

HUDSON CITY SCHOOL DISTRICT

BLUEHAWK B Yk g` YhhYf VOLUME 1 ISSUE 1

John L. Edwards Primary School

M.C. Smith Intermediate School



Hudson Junior High School

Hudson Senior High School

DISTRICT SUPERINTENDENT

SUPERINTENDENT:
JACK HOWE

SECRETARY TO THE SUPERINTENDENT:
DAWN MCDONALD
EXT. 2102

HUMAN RESOURCES SECRETARY:
BONNIE DYKEMAN
EXT. 2108



Hudson City School District will enable all children to meet high and challenging educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship.

“TOGETHER WE CAN”

Welcome to the 2011-12 edition of the Bluehawk Currier! The Board of Education, administration, faculty, staff and I are committed to creating a safe and supportive learning environment in which all of our students can succeed. The mission of our district includes building a foundation for lifelong learning and preparing students to be productive citizens. It is vital to our mission that we engage our community in support of the education of our students and this is reflected in our motto: “Together We Can.”

A focus on building relationships with the community has resulted in meaningful initiatives such as: the Dollars For Scholars Program that provides financial assistance and information about the college application process to students and parents, the Hudson City School District Endowment Fund that accepts donations in support of school programs, and the Arts and Humanities Fund, in collaboration with the Berkshire Taconic Community Foundation, to support the arts. The district’s focus on literacy and reading for all students receives community support for the Hudson Reads Mentor Program and the Hudson Children’s Book Festival. We are also fortunate to have support from our parent organizations for many extra-curricular student activities and events.

Our administration, faculty and staff work within and between their buildings to enrich and enhance school programs. Meetings and professional development sessions are conducted at the building level, as well as shared between buildings, to improve instruction and share ideas about teaching and learning. The communication among buildings helps to promote and maintain strong K through 12 educational programs.

A new reading program is in its second year in grades K through 6 and a new math program is in its first year in grades K through 2, with an expansion to grades 3 through 6 planned for the next school year. Our junior high administration and staff developed a credit-based program to support academic achievement and prepare seventh and eighth grade students for the transition to the high school. The high school administration and staff continue to improve academic programs and assist students as they work toward graduation and prepare for college and the workplace. All of our schools are working to prevent bullying, build character and treat one another with respect through programs such as Positive Behavioral Interventions and Supports (PBIS).

Exciting and wonderful learning experiences are happening every day in our schools and classrooms! Our students are working with a faculty and staff who are dedicated to doing all that they can to see their students fulfill their dreams and reach their goals! Our district is led by a Board of Education and administration, including myself, who will do whatever it takes to support the efforts of our faculty and staff as they work to help our students grow and learn.

We have much to be proud of in the Hudson City School District, and I invite and encourage community members to visit our schools and experience first hand the joy of teaching and learning that our teachers and students share everyday!

BOARD OF EDUCATION



BOARD OF EDUCATION MEMBERS:

- PETER MERANTE, PRESIDENT
- ELIZABETH FOUT, VICE PRESIDENT
- PETER MEYER
- KELLY FRANK
- JERI CHAPMAN
- CARRIE OTTY
- PETER RICE
- DAVID FRANK, STUDENT REP.
- FRIEDA VANDEUSEN, CLERK
- DANIEL BARRETT, DEPUTY CLERK
- JACK HOWE, SUPERINTENDENT
- MARIA SUTTMEIER, ASSISTANT SUPT.



COMMUNITY CONVERSATION

FUTURE DATES WILL BE LISTED ON THE DISTRICT WEBSITE:

WWW.HUDSONCITYSCHOOLDISTRICT.COM

ALL ARTICLES WERE CONTRIBUTED BY DISTRICT STAFF.

SPECIAL THANKS TO:
THE REGISTER STAR FOR DISTRIBUTION AND
NIKKI DEDOMINICIS FOR NEWSLETTER DEVELOPMENT.

