS ANNOUNCING MEETINGS OR EVENTS SPONSORED BY STUDENT GROUPS</p> <p>Posters announcing meetings or events sponsored by student groups may be placed only in areas designated by the school administration. Prior to displaying any poster, the student group must have it initialed by an administrator indicating that it complies with this policy. The purpose of the posters is to identify the sponsoring student group and the dates, times and places of its meeting or events and, therefore, may not contain other material including website information. Posters must be appropriate for school-aged children and may not promote anything illegal or immoral, be pervasively indecent or vulgar, create a disruption in the school environment, or violate in any way the policies of the Hudson School Committee, including its policy prohibiting discrimination on the basis of race, gender, gender identity, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin.</p>	<p>Students Section: JJAB</p> <p style="text-align: center;">POSTERS ANNOUNCING MEETINGS OR EVENTS SPONSORED BY STUDENT GROUPS</p> <p>Posters announcing meetings or events sponsored by student groups may be placed only in areas designated by the school administration. Prior to displaying any poster, the student group must have it initialed by an administrator indicating that it complies with this policy. The purpose of the posters is to identify the sponsoring student group and the dates, times and places of its meeting or events and, therefore, may not contain other material including website information. Posters must be appropriate for school-aged children and may not promote anything illegal or immoral, be pervasively indecent or vulgar, create a disruption in the school environment, or violate in any way the policies of the Hudson School Committee, including its policy prohibiting discrimination on the basis of race, gender, gender identity, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin.</p>

JJJA	<p>Students</p> <p style="text-align: right;">Section: JJJA</p> <p>EXTRACURRICULAR ACTIVITIES AT HUDSON HIGH SCHOOL</p> <ol style="list-style-type: none"> 1. At Hudson High School, extracurricular activities fall generally into five categories: <ol style="list-style-type: none"> a. Those on-campus social events open both to Hudson High School students and others. b. Those basically educational events, such as trips to national and local centers of interest, business concerns, films, etc. c. Those trips which are both educational and social in nature, such as athletic events, theatrical performances, lectures, etc. d. Those off-campus social events open to Hudson High School students and their guests, such as proms and banquets. e. Those events which are primarily money-makers, such as car washes, candy sales, etc. 2. Permission for these activities may be granted by the Superintendent or the principal of the high school. 3. The following administrative policies will be observed before permission is requested. <ol style="list-style-type: none"> a. A determination must be made as to the educational and/or social values of the event compared to the effort necessary. b. If all or part of the event is to occur during school time, yet away from the school, permission must be granted by a parent or guardian for the student to participate. c. Staff supervision must be available. d. Since there are special activities in which participation by 	<p>Students</p> <p>(Replaced by JJ)</p> <p style="text-align: right;">Section: JJJA</p> <p>EXTRACURRICULAR ACTIVITIES AT HUDSON HIGH SCHOOL</p> <ol style="list-style-type: none"> 1. At Hudson High School, extracurricular activities fall generally into five categories: <ol style="list-style-type: none"> a. Those on-campus social events open both to Hudson High School students and others. b. Those basically educational events, such as trips to national and local centers of interest, business concerns, films, etc. c. Those trips which are both educational and social in nature, such as athletic events, theatrical performances, lectures, etc. d. Those off-campus social events open to Hudson High School students and their guests, such as proms and banquets. e. Those events which are primarily money-makers, such as car washes, candy sales, etc. 2. Permission for these activities may be granted by the Superintendent or the principal of the high school. 3. The following administrative policies will be observed before permission is requested. <ol style="list-style-type: none"> a. A determination must be made as to the educational and/or social values of the event compared to the effort necessary. b. If all or part of the event is to occur during school time, yet away from the school, permission must be granted by a parent or guardian for the student to participate. c. Staff supervision must be

	<p>the student is voluntary, special rules, such as type of dress, may be established.</p> <p>e. Since the type of supervision that staff members are assuming is unique during these events, they must be given freedom to act in response to the specific situation in matters of admission to the event and freedom of movement and conduct during the event.</p> <p>f. Students who reject the supervision must face the possibility of disciplinary action upon receipt of a report by the supervisor and a hearing.</p>	<p>available.</p> <p>d. Since there are special activities in which participation by the student is voluntary, special rules, such as type of dress, may be established.</p> <p>e. Since the type of supervision that staff members are assuming is unique during these events, they must be given freedom to act in response to the specific situation in matters of admission to the event and freedom of movement and conduct during the event.</p> <p>f. Students who reject the supervision must face the possibility of disciplinary action upon receipt of a report by the supervisor and a hearing.</p>
<p>JLIA</p>	<p>Students Section: JLIA</p> <p style="text-align: center;">SUPERVISION OF PUPILS DURING THE SCHOOL DAY AND AT SCHOOL SPONSORED ACTIVITIES</p> <p>Pupils shall be supervised by school personnel on school grounds at all times during the school day.</p> <p>If an emergency arises which causes the teacher to be away from his class for a short period of time, he shall notify the appropriate administrator as soon as possible, as well as the nearest classroom teacher.</p> <p>Supervision by members of the school staff shall be scheduled by the school principal at all regularly scheduled school social and athletic events.</p> <p>Added on: 01/13/1981</p>	<p>Students Section: JLIA</p> <p style="text-align: center;">SUPERVISION OF PUPILS DURING THE SCHOOL DAY AND AT SCHOOL SPONSORED ACTIVITIES</p> <p>Pupils shall be supervised by school personnel on school grounds at all times during the school day.</p> <p>If an emergency arises which causes the teacher to be away from his class for a short period of time, he shall notify the appropriate administrator as soon as possible, as well as the nearest classroom teacher.</p> <p>Supervision by members of the school staff shall be scheduled by the school principal at all regularly scheduled school social and athletic events.</p>
<p>JM</p>	<p>Students</p>	<p>Students</p>

	<p style="text-align: center;">Section: JM</p> <p style="text-align: center;">HIGH SCHOOL GRADUATION AWARDS</p> <p>Gifts of scholarships, prizes, and awards to be included in the Hudson High School graduation ceremony must be approved by the Hudson School Committee upon the inception of said award.</p> <p>The rules and conditions which govern the scholarships, prizes or awards must be outlined for the approval of the Hudson School Committee, if the donor plans a plan of selection other than that used by the High School Scholarship Committee</p> <p>Added on: 09/14/2004</p>	<p style="text-align: center;">Section: JM</p> <p style="text-align: center;">HIGH SCHOOL GRADUATION AWARDS</p> <p>Gifts of scholarships, prizes, and awards to be included in the Hudson High School graduation ceremony must be approved by the Hudson School Committee upon the inception of said award.</p> <p>The rules and conditions which govern the scholarships, prizes or awards must be outlined for the approval of the Hudson School Committee, if the donor plans a plan of selection other than that used by the High School Scholarship Committee</p>
JRA-R	<p>Students</p> <p style="text-align: center;">Section: JRA-R</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.</p> <p>Application of Rights</p> <p>603 CMR 23.00 is promulgated to insure parents’ and students’ rights of</p>	<p>Students</p> <p style="text-align: center;">Section: JRA-R</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.</p> <p>Application of Rights</p> <p>603 CMR 23.00 is promulgated to insure parents’ and students’ rights of</p>

