



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING
June 11, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Nomination of School Committee Officers

III. Approval of Minutes

Regular Meeting: May 28, 2019

IV. Public Participation:

In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:

- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
- *Persons addressing the Committee should limit their statements to approximately two minutes.*

V. Reports and Presentations

- a) Report of the Superintendent: End of Year Report
- b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
- c) Student Presentation (if any)

VI. Matters for Discussion:

- a) Old Business
- b) New Business
 1. School Improvement Plan and Instructional Leadership Team Presentation
 2. Receipt of petition to name the Hudson High School Library to honor former teacher Susan Menanson



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VII. Matters for Action:

- a) Old Business
 - 1. Second Reading and Approval of Proposed Adoption of School Committee Policies: Section G
 - 2. Second Reading and Approval of Proposed Adoption of School Committee Policies: JLCB
 - 3. Second Reading and Approval of Proposed Adoption of School Committee Policies: Section E: Transportation
- b) New Business
 - 1. Approval of Superintendent's End of Year Evaluation
 - 2. Approval of Superintendent's FY20 Salary Adjustment
 - 3. Approval of School Committee Assignments
 - 4. Approval of contract with MABE in the amount of \$11,000 for Professional Development Services
 - 5. Approval of contract with Project Lead The Way in the amount of \$16,021.50 for supplies for the Project Lead the Way program
 - 6. Approval of purchase of athletic equipment in the amount \$ 23,069.00 from M-F Athletics as covered by the procurement
 - 7. Approval of purchase of food service equipment from Heartland School Solutions in the amount of \$18,280.00 as covered by the procurement
 - 8. Approval of the purchase of food service equipment from Denver Equipment Co. in the amount of \$17,763.00 as covered by the procurement
 - 9. Approval of FY20-345 Hudson- Maynard Adult Community Learning Center Grant in the amount of \$365,595.00
 - 10. Approval of Class of 2019 Student Activity Gift in the amount of \$3950.00
 - 11. Approval of Gifts to the Hudson High School Library in memory of Susan Menanson in the amount of \$440.00
 - 12. Approval of Reclassification of Funds

VIII. Items of Interest to the School Committee

IX. Executive Session

Not needed

X. Adjournment

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

Approval of Minutes

May 28, 2019

**Hudson School Committee
Open Session Minutes**

Meeting Date: May 28, 2019

Location: 155 Aspley Street

Members present: Steven Smith, Adam Tracy, Nina Ryan, Matthew McDowell, Michele Tousignant Dufour, and Rebecca Weksner (arrived ~ 7:06 p.m)

Members absent: Glenn Maston

Others present: Dr. Marco C. Rodrigues, Superintendent

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

The meeting was called to order by Committee Vice Chair, Steven Smith.

II. Approval of Minutes:

Regular Meeting: May 14, 2019

A motion to approve the minutes of May 14, 2019 was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 5-0, the motion passed.

III. Public Participation:

None

IV. Reports and Presentations

Report of the Superintendent: Curriculum, Instruction, and Professional Learning

Dr. Rodrigues stated that Ms. Kathy Provost, Assistant Superintendent for Curriculum, Instruction, and Professional Learning, and her team would be presenting updates to the committee on curriculum, instruction, and professional learning.

Topics included:

- Professional Development Advisory Council
- Professional Development survey results were analyzed by the PD Advisory Council
- Action steps for Professional Development for Paraprofessionals and Instructional Staff
- Making Students' Learning visible is a focus and core value throughout ELEVATE, Building Meetings, and Instructional Leadership Teams
- Professional Development offered to support Making Students' Learning Visible
- Looked for opportunities to bring out passion/genius projects
- Development of a new Kindergarten Screening Tool
- Attendance at the S3 Academy (Systems of Integrated Student Support) and development of action steps to build supports for all students.
- Started work on pathways for Engineering, Video Production, Portuguese Interpreter and Translator, Biomedical, Public Service, and Education and Care. Work will continue to articulate courses for these pathways as well as think about other supports such as summer work, internships, establishment of advisory boards, etc.

- District 1:1 Technology Plan including roll out of Digital Citizenship Plan
- Summer work including workshops and courses, Professional Development Plan, Curriculum Writing
- Year at a Glance Document for every grade level. The plan is to have this document available for parents.

Discussion ensued about the S3 Academy, Kindergarten Screening, and the Pathways.

Subcommittee Reports

None

Budget Subcommittee

None

Policy Subcommittee

None

Strategic Goals Subcommittee

None

Superintendent's Evaluation Subcommittee

Ms. Ryan shared that Dr. Rodrigues' evaluation is currently being worked on.

Student Report

None

V. **Matters for Discussion:**

a) Old Business

1. ARC Update

June Murray teacher at Hudson High School presented an update on the ARC (Academics, Relationships, and Community) program that was piloted from February to May at Hudson High School.

Ms. Murray spoke of surveys to the stakeholders, including staff, parents, and students. Results of the surveys had the following highlights:

Academics

- ARC was beneficial
- Students say they turn in more work, are able to get help, and are better prepared for class.
- Teachers have access to students they would not have access to after school.
- Staff feels there is a loss of prep time and some concerns that there is a loss of instructional time. The team is working on a plan to make up for the lost time.
- Overall, parents feel students are accessing extra help but there are concerns about shorter classes.

Relationships

- Staff feel they have better relationships with students

Community

- The number of students on the ineligible list for after school activities has decreased by 30%.

- There has been a 50% reduction in drop in visits to the nurse's office.
- Enrichment activities are offered during ARC and 175 students a week are taking advantage of them.
- Special events such as guest speakers, play previews, class meetings, and pre scheduling for AP exams are held during ARC period. These activities do not take away from instructional time.

Ms. Murray spoke of the impact of ARC on special populations such as special education students and English Language Learners.

90% of parents, 93% of students, and 90% of staff surveyed said that ARC should continue next year.

Mr. Tracy asked about the concerns of reduction of instructional time, and how the planned adjustments will affect this. Discussion ensued. The team noted that the pacing of classes will be different with a full year ARC program versus a four month pilot.

Mr. McDowell commented on the focus on student learning and the connection to the earlier presentation on curriculum.

Discussion ensued about the guidance given by staff to students with their choice of activities during their ARC block. Discussion ensued about the enrichment activities offered.

Mr. Tracy commented that he would like attendance and tardiness tracked if this program continues.

b) New Business

1. Student Presentation on Trip to *São Tomé*

Mr. Anibel Jose Serra and several students gave a presentation to the committee about their recent trip to *São Tomé*. Twenty students spent seven days there. Highlights included:

- CACAU cultural center: Experienced local arts and cuisine
- Visit to Historical Locations on the north side of the island
- Visit to the Chocolate Factory (one of the main exports)
- Kindergarten at Saudade
- Waterfall Sao Nicolau
- Coffee Museum
- Camping at Jale Unesco beach
- Mangrove boat cruise (saw local wildlife)
- Rolas Island
- Equator Mark & the center of the world
- Santana Surf Lesson
- Fundraising activities to bring school supplies to the school children in *São Tomé*

2. First Reading of Proposed Adoption of School Committee Policies:
Section G

Mr. Smith introduced this section on non-contractual employee benefits. These will be posted on the website so people have the opportunity for feedback.

3. First Reading of Proposed Adoption of School Committee Policies:
JLCB Immunization Policy

Mr. Smith stated that this policy was updated with some minor changes. Mr. Tracy asked about restrictions/exclusion of non-vaccinated students when there are communicable diseases present in school.

Discussion ensued about resources and regulations to aid in decisions about exclusion. This will be posted on the website so people have the opportunity for feedback.

4. First Reading of Proposed Adoption of School Committee Policies:
Section E: Transportation

Mr. Smith introduced this section focused on walkers and riders and bus safety. These will be posted on the website so people have the opportunity for feedback.

