

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

April 23, 2024

Hudson High School - F101

7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

School Committee Meeting April 09, 2024

III. Public Participation

IV. Reports and Presentations

- a) Student Presentations (if any)
- b) Report of the Superintendent
 - 1. District Updates
- c) 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)
 - Student Advisory Subcommittee (if any)

V. Matters for Discussion:

- a) **Old Business**
 - 1. Elementary ELA Curriculum Review Update
- b) **New Business**
 - 1. Restorative Practices at Hudson High School

VI. Matters for Action:

- a) **Old Business**
 - 1. Approval of Resolution Pertaining to Chapter 70 State Aid Inflation Formula
- b) **New Business**
 - 1. Student Opportunity Act
 - 2. Consent Agenda:
 - i. Approval of Gift from St. Mary's Credit Union in the amount of \$100.00 to be used to support the Reality Fair at Hudson High School.
 - ii. Approval of Grant 24-205 ESL Certification Support Grant in the amount of \$6,000.00 to be used in the district to pursue ESL Certification and be able to deliver services to students under this license.
 - iii. Approval of Contract with Quadient USA Inc. in the amount of 11,089.80 for 36 month lease of postage machine for the district.

- 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 April 9, 2024

Not Approved

Hudson School Committee Open Session Minutes

Meeting Date: April 09, 2024

Location: Hudson High School and GoogleMeet

Members present: Erica Ankstitus, Steven Sharek, Steven Smith, Chris Yates

Members present participating remotely: Molly MacKenzie

Members absent: Chris Monsini, Mark Terra-Salomão

Others present participating: Brian Reagan, Superintendent; Kathy Provost, Assistant Superintendent; Ellen Schuck; Dan Gale;

I. Call the Meeting to Order: 7:03PM

II. Approval of Minutes:

- Regular School Committee Meeting March 26, 2024

A motion to approve the 03/26/24 minutes was made by Mr. Sharek and seconded by Mr. Smith.

Ms. Ankstitus - Yes

Ms. MacKenzie - Abstain

Mr. Sharek - Yes

Mr. Smith - Yes

Mr. Yates - Abstain

The 3/26/24 SC minutes were approved with 3 yeases, 0 nos, and 2 abstentions.

III. Public Participation

- none

IV. Reports and Presentations

a) Student Presentation

Julian Ehlke, Hudson High School student, shared updates from the student body with the committee:

1. Previous Events:

- Friday, April 5** ~ Deadline for Grade 9 parents/guardians to opt out of the [SBIRT Health Screening](#)
- Monday, April 8** ~ HHS Home & School meeting at 6:30 pm in the High School library

2. Upcoming Events:

- Wednesday, April 10** ~ Half Day of School - Professional Development
- Thursday, April 11** ~ HHS Home & School sponsored Game Night
- Friday, April 12** ~ Deadline to submit UNESCO applications
- April 15-19** ~ No School Spring Break (Let's goooo)

- e. **Monday, April 22 ~ Washington DC Trip Parent/Student Informational meeting**
6:00 pm in the mini theater
- 3. School Events:
 - a. D.C. trip in October 2024: Hudson High School students now enrolled in Grades 8 and 9 will have the opportunity to visit Washington, D.C. in October 2024. An informational meeting for parents/guardians and students will be held on Monday, April 22 at 6:00 p.m. in the mini theater (E101).
 - b. Scholastic Writing Awards March 2024:
 - i. **Josephine Blake**
Gold Key, Critical Essay, "Mandating LGBTQ & Inclusive Education in Schools"
 - ii. **Bryanna Damasceno**
Honorable Mention, Memoir, "Oceans Away"
 - iii. **Emilie Frechette**
Silver Key, Flash Fiction, "Birth Certificate"
Honorable Mention, Flash Fiction, "Yesterday; Today; Tomorrow"
Honorable Mention, Short Story, "Eve Came Before Evangeline"
Honorable Mention, Flash Fiction, "Running"
 - c. UNESCO Applications Being Accepted: The United Nations Educational, Scientific and Cultural Organization (UNESCO) is organizing its 27th international conference in Portugal next January, focusing on the theme of "Climate Action" aligned with Sustainable Goal #13. This presents a unique opportunity to engage in ongoing research addressing global issues. Interested individuals can email Ms. Judy Pavao for an application or visit the UNESCO website for more information on the theme and past projects. The application deadline is Friday, April 12th.
 - d. HPS Health and Wellness Fair: This year's Hudson Public Schools' annual Health and Wellness Fair will take place at Hudson High School on Tuesday, May 7, 2024, from 5:00 to 8:00pm! This fair offers the community, schools, and families free services, resources, and information! We'll have a variety of merchants and booths again this year, as well as a complimentary dinner from Stevie's Café! We will also do another clothes drive at this occasion. We will take clothes contributions the week before at Hudson High School.
- 4. Community Council:
 - a. Today the community council held its annual school-wide meeting. We discussed with students how we can make the school a better environment for learning.
- 5. Concerns of the Student Body:
 - a. The council is currently editing a Community Council Newsletter where students can access information about the council and directions to where they can make suggestions.
 - b. We are also **still** collecting suggestions both in a community council suggestion box, and on our website.

b) Report of the Superintendent

- **District Updates**
- **Enrollment Updates**

Dr. Brian Reagan, Superintendent, presented updates to the committee. Topics included: Evaluation Update, Update on Building Projects, Diversity Equity Inclusion Acceptance & Belonging, Legislative Breakfast, Middle School Musical, and Enrollment. A copy of his memo and presentations were included in the packet.

Discussion ensued.

c) Subcommittee Reports:

- **Budget Subcommittee**
none
- **Policy Subcommittee**
none
- **Strategic Goals Subcommittee**
none
- **Buildings and Grounds Subcommittee**
none
- **Superintendent's Evaluation Subcommittee**
Met on 04/02/2024
- **Student Advisory Subcommittee**
Met on 04/08/2024

V. Matters for Discussion

a. Old Business

1. None

b. New Business

1. None

VI. Matters for Action

a. Old Business

1. Approval of FY25 Budget

A motion to approve the FY25 Personnel Budget in the amount of \$38,196,915 was made by Mr. Smith and seconded by Mr. Sharek.