<p>confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.</p> <p>(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.</p> <p>(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.</p> <p>(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.</p> <p>(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.</p> <p>Definition of Terms</p> <p>The various terms as used in 603 CMR 23.00 are defined below:</p> <p>Access: shall mean inspection or copying of a student record, in whole or in part. Authorized school personnel: shall consist of three groups:</p> <p>(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the</p>	<p>confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.</p> <p>(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.</p> <p>(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.</p> <p>(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.</p> <p>(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.</p> <p>Definition of Terms</p> <p>The various terms as used in 603 CMR 23.00 are defined below:</p> <p>Access: shall mean inspection or copying of a student record, in whole or in part. Authorized school personnel: shall consist of three groups:</p> <p>(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School</p>
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<p>student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School</p> <p>Committee shall have access only to the student record information that is required for them to perform their duties.</p> <p>(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.</p> <p>(3) The evaluation team which evaluates a student.</p> <p>Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.</p> <p>Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.</p> <p>Parent: shall mean a student’s father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.</p> <p>Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.</p>	<p>Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School</p> <p>Committee shall have access only to the student record information that is required for them to perform their duties.</p> <p>(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.</p> <p>(3) The evaluation team which evaluates a student.</p> <p>Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.</p> <p>Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.</p> <p>Parent: shall mean a student’s father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.</p> <p>Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age child with special needs:</p>
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<p>School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.</p> <p>Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person’s employment by the School Committee.</p> <p>The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student’s name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.</p> <p>The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.</p> <p>Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.</p> <p>Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the</p>	<p>shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.</p> <p>School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.</p> <p>Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person’s employment by the School Committee.</p> <p>The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student’s name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.</p> <p>The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.</p> <p>Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.</p> <p>Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained</p>
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<p>information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:</p> <p>(a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;</p> <p>(b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and</p> <p>(c) school nurses who inspect the student health record.</p> <p>Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.</p> <p>(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.</p> <p>(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.</p> <p>(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.</p> <p>(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent,</p>	<p>access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:</p> <p>(a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;</p> <p>(b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and</p> <p>(c) school nurses who inspect the student health record.</p> <p>Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.</p> <p>(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.</p> <p>(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.</p> <p>(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.</p>
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<p>prior to gaining access to the student record.</p> <p>Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.</p> <p>Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.</p> <p>(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.</p> <p>(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.</p> <p>(c) A school may release information regarding a student upon receipt of</p>	<p>(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.</p> <p>Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.</p> <p>Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.</p> <p>(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.</p> <p>(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to</p>
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<p>a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.</p> <p>(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.</p> <p>(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.</p> <p>(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.</p> <p>(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.</p> <p>(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the</p>	<p>notify the parent or eligible student of the order or subpoena in advance of compliance.</p> <p>(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.</p> <p>(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.</p> <p>(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.</p> <p>(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.</p> <p>(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under</p>
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<p>performance of official duties, without the consent of the eligible student or parent.</p> <p>Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.</p> <p>(a) A non-custodial parent is eligible to obtain access to the student record unless:</p> <ol style="list-style-type: none"> 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or 2. the parent has been denied visitation, or 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. <p>(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).</p> <p>(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.</p> <p>(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).</p>	<p>603 CMR 23.10.</p> <p>(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.</p> <p>Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.</p> <p>(a) A non-custodial parent is eligible to obtain access to the student record unless:</p> <ol style="list-style-type: none"> 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or 2. the parent has been denied visitation, or 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. <p>(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).</p> <p>(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.</p>
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<p>(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.</p> <p>(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.</p> <p>At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:</p> <p>(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.</p> <p>(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.</p> <p>In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.</p> <p>SOURCE: MASC LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12</p>	<p>(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).</p> <p>(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.</p> <p>(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.</p> <p>At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:</p> <p>(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.</p> <p>(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.</p> <p>In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.</p> <p>SOURCE: MASC LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended</p>
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	<p>Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995 CROSS REF: KDB, Public’s Right to Know</p> <p>Added on: 03/25/2014</p>	<p>P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995 CROSS REF: KDB, Public’s Right to Know</p>
<p>JRA</p>	<p>Students Section: JRA</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student’s parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.</p> <p>The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student’s transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.</p>	<p>Students Section: JRA</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>In order to provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.</p> <p>The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school district.</p>

	<p>The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out any personal information, except to the extent that such information is “directory information” and is not the subject of written objection by a parent/eligible student under the process set forth in the school’s handbook.</p> <p>LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994</p> <p>M.G.L. 66:10 71:34A, B, D, E, H</p> <p>Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.</p> <p>603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 also</p> <p>Mass Dept. of Elementary and Secondary Education publication <u>Student Records; Questions, Answers and Guidelines</u>, Sept. 1995</p> <p>SOURCE: MASC</p> <p>CROSS REF: KDB, Public’s Right to Know</p>	<p>The Committee wishes to make clear that all individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.</p> <p>LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H 603 CMR 23.00</p> <p>SOURCE: MASC - Reviewed 2021</p> <p>CROSS REF: KDB, Public's Right to Know</p>
JRD	<p>Students Section: JRD</p> <p style="text-align: center;">STUDENT PHOTOGRAPHS</p> <p>The opportunity to have photographs taken shall be made available annually to all students in the Hudson Public Schools, on a date selected by each building principal, and approved by the Superintendent of Schools.</p> <p>The cost of the photographs charged to each student shall be the actual</p>	<p>Students Section: JRD</p> <p style="text-align: center;">STUDENT PHOTOGRAPHS</p> <p>Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.</p>

<p>cost to the school as indicated by the photography firm. No profit shall be made by the school system or individual school on the sale of student photographs. The School Committee shall be notified of the firm selected. If the firm offering the lowest price is not selected, the School Committee shall receive an explanation for the choice of another firm.</p> <p>A minimum of three firms shall be invited annually to submit cost proposals for providing student photographs. The proposals submitted by each firm shall be reviewed at a Superintendent's Advisory Team meeting, and a selection made by consensus. The firm selected shall provide an opportunity for student photographs for all Hudson Public Schools.</p> <p>No employee of the Hudson Public Schools shall receive any fee or remuneration from the photography firm as a consequence of taking student photographs.</p> <p>Added on: 01/13/1981</p>	<p>Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.</p> <p>Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.</p> <p>The purpose of the policy is to:</p> <ul style="list-style-type: none">• Enhance the safety of students through visual identification in an emergency situation.• Facilitate the social, educational, and administrative activities conducted in the school.• Provide a service to parents/guardians and students.• Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal. <p>LEGAL REF.: M.G.L. 30B:1(b)(31)</p> <p>SOURCE: MASC - Updated 2021</p>
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HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW
2022-2023

The Sub-Committee on Policy is conducting a review of the existing Policies under section K “Community Relations.” 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 in **red**.

SECTION K – Community Relations

Section	Existing Policy	Proposed Change or New Policy
KCD	<p>Community Relations Section: KCD</p> <p>PUBLIC GIFTS TO THE SCHOOLS</p> <p>The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools. Gifts that would involve changes in school plants or sites will be subject to School Committee approval. Gifts will automatically become the property of the school district. Any gift of cash, whether or not intended by the donor for a specific purpose, will be accepted by vote of the School Committee, handled as a separate account and expended at the discretion of the Committee, as provided by law. The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.</p> <p>SOURCE: MASC 10/16 LEGAL REF.: M.G.L. 71:37A</p> <p>Added: 06/12/2018</p>	<p>Community Relations Section: KCD</p> <p>PUBLIC GIFTS TO THE SCHOOLS</p> <p>In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure or use. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.</p> <p>Gifts will automatically become the property of the school district. Any gift of cash, regardless of donor intent, will be accepted by vote of the School Committee kept separate from the general fund, and expended at the discretion of the Committee, as provided by law.</p> <p>The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.</p> <p>SOURCE: MASC - Updated 2022 LEGAL REFS.: M.G.L. 44:53A, 71:37A CROSS REFS.: DD, Grants, Proposals, and Special Projects GBEBD, Online Fundraising and Solicitation-- Crowdfunding</p>

VI.