5. SEPAC Presentation

Ms. Cheryl Langill and Ms. Michelle Roderick gave a presentation on the Hudson SEPAC with the following highlights:

- Mission Statement
- SEPAC Board & Training
- Concerns of SEPAC members
- Professional Development for Parents
- 2019 SEPAC Survey Results
 - Topics of interest include ADHD, Social Emotional Issues and Executive functioning
- Possible topics presentations for 2019-2020
 - Executive Functioning
 - Transition FSCN
 - MCAS FSCN
 - Hands on Food Allergy workshop
 - Basic rights
 - Possible kids yoga
 - Integrated Children's therapy
 - Dyslexia
- Recognizing staff members who have gone above and beyond with Making a Difference Award

Discussion ensued about funding for SEPAC

VI. Matters for Action:

a) Old Business

1. Approval of Proposed MASC Transportation Resolution
Mr. Smith stated the only change from the last read was the addition of a reference. A motion to approve the proposed MASC Transportation Resolution, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

b) New Business

1. Approval of Chartwells Contract Renewal
Ms. Patricia Lange Executive Director of Finance and Operations, and Mr. Chris Callahan of Chartwells presented a contract amendment for the Committee's approval. This amendment includes projections for next year.
Discussion ensued about results from this year and how this will transition into next year and how the capital improvements affect functionality and efficiency.
A motion to approve the Chartwells Contract Renewal for the 2019-2020 school year was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.
2. Approval of MGL Chapter 40 Section 13E establishment of a Special Education Reserve Fund
Mr. Smith stated that the committee recently approved the establishment of a Special Education Reserve Fund. The town has asked for a vote citing the Massachusetts General Law Chapter 40 Section 13E.
A motion to approve MGL Chapter 40 Section 13E establishment of a Special Education Reserve Fund was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 6-0 the motion passed.
3. Approval of FY20 Comprehensive School Health Services Grant in the amount \$200,000.00 paid in \$50,000.00 increments over four years
A motion to approve the FY20 Comprehensive School Health Services Grant in the amount of \$200,000.00 paid in \$50,000.00 increments over four years was made by Mr. Tracy and seconded by Ms. Ryan. On a vote of 6-0 the motion passed.
4. Approval of FY19 Lowes Toolbox for Education Grant in the amount of \$4950.00
A motion to approve the FY19 Lowes Toolbox for Education Grant in the amount of \$4950.00 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.
5. Approval of Reclassification of Funds
A motion to approve the reclassification of funds as presented was

made by Ms. Tousignant Dufour and seconded by Mr. McDowell. On a vote of 5-0-1, with Ms. Weksner abstaining the motion passed.

VII. Items of Interest to the School Committee

Ms. Tousignant Dufour commented that we need to be aware of the potential development of 34 Tower St and the impact on our school district.

Mr. Smith said that the High School graduation is this Sunday. He asked that if Committee members plan to attend to notify Dr. Rodrigues.

VIII. Executive Session

At 9:24 p.m., Committee Vice Chair Steven Smith noted that Executive Session was needed for the following reasons:

- a. To conduct a strategy session in preparation for discussions pursuant to section 2.a (annual compensation) of the Employment Agreement between the Hudson School Committee and Marco Rodrigues ("the Superintendent), whereby an open session may have a detrimental effect on the legal position of the School Committee.
- b. To discuss strategy in preparation for CBA negotiations with union personnel (Hudson Education Association)

Vote by Roll Call

Ms. Weksner	yes
Ms. Tousignant Dufour	yes
Mr. McDowell	yes
Ms. Ryan	yes
Mr. Tracy	yes
Mr. Smith	yes

IX. Adjournment

At 9:24 p.m., Committee Vice Chair, Steven Smith announced that the Committee would enter Executive Session and not return to public session

Respectfully submitted,

Secretary
Hudson School Committee

Report of the Superintendent

- End of Year Report

End-of-Year Report A Summary of the District's Accomplishments

Report of the Superintendent



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

Marco C. Rodrigues, Ed.D.
Superintendent

June 11, 2019



District Leadership

- Conducted the Leadership Institute in August of 2018
- Participated in the New Superintendent Induction Program (NSIP)
- Implemented an Instructional Leadership Team (ILT) in each school
- Conducted Leadership Meetings with central office cabinet (1xwk), principals (2xmo), DELTA (1xmo), ELEVATE (1xyr).
- Developed the Principals' Leadership Academy training in partnership with Blackstone-Millville and Hampden-Wilbraham Districts
- Hired new Principals for Quinn Middle School and Hudson High School
- Added an Assistant Principal's position to Forest Ave Elementary School

District Improvement Plan 2018-2019

Objective 1		High Quality Instructional Practices	Progress toward 100% Completion
Priorities	1.1	Build capacity through a reflective cycle of inquiry.	<div style="width: 25%; background-color: yellow;"></div>
	1.2	Build experiences that demonstrate diverse student-centered instructional practices.	<div style="width: 90%; background-color: green;"></div>
	1.3	Increase the effective use of data.	<div style="width: 85%; background-color: green;"></div>
Objective 2		Educating the Whole Child	
Priorities	2.1	Establish a social-emotional curriculum to ensure a positive learning community at each school.	<div style="width: 95%; background-color: green;"></div>
	2.2	Implement the District's MTSS Framework to support the academic success of all students.	<div style="width: 80%; background-color: green;"></div>
Objective 3		Innovative Educational Practices	
Priorities	3.1	Define and expand K-12 pathways that ensure rigorous learning experiences for all students.	<div style="width: 85%; background-color: green;"></div>
	3.2	Expand availability and application of the District-wide 1:1 technology.	<div style="width: 70%; background-color: green;"></div>
	3.3	Engage in a cycle of curriculum refinement.	<div style="width: 95%; background-color: green;"></div>
Objective 4		Climate and Culture	
Priorities	4.1	Build a strong community among all stakeholders.	<div style="width: 95%; background-color: green;"></div>
	4.2	Ensure an environment where students engage in age-appropriate social-emotional learning.	<div style="width: 25%; background-color: yellow;"></div>
	4.3	Strengthen the effectiveness of the district's Leadership Team.	<div style="width: 85%; background-color: green;"></div>



Curriculum and Instruction

- Developed Year-at-a-Glance documents and College and Career Pathways for all academic areas
- Continued the Implementation of the 1:1 Technology Plan
- Created the Therapeutic Social-Emotional Program at Farley Elementary School
- Redesigned TAS Program into the Bridget Program to follow the Bryt Program standards of practice
- Added an Instructional Coach position to support English Learners



Curriculum & Instruction

- Began the process to establish a Dual Language Program in FY21
- Instituted new related arts courses at Quinn Middle School
- Instituted new elective courses at Hudson High School
- Instituted Project Lead The Way modules in grades K and 3
- Developed a new Kindergarten Screening Tool
- Planned a Summer Institute for Curriculum writing
- Planned a Summer Professional Development Series



Professional Learning and Culture

- Delivered a Focused Professional Development Series that includes workshops, mini-courses, graduate courses, genius hours, and summer institutes
- Delivered a, four-month, book study professional development for Paraeducators
- Participated in the year-long S3 Academy with Boston College, The Rennie Center and DESE on Social Emotional Learning
- Surveyed parents, students and staff relative to areas of school climate and culture
- Created an Awards for Excellence event to celebrate our staff and community partners



School Safety and Wellness

- Implemented ALICE training at the secondary and elementary schools
- Established a Social, Emotional Learning (SEL) Committee, representative of all schools, to evaluate the District's current capacity to support all students
- Co-Chaired the Hudson School Health and Safety Advisory Council
- Secured Capital Improvement funding for Air Conditioning units for Mulready and Forest Ave schools
- Secured funding to purchase emergency generators for Mulready and Forest Ave schools
- Completed the electrical power upgrade at Mulready Elementary School



Finance and Operations

- Developed parameters for the Zero-Based approach to budgeting
- Conducted Resource Allocation meetings with District Leadership Team
- Conducted budget prioritization session with School Committee
- Published a detailed, user friendly FY20 Budget Book
- Provided quarterly updates to the School Committee on the Strategic Budget Stabilization Plan
- Completed contract bargaining process with the Secretaries' and Custodians' Associations
- Established a Transportation Committee for a new contract



Finance and Operations

- Secured approval for the establishment of a reserve fund account to support unbudgeted Special Education tuition expenses
- Reviewed teacher/student ratio and master schedules at all levels
- Established Teacher Task Force to review Quinn Middle School's master schedule
- Implemented the electronic report card at Quinn Middle and Hudson High schools
- Monitored the DOJ Voluntary Agreement
- Established two search processes to select new principals for Quinn Middle and Hudson High schools
- Monitored the Food Services operations and development under new vendor



Communication to Families and Community

- Conducted Listening Sessions for Parents and Staff
- Conducted parent/community forums on:
 - Vaping
 - Principal Searches
 - QMS Master Schedule
- Published weekly newsletter – Creating Connections
- Participated in a SEPAC Superintendent's Round Table event
- Held periodic meetings with Home and School Associations
- Held meetings with the Superintendent's Student Advisory Council