Ms. MacKenzie - Yes

Mr. Sharek - Yes

Mr. Smith - Yes

Mr. Yates - Abstain

Ms. Ankstius - Yes

Not Approved

The FY25 Personnel Budget was approved with 4 yeses, 0 nos, and 1 abstention.

A motion to approve the FY25 General Expense Budget in the amount of \$8,970,660 was made by Mr. Smith and seconded by Mr. Sharek.

Mr. Sharek - Yes
Mr. Smith - Yes
Mr. Yates - Yes
Ms. Ankstitus - Yes
Ms. MacKenzie - Yes

The FY25 General Expense Budget was approved with 5 yeses, 0 nos.

A motion to approve the FY25 Transportation Budget in the amount of \$3,511,114 was made by Mr. Smith and seconded by Mr. Sharek.

Mr. Smith - Yes
Mr. Yates - Yes
Ms. Ankstitus - Yes
Ms. MacKenzie - Yes
Mr. Sharek - Yes

The FY25 Transportation Budget was approved with 5 yeses, 0 nos.

b. New Business

1. Consent Agenda:

- a. Approval of Quote in the amount of \$12,000.00 not to exceed \$15,000.00 with New England Cleaning Services Group and to allow Len Belli, Director of Facilities, to sign and enter into contract for districtwide temporary cleaning services for the period of 4/22/2024 - 06/07/2024 (This will be funded through the Building Maintenance Account).**
- b. Approval of Quote in the amount of \$14,525.00 with Davis Architects and to allow Len Belli, Director of Facilities, to sign and enter into contract for architectural services for the preparation of bidding documents for (2) modular classroom at the Mulready School. (This will be funded through the Building Projects Account)**

A motion to approve the Consent Agenda was made by Mr. Sharek and seconded by Mr. Smith.

Mr. Yates - Yes
Ms. Ankstitus - Yes
Ms. MacKenzie - Yes
Mr. Sharek - Yes
Mr. Smith - Yes

Not Approved

On a unanimous vote the Consent Agenda was approved.

VII. Items of Interest to the School Committee

Mr. Yates and the Committee extended their gratitude to Dr. Reagan and his team for creating and delivering the FY25 budget book

Ms. MacKenzie mentioned upcoming events at Farley Elementary: May 19th trip to WooSox.
May 10th Haitian Heritage Celebration.

VIII. Executive Session

IX. Adjournment

Ms. McKenzie made a motion to adjourn and was seconded by Mr. Sharek. On a unanimous vote the committee adjourned at 7:55PM.

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

III.

Public Participation

IV.

Reports and Presentations

Student Presentation (if any)

IV.

Reports and Presentations

Report of the Superintendent

1. District Updates

Memorandum

Hudson Public Schools

Office of the Superintendent of Schools



TO: Hudson School Committee
FROM: Brian K. Reagan, Ed.D., Superintendent of Schools
DATE: April 23, 2024
RE: Report of the Superintendent

I am pleased to provide information on the items below under the Report of the Superintendent for the regular School Committee meeting on April 23, 2024.

Bus Parking

The School Department has a draft agreement with *National Development*, doing business as *Hudson Reed Owner LLC*, the owner of the Intel Property for the temporary parking of our school buses until a permanent solution can be found or the owner requires the space to be vacated for their development needs. There are no costs to the School Department associated with this agreement with the exception of electrical work required to bring power to the bus vendor's operations trailer.

The agreement secures a section of a parking lot near the Marlborough Street entrance to the Intel Property. Once the agreement is finalized, the School Department will work with Hudson Light and Power to bring electricity to the site and the bus vendor will move their operations trailer from the current site to the new location. We plan to shift bus storage to the new location by mid-May. It is important to note that this agreement provides us with a temporary solution. We need to continue efforts to find a permanent and cost effective location for bus storage.

Class of 2024 Events

- Scholarship Night - Hudson High School - May 30, 2024 - 6:30pm
- Class of 2024 Graduation - Morgan Bowl - June 1, 2024 - 1:00pm (Rain date June 2)

New Transportation App

Hudson families now have access to FirstView, an app that gives caregivers direct access to the status of their child's school bus. FirstView tracks each bus on a map allowing caregivers to view and even set up notifications around their pick-up/drop-off location, so they can be alerted when the bus is about to arrive. The app can be downloaded from the App Store or Google Play.

Kindergarten Open House (Class of 2037)

The annual open house for the next class of kindergarten students and their families will be held on Thursday, May 16 at Quinn Middle School beginning at 6:00pm. This event gives families and future kindergarten students the chance to connect with administrators and teachers from our three elementary schools. There will be fun activities designed to help introduce students to the world of kindergarten. We will also have a school bus on site so students can practice climbing aboard in advance of the first day of school. All Hudson children who will be 5 years old as of September 1, 2024 are eligible for kindergarten this fall. If you have not yet registered your child for kindergarten, please contact the Welcome Center at 978-567-6100 extension 41153.

High School Assistant Principal Search

The process has begun to find a new assistant principal for Hudson High School. The position was posted last month and we received 24 applications. A search committee has been formed and resumes have been screened. An initial round of interviews will begin this week. The successful candidate will be announced in May with a start date of July 1.

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)
- Student Advisory Subcommittee (if any)

V.