Matters for Action

New Business



May 25, 2023

Marco C. Rodrigues, Superintendent
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749

VIA EMAIL

mcrodrigues@hudson.k12.ma.us

Dear Marco:

Please be advised that on May 24, 2023, the Custodial unit contract was overwhelmingly approved by the membership.

Thank you in advance for ensuring that the terms of the agreement are appropriately implemented.

Sincerely,

Tyrone C. Housey

Tyrone C. Housey
Union Representative

Cc. Via email: Union bargaining committee

Memorandum of Agreement

by and between

Hudson Public Schools and AFSCME Council 93, Local 3625

Pursuant to the Provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement (“MOA”) is made and entered into by the Hudson School Committee (hereinafter referred to as the “Committee”) and AFSCME Council 93, Local 3652 (hereinafter referred to as the “Union”). Except as amended herein the terms of the collective bargaining agreement with a term of July 1, 2023 through June 30, 2026 shall constitute the collective bargaining agreement. This MOA is subject to ratification by the Union and approval by the Committee.

The contract shall be amended as follows:

1. Cover Page And Duration:

Changes dates to reflect a new 3-year agreement July 1, 2023 to June 30, 2026

2. Article-4 Grievances:

Change current “5 working days to file a grievance” to 7 working days and response to grievances the same in all sections of the Article that apply.

3. Article 6- Union Representatives:

I. Revise Section 1 as follows:

A written list of union officers and their representatives shall be furnished to the Employer ~~immediately~~ as soon as feasibly possible, after their designation, and the Union shall notify the Employer of any changes when they occur.

II. Add the following new section 6.3:

Section 6.3 On commencement of employment, the Employer shall grant the Union Steward thirty (30) minutes of paid time to issue a union contract, a membership application and discuss other union business with the new employee.

4. Article 8- Probationary Period, Discipline, And Discharge:

Add new sections as follows:

8.3 Any employee who receives a written reprimand has the right to submit a written response explaining their position and the written response will be included in the employee’s personnel file.

8.4 In case of discharge, a non-probationary ~~the~~ employee affected may request and shall receive from the Employer in writing the reason for said dismissal.

8.5 When an employee is discharged by the Employer, the Union shall be promptly notified.
Section #. All copies of warning notices shall be forwarded to the Union office upon request.

8.6 Add new sentence to current section 9.1 as follows:

New Section 8.7 In the event of illness or Employer dissatisfaction with an employee’s work performance, the Employer reserves the right to request a one (1) month extension of the probationary period and the Union agrees that such request shall not be unreasonably denied.

5. Article 9- Seniority:

I. Revise current section 9.3 as follows:

9.3 Job Posting- Whenever a vacancy occurs or a new position is established within the system and is covered by the condition of this agreement, it will be adequately publicized electronically and distributed by district wide email for a period of ~~five (5)~~ seven (7) working days. Such notice shall contain the school, pay, shift, hours, and duties and qualifications of the position. Employees wishing to be considered shall so notify the Superintendent or designee in writing within the ~~five (5)~~ seven (7) day posting period. ~~Copies of all awarded bids will be sent to~~ The union steward will be notified at the same time as the awardee. This provision shall in no way limit the Employer’s right to seek external applicants if there are no qualified Bargaining Unit bidders in the Employer’s judgement for that position.

II. Revise current section 9.6 as follows:

9.6 Layoff and Recall- In the event it becomes necessary to lay off employees, ~~The Employer agrees to meet with the Union in advance of any layoff in order to discuss the provisions of this Article, the following provisions shall prevail-~~ Employees shall be given fourteen (14) calendar days’ notice, in cases of any layoff. The Employer will offer a voluntary layoff first and the most senior affected employee shall have the rights to such layoff. The employee with the least seniority in the classification in the school where the layoff is being made shall be laid off first. The least senior employee shall be laid off first unless the Superintendent or designee determines that there is a significant difference in performance as evidenced by evaluation reports from up to the previous three (3) consecutive school years including the school year during which the notice of layoff is given. In the event of essentially equal evaluations, as determined by the Superintendent or designee, the principal of seniority shall control.

III. Revise current Section 9.7 as follows:

Section 9.7 Laid off employee shall have recall rights for one (1) year from the date of layoff. In the event of recall, employees shall be recalled in the reverse order of the layoff (that is, the last person laid off will be the person recalled, etc). Upon delivery of a recall notice to the employee’s address of record, the employee will have ten (10) calendar days to notify the Employer of intent to accept recall and must begin work within fourteen (14) calendar days or on another date specified by the Employer.

6. Article 10- Temporary Leaves:

Section 10.5, (A): Change \$30.00 per day for all accumulated sick leave buy-back to \$45.00

7. Article 12- Clothing:

Section 12.2: Replace \$500 per fiscal year for clothes and footwear to \$550.00

8. Article 13- Work Week And Work Day:

I. Revise first 3 sentences of current section 13.1 as follows:

13.1 The regular workweek shall consist of five (5) consecutive eight (8) hour days, Monday through Friday, 40 hours per week inclusive. Each employee shall be assigned to a regular shift. The first shift of eight (8) hours scheduled between 6:00 a.m. to ~~6:00~~ 3:00 p.m., the second shift of eight (8) hours scheduled between 2:00 a.m. to 11:00 p.m.

II. Add the following new language at the end of current section 13.3

Section 13.3 No employee shall be disciplined for having a legitimate justifiable reason for being unable to work their normal shift.

III. Revise Section 13.4 as follows:

Section 13.4 All employees shall receive a thirty (30) minute paid lunch period near the middle of the shift schedule, whenever possible. There will be one paid ten (10) minute coffee break during each shift. Employees shall notify the Director of Buildings and Grounds and schools principal or designee prior to leaving the school building during the lunch period and only with approval during the work shift. In cases of emergency, an Employee may be called back to work from a meal period; however, no employee shall lose time left on their period because of such emergency.

IV. Add the following new Section 13.7:

13.7 No split shifts shall be permitted unless mutually agreement agreed upon between the Employer and the employee. with affected employee.

9. Article 15- Evaluation:

I. Revise current section 15.2 as follows:

~~In addition to the probationary period evaluation set forth above, e~~Each custodian will be evaluated at least once a year prior to June 30th by the Director of Buildings and Grounds, with input from the building principal. Evaluations will be narrative and will conclude with an overall rating of Outstanding, Good, Satisfactory, or ~~Unsatisfactory~~ needs improvement. Each employee shall be given a copy of any evaluation and shall be afforded the opportunity to discuss the same with their supervisor. An employee signature in no way indicates agreement with the contents. The employee shall be permitted to submit a written response which the supervisor will initial and attach to the evaluation. Ratings will not be subject to the grievance and arbitration procedures unless relied upon as the basis for discipline or discharge. ~~or layoff.~~

10. Article 16- Holidays:

Section 16.1 (A): Add Juneteenth to current holiday schedule

11. Article 17- Overtime:

I. Section 17.4: Replace current one hour pay for building checks to 2 hours

II. Replace current section 17.5 with the following:

Section 17.5 Scheduled and Unscheduled Overtime Work

- A) No employee shall work overtime without the prior approval of their supervisor.
- B) Scheduled overtime- Scheduled overtime shall be on a voluntary basis first. There shall be no discrimination against employees who refuse scheduled overtime. The scheduled overtime shall be posted in each school by Friday. Shifts shall be awarded on a rotating basis to the most senior employee provided the employee has the ability and qualifications to perform the work needed.
- C) Employees shall not lose their turn in the rotation. When an Employee refuses voluntary overtime, it shall be counted as time served for the purposes of determining the employee's status in the rotation.
- D) Unscheduled overtime- If there are not enough volunteers, the Employer will fill in the shifts in the schedule starting with the least senior employee in a school who has the ability and qualifications to perform the work needed.
- E) Refusal to work overtime due to illness may require a doctor's note upon the request by the District. Childcare commitments or other justifiable reasons will not be unreasonably denied by the District.
- F) If unscheduled overtime work needs to be filled on that day, such hours shall be offered by seniority to those employees working on the job provided they have the ability and qualifications to perform the work needed.
- G) No employee shall be compelled to work more than sixteen (16) consecutive hours except by mutual agreement between the employee and their supervisor.