BOARD OF EDUCATION MEETING SCHEDULE

JANUARY 9TH - SR. HS. LIBRARY - 7:00 PM

JANUARY 23RD - SR. HS. LIBRARY - 7:00 PM

FEBRUARY 13TH - M.C. SMITH CAFETERIA - 7:00 PM

FEBRUARY 27TH - SR. HS. LIBRARY - 7:00 PM

MARCH 12TH - SR. HS. LIBRARY - 7:00 PM

MARCH 26TH - SR. HS. LIBRARY - 7:00 PM

BUDGET WORKSHOP SCHEDULE



FEBRUARY 27TH - BUDGET WORKSHOP

MARCH 5TH - BUDGET WORKSHOP

MARCH 12TH - BUDGET WORKSHOP

MARCH 14TH - SCHOOL BOARD PETITIONS AVAILABLE

MARCH 19TH - BUDGET WORKSHOP

APRIL 2ND - BUDGET WORKSHOP

APRIL 25TH - LAST DAY TO FILE SCHOOL BOARD PETITION

MAY 15TH - VOTE: PROPOSED BUDGET AND SCHOOL BOARD ELECTION

As our students and staff approach their holiday break, members of the Hudson City School District Board of Education would like to wish everyone a very happy holiday season. Know that the board is working together with the community on behalf of our students to enrich their educational experience.

On behalf of the Hudson City School Board

PETER D. MERANTE SR.

ASSISTANT SUPERINTENDENT

**ASSISTANT
SUPERINTENDENT:
MARIA SUTTMEIER**

**SECRETARY:
MARY JANE AMES
EXT: 2134**



Curriculum Corner

It is the New York State Education Department's responsibility to set student learning expectations (standards) for what all students should know and be able to do as a result of skilled instruction. It is the responsibility of each local school district to develop curriculum based on these NYS

Learning Standards, select textbooks and instructional materials, develop pacing charts for learning (scope and sequence), and provide professional development for staff to ensure that all students have access to instruction that will lead to attainment of these learning standards.

In addition to the NYS Learning Standards, all school districts are expected to have their local curriculum aligned to the [P-12 Common Core Learning Standards for English Language Arts](#) and Mathematics by school year 2012-13. During the 2012-13 school year, student achievement expectations for English Language Arts and Mathematics will be based on these P-12 Common Core Learning Standards for English Language Arts and Mathematics.

HCSD has been mapping its K – 12 curriculum in all content areas since 2009. For the first time, the district has a centralized location from which to view what students learn in each content area at each grade level. The district plans to open the documents for public view over the summer of 2012. It is the desire of the district to provide well articulated K - 12 curriculum that supports teachers and parents on behalf of our students. This initiative has been challenging with the many shifts in State expectations, but we have made great strides. We are pleased to be one of few districts in our region ready to provide a web-based curriculum program for parents, allowing HCSD to be a leader in mapping as well as a learner about how to provide helpful information to parents.

The changing State standards, and the urgent need to improve our academic achievement have led to a strong emphasis on the foundation we provide our K – 6 students. New reading and math programs have been introduced to provide the rigor, structure and continuity needed for our young learners. Science, Social Studies and other content areas are currently under review to ensure we are providing our students with a well-rounded education to prepare them for grades 7 – 12. Likewise, our Junior/Senior High Schools have been working to improve curriculum and instruction to better prepare all students for college and career readiness.

HCSD places a high value on professional growth and provides staff development offerings that are research based, aligned with district goals and matched with individual staff and student needs. The district utilizes dedicated grant funds and works closely with Questar III and the Capital Area School Development Association (CASDA) to bring quality professional development resources to our campuses at an affordable cost.

The Office of Curriculum and Instruction guides and supports the work of teachers as they review and make curriculum updates and instructional shifts. If you have any questions about the instructional programs at the Hudson City School District, please contact Maria Suttmeier.

