

SCHOOL DEPARTMENT

Joint Report of
School Committee
&
Superintendent of Schools

Hudson Public Schools
School Committee and Superintendent Joint Annual Report
March 2021

To the Citizens of Hudson:

The Hudson School Committee and the Superintendent of Schools are pleased to present their Annual Report. It is a great honor to serve our community by working together to live our mission of Delivering a World-Class Education Today for the Global Leaders of Tomorrow.

School Committee Membership

The May 11, 2020 Annual Town Election was postponed until June 29, 2020 due to the COVID-19 Pandemic. The June 29, 2020 Election resulted in the re-election of Adam R. Tracy and the re-election Michele Tousignant Dufour to three-year terms. On August 22, 2020, Dr. Rebekah Weksner resigned from the Hudson School Committee. On September 14, 2020, the Hudson School Committee and Hudson Select Board approved the appointment of Elizabeth Hallsworth to fill the remainder of Dr. Weksner's term. At the Committee's organizational meeting on July 28, 2020, Steven Smith was appointed to Committee Chair, Michele Tousignant Dufour was appointed as Committee Co-Chair, and Adam R. Tracy was appointed the role of Committee Secretary.

Budget Summary

The Hudson Public Schools is fully committed to its mission of *Delivering World-Class Education Today for the Global Leaders of Tomorrow*. With 83.9% of the school age student residents in Hudson attending the Hudson Public Schools, the District is committed to increasing the number of families that choose the Hudson Public Schools as the preferred educational opportunity for their children. This commitment is anchored in the belief that a strong portfolio of options for students and families will guide students' educational experience in our schools.

The FY22 proposed budget, in the amount of \$43,655,718, represents the expenditures anticipated for the 2021-2022 school year and it includes personnel, general expenses, and transportation costs. It also represents an increase of \$1,506,792 or 3.57% from the adopted FY21 budget of \$42,148,926.

The revenue for the FY22 budget is comprised of Town Appropriations, Circuit Breaker, and School Choice receipts. The amounts for FY22 are \$40,450,000 in Town Appropriations (it represents 2.80% increase from the FY21 Town appropriation), \$896,245 in Circuit Breaker (FY20 Reimbursement), and \$2,309,473 in School Choice carry-over and new revenue. The projected School Choice revenue for FY22 is \$700,000 and it is based on the trend in enrollment of students who do not reside in Hudson.

The proposed FY22 budget aligns with the District's Strategic Budget Stabilization Plan, which consistently identifies steps to narrow the revenue gap by consolidating and reducing current and future expenditures. However, the impact of the pandemic on state and local revenue for FY21 and FY22 is not completely known with potential negative consequences. Based on projected Town revenue shortfalls due to the pandemic, the FY21 school department budget was reduced by 2% in June 2020, a reduction of \$800,000. Based on this reduction and the anticipated FY22 budget allocation for the school department, the revenue gap for FY22 is approximately \$1,000,000.

We are thankful that federal COVID-19 relief funds became available in FY20 and FY21 to support the acquisition of personal protection equipment, sanitization materials/equipment, and upgrades to our HVAC system. The funds also allowed the District to acquire additional personnel to support our schools' operations under the COVID-19 Pandemic restrictions.

The sudden closure of schools in March of 2020 and the District's transition into hybrid and remote learning models during the 2020-2021 school year produced many challenges for students, staff, and families. The reduction of in-person learning time for students has affected how teachers teach and how students learn. The challenges ranged from mastery of core content learning to social-emotional learning; more intensely for students who are at-risk or those who need additional support services to access the curriculum and/or to make academic progress.

The impact of the pandemic on student learning is likely to be seen in years to come. As a school district, we need to be prepared to deploy additional services and supports for our students. We anticipate that the latest federal COVID relief funds will be widely utilized to support these additional supports services during FY22 and FY23.

Considering the revenue gap and additional expenditures associate with the pandemic restrictions, it is important to note that the FY22 proposed budget maintains all personnel, programs and services currently in place. It also preserves extracurricular activities and sports. All positions, programs, and services proposed for the FY22 are funded through existing resources and funding.

This year, in addition to preserving all programs and services, we are proud to announce the opening of the Dual Language Program at Farley Elementary School. The program will follow the 50-50 model in which students will have 50% of their instructional time in English and 50% in the partner language, Portuguese. Dual Language Programs are designed to provide literacy and content instruction to students through two languages.