12. Article 18- Workmen's Compensation:

Rename Workmen's Compensation to Worker's Compensation

13. Article 19- Dues Deduction:

Replace entire current language in Article with the following:

19.1. The Union shall have the exclusive right to the check-off and transmittal of union dues on behalf of each employee.

19.2 An employee may consent in writing to the authorization of the deduction of Union dues from their wages and to the designation of the Union as the recipient thereof. Such consent shall be in a form acceptable to the Employer and shall bear the signature of the employee. Said form may be completed on-line as an electronic form or completed, printed and sent to the business office. An employee may withdraw their Union dues check-off authorization by giving at least sixty (60) days' notice, or in accordance with applicable law at said time of withdrawal request, whichever is greater, in writing to the business office; the Union will be immediately of such written request to withdraw union dues authorization.

19.3. An employee may consent in writing to the authorization of the deduction of an agency fee from their wages and to the designation of the Union as the recipient thereof. Such consent shall be in a form, acceptable to the Employer, and shall bear the signature of the employee. Said form may be completed on-line as an electronic form or completed, printed and sent to the business office. An employee may withdraw their agency fee authorization by giving at least sixty (60) days' notice, or in accordance with applicable law at said time of withdrawal request, whichever is greater, in writing to the business office; the Union will be notified immediately of such written request to withdraw agency fee authorization.

19.4 The Employer shall deduct dues or an agency fee from the pay of employees who request such deduction in accordance with this Article and transmit such funds to the Treasurer of the Union together with a list of

employees whose dues or agency fees are transmitted provided that the Superintendent is satisfied by such evidence that he may require that the Treasurer of the Union has given to the Union a bond, in a form approved by the Commissioner of the Department of Revenue, for the faithful performance of their, in a sum and with such surety or securities as satisfactory to the State Superintendent.

19.5 An employee may consent in writing to the authorization of the deduction of a political education fund fee from their wages and to the designation of the Union as the recipient thereof. Such consent shall be in a form, acceptable to the Employer and shall bear the signature of the employee. An employee may withdraw their political education fund fee authorization by giving at least sixty (60) days’ notice in writing to the business officer.

19.6 The Employer shall deduct such political education fund fee from the pay of employees who request such deduction and shall transmit deductions to the Treasurer of the Union together with a list of employees whose political education fund fees are transmitted provided that the Union is in conformity with the requirements of Section D4 of this Article.

19.7 The Employer shall be required to provide the Union upon written request electronically the following information:

- a. An up-to date- seniority list of all dues paying bargaining unit employees with the following information: Names, address, phone numbers, on file with the employer dates of hire, rate of pay, classification (full-time or part-time), and department or location of work.
- b. An up-to date- seniority list of all non-dues paying bargaining unit employees with the following information: Names, address, phone numbers, on file with the employer, dates of hire, rate of pay, classification (full-time or part-time), and department or location of work.

19.8 The Union hereby agrees to indemnify and hold the Committee harmless from any and all damages or liabilities which may arise from the performance of the Committee’s obligations under Sections A. through F. in this Article.

15. Article 20- Wages:

Add the following new section 20.2 (*keep current section 20.2 and renumber accordingly*):

~~Section 20.2 The Employer may hire at any step on the on the compensation plan based on their work experience and qualifications. In such an event, present employees in the same job classification having relatively equal experience and qualifications as the new hire shall be paid a rate at least equal to that of the new hire.~~

Add 2nd sentence: New employees, based on skills and experience, may be placed at any step on the compensation scale. Any present employee in the same job classification who can document the same or greater skill and experience as the new employee may appeal their step placement in writing to the Superintendent.

16. Appendix X:

I. Replace current wage schedule with the following wage increases:

Effective July 1, 2023	two percent (2%)
Effective July 1, 2024	two percent (2%)
Effective July 1, 2025	two percent (2%)

II. Change annual salary to hourly wages

17. New Article- Job Description:

Add the following new language:

The Employer and the Union mutually agree on the employee job descriptions presently in effect as of the date of ratification of this Agreement. Whenever the Employer decides to change a classifications existing job description or institute a new one, it shall notify the Union in advance of the changes. The Union reserves the right to grieve any new job descriptions or changes to existing job descriptions, it is not in agreement with.

18. New Article- Inspection of Personnel Records:

Add the following new language:

Section 1. There shall be maintained in the central office of the school district, a current personnel record for all bargaining unit employees in accordance with M.G.L. c. 149, Section 52c.

Section 2. Each personnel record shall contain the following information:

- The employee's original application and references
- Employee’s health records
- Service contract and agreements
- Pertinent communications pertaining to the employee
- Evaluations from the Employer

19. New Article- Joint Labor Management Committee:

Add the following new language:

Section 1. With the aim of promoting better understanding between the parties, the Employer and the Union agree that informal meetings between the management and the Union can be held at mutually agreeable times and places to apprise the other of problems, concerns and suggestions related to the operations and the workplace. Agendas will be exchanged forty-eight (48) hours in advance.

20. New Article- Extracurricular Activities:

Add the following new language:

Section 1. Whenever custodial services are required for non-school functions or for extracurricular activities, or whenever additional custodial personnel are required for extra work at any school, custodians shall be preferred for such work.

~~Section 2. All extracurricular activities will generally end on July 30th each year for custodians to complete summer cleaning before the start of school in August.~~

21. Side Letter of Agreement- Labor Relations Connections:

On a trial basis beginning on July 1, 2022, the parties agree to use the services of Labor Relations Connections, LLC, for any arbitration not pending at the American Arbitration Association or before any arbitrator mutually selected by the parties. Unless a party notifies the other of the intent to terminate this Side Letter on or before

July 1, 2023, the parties will use Labor Relation Connections, LLC for the duration of the collective bargaining agreement.

This Side Letter will sunset with the expiration of the collective bargaining agreement.

22. Housekeeping:

The parties to change all pronoun “he/ she” references throughout the contract to gender neutral.

23. New Article- Snow Days:

Section 1. It shall be a condition of employment that custodial employees are responsible for snow/ice removal to ensure safe access to the schools. The custodian on duty will remove the snow/ice. Employees may, if in their judgement deem the roads unsafe for travel, may take personal time, if available, and if no personal time is available to that employee, the employee will not be paid for that day. If in the judgement of the Director of Facilities or its designee, additional custodians are required, in the judgment of the Director of Facilities or its designee, additional custodians are required, off duty custodians will be called and must report for snow/ice removal. ~~Employees may, if in their judgement deem the roads unsafe for travel, may take personal time, if available, and if no personal time is available to that employee, the employee will not be paid for that day.~~ The Director or his designee may deploy manpower to any building based need.

23. New Article- Snow Days:

Section 1. It shall be a condition of employment that custodial employees are responsible for snow/ice removal to ensure safe access to the schools. The custodian on duty will remove the snow/ice. Employees may, if in their judgement deem the roads unsafe for travel, may take personal time, if available, and if no personal time is available to that employee, the employee will not be paid for that day. If the District deems it necessary, off duty custodians will be called and must report for snow/ice removal. The Director of Facilities or designee may deploy workforce to any building based on need.

Section 2. Employees will be paid for the balance of their day when school has been cancelled after being called into session, or after employees have reported to work. Employees must work on such days and shall receive straight time compensation. In the event of snow removal activities and the school district is closed (Snow Days), no other work is to be assigned other than snow removal, salting and anything relevant therein, to the satisfaction of the Director of Facilities upon completion for their release.