JOHN L. EDWARDS PRIMARY SCHOOL

PRINCIPAL:
STEVEN SPICER

SECRETARY:
APRIL CARRASCO
EXT: 4317

SECRETARY:
TRISH WHITWORTH
EXT: 4300



360 STATE STREET
HUDSON, NY



READING INTERVENTION



John L. Edwards Institutes Innovative Early Reading Intervention Program

After concluding kindergarten screening in June, Mr. Spicer discussed his findings with the JLE grade level chairs (Mrs. Fredereksen, Mrs. Barnes and Mrs. Kipp) and the JLE reading teachers (Mr. Campbell, Mrs. Curtis, Mrs. Hawes, Mrs. Rapant and Mrs. Pitts). The screening revealed that 57% of the incoming kindergarteners would begin the school year with reading readiness deficits. "Our kindergarteners faced serious reading and writing challenges," Mr. Spicer told them. The grade level chairs advised Mr. Spicer that these early reading challenges, if not met with immediate support, would cause these children to fall behind even before they start. Given the rigorous demands in the New York State Core Curriculum requirements for the 2011 kindergarten class, Mr. Spicer and the grade level chairs knew the situation required decisive action.

At the beginning of the school year, each kindergarten class was assigned a reading teacher who worked cooperatively with the classroom teacher to further examine the reading skills of the whole class. With this information the classroom teacher and the reading teacher were able to decide which children were most in need of reading support.

Once the selected kindergarteners were identified, the reading teachers put the children in groups of three and began instructing them using the research-based Leveled Literacy Intervention (LLI) program. This small group, supplementary intervention program is designed for children who need additional support. An LLI lesson includes thirty minutes of highly concentrated instruction in reading, writing, phonics, word study and vocabulary. Leveled Literacy Intervention is not new and has been an outstanding intervention program at JLE for years. What is new is how the JLE reading teachers implemented the program to attack reading problems, at the early kindergarten level, before they can have a negative impact on a child's early learning.

Mr. Spicer and the reading teachers met with the JLE parents on November 2nd and 3rd to explain this new program, as well as all the other JLE reading intervention programs, and discussed how they can best support their beginning readers. The parents were informed of their vital role in the program. As their children's first teachers, they were told that their support of their children at home (i.e. reading with them at night and discussing the books they read) is a crucial element toward making their children life-long readers and learners. The program received overwhelming parental approval and, from their questions during the meeting, it became clear that most understood the importance of their role in building the reading skills needed to take their children from kindergarten to college.

Using Leveled Literacy Intervention at the kindergarten level is a new and exciting facet to our reading program, and will be evaluated for student performance improvement by mid-year and at year's end. This kind of research-based response to the assessed needs of our children is one of the hallmarks of the John L. Edwards program. It is part of our continuing mission to meet the needs of our children, where they are, towards achieving the benchmarks as set in New York State's Core Curriculum Guidelines.

M.C.S. INTERMEDIATE SCHOOL

PRINCIPAL:
MARK BRENNEMAN

SECRETARY:
SUE PULVER
EXT: 1112

GUIDANCE COUNSELOR:
LIZ NOVINE

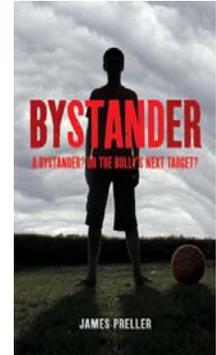
GUIDANCE SECRETARY:
MARSHA MOORE
EXT: 1117



102 HARRY HOWARD AVE.
HUDSON, NY

Author Visits M.C.S.

The sixth graders at Montgomery C. Smith have all read the book Bystander by James Preller. It is a high interest, fast paced, middle grade novel around the topic of bullying, that no one wants to put down. The discussions it has triggered among our students have been rich and poignant. Author James Preller visited our school on 10/25/11 and spoke with our students about his life as an author, and writing and researching the topic of bullying for his book.



On November 4th at 1:30 P.M. the Concrete Temple Theatre, along with ten of our sixth grade students, performed an adaptation of Bystander, a play developed by the theatre. All students in grades four, five, and six watched the play. At 6:30 P.M. the play was performed for our community at the M.C. Smith Intermediate School. Ten students worked with Mrs. Dolan, Mr. Acevedo, and the Concrete Temple Theatre during the 2011 April vacation days to adapt the book into a play. The play was such a success that there are now other school districts attempting to bring the performance to their school.