The Town of Hudson possesses a strong history and connection with the Portuguese community and our Dual Language Program will preserve and enhance the Portuguese-speaking heritage while preparing our students for the highly competitive diverse work places in the 21st century global fields of study and work. The program goal is to promote bilingualism, biliteracy, cross-cultural competency and high levels of academic achievement.

FY21 Budget Process

The Budget Stabilization Plan has been extremely effective in guiding the District's steps to narrow the revenue gap associated with the School Choice balance. The District will continue to analyze all expenses generated by personnel, programs, and services and allocate resources as prioritized in the District Improvement Plan.

The District Budget Team has been engaged in the Zero-Based budget development process for the past two years. This approach is also known as a "bottom-up" process and it requires each building and central office administrator to be actively engaged in the budget process. For each budget cycle, all programs and services start at a base of zero and are funded based on student enrollment, program and service needs, and justification. The staffing levels for next year are based solely on the future (enrollment, programs, and services) and do not build upon staffing that already exists at the school. It allows for the budget to be built in accordance with District goals and priorities, rather than the history of resource allocation.

The Hudson School District has experienced a steady decline in student enrollment for the past several years. Student enrollment trended down from 2,768 in FY15 to 2,534 in FY20. Although the District has experienced a decline in student enrollment over time, the cost of services and programs associated with the High Needs sub-group population (Students with Disability, English Learners, Economically Disadvantaged) continues to rise. The High Needs sub-group requires specialized services and programming, beyond the core services, to successfully access the curriculum and to make effective academic progress.

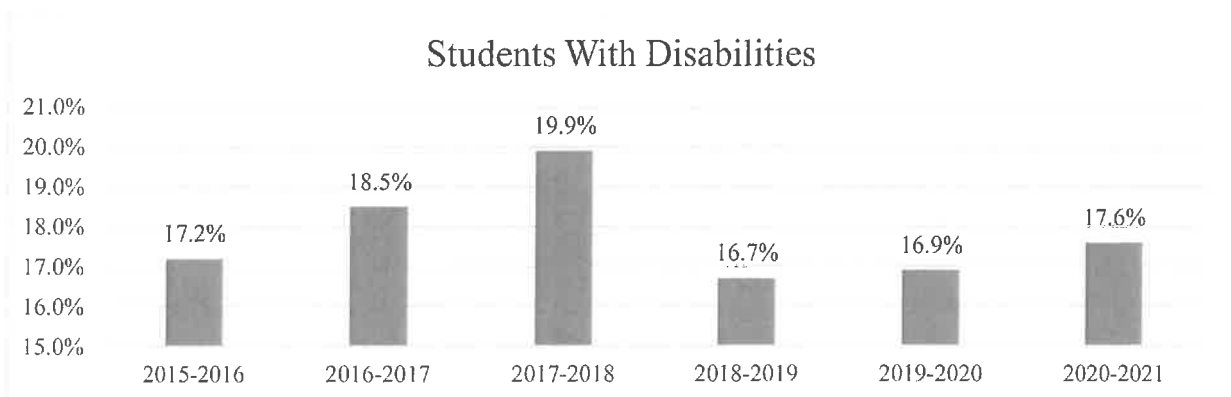
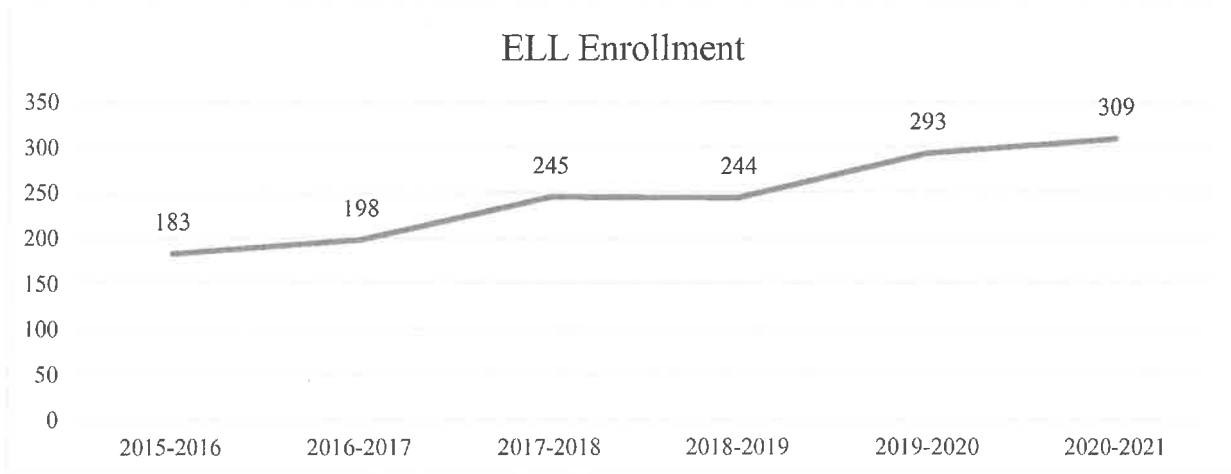
The FY22 proposed budget takes into consideration the current status of student enrollment and it maintains the District's goal and priority of an average class size of 20 students. Therefore, any reallocation in personnel will not jeopardize the district's ability to maintain its goal on class size, the quality of the programs and services provided. In addition to the core content area classes, **the FY22 proposed budget maintains the offerings of specials at the elementary schools, related arts at the middle schools, and elective courses at the high school.**