Matters for Discussion

Old Business



LITERACY CURRICULUM REVIEW



HUDSON  **N**
PUBLIC SCHOOLS

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

APRIL 23, 2024
HUDSON PUBLIC SCHOOLS

The Hudson Public Schools has embarked on a Literacy Curriculum Review that will involve staff members from each of the District's learning communities (K-5) in a collaborative effort to evaluate, revise, and redefine literacy curriculum and instruction District-wide. The review will include the organization of literacy instruction, data analysis, study of current pedagogy, choice of materials, and formative and summative assessments. In education, curriculum is a living document. It is continually reviewed and revised to meet the needs of all learners according to the State Standards. The Science of Reading scientific research will be at the forefront of our review. We will utilize a variety of tools provided by DESE such as the CURATE Rubric, resources from the *Implement MA: Evaluate and Select HQIM Network* provided by DESE, and the process followed by our Mathematics Curriculum Review completed last year.

The Literacy Curriculum Review Committee will be comprised of approximately 20 members who represent grade level, department, and administration groups. Their tasks will include establishing norms, creating a vision/mission statement, creating a needs assessment, setting expectations for the outcome of the review, data collection and analysis, communication between the committee and their colleagues, and establishing non-negotiable parameters for the work at hand.

We recognize that developing and maintaining a viable curriculum is the shared responsibility of all educators in the Hudson Public Schools. Each staff member will have the opportunity to guide decision-making as it relates to curriculum and instruction. The intent of this process is to include all K-5 voices, whether or not they sit directly on this committee, or provide feedback via a committee member. We strive to create a living document that meets the philosophical beliefs outlined in our vision statement and the ever-changing needs of our students.

The focus of the Curriculum Review process will be guided by four essential questions:

1. What do students need to know and be able to do?
2. How will we know that students have learned?
3. What will we do when they haven't learned?
4. What will we do when they already know it? (Dufour, 2008)

Elementary Literacy Curriculum Review Process - Hudson Public Schools

Key Components of a Curriculum Review Process (adapted from DESE’s HQIM Process)

- **The Team:** Engaging a range of staff, *especially teachers*, early and often will generate trust and collaboration.
- **Knowing our why:** Our instructional vision, priorities, and district parameters will focus and drive our process.
- **Establishing our district lens:** Doing this work with our student needs and our stakeholders in mind will support a just right fit.
- **The process is PD!** Adopting new curricular materials requires ongoing curriculum embedded training, which is highly impactful for all.
- **We define, plan, and execute the process:** Our informed priorities and critical lens drive the decisions, including using rubrics and neutral third-party ratings to identify high-quality programs and whether and how to pilot.
- **Beyond selecting curriculum:** A thoroughly planned launch followed by ongoing implementation guidance and monitoring are crucial to long-term success.
- **Equity for all content areas:** Student access to high-quality materials from classroom to classroom increases opportunities for equitable outcomes for *all* students within our schools.

Dates	Objectives	Agenda	Product
Phase I - Evaluate current literacy practices and build common understanding of best practices in elementary literacy			
Jan 25 Thurs 3:15-4:15	<ul style="list-style-type: none"> ● Establish timeline, scope of work, roles and norms for this project 	<ol style="list-style-type: none"> 1. Introductions of team members 2. Overview of team, purpose, and process 3. Norms and expectations 4. Discussion 5. Next Meeting- Communication points 	<ol style="list-style-type: none"> 1. This document was created and approved 2. Team roles and responsibilities identified 3. Clarifications regarding process / feedback from the field guidelines established

<p>Feb 6 Tues 9:30-11:00</p>	<ul style="list-style-type: none"> ● Establish vision for the goals of this work ● Review of Curriculum Frameworks for ELA 	<ol style="list-style-type: none"> 1.Guiding Shifts and Misconceptions Activity 2.Craft a “Vision Statement” that serves as to guide our work together by defining, in broad terms, the ideal literacy experience for our K-5 students. <p>Subgroup Task - Refine the visions statement</p> <p>(All) Share Talking Points with members outside of committee</p>	<ol style="list-style-type: none"> 1. Group came to consensus regarding necessary components of literacy for Hudson PS 2. Four similar vision statements created for subgroup to draft 3. Gathered information regarding professional development needs of Committee Members
<p>Mar 5 Tues 9:30-11:00</p>	<ul style="list-style-type: none"> ● Examine existing district data ● Design tool to collect data on practices and instructional priorities 	<ol style="list-style-type: none"> 1. Review & Approve Team Vision Statement 2. Run Data Protocol – review District Data from a variety of assessments K-5 3. Begin design of data collection for best practices and instructional priorities from district staff <p>Homework: - Science of Reading: The Defining Guide by The Reading League & The Four Shifts by DESE</p> <p>(All) Share Talking Points with members outside of committee</p> <p>Subgroup Task - Refine then administer survey between meetings</p>	<p>Purpose (as defined by the LCRC)</p> <p>The Literacy Curriculum Review Task Force serves to usher the district toward the realization of the following vision of elementary literacy instruction.</p> <p><u>The Vision</u></p> <p><i>In the Hudson Public Schools, we strive to produce K-5 students who read fluently, critically and confidently, and who listen carefully. In writing and when speaking, students express themselves clearly and reason with appropriate evidence. Our students develop a sense of efficacy and value for the essential importance of literacy as they persevere through challenging work.</i></p>

Apr 23 Tues 9:30-11:30	<ul style="list-style-type: none"> ● Review Best Practices HW ● Examine and interpret survey data re: practices and priorities 	<ol style="list-style-type: none"> 1. Utilize protocol to review survey results and compare to data from previous meeting 2. Review readings and make connections to all data gathered <p>Homework: Components of the Core Literacy Block - DESE</p>	<p>1.Data comparisons recorded</p> <p>**School Committee Report around this time</p>
May 7 Tues 9:30-11:00	<ul style="list-style-type: none"> ● Develop common understanding of Best Literacy Practices and fundamentals of SOR through our Vision Statement Document 	<ol style="list-style-type: none"> 1.English Language Director share best practices for language acquisition and reading instruction for ELs 2.Condense all survey data to populate our Vision, Beliefs, and Values Document 	
May 30 Thurs 3:15-4:15	<ul style="list-style-type: none"> ● Wrap up, looking out to next year ● Determine summer work needs 		
Phase II - Develop an instructional vision for elementary literacy and a set of criterion for evaluating curricula Fall 2024			
1	Solidify and document understanding of best literacy practices for Hudson		