Section 2. Weekend- Employees shall be paid time and one half (1 ½) for all hours worked for weekend snow removal. There shall be a two (2) hour minimum for weekend snow removal.

NEW HOURLY SALARY SCHEDULE FY24-FY26

FY23 2%		HS Head	Elem/Middle Head & HS Supervisor	All Custodians/ Mail Courier*
Step 1		\$ 19.65	\$ 17.68	\$ 16.28
Step 2		\$ 20.87	\$ 18.85	\$ 17.51
Step 3		\$ 22.10	\$ 20.02	\$ 18.51
Step 4		\$ 23.33	\$ 21.36	\$ 19.62
Step 5		\$ 24.55	\$ 22.36	\$ 20.74
Step 6		\$ 25.23	\$ 23.01	\$ 21.36
Step 7		\$ 25.92	\$ 23.68	\$ 21.97
Step 8		\$ 26.88	\$ 24.59	\$ 22.88

FY24 2%	New FY24 Steps	HS Head	Elem/Middle Head & HS Supervisor	All Custodians/ Mail Courier*
Step 1				
Step 2				
Step 3				
Step 4	Step 1	\$ 23.80	\$ 21.79	\$ 20.02
Step 5	Step 2	\$ 25.04	\$ 22.81	\$ 21.15
Step 6	Step 3	\$ 25.73	\$ 23.47	\$ 21.79
Step 7	Step 4	\$ 26.44	\$ 24.15	\$ 22.41
Step 8	Step 5	\$ 27.42	\$ 25.08	\$ 23.34
	Step 6	\$ 27.97	\$ 25.58	\$ 23.81
	Step 7	\$ 28.52	\$ 26.09	\$ 24.28
	Step 8	\$ 29.10	\$ 26.62	\$ 24.77

*Encumbent Mail Courier will receive a 4% raise in FY24

FY25 2%	FY25 Steps	HS Head	Elem/Middle Head & HS Supervisor	All Custodians/ Mail Courier*
	Step 1	\$ 24.27	\$ 22.22	\$ 20.42
	Step 2	\$ 25.54	\$ 23.27	\$ 21.58
	Step 3	\$ 26.25	\$ 23.94	\$ 22.23
	Step 4	\$ 26.97	\$ 24.63	\$ 22.86
	Step 5	\$ 27.97	\$ 25.58	\$ 23.81
	Step 6	\$ 28.52	\$ 26.09	\$ 24.28
	Step 7	\$ 29.10	\$ 26.62	\$ 24.77
	Step 8	\$ 29.68	\$ 27.15	\$ 25.27

*Encumbent Mail Courier will receive a 4% raise in FY25

FY26 2%	FY26 Steps	HS Head	Elem/Middle Head & HS Supervisor	All Custodians/ Mail Courier*
	Step 1	\$ 24.76	\$ 22.67	\$ 20.82
	Step 2	\$ 26.06	\$ 23.73	\$ 22.01
	Step 3	\$ 26.77	\$ 24.42	\$ 22.67
	Step 4	\$ 27.51	\$ 25.13	\$ 23.32
	Step 5	\$ 28.52	\$ 26.09	\$ 24.28
	Step 6	\$ 29.10	\$ 26.62	\$ 24.77
	Step 7	\$ 29.68	\$ 27.15	\$ 25.27
	Step 8	\$ 30.27	\$ 27.69	\$ 25.77

*Encumbent Mail Courier will receive a 4% raise in FY26

Central Administration Building
155 Apsley Street
Hudson, MA 01749

Tel (978) 567-6100
Fax (978) 567-6103
www.hudson.k12.ma.us

To: Jessica Quint, Area General Manager, First Student

The Hudson Public Schools would like to exercise the additional year option, in our School Bus Contract signed on 5/14/19 for the dates of 7/1/19 through 6/30/22, to extend for one additional year through 6/30/24.

School Committee Chair

Signature

Date

Print Name

Contractor

Signature

Date

Print Name

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 \$9,999. Procurements over \$9,999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department: Finance

Date: 1/26/23

Department Head: _____
Finance Director (signature)

DocuSigned by:
Daniel G. [Signature]
7EBA07D1282481

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

Annual license and maintenance contract for Infinite Visions accounting software. Fee covers updates, help desk & year end rollover services.

Recommended Quote or Bid

Date Quote Received: 1/26/23		Quote: \$31,207.42	
Company Name: Tyler Technologies, Inc.		Written <input type="checkbox"/>	Verbal <input type="checkbox"/>
Address: 10 A1 Paul Lane, Suite 202 Merimack, NH 03054			
Quote Issued By:		Tel.:	FAX:
Special Conditions/Notes: Contract renewal for FY23 - Attached contract renews for additional 1 year term automatically unless terminated in writing by either party.			

Second Quote or Bid

Date Quote Received:		Quote:	
Company Name:		Written <input type="checkbox"/>	Verbal <input type="checkbox"/>
Address:			
Quote Issued By:		Tel.:	FAX:
Special Conditions/Notes:			

Third Quote or Bid

Date Quote Received:		Quote:	
Company Name:		Written <input type="checkbox"/>	Verbal <input type="checkbox"/>
Address:			
Quote Issued By:		Tel.:	FAX:
Special Conditions/Notes:			

Chief Procurement Officer Action

Approved: <i>Thomas Gregory</i> <small>0A44F062A070446...</small>	Date: 5/22/2023
Comments: n/a	

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

Posted
 Newspaper
 Central Register
 CommBuys
 Website



Remittance:
 Tyler Technologies, Inc.
 (FEIN 75-2303920)
 P.O. Box 203556
 Dallas, TX 75320-3556

Invoice

Invoice No	Date	Page
025-409355	02/01/2023	1 of 1

Questions:
 Tyler Technologies - Local Government
 Phone: 1-800-772-2260 Press 2, then 2
 Email: ar@tylertech.com



Bill To: HUDSON PUBLIC SCHOOLS
 155 APSLEY STREET
 HUDSON, MA 01749

Ship To: HUDSON PUBLIC SCHOOLS
 155 APSLEY STREET
 HUDSON, MA 01749

Cust No.-BillTo-ShipTo	Ord No	PO Number	Currency	Terms	Due Date
46914 - MAIN - MAIN	175821		USD	NET30	03/03/2023

Date	Description	Units	Rate	Extended Price
Contract No.: Hudson Public Schools, MA				
	Import/Export Interface - Maintenance	1	2,953.19	2,953.19
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Core Accounting - Maintenance	1	15,349.13	15,349.13
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Human Resources - Maintenance	1	5,699.51	5,699.51
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Info-Link - Maintenance	1	1,677.78	1,677.78
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Annual Year-end Roller Services	1	1,466.00	1,466.00
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Basic Network Support	1	2,074.14	2,074.14
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Substitute Calling System Leave Interface - Maintenance	1	644.54	644.54
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			
	Substitute Calling System Time Worked Interface - Maintenance	1	1,343.13	1,343.13
	Maintenance: Start: 01/Mar/2023, End: 29/Feb/2024			

****ATTENTION****
 Order your checks and forms from
 Tyler Business Forms at 877-749-2090 or
 tylerbusinessforms.com to guarantee
 100% compliance with your software.