Webpage Calendar

There is a new Google calendar and discussion group for parents of students at the Intermediate School.

The calendar will allow you to download events to your calendar to keep up to date on happenings at the school. The discussion group will provide a forum for parents and school staff to interact. Parents can post questions or ideas for the community to discuss. We have also added Flickr to our webpage, which scrolls pictures of the various events that occur here at the Intermediate School. The school is looking for as many ways as possible to keep the parents and community up to date on what is going on.

Please browse our webpage for these items and join our new discussion group!



HUDSON JUNIOR HIGH SCHOOL

**PRINCIPAL:
DEREK REARDON**

**SECRETARY:
LORRAINE DELLAVECHIA
EXT: 8100**

**GUIDANCE COUNSELOR:
ROSALIE CORNELL**

**GUIDANCE SECRETARY:
COURTNEY McDONALD
EXT: 8308**



**215 HARRY HOWARD AVE.
HUDSON, NY**



Hudson Junior High School 2011 - 2012 CREDIT-BASED Grade Promotion Policy

During the 2010-2011 school year, the staff at Hudson JHS piloted the "Catch-22" credit-based promotion plan. This new promotion plan was designed and implemented in order to better prepare our district's junior high school students for the transition to Hudson HS and the rigorous demands of the NYS credit-based graduation requirement of 22 high school credits. We used data from the pilot year to analyze and eventually tweak our credit totals and to prove that this new credit-based approach did, in fact, present a more challenging and demanding promotion requirement than the previous "Pass-3" policy. In August 2011, the HCSD Board of Education officially approved what is now called the *Hudson JHS Credit-Based Grade Promotion Policy*. This new and innovative approach to promotion is now official BOE policy. It is important for all involved to have a thorough understanding of why it was implemented and how it works.

Major Policy Points:

- All classes now count for credit; this includes the 5 core academic classes and all special area classes.
- Credits are awarded to students who earn a passing grade of 65 or higher.
- Students earn credits on a quarterly (10 week) basis; the yearly average is not used to award credits.
- Students earn one credit per daily class, per marking period.
- Students earn one-half credit per class, per marking period in classes that meet on alternate days.
- Students earn one-half credit for passing each classroom final exam or completing a final project.
- Credit data will be listed in the comment section of progress reports and report cards.
- Seventh graders must earn 22.0 credits out of a 30.5 credit maximum for end of year (EOY) promotion.
- Eighth graders must earn 24.0 credits out of a 32.5 credit maximum for EOY promotion.
- Summer school qualification: 18.0 – 21.5 credits (Grade 7); 20.0 – 23.5 credits (Grade 8)
- Students who earn every possible credit are awarded the principal's "Certificate of Distinction"
- Honor Roll policy is unchanged; Sports eligibility policy is also unchanged.
- Credit reports are presented every 5 weeks; students will keep a running tally.
- Credit recovery is offered to any student with a course average between 59 and 64. Students can recover only one credit per class, per school year and have two weeks to complete assigned work. Students must speak with the teacher to arrange credit recovery.



HUDSON SENIOR HIGH SCHOOL

**PRINCIPAL:
TOM GAVIN**

**SECRETARIES:
ELLEN MILLER
EXT: 3114
JODI KEYSER
EXT: 3100**

**ASSOCIATE PRINCIPAL:
ANTONIO ABITABILE**

**SECRETARY:
ADRIANNE BLANKS
EXT: 3118**

**GUIDANCE
COUNSELORS:
JAY ARONSON
ROCKY PAYNE**

**GUIDANCE SECRETARY:
SHANNON HOOSE
EXT: 3111**



**215 HARRY HOWARD AVE
HUDSON, NY**

FORENSIC SCIENCE

ON NOVEMBER 21ST, THE FORENSICS AND HONORS BIOLOGY CLASSES ATTENDED THE BODIES EXHIBIT AND CSI: THE EXPERIENCE AND DISCOVERY. HANDS ON SCIENCE AND REVOLUTIONARY NEW PRESERVATION METHODS ARE ONLY A FEW OF THE WAYS OUR STUDENTS WERE CHALLENGED TO ADVANCE CRITICAL THINKING SKILLS THROUGH SCIENTIFIC EDUCATION.