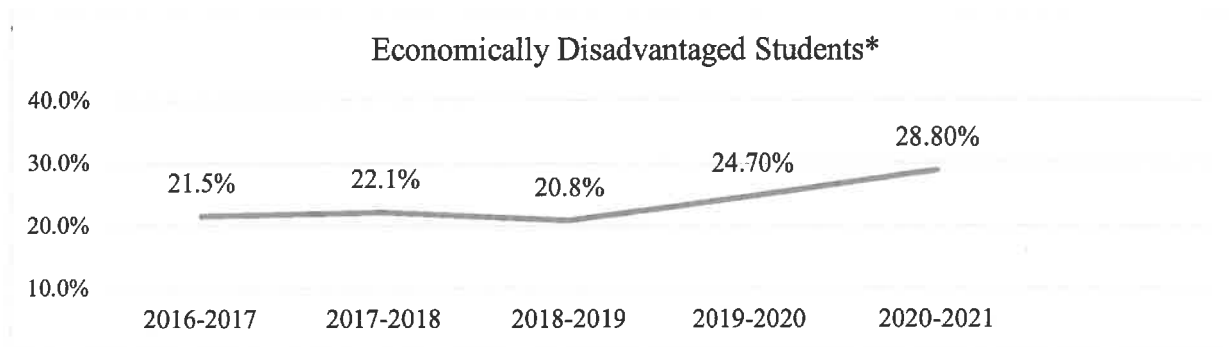
It is also important to note that the FY22 proposed budget accomplishments are achieved through master schedule reviews, program of studies evaluation, and through the reallocation of resources. All positions and services are funded through existing resources and funding.

Student Enrollment and Demographics

The District's certified October 1, 2020 enrollment numbers are included in the chart below:

School	Grades Served	10/1/20 Enrollment
Hudson High School	8-12	872
Quinn Middle School	5-7	572
C.A. Farley Elementary	PK-4	397
Forest Avenue Elementary	K-4	322
J.L. Mulready School	PK-4	253
Total		2,416
Student Demographic	% of District (10/1/20)	
First Language not English	27.5%	
English Language Learner	12.8%	
Students with Disabilities	17.6%	
High Needs	45.9%	
Economically Disadvantaged	28.8%	





*Massachusetts Department of Elementary and Secondary Education

2018 MetroWest Adolescent Health Survey Key Indicator Report for Hudson

The MetroWest Adolescent Health Survey (MWAHS) is an initiative of the MetroWest Health Foundation. The 2018 survey is the 7th administration of the MWAHS, which has been administered every other year since 2006 in the region served by the MetroWest Health Foundation. In 2018, over 41,000 middle and high school students in all 25 communities in the region participated in the survey. The survey data is dedicated to: improving adolescent health and wellness by supporting data-driven advancements in prevention efforts, programs, and policies, monitoring trends in adolescent health and risk behaviors. The survey was administered to middle school students in grades 6 and 7 and high school students in grades 9 through 12. Student participation was voluntary with opt-out choice by parents and students. Data collection at each school was guided by a protocol that protected the privacy of students' responses. 580 students in grades 6 through 8 (91% participation rate) and 577 students in grades 9 through 12 (85% participation rate) participated in the survey.