Subtotal	31,207.42
Sales Tax	0.00
Invoice Total	31,207.42

FY 22

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 - Finance Dept

Date: 3/1/2022

Department Head: Finance Director (signature)

DocuSigned by: Daniel G. [Signature]

Detailed Description of Items/Service being purchased (attach additional sheet if necessary):
Annual license and maintenance contract for Infinite Visions accounting software. Fee covers updates, help desk & v

Recommended Quote or Bid

Date Quote Received: 3/1/2022 Quote: \$29,721.85

Company Name: Tyler Technologies, Inc. Written Verbal

Address: 10 A1 Paul Lane, Suite 202
Merrimack, NH 03054

Quote Issued By: Tel: FAX:

Special Conditions/Notes: Renewal

Second Quote or Bid

Date Quote Received: Quote:

Company Name: Written Verbal

Address:

Quote Issued By: Tel: FAX:

Special Conditions/Notes:

Third Quote or Bid

Date Quote Received: Quote:

Company Name: Written Verbal

Address:

Quote Issued By: Tel: FAX:

Special Conditions/Notes:

DocuSigned by: **Chief Procurement Officer Action**

Approved: Thomas Gregory Date: 3/1/2022

Comments: n/a

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

Posted Newspaper Central Register CommBuys Website

DocuSigned by: Michele Toussignant Dufour
3/9/2022 07...

DocuSigned by: [Signature]
3/1/2022 05...

DocuSigned by: [Signature]
3/10/2022...

DocuSigned by: Han T. Levine
3/1/2022 05...



Maintenance and Support Renewal Addendum

This Addendum is attached to and made part of the contract ("Agreement") between Hudson Public Schools ("You", "Your", and similar) and Tyler Technologies, Inc. ("We", "us", and similar). This Addendum is effective as of the date your authorized representative signs below ("Effective Date"). We will provide you with maintenance and support services for the Tyler Software licensed to you under the Agreement. Capitalized terms not otherwise defined will have the meaning assigned to such terms in the Agreement. All terms and conditions of the Agreement not herein amended or superseded shall remain in full force and effect.

- 1. Term. We provide maintenance and support services on an annual basis. The initial term commences on the March 1, 2015 and remains in effect for one (1) year. The term will renew automatically for additional one (1) year terms unless terminated in writing by either party at least thirty (30) days prior to the end of the then-current term.
2. Maintenance and Support Fees. Your initial maintenance and support fees, as shown in the invoice attached to this Addendum as Exhibit A, are due upon the Effective Date. We reserve the right to suspend maintenance and support services if you fail to pay undisputed maintenance and support fees within sixty (60) days of the due date. Fees for subsequent terms are subject to change.
3. Maintenance and Support Services. As long as you timely pay your maintenance and support fees, we will, consistent with our then-current Support Call Process, perform our maintenance and support obligations as outlined in the Agreement. Our current Support Call Process is attached to this Addendum as Exhibit B.

IN WITNESS WHEREOF, a duly authorized representative of each party has executed this Addendum as of the date(s) set forth below.

Tyler Technologies, Inc.
Local Government Division

Hudson Public Schools

By: [Signature]
Name: Dan Wamble
Title: Chief Operating Officer
Date: 3.16.15

By: [Signature]
Name: Jennifer O'Brien
Title: School Committee Chairperson
Date: 3-10-15





Tyler Software Support Department for Infinite Visions Enterprise Edition®

Goal: To provide an effective support mechanism that will guarantee timely resolution to calls, resulting in high-level client satisfaction. To help facilitate this high level of software support we require that only staff members that have successfully completed a certified Infinite Visions product-training course on the module in question make calls for software support.

Contact Us

Support Hotline: 6:30 AM - 7:00 PM Central Time (Mon-Fri)

You can call 1-888-654-3293 (select option 2) for immediate access to a member of the software support team.

Online Chat: 9:00 AM - 6:00 PM Central Time (Mon-Fri)

NEW!! We now offer online chat. Log in at <http://ivsupport.tylertech.com/> to connect directly with a support representative to resolve your less complex support issues more quickly.

Email: 6:30 AM - 7:00 PM Central Time (Mon-Fri)

You can log in at <http://ivsupport.tylertech.com/> to create your own support tickets. Tickets are emailed directly to our support representative queues. Use this option for less urgent situations that you feel comfortably permit an email response. Unless otherwise requested, our support team will email your response in lieu of phone contact. You can also see the status of your current support incident or previous support incidents.

After Hours Support: 7:00 PM – 12:00 PM Central Time (Mon-Fri)

After hours support is provided at a billable rate of \$150.00 an hour for a minimum of two hours. When leaving a message for After Hours Support please provide the following information:

- Your full name (first name, last name) and the site you are calling for/from
- Preferably two telephone numbers you can be reached at
- A description of the issue that you are needing support on

Support Organization

The Infinite Visions Product line has three call centers. The call centers are located in Billings Montana, Nashua New Hampshire and Tempe Arizona. These call centers are fully integrated and work as one global call center. Every district is assigned a home call center, which means that the majority of the calls will be answered by your assigned location. However if there are no agents available at your assigned location then

your call will be routed to the next available agent at one of our other locations.

All software support calls are handled by Live Agents. Meaning that when you call into support your call will be handled by the next available agent. The support department is divided into multiple teams: Benefits Enrollment, Payroll/Human Resources, and General Ledger/All Other (FAS, WHS and AR) modules. These "module-specific" teams allow our support staff to focus on a group of modules. A group of specialists assigned to each team handle calls quickly and accurately.

Software Support Specialists are responsible for diagnosing and resolving client issues in a timely and courteous manner.

Incident Tracking Numbers

Support's goal is to resolve client's issues as soon as possible. An incident tracking number is given to you once an initial contact has been made with Support and it has been determined that the issue can't be resolved during the initial call. The open call number lets you easily track and reference specific open issues with Support.

Calls resulting in bug fixes

Each call escalated as a bug is given a priority (1, 2, 3, and 4) according to the client's needs/deadlines. The goal of this structure is to clearly understand the importance of the issue and assign the priority for closure. The support representative is responsible for setting the priority of the call. This measurement allows us to better evaluate overall client satisfaction.

Priority 1 Call — System is down! No one is able to log in or perform any office functions.

Priority 2 Call — Issue affects a large number of users or a critical process that has no workaround. The issue is time sensitive.

Priority 3 Call — Issue affects a large number of users or a critical process but has a temporary workaround.

Priority 4 Call — Issues affects a small number of users or workstations and there are other stations that can perform the task.

Incidents Requiring Development:

Incident Priority	Development Resolution	Definition
1	HotFix	Emergency patch to software released as soon as possible.
2	Patch	Regularly scheduled patch
3	Next Release	Scheduled for the next major release
4	Future Release	Not scheduled-reviewed at next planning stage.

Technical Support Director and Managers

Director of Support – Tampa Arizona	Melissa McCarroll (Melissa.McCarroll@tylertech.com)	(X777479)
Support Manager for Billings Montana	Darlene Markgard (Darlene.Markgard@tylertech.com)	(X164454)
Support Manager for Nashua New Hampshire	Wendy Wolfson (Wendy.Wolfson@tylertech.com)	(X175138)

Resources

A number of additional resources are available to you to provide a comprehensive and complete support experience.

Support Website: <http://ivsupport.tylertech.com/> allows client's to access Live Chat, create support tickets, reference back to previously reported support tickets and keep track of new ones.

Tyler Community: Allows you to interact, share ideas and offer suggestions on business processes with your peers. You can also find FAQs and helpful Product Documentation.

Help Text: Allows you to access information on how to use the software.

Release Notes: Allows you to review the additions, changes and updates to the version(s) of Infinite Visions Software products. These can be found on Tyler Community or in the Software Help Text.

Tyler Community

Tyler is uniquely qualified to leverage the combined experience of tens of thousands of users with our staff's deep domain knowledge to bring a one-of-a-kind interactive, mass collaboration online community where our clients go to find answers. In the Tyler Community Clients connect with other users and Tyler staff to share information, and collaborate. In this interactive environment, individual knowledge is amplified exponentially across the community.