Hudson Cares



Over the last few months the students in Ms. Zincio's class have worked diligently to promote health, advocacy and awareness.

• September - Suicide Prevention

Several students were involved in the "Out of the Darkness" Suicide Prevention walk. Of the students from the many districts participating in the walk, a Hudson High School student raised the most money.

T-shirts were designed in memory of Jeffery Taylor, a HCSD student we lost to suicide in 2008. The designers of the shirts presented one to Jeffrey's mother.

A Pancake Breakfast was held at Applebee's and raised over \$400.00 to support the cause.

• October - Breast Cancer Awareness

"Pretty in Pink Day" - Students, faculty and staff were asked to wear pink.

Professional hairstylists Allyson VanAlstyne and Chelsea Howard donated their time and supplies to weave in pink hair extensions for a donation of \$10.00 to the Susan G. Komen Foundation.

Several sporting events, including: Powder Puff Football and Student vs. Staff Basketball were held. \$650.00 was raised which included the admission proceeds from all events which will be donated to "Susan G. Komen for the Cure."

It is wonderful to see our students get so involved in such important matters. Thank you to all of those who participated and volunteered their time to help with these important causes. Together we can make a difference!

Clearwater Field Trip

On Tuesday October 11th, the Marine Science and AP Biology classes, as well as students in the Environmental Club, went for a three hour sail aboard the sloop Clearwater. This ship is used to promote Hudson River stewardship and environmental education all along the Hudson River. Once on board the students were given the opportunity to raise the three thousand pound sail, steer the ship, and throw a trawl overboard to collect fish. They were then broken down into four groups and rotated through various stations on the ship. These stations



included fish identification and education (they got to see white perch, striped bass and a hog choker), navigation (they were able to figure out where they were on the river using a compass and nautical maps), river history (they learned about the ship and what we have used the river for), and water sampling (they tested for dissolved oxygen and looked for plankton samples). The crew made a point of telling Mr. McDarby how wonderful the students were and how much fun they were to have on board.

STUDENT SERVICES

**DIRECTOR OF
STUDENT SERVICES:
KIM LYBOLT**

**SECRETARIES:
HEATHER BROWN
EXT: 2111**

**DELORES DEBOER
EXT: 2112**

Student Services

The Office of Student Services and the Hudson City School District, similar to the population at large, has experienced an increase in the population of students on the autism spectrum. For the 2011 – 2012 school year, the district made the commitment to enhancing and creating in-district programs that would meet the needs of this unique population.

Doing this allows students to be educated in their neighborhood school rather than traveling to classes as far away as East Greenbush, Albany, Schenectady, and Newburgh. Further, receiving their education within their neighborhood school would allow for greater opportunities for interactions with their non-disabled peers.

Many of these students require intensive services in Speech, Occupational Therapy, Physical Therapy, Counseling or Behavioral Intervention, and 1:1 or shared aide support. Additionally, some students are non-verbal and require alternative modes of communication and /or assistive technology in order to function within their daily classroom routine.

A visit to one of our special education classrooms will show a vast array of techniques in place for these students. Students have their own visual schedules, picture reminders of what is up-coming in their day. Further, students who have challenges or delays in communication and speech have their communication devices individualized so they can communicate with their teachers and each other. Some students use simple communication boards, others more advanced pod books, and still others have moved on to electronic augmentative communication devices such as the Dynovox. The staff also uses sign language with students as a further means of communication. Students who have begun in our programs this year are doing very well.