Communication to Families and Community

- Established new notification of student absence to parents
- Introduced “Padres Comprometidos” workshop for parents of Portuguese and Spanish languages
- Began the process to establish an ELPAC organization for parents of English Learners
- Began process to develop a new website for the District
- Held our second Kindergarten Open House event
- Hosted visit of Dignitaries from the Portuguese Government to Hudson High School



Sub-Committees

- Policy Sub-Committee
 - Approved the increased of School Choice capability to include grades K – 4
 - Approved revision of sections B, E, G, J, K of the Policy Manual
 - Approved revision of Dress Code Policy
- Strategic Goal Sub-Committee
 - Developed a communication plan for the School Committee
 - Began feasibility study on a later start time for Hudson High School



Sub-Committees

- Superintendent Evaluation Sub-Committee
 - Approved Superintendent's Goals
 - Conducted Superintendent's End-of-Cycle Summative Evaluation Report
- Budget Sub-Committee
 - Held a joint meeting with the Finance Committee on the Strategic Budget Stabilization Plan
 - Completed budget resource allocation and prioritization sessions
 - Approved FY20 Budget
 - Presented the FY20 Budget to Board of Selectmen
 - Presented the FY20 Budget to the Finance Committee



Recognition

The District's accomplishments in the 2018-2019 school year were impressive and they depict the focused and intentional work that the District Leadership Team and the Hudson school community have embraced on behalf of our students and families.

The District Improvement Plan has guided our work and will continue to provide the way to ensure that the every member of the Hudson school community contributes to our mission of "Delivering World-Class Education Today for the Global Leaders of Tomorrow".

Matters for Discussion

New Business

- 1.) School Improvement Plans and Instructional Leadership Teams Presentation

2018-2019 SCHOOL IMPROVEMENT PLAN

End-of-Year Review

Farley Elementary School

Forest Avenue Elementary School

Mulready Elementary School

Quinn Middle School

Hudson High School

Goal #1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.

- School-wide Instructional Focus (COMPLETED) - #Explainyourbrain
- Create a School Improvement Plan that matches the District Improvement Plan (In Progress) - Will work with ILT in August to help create a draft of SIP for 2019/2020

Goal #2: Build the capacity of staff to analyze data to inform instruction for all students.

- Look deeply at MCAS subgroups that perform below Meeting Expectations (Completed) - Staff in grades K-4 reviewed standards of weakness and planned instructional strategies to address.
- Build a positive culture of data inquiry (In Progress) - Through the work of ILT we will develop/identify assessment data to track progress of instructional focus.

Goal #3: Staff will engage in high quality practices that increase the likelihood of positive social emotional outcomes for every child

- Review current practices for social emotional learning for staff (Completed/In progress) - Provided staff with in-school professional development on students experiencing trauma and how to manage.
- Through the work of MTSS engage in a discussion of tiers of support (In progress) - we will continue the work through 2019/2020 school year on levels of support for all students

Goal #4: Provide all staff and students with the opportunity to engage in 1:1 technology and expand opportunities for STEAM (Science, Technology, Engineering, Art, Math)

- Implement STEAM for grade 4 (Completed) - Will continue for next year based on positive survey results and student outcomes.
- Staff will be provided with additional professional development on the use of 1:1 technology (In Progress) - With the addition of grade 3 access to Chromebooks additional professional development will be planned for 2019/2020

Goal #1: Establish a high functioning building level Instructional Leadership Team who will implement a measurable school-wide instructional focus

- School-wide Instructional Focus (COMPLETED) - Explain your thinking / Show what you know
- Professional development needs identified for year 2 of implementation (IN PROGRESS) - School-wide PD in support of our Instructional Focus to be held in the Fall of 2019 & Winter of 2020

Goal #2: To revise and reintroduce the Forest Avenue School positive behavioral support program, The Leaves of Citizenship, so that 100% of the staff fully participate in the program which will ensure that all students are provided rigorous social emotional learning experiences.

- Members of the PBST will provide professional development to the staff during Principal's Staff Meetings (COMPLETED) - October - May
- Data tracked on the amount & frequency of leaves distributed to students which will show a 10% increase in the amount of leaves distributed from the 2017-2018 school year (IN PROGRESS) - To be completed at the end of the school year.

Goal #3: To bridge the technology gap in third grade in preparation for the 2019 MCAS Test.

- Provide students with meaningful opportunities to learn how to use technology and practice with it in preparation for MCAS Testing (COMPLETED) - Instruction during Technology Integration Blocks
- The implementation of weekly technology lessons in advance of MCAS testing (COMPLETED) - Instruction during Technology Integration Blocks

Goal #4: To begin to develop a culture that promotes equity amongst staff by creating a system of mutual accountability, common values, and agreed upon building wide norms of collaboration.

- Staff survey to gather baseline data to determine the steps needed to promote equity, accountability, and common values amongst staff (COMPLETED) - 36 out of 50 staff completed the survey
-
- Development of school values and norms by June of 2019 (IN PROGRESS) - We will need to begin this work in the fall of 2019

Goal #1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.

- Wrote an instructional focus (Completed)
- Professional development needs identified for year 2 of implementation (IN PROGRESS) - School-wide PD in support of our Instructional Focus to be held in the Fall of 2019 & Winter of 2020

Goal #2: Review and revise IST procedures

- There will be a revamped IST document by December 2018 COMPLETED
- New procedures will be in place by December 2018 COMPLETED
- Meetings will follow new procedures and protocols COMPLETED
- Pilot of revised system in place and implemented COMPLETED

Goal #3: Ensure an environment where children feel empathetic towards others

- 100% of our children will understand that our ohana is empathetic to the needs of people in our local community and around the world. IN PROGRESS
- Cultural Night with 4th grade participation COMPLETED
- 12 Months of authors COMPLETED
- New books purchased and used in April for Disability Awareness Month IN PROGRESS

Goal #4: Each grade level will integrate more technology into their curriculum.

- 100% of the students will take part in a final project that entails the use of technology COMPLETED
- Final Projects at each grade level COMPLETED
- 4th grade techfolio completion COMPLETED

Goal #1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.

- Identify a school-wide instructional focus.
- Create a targeted professional development plan building expertise in selected evidence-based practices

Goal #2: To research and identify social emotional curricula at the middle school level to be implemented at QMS in the 2019-2020 school year.

- Identify and assess social emotional learning curriculum for the middle school level
- Survey staff and students to identify social emotional needs and gaps in current service model (needs assessment)

Goal #3: To effectively engage a cycle of refinement for the new STEM and Humanities courses established in 2018-19 school year.

- Periodic meetings with teacher of STEM and Humanities to gather teacher reflection data on quality of curriculum currently implemented
- Share collected data with Directors to determine any refinement needs to be addressed before 2019-2020 school year.

Goal #4: To begin the process of developing a culture that promotes equity amongst staff by creating a system of mutual accountability, common values, and agreed upon building-wide norms of collaboration.

- Focus Groups, "S3"
- Kindness in the Classroom – Curriculum from Random Acts of Kindness

Goal #1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.

- The ILT meets twice per month, with an established agenda, norms, and shared responsibilities. The ILT publishes newsletters and the agenda after each meeting.
- With staff input the ILT has identified a school wide instructional focus on perseverance defined as determination in mastering a skill or completing a task.
- The school wide instructional focus has been shared with the HHS staff, and will be the basis of on-going professional workshops for the 2019-2020 school year.

Goal #2: Develop a working draft of the Vision of the Graduate.

- The NEASC steering committee created a draft Vision of the Graduate statement and graphic.
- The Vision of the Graduate draft has been reviewed the HHS ILT, Faculty, Home and School Association, and School Council.
- For next steps, the Vision of the Graduate needs to be shared with DELTA and ELEVATE for feedback and input, before being sent to the school committee for approval.

Goal #3: Create a professional and community learning culture that embraces shifts in instruction that promote student agency and inquiry.

- HHS staff contributed to and participated in district wide professional development on 'Making Student Thinking Visible' in October 2018.
- Voluntary meeting on grading options for struggling students held in November 2018
- Working draft created of grading options for students with interrupted instruction
- For next steps, HHS staff will determine how these options fit into the MTSS framework

Goal #4: Revise and Optimize the Master Schedule for the 2019-2020 School Year.