Easily connect with colleagues from neighboring communities or from across the country. Share best practices, and stay connected by joining groups with other users who are in the same geographic region, share common job functions or use the same software products. Join discussions on topics that impact your daily life, keep up with the latest software tips and tricks and discover what other agencies around the nation are doing to connect and empower their constituents.

Enhancements

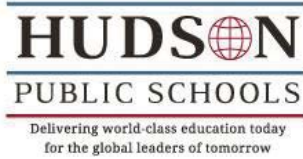
The Infinite Visions Software is delivered per the specifications outlined during your implementation. Any changes from these specifications including those needed to take advantage of new features or functionality are outside the scope of your support contract and are considered Enhancements. If, during a support inquiry, it is determined that a user is requesting an enhancement to the system, they will be asked to login to the

community and log an Enhancement request.

Tyler Holiday Schedule

Tyler observes many of the same holidays our clients do. In order to allow our staff time away from work our offices will be closed on the holidays listed below. There will be no support coverage on these days.

New Year's Day
Martin Luther King's Day
Presidents Day
Memorial Day
Independence Day
Labor Day
Veterans Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas Day



HUDSON SCHOOL COMMITTEE GIFT ACCEPTANCE FORM

The following gift has been awarded to Hudson Public Schools and is being presented to the School Committee for Acceptance.

Payor:	William James College		
Awarded Amount:	\$2,800		
Date Received:	5/23/2023		
Gift Purpose:	Donation from William James College to Quinn Middle School.		
Gift Type:	Donation		
Gift Administrator:	Jessica Winders		
Department:	School		
Location:	Quinn Middle School		
Grade Levels:	<input type="checkbox"/> Elementary (K-4)	<input checked="" type="checkbox"/> Middle School (5-7)	<input type="checkbox"/> High School (8-12) <input type="checkbox"/> ALC
Gift Notes:			
For Hudson School Committee Use Only			
Meeting Date:			
Voting Result:	In Favor:	Opposed:	Abstained:

FY23 Gifts & Grants Submitted to School Committee									
Agent	Awarding Agency	Type	Fund Code	#	Grant Name	Description	SC Meeting	SC Approval Date	Award Amount
Fed	DESE	Entitlement	40	3981	23-240 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.	9/20/2022	9/21/2022	\$ 759,085.00
Fed	DESE	Entitlement	40	3977	23-262 SPED IDEA EC	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).	9/20/2022	9/21/2022	\$ 48,785.00
Private Trust	DESE	Competitive	61	4005	23-585 Investigating History	This competitive grant is intended to provide funding support for schools that participate in the Investigating History pilot for 2022-23 in order to support educators' participation in professional learning through the pilot.	9/20/2022	9/21/2022	\$ 2,750.00
State	MA Treasury	Competitive	55	4031	FY23-TRE	To fund the Hudson High School Reality Fair	12/13/2022	12/14/2022	\$ 2,500.00
Fed	DESE	Entitlement	40	3976	23-305 Title I	Title I, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the achievement gap.	1/10/2023	1/10/2023	\$ 346,266.00
Fed	DESE	Entitlement	40	3978	23-140 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.	1/10/2023	1/10/2023	\$ 55,938.00
Fed	DESE	Entitlement	40	3982	23-180 Title III	Title III, of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to 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, assist teachers and administrators to enhance their capacity to provide effective instructional programs designed to prepare ELs and immigrant children and youth to enter all-English instructional settings, and promote parental, family, and community participation in language instruction programs for parents, families, and communities.	1/10/2023	1/10/2023	\$ 58,557.00

Fed	DESE	Entitlement	40	3975	23-309 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 to help ensure that all students have equitable access to high quality educational experiences.	1/10/2023	1/10/2023	\$ 19,902.00
State	DPH	Competitive State	55	3980	23-CSHS	The proposed Comprehensive School Health Services (CSHS) Programs (formerly Essential School Health Services) are intended to provide additional support to the existing required baseline of school health services through a multi-disciplinary approach that supports the delivery of quality, comprehensive health services in all school districts. The goal of the CSHS Affiliated Programs is to build on existing infrastructure to provide all school-aged children access to a quality school health program that is managed by a qualified school nurse manager. This program will provide access to clinical consultation and professional development through both regional and statewide programs in order to improve clinical school nursing practice and address health disparities and racial inequities.	1/10/2023	1/10/2023	\$ 80,000.00
State? Private Trust?	DESE	Competitive	61	Pending	23-523 TCH Diversification	The competitive Teacher Diversification Pilot Program is designed to support local school and district efforts to strengthen and diversify existing teacher recruitment and retention programs. Participating schools and districts will engage in thoughtful, high-impact approaches intended to increase the number of effective and diverse teachers in their schools.	1/10/2023	1/10/2023	\$ 64,169.00
State	DESE	Competitive	50	Pending	24-345 ADL Grant	To create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education (AE) services (ESOL, ABE, pre-ASE, ASE, ADP, family literacy)	1/10/2023	1/10/2023	\$ 707,201.00
State	DESE	Competitive	50	Pending	23-189 Proficiency Based Outcomes in Languages Other Than English (PBOLOTE)	This program is one of the ways that DESE supports World Language (WL), Heritage Language (HL), Dual Language (DL) and English Language Learner (ELL) programs and districts that wish to support or improve such programs in pre-K, elementary, and/or secondary schools.	1/10/2023	1/10/2023	\$ 12,572.00
Private	Middlesex Savings	Conation	61	3829	Middlesex Savings Bank Grant	To fund the Hudson Public Schools' Teacher Mini-Grant Program	12/13/2022	12/14/2022	\$ 1,250.00

								Grand Total	\$ 2,244,803.00
--	--	--	--	--	--	--	--	--------------------	------------------------

Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250
www.hudson.k12.ma.us/hhs



Home of the Hawks

Jason W. Medeiros, Ed.D., Principal
Adam N. Goldberg, Assistant Principal
Daniel R. McAnespie, Assistant Principal

Request for Overnight Field Trip

Staff Member(s) Making the Request	Michael Nanartowich
Name of team, Organization, or Class	HHS Varsity Hockey Team
Title of Trip (include destinations(s))	Lake Placid Pre-season Trip
Departure Date and Time	December 7, 2023 3:30 pm
Return Date and Time	December 10, 2023 2:00 pm
Estimated Number of Student Participants	24
Number and Names of Chaperones	5
Cost per Student	\$275.00 (without fundraising)

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is "not applicable".

1. Please describe your trip.

See Attached

2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.

See Attached

3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?

see Attached

4. Please provide a detailed itinerary

see Attached

5. If fundraising activities will be included, please list and describe such activities


TBD

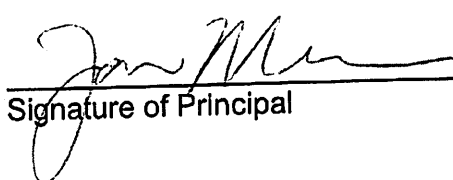
6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specific date range).

1 Day missed Friday (December 8th)

Please attach copies of the following if you have them:

- Permission Slip
- Information Letters, brochures, fliers, etc.
- Medical Forms


Signature of Staff Member Making Request

 6/5/23
Signature of Principal

Date of School Committee Approval	
-----------------------------------	--

Hudson High School Hockey

69 Brigham Street
Hudson, MA 01749
(978) 567-6250

Head Coach:

Michael Nanartowich

Asst. Coaches:

Sean Cassidy
James O'Brien
Michael Chamberlain

June 6, 2023

Dr. Marco Rodrigues
Superintendent of Schools
155 Apsley Street
Hudson, MA 01749

Dear Dr. Rodrigues:

The Hudson High School Hockey Team and coaching staff is requesting permission to pursue interest and cost expenditures for an overnight trip to Lake Placid, New York in December of 2023. This is simply a request to inform parents and student / athletes of this potential trip. After completion of this task, I will make a full presentation to the school committee (if applicable) with the final information for a school committee vote. The coaching staff would like to begin this task in early September of 2023

Please respond as soon as possible to begin the planning for an informational meeting with both players and parents.