Take for example one of our kindergarteners. He came to us from a preschool program in a special school for students with severe disabilities. By enhancing our in-district programming, this student has the opportunity to take a much shorter bus ride, with his same aged non-disabled peers. He is met at the bus by a staff member and brought into the building where he is able to wait in line with his peers for his breakfast. And so begins his day. He spends much of his day in a special class, where he receives shared adult support, uses a pod book for communication, and receives many related services to meet his individual needs. He does, however, have the opportunity to interact with his non-disabled peers during his art and music classes, lunch, recess, assemblies and special activities. This would not have been possible in a special school. These interactions allow for increased opportunities for developing his language and social skills. Further opportunities for developing skills are provided by the job he has been given within the classroom, in which he does office runs to deliver and pick up mail, bring attendance and lunch count and other necessary office communications. He can then interact with other adults within the building including office staff, the principal and custodial staff. The Office of Student Services has made a commitment to continue to enhance and develop in-district programs to allow as many students as possible to remain in or return to their neighborhood school for their educational experience; meeting student needs while seeking cost savings by decreasing the out of district expenses of tuition and transportation.



BUSINESS OFFICE

BUSINESS OFFICIAL:
DANIEL BARRETT

SECRETARY:
FRIEDA VANDUESEN
EXT: 2100

TREASURER:
FLORENCE STICKLES
EXT: 2106

ACCTS PAYABLE:
BARBARA ELLIOTT
EXT: 2114

PAYROLL:
KELLY McDONALD
EXT: 2116



TAX LEVY CAP

Q - Did you know the property tax levy cap does not mean your taxes are going to be capped at 2%?

A - Although the new law has been referred to as a "2 percent tax cap", it does not in fact restrict any proposed tax levy increase to 2 percent. Despite how it's been described by some politicians and the media, the legislation signed into law in June of 2011 requires every district to calculate its own "tax levy limit". Two percent (or the rate of inflation if less) is just one of eight factors in this calculation.

To better understand the levy process please see the following definitions and questions and answers below:

1. Tax levy limit: A calculated tax levy amount (according to a state formula) that sets the threshold needed for 60 percent voter approval. Despite its name, it does not set a limit on the tax levy that a school district can propose. The "tax levy limit" sets a threshold requiring the district to obtain a higher level of community support for a tax levy above a certain amount.
2. Tax levy: The total amount of property taxes a school district must collect to balance its budget, after accounting for all other revenue sources including state aid. The tax levy is the basis for determining the tax rate for each of the cities, towns or villages that make up a school district.
3. Tax base growth factor: The year-to-year increase in the full value of taxable real property in a school district due to physical or quantity change (e.g., new construction, additions and improvements). Value changes due to market fluctuations are not included. This figure is part of the eight-step "tax levy limit" calculation, and will be provided to each district by the state's Department of Tax and Finance.
4. Allowable levy growth factor: One factor in the eight-step tax levy limit calculation, this figure accounts for inflationary change. It is limited to the lesser of 2 percent or the change in the consumer price index.
5. Budget vote: School district residents will still vote on a proposed budget on the third Tuesday of May.

Q - How is the "tax levy limit" determined for school districts?

A - The law dictates an eight-step formula that each school district must use to calculate its individual "tax levy limit". In particular, the calculation adjusts a district's tax levy to reflect growth in the local tax base (if any) and the rate of inflation or 2 percent (whichever is lower).

Q - What happens if the budget is not approved by voters?

A - If a proposed budget is defeated by voters, a school district - as in the past - has the option of putting the same or a revised budget up for a revote, or adopting a contingent budget. If a proposed budget is defeated twice by voters, a district must adopt a contingent budget. Certain existing contingent budget requirements remain in effect that prohibit spending in specific areas including community use of buildings, certain salary increases and new equipment purchases. More significantly, **under the new law, a district that adopts a contingent budget may not increase its current tax levy by any amount - which would impose, in effect, a zero percent cap.** As of this writing, it is unclear if exemptions will apply.

Particularly for poor and/or rural school districts with low property wealth and declining tax bases, staying within their "tax levy limits" will severely restrict their ability to generate revenues needed to sustain core educational programs.

BUILDINGS AND GROUNDS

SUPERINTENDENT
B & G:
GEORGE KEELER
EXT: 2131

SECRETARY:
AMY LASHER
EXT: 2132

Health & Safety

**Hudson City School District
Safety Programs Are Now
Available Our Web Site:**

www.hudsoncityschooldistrict.com.

HCSD's safety and health committee is one of the first in the area to list all of their safety policies and procedures on their web site. Also included are indoor air quality forms as well as a suggestion page for items that may be of a concern to our students and staff.