- The present scenario of the Master Schedule satisfied 93% (7239/7746) of student requests.
- Common planning time in the rotating schedule was created for all Essential co-teaching pairs. Common planning time exists for most classrooms supported by a special educator
- There are 26 classes with 25 students. There were no academic classes with more than 25 students. There were 9 Wellness classes with 26-30 students, and 4 with 25 students.
- Work on courses/sections with 12 or fewer students is on-going.

SCHOOL: Farley Elementary School

<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
<p>Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.</p>
<p><i>Activities: (Steps to be taken to implement plan)</i></p>
<ul style="list-style-type: none"> • Meet two times per month as an ILT with the goal of looking at schoolwide data to inform next steps. COMPLETED • Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. COMPLETED • Create School Improvement Plan that matches the District Improvement Plan • Identify a school-wide focus. COMPLETED • Create a targeted professional development plan building expertise in selected evidence-based practices. IN PROGRESS • Create an internal accountability system (inspect what we expect). IN PROGRESS
<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p>
<ul style="list-style-type: none"> • ILT agenda and meeting notes • Staff participation on and off team • Identified school improvement plan with instructional school-wide instructional focus • Buy-in for an internal accountability system that all stakeholders will use
<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
<ul style="list-style-type: none"> • From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences IN PROGRESS • Professional development needs identified for year 2 of implementation IN PROGRESS • Accountability system created by June, 2019. IN PROGRESS
<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>
<ul style="list-style-type: none"> • All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student. IN PROGRESS

Strategic Objective: High Quality Instructional Practice

Goal #2: Build the capacity of staff to analyze data to inform instruction for all students.

Activities:

- Collection of data from all internal assessments to be reviewed by staff and ILT **COMPLETED**
- Data meetings to review and revise instruction for RTI **COMPLETED**
- Look deeply at MCAS subgroups that perform below Meeting Expectations **COMPLETED**
- Identify protocols to review data sources **IN PROGRESS**
- Provide staff with the necessary professional development on how to adjust instruction based on student data **IN PROGRESS**
- Build a positive culture of data inquiry **IN PROGRESS**

Early Evidence of Change

- All staff will be involved in protocols at meetings to understand how to evaluate data
- Regular participation and conversation at data meetings around student results
- Staff will use data to adjust student learning goals
- Staff will see data as a tool to improve student outcomes

Short- Term Outcomes

- By December 2018, staff at all levels will use the MCAS data to provide interventions in the areas of need **COMPLETED**
- Ongoing 2018/2019, students will have revised learning goals, based on data, and be able to show growth **COMPLETED**
- Ongoing 2018/2019, administration will provide in-school professional development for staff on best practices around using data **IN PROGRESS**
- By January 2019, data gathered from ILT will help guide an instructional focus for the school **COMPLETED**

Final Outcomes

- By June 2019, all staff will be comfortable with the use of data to drive instruction on an ongoing basis for all students **IN PROGRESS**

Strategic Objective: Educating the Whole Child
Goal #3: Staff will engage in high quality practices that increase the likelihood of positive social emotional outcomes for every child
Activities:
<ul style="list-style-type: none"> • Review current practices for social emotional learning for staff COMPLETED • Review research based social emotional curriculum COMPLETED • Through the work of MTSS engage in a discussion of tiers of support IN PROGRESS • Provide staff with professional development around best practices for providing supports for all students around social/emotional concerns IN PROGRESS • Staff will promote the revised whole-school approach to recognize positive behavior in all settings COMPLETED
Early Evidence of Change
<ul style="list-style-type: none"> • Staff will participate in promoting the newly revised whole-school positive behavior reward system • Staff will share best practices around the use of social emotional learning in their own classrooms • Students will buy-in to the whole-school reward system and effectively use the those strategies throughout the day
Short- Term Outcomes
<ul style="list-style-type: none"> • Throughout 2018/2019 students will display an increase of social awareness as a result of the whole-school positive behavior reward system COMPLETED • December 2018/March 2019 staff will implement new strategies around social emotional learning in their classrooms learned through sharing of best practices COMPLETED
Final Outcomes
<ul style="list-style-type: none"> • Staff will have a better understanding of how to provide support to students experiencing social and emotional issues COMPLETED • Students will show their pride and promote a positive, respectful culture COMPLETED

Strategic Objective: Innovative Educational Practices

Goal #4: Provide all staff and students with the opportunity to engage in 1:1 technology and expand opportunities for STEAM

Activities:

- Implement STEAM for grade 4 **COMPLETED**
- Grade 3 teachers have access to Chromebooks for student use **COMPLETED**
- Grades K-2 have access to Ipads for students **COMPLETED**
- Grade 4 Specialists collaborating on projects and unit design for STEAM classes **COMPLETED**
- Staff will be provided with additional professional development on the use of 1:1 technology **IN PROGRESS**

Early Evidence of Change

- STEAM incorporated into the daily schedule with support from other schools
- Students engaging in activities that are new and innovative

Short- Term Outcomes

- By September 2018, all grade 4 students will be part of a 7 day STEAM rotation schedule to include, Drama, Engineering, Art, Music, Physical Education, and Library/Media skills **COMPLETED**
- By December 2018, all students will experience the use of Chromebooks or Ipads to navigate the curriculum **COMPLETED**
- January 2019 & June 2019, feedback from grade 4 students and staff about STEAM and adjust courses and schedules if needed **COMPLETED**

Final Outcomes

- All students in grade 4 will have engaged in activities involving all areas of STEAM **COMPLETED**
- All students will have been exposed to 1:1 technology **COMPLETED**

Forest Ave. Elementary School School Improvement Plan



2018-2019

Strategic Objective: High Quality Instructional Practices

Build capacity at all District levels to ensure that every educator and administrator is utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.

Goal # 1: Establish a high functioning building level Instructional Leadership Team who will implement a measurable school-wide instructional focus

Activities (Steps to be taken to implement plan):

- Meet two times per month as an ILT with the goal of looking at school wide data to inform instruction - **COMPLETED**
- Disseminate and retrieve feedback from all stakeholders within the building on a regular basis - **COMPLETED**
- Creation of a School Improvement Plan that matches the District Improvement Plan
- Identify a school-wide focus- **COMPLETED**
- Create a targeted professional development plan building expertise in selected evidence-based practices – **IN PROGRESS**
- Create an internal accountability system (inspect what we expect) - **IN PROGRESS**

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

- ILT agenda and meeting notes
- Staff participation on and off team
- Identified school improvement plan with school-wide instructional focus
- Buy-in for an internal accountability system that all stakeholders will use

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

- From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences – **IN PROGRESS**
- Professional development needs identified for year 2 of implementation - **IN PROGRESS**
- Accountability system created by June, 2019 - **IN PROGRESS**

Final Outcomes (annual targets for student performance outcomes):

- All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student - **IN PROGRESS**

Strategic Objective: Educate the Whole Child

Provide rigorous social emotional learning experiences to ensure ALL students succeed academically.

Goal #2: To revise and reintroduce the Forest Avenue School positive behavioral support program, The Leaves of Citizenship, so that 100% of the staff fully participate in the program which will ensure that all students are provided rigorous social emotional learning experiences.

Activities (Steps to be taken to implement plan):

- The Positive Behavioral Support Team (PBST) will meet two times per month with the goal of successfully implementing the Leaves of Citizenship - **COMPLETED**
- Members of the PBST will provide professional development to the staff during the Oct, Nov, Dec, Jan, Feb, March, April, & May Principal Department Meetings - **COMPLETED**
- Six school-wide assemblies & character trait luncheons will be held in support of the program - **COMPLETED**
- Promise Monday Announcements will be held each Monday starting on September 24th through June 10th - **COMPLETED**

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

- PBST meeting notes & agendas
- Professional development presentations
- The teaching of the Leaves of Citizenship grade level character trait texts
- Assembly templates & PowerPoints

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

- Data tracked on the amount & frequency of leaves distributed to students which will show a 10% increase in the amount of leaves distributed from the 2017-2018 school year. – **IN PROGRESS**
- A decrease of 10% in the number of incident reports during the 2018 – 2019 school year compared to the compared to the number of incident reports during the 2017 – 2018 school year. – **IN PROGRESS**
- 100% participation of staff in Leafs of Citizenship activities (Luncheons; Promise Monday Announcements; Assemblies; PBST Meetings) during the 2018 – 2019 school year. - **COMPLETED**
- End of the year staff survey results on the Leaves of Citizenship - **COMPLETED**

Final Outcomes (annual targets for student performance outcomes):

- 100% of educators at Forest Avenue School will provide rigorous social emotional learning experiences to ALL students - **COMPLETED**

Strategic Objective: Innovative Educational Practices

Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs.