Hudson Grades 9-12 MetroWest Adolescent Health Survey Results	2008	2010	2012	2014	2016	2018
Life "very" stressful (past 30 days)	29.1%	28.5%	25.1%	34.8%	34.9%	36.8%
Depressive symptoms (past 12 months)	24.9%	19.4%	20.8%	26.1%	19.8%	22.8%
Self-injury (past 12 months)	15.6%	12.6%	15.4%	17.4%	12.9%	13.5%
Considered suicide (past 12 months)	12.1%	10.5%	14.5%	14.4%	12.1%	14.1%

Hudson Grades 7-8 MetroWest Adolescent Health Survey Results	2008	2010	2012	2014	2016	2018
Life "very" stressful (past 30 days)	N/A	13.1%	11.3%	16.9%	19.3%	21.7%
Depressive symptoms (past 12 months)	N/A	14.8%	13.7%	20.0%	10.9%	18.3%
Self-injury (past 12 months)	N/A	6.3%	10.2%	11.7%	8.3%	8.5%
Considered suicide (past 12 months)	N/A	9.4%	13.0%	14.0%	10.6%	15.6%

School Committee Subcommittee Reports

1. Budget Sub-Committee

Description: All School Committee members are part of this Subcommittee. The goal of the Subcommittee is to work through the annual budget details with the Superintendent and the District Budget Team. The final budget is voted on during School Committee meetings and ultimately presented to the Board of Selectmen and Finance Committee before it is presented at Town Meeting for approval. The Committee, Superintendent, and District Budget Team participated in Resource Allocation and Prioritization sessions in February of 2021 to analyze the FY22 Budget proposal and to

prioritize budget requests. The FY22 Budget was approved by the School Committee on March 23, 2021 and submitted to the Town on March 24, 2021.

2. Policy Sub-Committee

Description: Work with the Superintendent to review the District Policy Manual and determine which policies should be updated, introduced, and/or removed. Once the desired changes are identified, the Superintendent and/or Sub-Committee draft and review the changes, which are ultimately presented to the full School Committee for approval. To date, Policies under sections A, B, C, D, E, F, G, H, J (most), K, and L have been reviewed.

3. Strategic Goals Subcommittee

Description: Develops recommendations related to strategic topics identified by the School Committee. This can include things such as the School Committee strategic goals, action items related to the strategic goals, and facilitating meetings with the community related to some topics being addressed by the Subcommittee. The Committee has adopted the 2018-2021 Strategic Goals, which aligned with the District Improvement Plan.

Goal 1: Achieve continuous improvement in the academic and social growth of ALL students.

Goal 2: Provide a safe and supporting environment for our students and staff.

Goal 3: Promote a collaborative relationship with the community and all stakeholders through effective communication and transparency.

Goal 4: Encourage progressive development and innovation in our professional practice at all levels within the district.

Goal 5: Develop a financially stable and fiscally responsible budget that is responsive to the needs of the district.

4. Superintendent’s Evaluation Subcommittee

Description: Oversees the annual Superintendent evaluation process, which includes developing goals for the coming year and evaluating performance against the prior year’s goals. The Subcommittee presents this information each year to the full School Committee for approval. They met in November 2020 to evaluate the Superintendent’s goals. The Mid-Cycle Goals Progress Report was subsequently submitted to the School Committee for review and approval.

Contract Negotiation Teams

The Committee engaged in contract negotiations with the Teachers and Paraeducators unions in FY21. The negotiations produced a one-year contract for the FY22. Negotiations will resume in FY22 with all four unions: teachers, paraeducators, secretaries, and custodians.

District Improvement Plan:

The District Leadership Team developed the District Improvement Plan during the 2018-2019 school year. The document below identifies our mission, vision, and core values and delineates four strategic goals to guide and support the work being developed by each member of the Hudson school community.

DISTRICT IMPROVEMENT PLAN 2018-2021	
Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: 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.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
	<i>Are the foundation of the...</i>
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.
	<i>Which leads to the development of the...</i>
Strategic Objectives	<p>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>2. Educating the Whole Child - Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p> <p>3. Innovative Educational Practices - Ensure that ALL students are exposed to, and engaged in, innovative and challenging academic courses and programs.</p> <p>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>
	<i>Which will be achieved by the...</i>
Strategic Priorities	<p>High Quality Instructional Practices</p> <p>1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse student-centered instructional practices. 1.3 Increase the effective use of data.</p> <p>Educating the Whole Child</p> <p>2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school. 2.2 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p>Innovative Educational Practices</p> <p>3.1 Define and expand K-12 Pathways that ensure rigorous learning experiences for all students. 3.2 Expand availability and application of the District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement.</p> <p>Climate and Culture</p> <p>4.1 Build a strong community among all stakeholders. 4.2 Ensure an environment where students engage in age-appropriate social emotional learning. 4.3 Strengthen the effectiveness of the district’s Leadership Team.</p>
	<i>For which you set...</i>
Outcomes	<p>High Quality Instructional Practices - By 2021, 100% of our students will show growth on state standardized tests with at least 75% of all students meeting or exceeding expectations.</p> <p>Educating the Whole Child - By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.</p> <p>Innovative Educational Practices - By 2021, 100% of our curriculum will be refined and expanded to include innovative pathways integrated with digital learning.</p> <p>Climate and Culture - By 2021, using the results of survey data, the district will increase the stakeholders’ (students, parents, staff) positive responses for school climate and culture by 20%.</p>