Safety and Health information is available by scrolling down the menu on the left side of the home page and clicking on the "Safety and Health Tab."

Buildings and Grounds Department



Swimming Pool Upgrade Project

The swimming pool at the high school has recently received an upgrade. The filtering system has been changed and updated to meet the current Department of Health standards. This major investment in the pool is the first since the building and pool were constructed in the early 1970's. The state of the art filtering system uses a variable speed drive filter pump and computerized water monitoring system to enable the system to run the main pump to reflect usage thus not running at full speed at all times, resulting in energy savings for the district. The pool was also re-grouted and new piping installed. The pool has been refilled and is expected to be in full operation by December 19, 2011.



TECHNOLOGY DEPARTMENT

**DIRECTOR OF
TECHNOLOGY:**
TERRY
HARCLEROD
EXT: 2118

**NETWORK
ADMINISTRATOR:**
BILL CLARK
EXT: 2119



Video Conferencing Project

The School and Libraries Division of the FCC has awarded HCSD another internal connections project thru Erate.

Highlights include:

- More desktop MOVI for classroom teachers – integrate NASA, the Smithsonian, other classrooms around the world, into the learning experience in our district.
- Rolling “Profile” – 52 inch LCD with simple plug and play conferencing to add to our projection carts.
- Ability to bring participants into any video conference via telephone (including cellular).
- Content Server – ability to record and stream any event - graduation, plays, concerts, meetings, sporting events, etc.

Cost Saving Ideas

- **Use of grant-funded video conference units for professional development - saves travel expenses and time out of district.**
- **Use of same VC units for virtual field trips - saves travel expenses, time out of school, permission slips, meals, etc.**
- **Using a more efficient backup system that runs far more quickly, is more secure, does not require purchasing “tapes”, and uses less energy than our previous system.**
- **Replacing the oldest teacher and student computers with more energy efficient SED donation PC's as they become available.**



What is E-Rate?

The E-Rate Program provides

discounts to assist most schools and libraries in the U.S. to obtain affordable telecommunications and Internet access.

Four service categories are funded: Telecommunications Services, Internet Access, Internal Connections Other Than Basic Maintenance, and Basic Maintenance of Internal Connections.

Discounts range from 20% to 90% of the costs of eligible services, depending on the level of poverty and the urban/rural status of the population served. The HCSD discount level is 80%.

FOOD SERVICES

**DIRECTOR OF FOOD SERVICES:
CATHERINE DRUMM**

**SECRETARY:
DIANE
KONDERWICH
EXT: 2105**



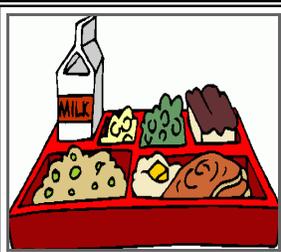
New York State:

Farm To School

In recent years the Food Service Department at HCSD has been working closely with local organizations promoting NY State's Farm to School efforts. We have a close working relationship with the Columbia County Kids in Motion program and the Cornell Cooperative Extension of Columbia County. Through these relationships we have provided programming during "NY Farm to You Fest" week. Activities included taste testing of fruits and vegetables with the students and a third grade farm tour that included apple picking, a petting zoo, and fresh apple cider and cider donuts. Also in pursuit of increasing the local and fresh options available to students, the HCSD Food Service Department has introduced salad bars in all schools' lunch programs. The department also helps support the following local farms through its purchases of fresh fruit and produce: Don Baker Farms, Yonder Farms, Harvest Cut, Hudson Valley Farm Alliance, Starron Farms, and Story Farms.

Other developments within the Food Service Department include the operation of the Summer Feeding Program. Although the Summer Feeding Program has been operated in Hudson for many years it was operated by other organizations and not by the school district. In the summer of 2010 the HCSD Food Service Department took over this program and has successfully operated it for two summers. The average daily participation was 91 for breakfast and 126 for lunch during the summer of 2010, and increased to 126 for breakfast and 143 for lunch during the summer of 2011.