Goal #3: To bridge the technology gap in third grade in preparation for the 2019 MCAS Test.

Activities (Steps to be taken to implement plan):

- Meet with the Director of Technology & the Forest Avenue Technology Teacher to determine the technology that will be used for testing (November) - **COMPLETED**
- Establish a training plan to familiarize students with the technology (December) - **COMPLETED**
- Provide students with meaningful opportunities to learn how to use the technology and practice with it in preparation for MCAS Testing (December – March) - **COMPLETED**

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

- Meeting notes
- Training plan
- The schedule of Chromebook use by third grade
- The schedule of Technology Integration blocks by third grade

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

- The completion of practice tutorials on the MCAS Website - **COMPLETED**
- The implementation of weekly technology lessons in advance of MCAS Testing - **COMPLETED**

Final Outcomes (annual targets for student performance outcomes):

- 100% of third grade students will utilize technology for MCAS Testing in the spring of 2019 - **COMPLETED**

Strategic Objective: Climate and Culture

Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability

Goal #4: To begin to develop a culture that promotes equity amongst staff by creating a system of mutual accountability, common values, and agreed upon building wide norms of collaboration.

Activities (Steps to be taken to implement plan):

- Introduction of goal to staff at Principal’s Staff Meeting (September) - **COMPLETED**
- Staff Survey to gather baseline data to determine the steps needed to promote equity, accountability, and common values amongst staff (November) - **COMPLETED**
- Sharing and analysis of survey results with staff (December - February) – **IN PROGRESS**
- Development of school values and norms by June of 2019 (March – May) - **IN PROGRESS**

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

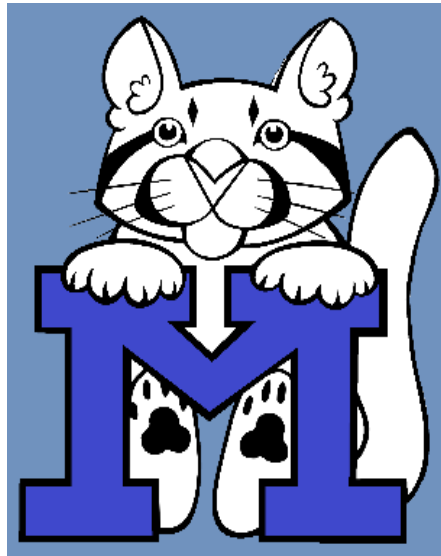
- November Survey results
- Meeting notes and professional development work surrounding the development of school values and norms

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

- The design of a system of mutual accountability for staff by June of 2019 - **IN PROGRESS**
- The Publishing of Forest Avenue School Values & Norms of Collaboration by June of 2019 - **IN PROGRESS**

Final Outcomes (annual targets for student performance outcomes):

- 100% of faculty will be committed to the creation of a building culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability - **IN PROGRESS**



JOSEPH L. MULREADY
SCHOOL IMPROVEMENT PLAN
2018-2019

Kelly Costa Sardella
Principal

SCHOOL: Joseph L. Mulready School

<p>Strategic Objective # 1 : High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
<p>Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.</p>
<p><i>Activities: (Steps to be taken to implement plan)</i></p> <ul style="list-style-type: none"> ● Meet two times per month as an ILT with the goal of looking at school-wide data to inform next steps. ● Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. ● Create School Improvement Plan that matches the District Improvement Plan ● Identify a school-wide focus. ● Create a targeted professional development plan building expertise in selected evidence-based practices. ● Create an internal accountability system (inspect what we expect).
<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p> <ul style="list-style-type: none"> ● ILT agenda and meeting notes ● Staff participation on and off team ● Identified school improvement plan with instructional school-wide instructional focus ● Buy-in for an internal accountability system that all stakeholders will use
<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p> <ul style="list-style-type: none"> ● From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences IN PROGRESS ● Professional development needs identified for year 2 of implementation IN PROGRESS ● Accountability system created by June, 2019. IN PROGRESS
<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p> <ul style="list-style-type: none"> ● All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student. IN PROGRESS

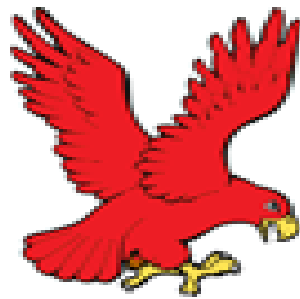
Strategic Objective #2 : Educate the Whole Child
Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.
Goal #2: Educating the Whole Child - Review and revise IST(Instructional Support Team) procedures
Activities:
<ul style="list-style-type: none"> ● Formation of a diverse committee with various core and support staff to begin review and revision of the IST process ● Analyze data from last year’s meeting as part of the process to quantify information ● Develop new forms/packet
Early Evidence of Change
<ul style="list-style-type: none"> ● Development of new procedures and protocols ● Development of new document describing what IST is and corresponding forms
Short- Term Outcomes
<ul style="list-style-type: none"> ● There will be a revamped IST document by December 2018 COMPLETED ● New procedures will be in place by December 2018 COMPLETED ● Meetings will follow new procedures and protocols COMPLETED
Final Outcomes
<ul style="list-style-type: none"> ● The IST committee will review procedures to ensure it is operating in a manner that can meet the needs of the students academically and social/emotionally IN PROGRESS ● Pilot of revised system in place and implemented COMPLETED

Strategic Objective #3 : Innovative Educational Practices
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.
Goal #4: Innovative Educational Practices: Each grade level will integrate more technology into their curriculum
Activities:
<ul style="list-style-type: none"> ● Grade 4 will institute a Techfolio ● One final project at each grade level will have a computer-related component
Early Evidence of Change
<ul style="list-style-type: none"> ● Meeting with Technology teacher monthly to be updated on progress ● Ongoing Observation of lessons in each grade to see progress toward completed projects
Short- Term Outcomes
100% of the students will take part in a final project that entails the use of technology COMPLETED

Final Outcomes
<ul style="list-style-type: none"> ● Final Projects at each grade level COMPLETED ● 4th grade techfolio completion COMPLETED

<p>Strategic Objective #4: Climate and Culture</p> <p>Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>
<p>Goal #3: Climate and Culture: Ensure an environment where children feel empathetic towards others</p>
Activities:
<ul style="list-style-type: none"> ● Cultural Night – with 4th grade participation ● Pen Pal Letters to Senegal ● Fourth Grade cards sent to (Art lesson)Palestine ● Change Autism Awareness Month to Disability Awareness month in conjunction with iCARE ● America-Senegal Project continuation ● Literature Country of the month
Early Evidence of Change
<ul style="list-style-type: none"> ● Ongoing Lesson Plan Development ● December Meeting with iCARE ● February Meeting with Arts Council re: Senegal Project
Short- Term Outcomes
<ul style="list-style-type: none"> ● 100% of our children will understand that our ohana is empathetic to the needs of people in our local community and around the world. IN PROGRESS
Final Outcomes
<ul style="list-style-type: none"> ● Cultural Night with 4th grade participation COMPLETED ● 12 Months of authors COMPLETED ● Letters written to Senegal IN PROGRESS ● Cards written to Palestine DID NOT MEET (contact left job) ● New books purchased and used in April for Disability Awareness Month IN PROGRESS

QUINN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN



MISSION STATEMENT

At Quinn Middle School we prepare students for a lifetime of learning, leadership and integrity. Together, we are inspired by the ideals of honesty, responsibility, empathy, and courage.

2018-2019

Strategic Objective: 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.

Goal # 1: Establish a high functioning building level Instructional Leadership Team who will identify and implement a measurable school-wide instructional focus.

Activities (Steps to be taken to implement plan):

- Meet two times per month as an ILT with the goal of looking at school wide data to inform instruction. **-COMPLETED**
- Disseminate and retrieve feedback from all stakeholders within the building on a regular basis **-COMPLETED**
- Creation of a School Improvement Plan that matches the District Improvement Plan **-COMPLETED**
- Identify a school-wide instructional focus. **-COMPLETED**
- Create a targeted professional development plan building expertise in selected evidence-based practices **-IN PROGRESS**
- Create an internal accountability system (inspect what we expect) **-IN PROGRESS**

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

- ILT agenda and meeting notes
- Staff Participation on and off team
- Identified school improvement plan with school-wide instructional focus
- Buy-in for an internal accountability system that all stakeholders will use

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

- From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences **-COMPLETED**
- Professional development needs identified for year 2 of implementation **-IN PROGRESS**
- Accountability system created by June, 2019 **-IN PROGRESS**

Final Outcomes (annual targets for student performance outcomes):

- All stakeholders will identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student **-IN PROGRESS**

Strategic Objective: Educate the Whole Child

Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.