2	Create a broad instructional vision for district articulation		
3	Build a rubric for evaluating HQIM curricula based upon the vision		**School Committee Report around this time
4	Evaluate readiness and timeline for moving forward with Phase III		

**Phase III - Timeline determined by budget capacity and evaluation about institutional capacity for instructional change
Spring 2025 or Spring 2025 to Spring 2026**

1	Choose Curricula to review and pilot in elementary classrooms		
2	Pilot Curricula		
3	Select Curriculum		
4	Create Implementation Plan - <ul style="list-style-type: none"> ● Training ● Coaching ● Collaborative Planning ● Data Collection ● Monitoring 		

Hudson Public Schools Literacy Vision, Beliefs & Values

Vision

In the Hudson Public Schools, we strive to produce K-5 students who read fluently, critically and confidently, and who listen carefully. In writing and when speaking, students express themselves clearly and reason with appropriate evidence. Our students develop a sense of efficacy and value for the essential importance of literacy as they persevere through challenging work.

Beliefs

TBD

- (the above beliefs and following values will be populated once Survey and Assessment data are correlated)

Reading Values	Writing Values	Language Values	Teaching Values
>	>	>	>

V.

Matters for Discussion

New Business

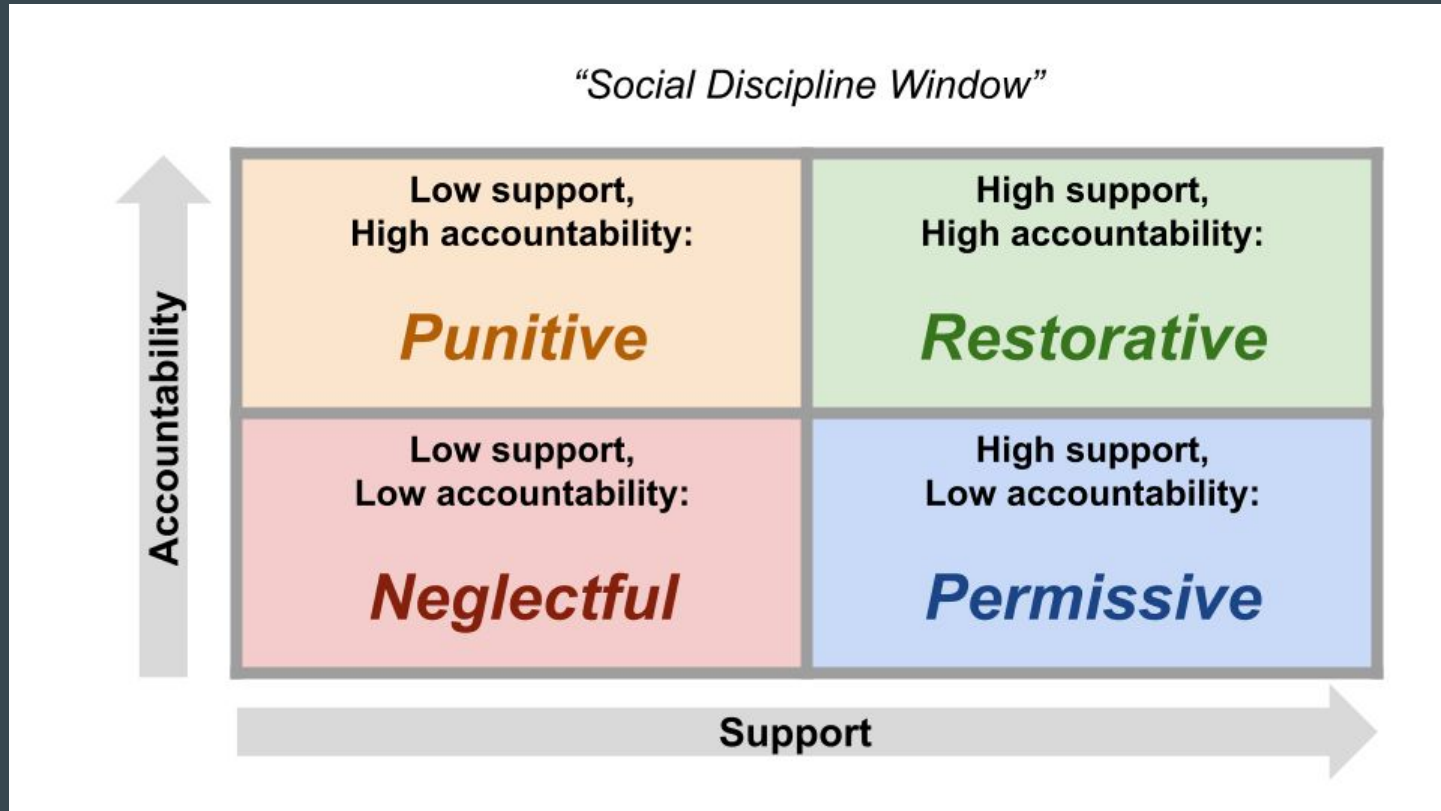


Introduction to Restorative Practices

School Committee
April 23, 2024

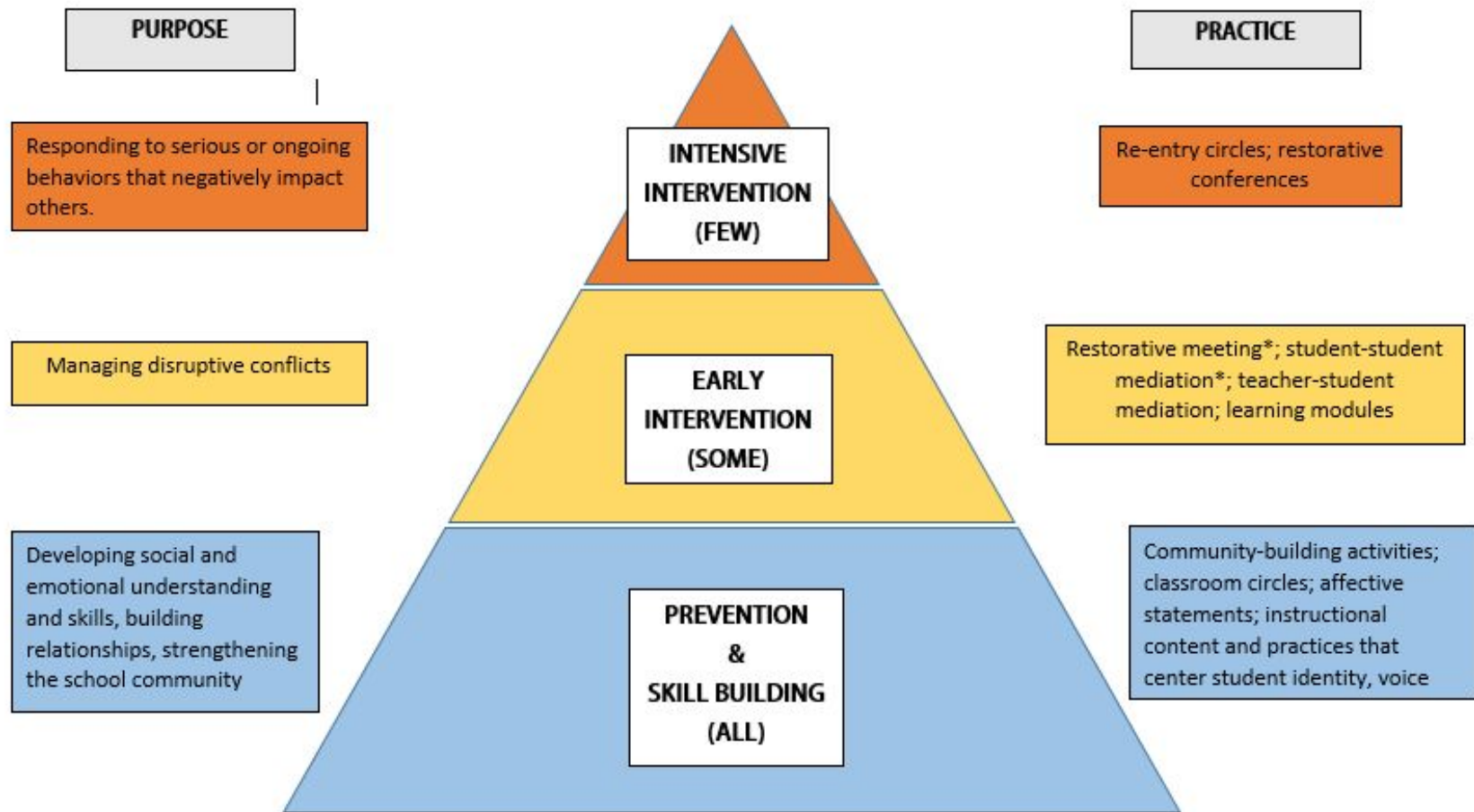


What are Restorative Practices?



Overview of Restorative Practices at Hudson High

Creating Opportunities to Learn from Conflict





GOALS

- ★ Increase connection, belonging and responsibility building-wide
- ★ Transform conflicts & disciplinary issues into learning opportunities
- ★ Build stronger relationships to support:
 - Improved attendance
 - Greater academic engagement and achievement
 - Fewer disciplinary problems and physical altercations
 - Decreased dropout rate

PROGRESS UPDATE

- ★ Community Building: 8th grade orientation, Hawk Day for 9th & 10th, Community Day, SEL Block
- ★ Staff training: restorative practices in the classroom & circle facilitation
- ★ Classroom circles (problem-solving and instructional) - 11
- ★ Mediations - 8 Teacher-Student; 14 Student-Student
- ★ Restorative conversations - 12
- ★ Creation of learning modules - 5