Student Achievement

In 2020, Hudson’s students achieved rates of proficiency on the College Board’s SAT (Scholastic Aptitude Test). Hudson students are exceeding the State and National averages on the Reading SAT and exceeding the National Average on the Math SAT.

2019-2020 SAT Test Scores

2019-2020 School Year	Hudson High School	State Average
Reading/Writing SAT	546	555
Math SAT	545	557

2020 Advanced Placement Participation and Performance

Subject	Tests Taken	HHS % Score 3-5	State Average % Score 3-5
Arts	4	24.5	75.5
English Language Comp	25	20.0	80.0
English Lit Comp	12	25.0	75.0
Spanish Lang.	18	0.0	100.0
Govt. & Politics: U.S.	14	35.7	64.3
History: U.S.	32	15.6	84.4
Psychology	37	21.6	78.4
Calculus AB	14	50.0	50.0
Calculus BC	15	20.0	80.0
Statistics	18	22.2	77.8
Biology	36	33.3	66.7
Chemistry	13	46.2	53.8
Physics C: Mech	10	10.0	90.0
Physics 1	15	33.3	66.7
Capstone Seminar	11	18.2	81.8

*The College Board – AP Exams 2020 Student Score Distributions

Class of 2020 Post Graduation Plans

There were 174 graduates in the Class of 2019. Their identified plans after they graduated from Hudson High School break down into the following categories.

4 Year College or University	2 Year College	Trade or Vocational School	Military Service	Employment
66.5%	11.2%	1.1%	1.1%	20.1%

2020-2021 Hudson High School National Honor Society Induction Recipients:

The following students are members of the National Honor Society at Hudson High School: Raquel Almeida, Rose Andrade, Anne Atwater, Kate Champeau, Lily Charbonneau, Lauren Cole, Emma Keledjian, Sophia Landry, Griffin Majer, Grace Masciarelli, Natalie Mollica, Riley Nanartowich, Chiara Sarkis, Benjamin Vartabedian, Rianne Wyckstrom.

2020-2021 Hudson High School National Junior Honor Society Induction Recipients:

The following students are members of the National Junior Honor Society at Hudson High School: Samuel-Diogo Almeida, Michael Atwater, Chase Bolduc, Steven Candiloro, Allyson Cassidy, Lauren Chagnon, Lila Chaves, Taylor Coyne, Alyssa Davis, Samantha DelGizzi, Olivia Downin, Amelia Dufour, Kelsie Figueiredo, Savannah Gao, Isabella Holt, Avani Kashalikar, Erica Korowski, Audrey Lenox, Leila Mullahy, Addison Murphy, Thuy-Tien Nguyen, Riley O'Sullivan, Hailey Pearlstein, Lila Rice, David Rosengard, Livianna Sousa, Angela Tenaglia, Olivia Tenaglia, Marley Wallingford, Cassia Andrade, Sean Bigos, Maria Borges, Lauren Bowler, Grace Breton, Adrianna Buckley, Taylor Chaves, Jacob Leonardo, Robert Long, Caleb Luz, Jessica MacDonald, Maria Luiza Pedrosa, Daniel Reagan, Kendra Slater.

Recognition of Retirees

The District would like to recognize the following employees, whom retired in June 2020, for their dedication and service to the students of Hudson: Patricia Boyle (18 years), Ann Cleary (6.5 years), George Colello (12 years), Susan DiCenso (20 years), Deirdre D'Urso (16 years), Cynthia Fensin (11 years), Denise Hayes (3 years), Patricia Lange

(18 years), Linda LeVeille-Ventura (23 years), Wayne Miller (25 years), Laura Mullen (21 years), Marie Reed (20 years), Kathryn Stewart (32 years), Melony Walker (20 years), Barbara Weaver (26 years)

Respectfully submitted,

Steven C. Smith, Chair

Michele Tousignant Dufour, Vice Chair

Adam Tracy, Secretary

Elizabeth Hallsworth

Dr. Glenn A. Maston

Matthew McDowell

Nina L. A. Ryan

Dr. Marco C. Rodrigues, Superintendent