Goal #2: To research and identify social emotional curricula at the middle school level to be implemented at QMS in the 2019-2020 school year.

Activities (Steps to be taken to implement plan):

- Identify and assess social emotional learning curriculum for the middle school level - **COMPLETED**
- Survey staff and students to identify social emotional needs and gaps in current service model (needs assessment) -**COMPLETED**
- Identify and study models of social emotional curriculum successfully implemented at other middle schools -**COMPLETED**
- Conduct site visits to study social emotional learning curriculum at other middle schools with needs and characteristics similar to QMS -**IN PROGRESS**
- Attend conferences and seminars addressing social emotional learning curriculum (such as AMLE, NELMS) -**COMPLETED**
- Share progress/findings with staff at faculty meetings and Principal Advisory Team meetings -**COMPLETED**

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

- Notes from research, school visits, conferences
- Survey results
- Faculty meeting agenda and notes

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

- Data/ Notes from research -**COMPLETED**
- Survey results -**COMPLETED (modified outcome: focus groups)**
- Identified model(s) for potential implementation presented to staff -**COMPLETED**

Final Outcomes (annual targets for student performance outcomes):

- Identified SEL curriculum which meets the needs of QMS to be adopted and implemented in the 2019-2020 school year -**COMPLETED**

Strategic Objective: Innovative Educational Practices

Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs.

Goal #3: To effectively engage a cycle of refinement for the new STEM and Humanities courses established in 2018-19 school year.

Activities (Steps to be taken to implement plan):

- Individual meetings with Directors of Science and Humanities in order to clarify expectations of respective curricula. **-COMPLETED**
- Periodic meetings with teacher of STEM and Humanities to gather teacher reflection data on quality of curriculum currently implemented **-COMPLETED**
- Survey students on content covered in STEM and Humanities classes. **(modified outcome: Task Force)**
- Share collected data with Directors to determine any refinement needs to be addressed before 2019-2020 school year. **-COMPLETED**

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

- Meeting notes
- Student and staff survey
- Pre and post assessments

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

- Identified areas of STEM and Humanities content needing further adjustment/ refinement **-COMPLETED**

Final Outcomes (annual targets for student performance outcomes):

- Refined curriculum which is developmentally appropriate and aligned with state standards **-COMPLETED**

<p>Strategic Objective: Climate and Culture</p> <p>Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
<p>Goal #4: To begin the process of developing a culture that promotes equity amongst staff by creating a system of mutual accountability, common values, and agreed upon building-wide norms of collaboration.</p>
<p><i>Activities (Steps to be taken to implement plan):</i></p> <ul style="list-style-type: none"> ● Introduction of goal to staff at faculty meeting (December) -COMPLETED ● Staff Survey to gather baseline data to determine the steps needed to promote equity, accountability, and common values amongst staff (January) -COMPLETED (modified outcome: focus groups) ● Analysis of survey results with staff (February - March) -COMPLETED ● Development of school values, instructional focus, and norms by May of 2019 -IN PROGRESS
<p><i>Early Evidence of Change (how will you know if your actions are producing the desired change in practice?):</i></p> <ul style="list-style-type: none"> ● Survey results ● Meeting notes and professional development work surrounding the development of school values and norms
<p><i>Short- Term Outcomes (how will you know if the change in practice is influencing student performance measures?):</i></p> <ul style="list-style-type: none"> ● The design of a system of mutual accountability for staff by June 2019 -IN PROGRESS ● The publishing of Quinn Middle School Values & Norms of Collaboration by June of 2019 -IN PROGRESS
<p><i>Final Outcomes (annual targets for student performance outcomes):</i></p> <ul style="list-style-type: none"> ● 100% of faculty will be committed to the creation of a culture that promotes equity among staff, builds strong relationships, psychological safety, and mutual accountability -IN PROGRESS



Hudson High School 2018-2019 School Improvement Plan





Strategic Objective: 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.

Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.

Activities:

- Meet two times per month as an ILT with the goal of looking at schoolwide data to inform next steps - **COMPLETED**
- Disseminate and retrieve feedback from all stakeholders within the building on a regular basis - **COMPLETED**
- Create School Improvement Plan that matches the District Improvement Plan - **COMPLETED**
- Identify a school-wide focus - **COMPLETED**
- Create a targeted professional development plan building expertise in selected evidence-based practices - **IN PROGRESS**
- Create an internal accountability system (inspect what we expect). **IN PROGRESS**

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

- Creating shared google doc agenda with ILT members, establishing meeting norms and assigning rotating responsibilities, as facilitator, note taker, and tenacious time keeper. **COMPLETED**
- Using Action Items in shared ILT agenda and meeting notes, and sharing a pdf of the meeting agenda and notes immediately after the end of the meeting. **COMPLETED**

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

- School wide focus domain identified – Vision of the Graduate **COMPLETED**
- Collecting HHS staff input on which of the 5 domains to be the instructional focus. **COMPLETED**
- Gather exemplars of student work in the identified domain, and add to prezi graphic of the Vision of the Graduate. **IN PROGRESS**

Final Outcomes (annual targets for student performance outcomes)

- All stakeholders will have a resource of exemplars of student work in one domain of the Vision of the Graduate - **IN PROGRESS**
- The ILT will begin to identify characteristics and criteria of the exemplars of student work, to inform best practices in Curriculum, Assessment, and Instruction - **IN PROGRESS**



Strategic Objective: 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.

Goal #2: Develop a working draft of the Vision of the Graduate

Activities:

- Consolidate HHS staff input into the Vision of the Graduate - **COMPLETED**
- Identify 3-7 key domains of staff input, with descriptors of each domain - **COMPLETED**
- Create graphic representation of the Vision of the Graduate - **COMPLETED**
- Share draft Vision of the Graduate and seek feedback from;
 - ILT - **COMPLETED**
 - HHS Staff - **COMPLETED**
 - NEASC Self-Reflection Committee - **COMPLETED**
 - School Council - **COMPLETED**
 - DELTA - **IN PROGRESS**
 - Superintendent - **COMPLETED**
 - School Committee - **IN PROGRESS**
- Compile exemplars of student work for each domain - **IN PROGRESS**
- Add exemplars of student work to Vision of the Graduate graphic - **IN PROGRESS**

Early Evidence of Change

- Creation of a Vision of the Graduate graphic and reference - **COMPLETED**
- Basis for instructional focus as set by ILT - **COMPLETED**

Short- Term Outcomes

- Generate dialogue among multiple stakeholders as to the Curriculum, Instruction, and Assessment designs and requirements for future Hudson High School Program of Studies and educational pathways - **IN PROGRESS**

Final Outcomes

- Create a formal Core Values, Beliefs about Learning, and Vision of the Graduate to meet NEASC Foundational Element prior to 2020 Accreditation visit - **COMPLETED**



<p>Strategic Objective: #2 Educating the Whole Child</p> <p>Implement the District’s MTSS Framework to support the academic success of all students.</p> <p>Strategic Objective: #4 Climate and Culture</p> <p>Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
<p>Goal #3: Create a professional and community learning culture that embraces shifts in instruction that promote student agency and inquiry.</p>
<p>Activities:</p> <ul style="list-style-type: none"> ● Professional Development workshops led by HPS staff focusing on Making Student Thinking Visible for School Year 2018-2019- COMPLETED ● Faculty Meetings to create permission structures for staff to experiment with new curriculum, instruction, and assessment strategies the promote student agency and inquiry - COMPLETED ● Department Meetings focused on increasing student agency and inquiry - COMPLETED ● DELTA analysis of MCAS data and identifying immediate areas of change in instruction - IN PROGRESS ● Conversations with stakeholders on a definition of learning with <ul style="list-style-type: none"> ○ ILT - IN PROGRESS ○ School Council - IN PROGRESS ○ Home & School Association - IN PROGRESS
<p>Early Evidence of Change</p> <ul style="list-style-type: none"> ● Creation and dissemination of Grading Options for Struggling Students - IN PROGRESS ● Creation of HHS Grading Options for Students with Interrupted Instruction - IN PROGRESS
<p>Short- Term Outcomes</p> <ul style="list-style-type: none"> ● Increased ELL student retention and successful completion of academic courses - IN PROGRESS ● Increased application of student Voice and Choice in classroom instruction and assessment - IN PROGRESS ● Creating and implementing formative assessments that measure student growth on transferable skills and enduring understandings - IN PROGRESS
<p>Final Outcomes</p> <ul style="list-style-type: none"> ● Possible revision and modification of Hudson High School ‘Beliefs about Learning’ statement with School Council and Instructional Leadership Team - IN PROGRESS