- ★ Student-designed anti-bias workshop for Quinn

VI.

Matters for Action

Old Business

Resolution Calling for Adoption of House Ways and Means \$104/student Minimum Aid and Adjusting Chapter 70 Aid for Inflation for Fiscal Year 2025 and Beyond

WHEREAS, Massachusetts has not fully funded the goal rates of the Student Opportunity Act

WHEREAS, Chapter 70 of the General Laws provides a structure for allocation of school aid based on Foundation Budgets that reflects the needs and costs for Massachusetts school districts, and

WHEREAS the “Foundation inflation index” is an essential element of the school aid formula needed to maintain the purchasing power of district Foundation Budgets, and

WHEREAS, the Chapter 70 Section 2 definition of the Foundation inflation index limits each annual adjustment to no more than 4.5 percent when inflation exceeds that amount, and

WHEREAS, application of that limit or cap on the Foundation inflation index in fiscal years 2023 and 2024 has reduced the base used to calculate Foundation Budgets for fiscal year 2025 and future years by about 6 percent below what is needed to maintain the purchasing power of Massachusetts schools, and

WHEREAS, a legislative change is needed (1) to fully reflect recent inflation in the Chapter 70 definition of the Foundation inflation index for fiscal year 2025 and (2) to eliminate the cap in future years, so as to restore the purchasing power of district Foundation budgets to reflect the intended resource allocations of the Student Opportunity Act,

THEREFORE: be it

RESOLVED, that the Hudson School Committee calls on the Massachusetts Legislature and the Governor to (1) approve the House Ways and Means proposal (H. 4600) that would make progress on a top local aid priority by adding \$37 million to lift the per-pupil minimum new aid amount from \$30 per student to \$104. (2) amend Chapter 70 Section 2 of the General Laws (i) to provide a Foundation Inflation Index for Fiscal Year 2025 that fully adjusts for inflation occurring since the start of the Student Opportunity Act and (ii) to eliminate the upper limit on the Foundation inflation index for all future years, and (3) for fiscal year 2025, to fully fund the Student Opportunity Act including Foundation aid that fully accounts for inflation that has occurred since the passage of that act.