Thank you very much for your consideration in this matter. Attached you will find the completed School Related Overnight Trip Form and a rough draft of an itinerary.

Sincerely,

Michael Nanartowich

Michael Nanartowich
Head Hockey Coach

Cc: Dr. Jason Mederios, Principal
Ms. Jessica Winders, Athletic Director

Hudson High School Hockey

69 Brigham Street
Hudson, MA 01749
(978) 567-6250

Head Coach:

Michael Nanartowich

Asst. Coaches:

Sean Cassidy
James O'Brien
Michael Chamberlain

School Related Overnight Trip

Dates: December 7, 2023 – December 10, 2023 (departing Thursday evening from HHS)

Destination: Lake Placid, NY

Purpose: Pre-Season Hockey Conditioning and Pre-Season Scrimmages with schools in New York (if applicable) This opportunity to give our student / athlete the opportunity to interact, experience, and physically train for the upcoming 2023-2024 hockey season. Along with the hockey aspect our student / athlete will have the experience of interacting with the environment and people of Lake Placid and experience the 20th Century greatest sports moment in the "Miracle on Ice"

Sponsor: Self-Funded

Number of advisors, chaperones, and students: Total chaperones will include: Mike Nanartowich, Sean Cassidy, Jim O'Brien and Mike Chamberlain There will be 24 Varsity Players not including staff, which will provide us with a 8:1 student to staff ratio.

Cost to Students: Projected cost is between \$275.00 to \$300.00 which includes transportation, hotel, and practice ice cost in Lake Placid.

Method of Travel: School Transportation to and from Lake Placid, NY (paid by student) via a Coach Bus (ie: SilverFox, Peter Pan, etc...)

Draft Itinerary

HHS Hockey to Lake Placid

Thursday – December 7th

1. Practice @ NESCS 5:30 am
2. Depart HHS 3:30 pm
3. Arrive Lake Placid 9:00 pm

Friday – December 8th

1. Breakfast 8:30 – 9:30 am
2. Conditioning 10:00 – 11:00 am
3. Free Time / Lunch 11:00 – 1:00 pm
4. Team Meeting (Hotel) 1:00 – 2:00 pm
5. Free Time 2:00 – 3:30 pm
6. Practice - TBA
7. Dinner 6:30 – 7:30 pm (Pizza Party)
8. Free Time 7:30 – 9:00 pm (Movie Night)
9. Bed Check 10:00 pm – Night/Night!!!!

Saturday – December 9th

1. Breakfast 7:30 – 9:00 am
2. Conditioning 9:00 – 10:00 am
3. Practice TBA
4. Lunch 11:30 – 1:00 pm
5. Team Meeting (Hotel) 1:30 – 2:30 pm
6. Practice TBA
7. Dinner 5:30 – 7:00 pm (Team Dinner – Outside Restaurant)
8. Free Time 7:00 – 10:00 pm
9. Bed Check 10:00 pm – Night/ Night!!!!

Sunday – December 10th

1. Breakfast 7:30 – 9:00 am (Check Out)
2. Practice – TBA
3. Depart Lake Placid (11:30 am or TBA)
4. Arrive HHS 5:00 pm

Posting Date:

Batch/Block :

PAYMENT Adjustment Request

Date: Saturday, June 13, 2020

To: Neil Naldya, Director of Finance

From: School Department

Please record the following payment adjustment (s):

				DEBIT Amount	CREDIT Amount
<i>Payment Adjustment Number 1</i>	To:	Account Number 3874	Account Description 22-264 SPED ARP EC (AMERICAN RECOVERY PLAN) EARLY CHILDHOOD	\$ 4.06	
	From:	Account Number 3981	Account Description FY23-240 SPED IDEA	\$	(4.06)
<i>Payment Adjustment Number 2</i>	To:	Account Number	Account Description	\$	
	From:	Account Number	Account Description	\$	
<i>Payment Adjustment Number 3</i>	To:	Account Number	Account Description	\$	
	From:	Account Number	Account Description	\$	
Page Total :				\$ 4.06	\$ (4.06)

Daniel Dale
Authorized Signature

Daniel Gale, Director of Finance & Operations

Alisha M. Brown
Prepared & Signed

Alisha M. Brown, Grant & Accounting Specialist

Reason for reclassification:
To Reclass Remaining Spending Balance for Grant #3874.

SC Authorized Signature(s):

FY23

Posting Date:

Batch/Block :

PAYMENT Adjustment Request

Date: Tuesday, June 13, 2023

To: Neil Naidya, Director of Finance

From: School Department

Please record the following payment adjustment (s):

			DEBIT	CREDIT
	To:	Account Number	Account Description	Amount
Payment Adjustment Number 1		<u>4005</u>	<u>FY23-585 INVESTIGATING HISTORY GRANT</u>	\$ <u>208.08</u>
	From:	<u>1381</u>	<u>PROFESSIONAL DAY SUBSTITUTES</u>	\$ <u>(208.08)</u>
Payment Adjustment Number 2	To:	<u>Account Number</u>	<u>Account Description</u>	\$ <u> </u>
	From:	<u>Account Number</u>	<u>Account Description</u>	\$ <u> </u>
Payment Adjustment Number 3	To:	<u>Account Number</u>	<u>Account Description</u>	\$ <u> </u>
	From:	<u>Account Number</u>	<u>Account Description</u>	\$ <u> </u>
			Page Total :	\$ <u>208.08</u> \$ <u>(208.08)</u>

Authorized Signature
Daniel Gale, Director of Finance & Operations

Prepared & Signed
Alisha M. Brown, Grant & Accounting Specialist

Reason for reclassification:

To Reclass Payroll Paid to Substitutes from Fund 10 #1381 to Grant Fund 61 #4005.

SC Authorized Signature(s):

FY23

Posting Date:

Batch/Block :

PAYMENT Adjustment Request

Date: Tuesday, June 13, 2023

To: Neil Naidya, Director of Finance

From: School Department

Please record the following payment adjustment (s):

	To:	Account Number	Account Description	DEBIT Amount	CREDIT Amount
Payment Adjustment Number 1	To:	<u>4005</u>	<u>FY23-585 INVESTIGATING HISTORY GRANT</u>	\$ <u>208.08</u>	
	From:	<u>1381</u>	<u>PROFESSIONAL DAY SUBSTITUTES</u>		\$ <u>(208.08)</u>
Payment Adjustment Number 2	To:	<u>Account Number</u>	<u>Account Description</u>	\$ <u> </u>	
	From:	<u>Account Number</u>	<u>Account Description</u>		\$ <u> </u>
Payment Adjustment Number 3	To:	<u>Account Number</u>	<u>Account Description</u>	\$ <u> </u>	
	From:	<u>Account Number</u>	<u>Account Description</u>		\$ <u> </u>

Page Total : \$ 208.08 \$ (208.08)

Daniel Gale
Authorized Signature

Daniel Gale, Director of Finance & Operations

Alisha M. Brown
Prepared & Signed
Alisha M. Brown, Grant & Accounting Specialist

Reason for reclassification:

To Reclass Payroll Paid to Substitutes from Fund 10 #1381 to Grant Fund 61 #4005.

SC Authorized Signature(s):

VII.

Items of Interest to the School Committee

VIII.

Executive Session

IX.

Adjournment