<p style="text-align: center;">Strategic Objective: #3 Innovative Instructional Practices</p> <p>Assess and identify current course offerings/ pathways and learning opportunities available at all levels, that provide advanced and rigorous standards for student engagement and learning.</p>
<p>Goal #4: Revise and Optimize the Master Schedule for the 2019-2020 School Year</p>
<p>Activities:</p>
<ul style="list-style-type: none"> ● Meet with Superintendent of Schools to determine scheduling class size maximums and parameters - COMPLETED ● Identify scheduling priorities for the Master Schedule, including; <ul style="list-style-type: none"> ○ Co-taught classes COMPLETED ○ Special Education Service Delivery COMPLETED ○ Common Planning Time COMPLETED ○ Balancing courses and sections COMPLETED ○ Teacher loads COMPLETED ○ Maximum periods in a row COMPLETED ● Meet with Director of Special Education and Curriculum Directors to gather input on scheduling requests and modifications to identify schedule priorities and constraints COMPLETED ● Revise Program of Studies COMPLETED ● Meet with Directors and Teachers for any Course/section enrolled at 12 or fewer to document justification - IN PROGRESS ● Attend Build Workshop - COMPLETED ● Create working draft of the Master Schedule by June 2019 COMPLETED
<p>Early Evidence of Change</p>
<ul style="list-style-type: none"> ● Revised Program of Studies to reflect scheduling priorities (i.e. co-taught classes, reduced electives). COMPLETED
<p>Short- Term Outcomes</p>
<ul style="list-style-type: none"> ● Master Schedule completed with 80% (or better) of student requests satisfied, while also creating identified scheduling priorities - COMPLETED
<p>Final Outcomes</p>
<ul style="list-style-type: none"> ● Balanced section and course assignments based on student requests - COMPLETED

Matters for Discussion

New Business

2. Receipt of petition to name the Hudson High School Library to honor former teacher Susan Menanson

The Susan Menanson Memorial Library (Responses)

Timestamp	We hope to name the Learning Commons in honor of Ms. Menanson. If you would like to support this proposal, please write a brief statement to explain your position. Please also include information about your relationship with Ms. Menanson as an HHS student, parent, or faculty member.	Name and Relationship (optional)
5/29/2019 12:38:44	Todd Wallingford	
5/29/2019 12:47:36	Great idea. I think it is wonderful memorialize a person who was so important to the HHS community for so long.	
5/29/2019 12:48:55	I am in support of this effort. Susan was my daughters teacher and my daughter had had a hard time with English in the past. Ms. Menanson made her believe in herself again. That her ideas matter and that no matter what you read it will enrich you.	
5/29/2019 12:54:47	1000000% YES!!!!!!!!!!	Mike Nanartowich
5/29/2019 13:01:28	yes	
5/29/2019 13:02:25	Susan Menanson and I taught next to each other for 7 years. We shared laughter, a love of culture, a passion for BBC Earth and she attempted to convert me with regards to my disdain for Shakespeare. I watched her cultivate a love of literature in her students. Naming the library after her would be a fitting honor for a woman who loved teaching and her students.	June Mrray
5/29/2019 13:06:33	I was lucky enough to have the opportunity to know Ms. Menanson as both a teacher and a colleague. Her classes were challenging, insightful, often intimidating, and myself along with my fellow graduates reminisce about the times we had her class. I was very fortunate to be able to work along side her and see not only her teacher-side, but her "human-side" as well. Her love for literature and critical analysis of text often still ring in my head when reading my own books. I fully support and would appreciate that Ms. Menanson and her legacy of teaching at HHS be honored in this way.	Arianna Ciesluk
5/29/2019 14:12:21	I whole-heartedly support this wonderful idea. Susan's love of literature, students and HHS make this a no-brainer. Thanks to whoever came up with this proposal! Pat Emmons HHS School Nurse	
5/29/2019 14:13:43	I full support this! she was an amazing teacher who loved her students and what she taught. She always had a captive audience in her classroom !	Bruce Hedison
5/29/2019 14:50:10	I am in support of renaming the Learning Common in honor of Susan Menanson. Susan Menanson was a fierce advocate for the written word and for learning. She insisted that students take their writing seriously, read carefully, and engage with tough ideas through text. She believed in the power of the written word to move people and change the world, and she helped generations of students learn that too. I have met random HHS grads, who are now in their 20s or 30s, and they all still remember Mrs. Menanson and the impact she had. Renaming the Learning Commons would help the legacy of Susan live on, and would be a meaningful gesture for the generations of students and staff members whose lives she touched.	Whitney Nielsen
5/29/2019 19:45:59	Susan was my teacher when I was in high school and then my colleague for the last ten years. The HHS library should be named after her because she introduced so many HHS students to the importance of reading. It was more than reading; each book offered humor, tragedy, a new adventure, and a life lesson. A room that houses knowledge is the perfect way to commemorate someone who not only challenged her students to explore the literary world and never stop learning but also lived that way herself. Our community is better because she was a part of it.	Pamela Porter
5/30/2019 7:08:40	When I first came to Hudson High School as an English teacher, Susan Menanson was right there ready to share her ideas, materials and feedback with me. I have been ever so grateful. With her support, I became a better teacher. I was also surprised by her willingness to continue to grow as a teacher, even after years of being an educator. She would listen to me and use my ideas in her own classroom.	Emily Smyth
5/30/2019 7:30:01	When I was in Middle School, my mother (Carol Hobbs) began working at Hudson High School. Soon after I was introduced to Susan Menanson. She was one of the smartest, sharpest, and funniest women I ever met. I grew up listening to her wisdom and sarcastic, dry humor. When she retired last year she left me (what else but) books. Reading and literature were her truest passions. I'm sure if any of us were to go up to the Learning Commons and pick out a book, she could tell us all about it. She seemed to know every piece of literature that was ever brought up in conversation. Susan dedicated so much of her life to teaching anyone and everyone the beauty in the written word at HHS. Naming the Learning Commons after her would be the best way to honor her memory, and her memory should be honored.	Charlotte Huxter
5/30/2019 8:10:47	I think it sounds like a great idea.	Erin Jameson
5/30/2019 12:33:37	Ms. Menanson was easily one of the most amazing teachers I have ever had the privilege to have. She was everything I aspired to be: witty, intelligent, charismatic, loving, empathetic, and unabashedly herself. She taught me how to be a better person as well as a better scholar. She believed in the beauty of education and literature, and I believe that the library should honor her long lasting impact.	Kaleigh Brennan

The Susan Menanson Memorial Library (Responses)