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RESOLVED further, that the Hudson School Committee calls on the Massachusetts Association of School Committees to work to advance legislation that would ensure that Chapter 70 Foundation Budgets for fiscal year 2025 and forward are fully adjusted for all inflation that has occurred since the start of the Student Opportunity Act.

VOTED:

DATE: April 23, 2024

BY: The Hudson School Committee, Hudson, Massachusetts

VI.

Matters for Action

New Business

Student Opportunity Act

The [Student Opportunity Act](#) (Chapter 132 of the Acts of 2019) ushered in a new phase in the Commonwealth's commitment to ensuring that *every* student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

The Student Opportunity Act calls for every district and charter school in the state to develop 3-year plans, referred to as SOA plans. Districts' plans identify where data reveals disparities in student learning opportunities and outcomes for the student groups they serve and describe how they will utilize evidence-based approaches and strategies to address those disparities.

<https://www.doe.mass.edu/soa/>

Important Considerations When Reading District Plans

- By design, districts' SOA plans highlight *a few* evidence-based program areas districts and charter schools identified as key levers for addressing disparities in learning opportunities and outcomes experienced by student groups they serve.
- SOA plans *are not* expected to reflect districts' or charter schools' comprehensive plans for overall improvement; if you are interested in a district's comprehensive improvement plan, we recommend visiting the district's website.
- Data on anticipated budget allocations, implementation progress, and outcomes are self-reported by districts.
- FY22 and FY23 budget tables reflect investments from multiple funding sources that districts anticipate making to support the implementation of the evidence-based program areas in their plans.

Hudson's SOA Plan

SECTION 1: DISTRICT PLAN

Hudson Public School's 3-year SOA plan will focus on our High Needs population; in particular our growing population of English Learners, our low-income population, and our Hispanic/Latino population. This determination was made using a variety of data points including but not limited to: state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data. We also utilized the District Review conducted by DESE during the 2022-2023 school year, and an Equity Audit conducted by Mass Insight.

Our plan includes additional data analysis throughout the next three years using our established MTSS Frameworks for Academics, Attendance, and Social-Emotional Learning. We will utilize all three tiers to support all students; especially those within the identified focus groups. We will also provide professional development for all staff regarding equitable practices, tiered supports, and ways to provide continued engagement with caregivers. Our district will invest as much time and resources as we deem necessary as we navigate the SOA plan we have developed.

SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

English Learners: 30.4% are chronically absent, 41.7% do not pass 9th grade, 10.2% dropout, and 65.4% graduate within 5 years. MCAS scores in all areas for EL students have the greatest disparity of student rate.

Low Income SS: 29.6% are chronically absent, 2.5% have received out of school suspension, 72.9% graduate within 5 years. MCAS scores for low-income students show 14- 29% of students are within the not meeting and exceeding the student rate.

Hispanic/Latino SS: 26.3% are chronically absent, 2.5% have received out of school suspension, 64.3% do not pass 9th grade, 8.6% dropout, and 50% graduate within 5 years. MCAS scores for Hispanic or Latino students show 31% of students are within the not meeting and exceeding the student rate.

According to our thorough analysis of our District Review conducted by Air on behalf of DESE, the Equity Audit conducted by Mass Insight, and the SOA data, we identified the following best ways to address disparities across all student groups:

1. Data analysis at the building and teacher level with academic intervention plans established for specific students
2. Establish plans for students who are chronically absent which include calling families to discuss the importance of attending school, home visits, and other school-based Tiered supports for attendance.
3. SEL Tiered supports for all students with an emphasis on Tier 2 and 3 for struggling students including in-school and out of school counseling services, wraparound services for families identified through our Panorama yearly and bi-yearly student surveys
4. Leverage flexible academic blocks at the secondary level (Hawk block and ARC) to build out Tier 2 academic interventions
5. 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
6. Infuse dedicated time for relationship building into the current SEL structures at the middle and high schools
7. Build collective awareness & responsibility for equitable practices
8. Allocate capacity and resources to the organization of equity at all levels including the formation of a DEI-AB committee to plan and implement equitable practices
9. The district provides families with short-term virtual counseling through an organization called Cartwheel. This enables parents to have parental support in grades K-2 and students to have individual counseling in grades 3-12 while families are waiting for their own long-term clinicians.

SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

As a district, we agree to commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets. DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.

This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates.

SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

The Hudson Public Schools is committed to continue to meaningfully engage with all families/ caregivers through the following structures:

- SEPAC- monthly meetings and presentations about topics such as anxiety, the New IEP
- ELPAC-monthly meetings
- Portuguese and Spanish liaisons reach out to families to inform them of upcoming events
- School Councils- meet monthly
- Family engagement evenings such as math/literacy events at elementary and MS levels

- Parent-teacher conferences held twice per year-liaisons reach out individually to families requiring interpretation
- Interpreters provided for all family events
- Cartwheel provides monthly presentations for families about mental health

There are a variety of ways in which the Hudson Public Schools will measure the effectiveness of family engagement and outreach:

- Monitor attendance at SEPAC and ELPAC meetings
- Have family liaisons monitor the number of outreach occurrences for our Spanish, Portuguese, and Haitian-Creole families for all family engagement events and conferences. Place emphasis on importance of attending conferences and other events where parent supports are in place
- Monitor the number of parent/caregiver interactions each family with students in the targeted sub groups receives by teachers, and other building administrators about the student's progress
- Increase awareness of our Adult Learning Program for families who want to learn to speak English-monitor attendance of our district parents with the assistance of the District's Adult Learning Director

During his entry to our district, our new Superintendent engaged in a variety of listening sessions that included many stakeholder voices before and after he was officially hired. He also engaged in school residencies - working for a full week in each of our 5 buildings at the beginning of the school year. These residencies included classroom visits, listening sessions, and walkthroughs with each Principal. Information regarding his findings was shared with the leadership team, during school committee meetings, and with the staff in our district. Throughout this entry period, information he gathered assisted our leadership team to develop our three-year SOA plan.