Currently the Food Service Department is closely following all new developments of the Healthy Hunger Free Kids Act legislation and has been implementing regulations as they are released. We are currently awaiting the final rule to be released in this winter. Many new changes, of which we will keep you updated, are on the horizon.



Cost Saving Practices

Each year the Food Service Department attempts to maximize the use of USDA commodities products and bonus foods that are offered to help off set the cost of purchasing these food items. The department also carefully plans the diversion of bulk commodity foods for further processing and purchases the finished products at a lower price than is available commercially.



TRANSPORTATION

TRANSPORTATION
DIRECTOR:
NIKKI DeDOMINICIS
EXT: 2103

School Bus Idling

In accordance with Commissioner's Regulation 156.3, NYS Education Law, NYS Vehicle and Traffic Safety Law and New York Code of Rules and Regulations there are specific laws and guidelines governing the idling of school buses on school grounds. In accordance with the Commissioner's Regulation, the District has adopted an Idling Policy - #8412.

As cold weather approaches it is a continuous struggle to remain within the specifications of the law and school policy while keeping the buses warm for our students. There is a five minute idling rule while buses are on school grounds unless there are extreme weather conditions or they are waiting in traffic. All contractors and drivers are given documentation yearly by the district in regard to idling.

As directed the district must monitor compliance with the law: starting in December 2011, with the assistance of the buildings we will be monitoring the buses by completing a specific monthly report. It will be an AM and PM snapshot, which can then be forwarded to the transportation office. The data collected will be used to determine compliance and indicate where improvement is needed on an immediate basis and will eventually be compiled into a yearly review.

IT'S THE LAW
PASSING A STOPPED
SCHOOL BUS WITH
LIGHTS FLASHING
ON SCHOOL GROUNDS
IS PROHIBITED

Cost Saving Practices

Combining routes is one of the ways the transportation department continually strives to save the district money and run cost effectively all year long. As part of the process of getting transportation into place for the 2011-2012 school year, we combined existing and new runs encompassing both non-public school transportation and special education transportation. In doing so we were able to eliminate some current runs by using fewer buses which saved the district thousands of dollars.

HUDSON CITY SCHOOL DISTRICT 2011 - 2012 CALENDAR

SEPTEMBER 2011

S	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY 2012

S	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

SEPTEMBER (18 Pupil Days)

- 5 Labor Day
- 6 Supt. Conference Day
- 7 First Day of Student Attendance

OCTOBER 2011

S	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

MARCH 2012

S	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER (20 Pupil Days)

- 10 Columbus Day

NOVEMBER (18 Pupil Days)

- 10 Emergency Go Home Drill
- 11 Veterans Day
- 17 1/2 day-Report Card Conf.
- 23 Supt. Conference Day
- 24-25 Thanksgiving Recess

DECEMBER (17 Pupil Days)

- 26 Holiday Recess Begins

NOVEMBER 2011

S	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

APRIL 2012

S	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

JANUARY (20 Pupil Days)

- 3 Classes Resume
- 16 Martin Luther King, Jr. Day
- 24-27 Regents/Testing Days

FEBRUARY (16 Pupil Days)

- 20 Presidents' Day
- 21-24 Mid-Winter Recess

DECEMBER 2011

S	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2012

S	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

MARCH (21 Pupil Days)

- 23 Supt. Conference Day

APRIL (15 Pupil Days)

- 6 Good Friday
- 9-13 Spring Recess

MAY (22 Pupil Days)

- 28 Memorial Day

JANUARY 2012

S	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE 2012

S	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE (16 Pupil Days)

- 13-22 Regents/Testing Days
- 20-22 1/2 day Grades K-8
- 22 Last Day of Student Attendance
- Graduation Day TBD



- Supt. Conf. Day
- Classes Not in Session
- 1/2 Day
- Regents / Testing

- Snow Make-Up Days April 13, 2012
April 12, 2012
April 11, 2012
- Snow Return Day May 25, 2012

Total Pupil Days	183
Supt. Conf. Days	<u>3</u>
Total (allows 3 emer. closing days)	186