Our district also participated in an Equity Audit conducted by Mass Insight during the 2022-2023 school year. Their findings revealed the following high-leverage practices that we have incorporated into our District Improvement Plan for the next 3 years and this 3-year SOA Plan:

1. Leverage flexible academic blocks at the secondary level (Hawk block and ARC) to build out Tier 2 academic interventions
2. 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
3. Infuse dedicated time for relationship building into the current SEL structures at the middle and high schools
4. Build collective awareness & responsibility for equitable practices
5. Allocate capacity and resources to the organization of equity at all levels including the formation of a DEI-AB committee to plan and implement equitable practices

DESE (Air) conducted a District Review during the 2022-2023 school year. Some of the recommendations made within the Student Support Standard that have been incorporated into our DIP and this SOA plan include:

1. Improving the high school's culture and climate so that all students feel safe, supported, and welcome - regardless of their background
2. Providing staff with more professional development on diversity, equity, and inclusion
3. Ensuring that the IST focuses on all areas of students' needs (e.g., academic, attendance, behavioral, and social-emotional) at the secondary level
4. Ensuring that school communications are timely and relevant to families

5. Working with the SEPAC and ELPAC to keep online resources for families up to date with relevant Information

6. Promoting greater parent engagement at the high school

Over the next 3 years, we will continue to offer Superintendent listening sessions for caregivers and staff. During these sessions, we will set aside time to gather feedback regarding the SOA plan.

SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1D Early Literacy Screening and Support

Hudson's elementary schools use DIBELS 8 (DESE has described this as a valid and reliable early literacy screening assessment) and DRA-2 to monitor all of our K-3 students literacy skills. In addition to our core curriculum, we utilize Foundations and Heggerty to provide phonemic awareness and phonics lessons to all K - 3 students. As we undertake a Literacy Curriculum Review Process, we anticipate adopting a new core curriculum within the 2025-2026 school year for our K-5 grade levels. Early literacy screening has shown a gap in learning for our growing EL population and students with disabilities. We have increased reading support at two of our elementary buildings to more closely align with the teacher/student ratio at the other two elementary buildings. We also hired one bilingual reading specialist and anticipate hiring a second to support our dual language program at Farley Elementary School.

Our Response to Intervention model is well-established at each of our buildings; utilizing an all hands on deck approach to ensure that we are able to provide targeted small group instruction-preferably 3 or less students with highly qualified teaching staff. This year, due to a mathematics curriculum adoption, we relied on our reading specialists to administer DIBELS assessments to all students K-3. For next year, we anticipate providing DIBELS training to all K-3 teachers to calibrate scoring and utilize the data to form small targeted groups for intervention. Through the curriculum review process, we will also make decisions regarding the screening tool we will utilize for early literacy screening to make sure it aligns with DESE's requirements and the potential new curriculum we may adopt.

What is the anticipated amount of funding that will be allocated to this Evidence Based Program (EBP) for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.

The district estimates allocating \$1,300,000 to this EBP.

- At this time, we can anticipate continuing to spend funds to utilize DIBELS 8 for all K-3 students. We will also continue to support reading interventionists at all 3 elementary buildings.
- We currently have 8 including one bilingual reading interventionist and anticipate hiring a second to support our dual language program entering the fourth year (K-3).
- Adoption of a new literacy curriculum to support early literacy instruction is also a potential that will need funding to be allocated.

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

Hudson Public Schools continues to develop Dual Language Curriculum with embedded WIDA Standards. Department meetings focus on ESL curriculum and WIDA Functions of language. We have been participating in DESE/ELSF Math for Multilingual Learner professional development that actualizes WIDA's Framework in the math content standards. We have also been provided targeted supports for EL students at the Middle School - What I Need (WIN Block) and High School - Academics, Relationships, Community (ARC Block) based on need.

We have hired additional staff to support our growing MLL population. We hired one additional bilingual reading specialist this year to support students in our Dual Language Program, and will hire one more bilingual reading specialist to support all students who are multilingual learners. We have one additional EL teacher to hire this year to decrease our student : teacher ratio.

We continue to support our specialized programs housed within our district for students with disabilities at each level. Currently we have two stabilization programs at the elementary level, one at the middle school, and two at the HS. We will continue to provide support through these programs to keep students within the district.

What is the anticipated amount of funding that will be allocated to this Evidence Based Program (EBP) for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.

The district estimates allocating \$50,000 to this EBP.

We will continue to purchase WIDA Framework materials as needed for each of the levels, and other instructional materials that support Tier I and Tier II instruction.

We will continue to monitor the student to teacher ratio for EL instruction and hire additional staff as needed.

EBP 2.2D Targeted Academic Support and Acceleration

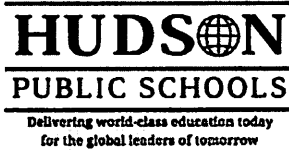
Each of our buildings have established Instructional Leadership Teams that utilize data to choose high impact instructional practices that are known to accelerate learning. We also incorporate additional District-Wide instructional practices that we expect all buildings to utilize and blend with their building-based practices. For the past several years our district has also placed a greater emphasis on specific strategies that work best with our MLL population, and are appropriate for all learners. Throughout this process, we have continued to provide targeted instruction for students who perform below benchmark in math and ELA through a Response to Intervention model at the elementary level, and we have a "What I Need" block at our middle school, and an "Academics, Relationships, Community" (ARC) block at our High School. We utilize our MTSS Framework for Academics and our MTSS Framework for Attendance to guide decision making for all students. We also anticipate that our newly formed DEI-AB committee will recommend professional development around culturally responsive practices for the future that will tie in with our current practices.

We continue to refine each of these intervention opportunities and provide job-embedded coaching at the elementary level, and have been providing more support at the middle school with a reading and a math specialist, and at the middle and high school with our curriculum directors. We continue to work in a District Instructional Leadership Team to plan and implement professional development opportunities that are timely, have shown to be highly effective, and are actionable. We utilize data gathered from all of our subgroups to make decisions that support all students. We are in the process now to plan out our professional development days (Two full and 6 half days) to include targeted support for our teachers. We also anticipate the potential purchase of intervention materials at the middle school level, depending on final data outcomes for this current school year.

What is the anticipated amount of funding that will be allocated to this Evidence Based Program (EBP) for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.

The district estimates allocating \$200,000 to this EBP.

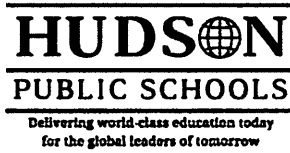
- District-wide professional development to help teachers continue to meet the literacy and mathematics needs of all students
- Potential purchase of evidence based intervention materials for the middle school to support the growing WIN block supports
- Cultural Responsiveness professional development training K - 12



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:	St. Mary's Credit Union		
Awarded Amount:	\$100.00		
Date Received:	4/11/2024		
Gift Purpose:	Sponsorship to support and attend the reality fair at Hudson High School		
Gift Type:	Donation		
Gift Administrator:	Kerry Bartlett		
Department:	School		
Location:	Hudson High School		
Grade Levels:	<input type="checkbox"/> Elementary (K-4)	<input type="checkbox"/> Middle School (5-7)	<input checked="" 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:



HUDSON SCHOOL COMMITTEE GRANT ACCEPTANCE FORM

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

Grant Name:	24-205 ESL Certification Support Grant		
Grantor Name:	DESE		
Awarded Amount:	\$6,000		
Grant Purpose:	As part of a statewide effort, the Department is providing support for districts experiencing the impact of newly opened emergency assistance family shelters through the MA Executive Office of Housing and Livable Communities (HLC) and the Office of Refugees and Immigrants (ORI). The purpose of this targeted ESL Certification Support Grant is to cover costs associated with educators within these districts to pursue ESL certification and to be able to deliver services to students under this license.		
Grantor Category	Federal		
Grant Type:	Entitlement		
Grant Admin:	Wendy Anderson		
Department:	EL		
Grant Location:	District _____		<input type="checkbox"/> Pre-K
Grade Levels:	<input checked="" type="checkbox"/> Elementary (K-4)	<input checked="" type="checkbox"/> Middle School (5-7)	<input checked="" type="checkbox"/> High School (8-12) <input type="checkbox"/> ADL
Grant Start Date:	01/26/2024	Grant End Date:	06/30/2024
Grant Notes:	<p>Grantor Address: MA DESE 75 Pleasant St., Malden, MA 02148-4906</p> <p>Grantor Contact Info: David.e.parker@mass.gov</p>		
For Hudson School Committee Use Only			
Meeting Date:			
Voting Result:	In Favor:	Opposed:	Abstained:

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

Funding Source: Rental Lease Equipment

Account Number: 20.5344.15.1.077.1296.5300.4.6.99

Contract for Goods

Company Information

Vendor/Company Name: Quadient USA Inc.
Address: 478 Wheelers Farms Road Milford, CT 06461
Telephone: 617-842-2705
Contact Person: Chris Ryan, Government Acct. Mgr.
Federal Tax Identification # or Social Security No:

Terms of Contract:

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

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

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

Description of Items Purchased and Prices

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

Contract with Quadient to lease mail machine IX-5/7/7PRO Series to replace Quadient IN700 postage machine. Lease Terms: 36 months @ \$308.05/mo. or \$11,089.80/36 mos. This includes freight, delivery and installation, annual maintenance, postage meter rental. Commbuys OSD OFF39 Master Blanket PO# PO-21-1080-OSD03-SRC

Total Cost for Purchased Items \$ 11,089.80

Timeline for Shipping:

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

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

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

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the

Vendor Name: Quadient USA Inc.

Page 2 of 2

Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor:

Chris Ryan, Government Account Manager Northeast District

Printed Name of Authorized Person to Sign

Authorized Vendor Signature

Date: _____

Hudson Public Schools

DocuSigned by:

School Business Manager

Date: 4/9/2024

Superintendent of Schools

Date: _____

Hudson School Committee

Date: _____

Hudson Public Schools
 155 Apsley St
 HUDSON, MA 01749
 (978) 567-6100

OFF39 - PURCHASE ORDER - LEASE

OFF39 Contract Number --

To:
 Quadient Inc.
 Dept. 3682
 PO Box 123682
 Dallas, TX 75312-3682

SHIP TO:
 Hudson Public Schools
 Attn: Daniel Gale
 155 Apsley St
 HUDSON, MA 01749
 (978) 567-6100

P.O. DATE	REQUISITIONER	SHIPPED VIA	F.O.B. POINT	TERMS
QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL
	IX7	IX-7 Series Base w/ Mixed Size Feeder, Sealer, Catch Tray and Ink Cartridge		Included
	IXWP10	IX-5/7/7PRO Series Base w/10lb. Weigh Platform		Included
	ICMFP-1	Desktop Solution - Power Conditioning Line Filter		Included
To be paid Quarterly		36 month lease: \$308.05 per month(Maintenance Included)		
			SUBTOTAL	
			SALES TAX	
			SHIPPING & HANDLING	
			OTHER	
			TOTAL	

1. Order is governed under the terms and conditions of the OFF39 Contract. Enter this order in accordance with the prices, terms, delivery method, and specifications listed above.

2. Payments will be sent to:
 Quadient, Inc.
 Dept 3682
 PO Box 123682
 Dallas TX 75312-3682
 Federal ID Number: 94-2388882

Send all correspondence to:
 Quadient, Inc.
 478 Wheelers Farms Road
 Milford, CT 06461
 800-881-6245

DocuSigned by:



4/11/2024

Authorized by

Date

Daniel Gale

Director of Finance and Op

Print Name and Title

VII.

Items of Interest to the School Committee

VIII.

Executive Session

IX.

Adjournment