Timestamp	We hope to name the Learning Commons in honor of Ms. Menanson. If you would like to support this proposal, please write a brief statement to explain your position. Please also include information about your relationship with Ms. Menanson as an HHS student, parent, or faculty member.	Name and Relationship (optional)
5/30/2019 12:33:46	Ms. Menanson was the best English teacher I have ever had, she made me a much stronger writer. Also, she made sure that at the beginning of every class, throughout the entire year, there was time for us all to read. She was always filled with so much energy directed towards reading, I think that naming the library after her will fill the library with as much energy and vibrance as she had.	
5/30/2019 13:03:36	A legend	
5/30/2019 13:16:55	I had Ms. Menanson as a teacher when i was a sophomore. I was originally afraid of her- I wasn't used to English class being really intense. But Ms. Menanson was actually one of the kindest teachers I have ever had. In class she eventually started to notice what I was reading as IR books and began recommending some of her favorite classics for me to read. I of course read them and at the end of class we would talk about the books I had read. She really cared about books, and her students and the whole school. I really enjoyed my 10th grade English class and all the lessons that Ms. Menanson taught me. I think the library being named after her would be a fitting legacy at HHS.	
5/31/2019 9:27:19	<p>May 31, 2019</p> <p>Dear School Committee:</p> <p>I now eat lunch without Susan Menanson. This makes me sad, and I do, despite my best efforts, tear up when I consider the absence of her conversation which has delighted, challenged, and taught me so much over these past 12 years. I want to say up front, I miss her. Susan was my colleague, and my dear friend. She was also one of the best teachers I've had the honor to know.</p> <p>When I first came to Hudson High School, Susan Menanson was the mentor who offered me materials, a planned curriculum, and the model of not taking myself so damn seriously. She made me laugh at myself, and then at the often-ridiculous cyclical nature of pedagogical theories, and she was never shy about calling bunk bunk. She had clear vision polished over the generous years of her teaching career.</p> <p>And she was moved by good literature. Susan had astounding recall of everything she'd ever read. That encyclopedic love of words is rare. Susan was rare. We teachers, and all her students through the years were blessed to know her wisdom, wit, and intellect.</p> <p>At Susan's retirement celebration just last spring, I read a poem by David Wright titled "Lines On Retirement, After Reading Lear." It's a poem celebrating the retirement of a friend, and it uses references to Shakespeare's play. An aside: Susan avoided King Lear because she had a squeamish reaction to images of eye gouging and eye injuries, so I may have been playfully needling our resident Shakespeare scholar. One excerpt from this poem reads:</p> <p>So don't wait for skies to crack with sun. Feel the storm's sweet sting invade you to the skin, the strange, sore comforts of the wind. Embrace your children's ragged praise and that of friends.</p> <p>I've felt such grief over Susan's death so soon after retirement, grief filled with regrets that Susan did not get to travel again to Australia, to perfect her Bridge game, or to do any number of bright adventurous things she had planned. I know many of Susan's friends share this grief. On reflection, I realize that for Susan literature allowed a heightened experience of being human in the world. She knew that books well-written allowed the reader to feel the wealth of emotion and deeper thinking that makes life rich. Susan Menanson opened this rich world for so many students in her long career as an English teacher. And she opened the door to the best teaching practices for all teachers who had the honor of her company.</p> <p>Please hear our "ragged praise" of Susan Menanson. She loved books. She loved sharing this passion with all who knew her. We are made better by embracing the love of literature Susan exemplified. Our learning commons at Hudson High School could have no better name than The Susan Menanson Memorial Library.</p> <p>Thank you.</p> <p>Carol Hobbs (English Teacher, Hudson High School)</p>	Carol Hobbs, friend and fellow 10th grade English teacher

The Susan Menanson Memorial Library (Responses)

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5/31/2019 17:18:05	I was a student of Ms. Menanson's many years ago. She was a wonderful teacher. You could see her genuine love for literature, and attending her class was interesting and enjoyable. She was a HHS institution and I'd love to see her honored in this way.	Maryann Waugh, Class of '95
6/1/2019 12:19:27	I am in favor of naming the Learning Commons in honor of Susan as I know how dedicated she was to enrich the lives of her students with literature. Susan was my tenth grade English teacher at HHS and one of my graduate professors when receiving my MAT in English at Fitchburg State University. After receiving my Masters I went on to become an English teacher at QMS here in Hudson, where I was honored to work beside her as a member of the secondary English department in Hudson Public Schools. As a former student and colleague, I would love for something that meant so much to Susan to stand in her memory.	Kara (Wood) Kittredge - former student and colleague
6/1/2019 12:49:17	<p>So much of my professional work with Susan involved reading. Finding books to add to the curriculum or for summer reading that students would love. Our curriculum reflects her great choices – The Curious Incident and Jenna Fox. We had heated debates about how to teach students to notice important moments in the text. No matter how many professional books about reading instruction I said we needed to read, she read them and respected my ideas about teaching. She always brought me gifts from the New York Times – book choices in the review section, articles for my English and journalism classes. Her love of reading permeated all her conversations.</p> <p>Even in our last visit with her right before her death, we talked books. The mystery book she was devouring and a book on the Cold War that she loved. I said that I would bring a Kindle the next time that I visited so that she would have an easier time purchasing and reading her new books. Reading to her was a joy and a gift – the joy of finding a book that my son would finally love, the joy of recommending books to colleagues in all departments of our school, the gift of having deep conversations with her about the books that she loved. I frequently find myself after her death wondering what she would say about that section of To Kill a Mockingbird that I just taught. I regret that I won't get to hear her insight and analysis. This weekend we will pack and store the books that she collected and loved. We will sort them and add a space in our school library to recognize her love of reading and our love for her. Renaming the school library would be another step in that process, the process of remembering her and the gift of reading that she brought to her students and colleagues.</p>	Amy Vessels
6/3/2019 14:42:59	I fully support naming the Learning Commons in honor of Susan Menanson. She was truly an inspiration to all students and colleagues. Her enthusiasm for reading and learning was infectious, even some of the most challenging books such as Shakespeare!	Melissa DiFonzo, friend and colleague
6/4/2019 13:39:33	I knew Susan Menanson for many years as she taught all three of my children and I worked at the high school with her. She was dedicated to the students of Hudson High School and showed a great love for the English language and writing. It would be very fitting to rename the library at the high school in her honor.	Sherry Sleeper
6/4/2019 13:41:32	Susan had such a love for reading and learning that she fostered in her students, as well. Naming the library after her seems like a natural decision and honor to her.	HHS Staff Member
6/4/2019 13:43:32	No one was more passionate about reading (across all subjects) than Susan. I cannot think of a better person to name the library after.	
6/4/2019 13:44:43	I worked with Susan for all of my career until she retired last year. She was a passionate educator who loved literature, her students, and Hudson High. Beyond her love for literature, however, she loved learning; she could talk history, music, politics, and art as fluently as she could talk about books. She was an avid reader on every subject--she read books at a rate that puts most of us to shame, and passed on her knowledge and her books generously and enthusiastically. She was the model of a lifelong learner and critical thinker, an example for students and staff to aspire to. I can't think of a better tribute to her than to name the library after her, but moreover, I can't think of a person who embodies the spirit of a library better than Susan.	Amy Plackowski, English teacher
6/4/2019 13:46:06	Renaming the Learning Commons personalizes the space to help both students and staff to feel like they are connected to a unique and special community. Ms. Menanson had a lasting impact on her colleagues and students and it is important to recognize her legacy in this way.	Caitlin Murphy, colleague
6/4/2019 13:50:30	What an honor this would be for Susan! Her love of reading and writing was contagious and evident every day at HHS. She knew Shakespeare better than Shakespeare himself.	Sue Bowen, Colleague and parent of former student
6/4/2019 13:54:48	Susan was so devoted to her students at HHS. She truly instilled a love of reading and lifelong learning in so many Hudson children. She have HHS her all. A library named after Susan would be wonderful.	Nicki Ramshaw (former teacher)
6/4/2019 13:57:10	It would be a great way to honor a magnificent teacher who gave so much to the students of HHS through the world of Shakespeare and more! She unexpectedly touched the hearts of almost every student she had.	Diana Hatstat (colleague)
6/4/2019 13:59:11	I cannot think of a more fitting tribute that Hudson High School can bestow to Ms. Susan Menanson. As an unflappable champion of literature, her high expectations and direct approach provided a challenge to students to improve their reading, writing and analytical skills.	Faculty member

The Susan Menanson Memorial Library (Responses)

Timestamp	We hope to name the Learning Commons in honor of Ms. Menanson. If you would like to support this proposal, please write a brief statement to explain your position. Please also include information about your relationship with Ms. Menanson as an HHS student, parent, or faculty member.	Name and Relationship (optional)
6/4/2019 14:11:51	I believe the HHS library should be named after after Ms. Menanson. I am a HHS alum and had Ms. Menanson for 10th grade English and AP Literature. She was a phenomenal teacher, passionate about the subject matter and about her student's success. This would be a great way to honor her.	Lauren Costedio
6/4/2019 14:20:34	I had Ms. Menanson as a teacher for 10th grade English in 2010 and again for AP Literature in 2012. Though I wasn't a very good student at the time, I knew I would benefit from her AP course, and in the very least, enjoy a few good books with a great teacher. She gave my senior year spring so many laughs. At a time where "senioritis" was very real, she found a way to make learning literature first thing in the morning, enjoyable. One day, she sat me down and told me I was going to need to really reevaluate my writing skills before going to college. One of the most honest conversations I had ever had with an educator. Today, I am receiving my Doctorate, and continue to value the lessons she taught me, such as to "be concise" and in the spirit of this, I will end my proposal with this: to not name a library after her would be an insult.	Catherine Borella 10th grade English 2010 and AP Lit 2012.
6/4/2019 14:22:32	Ms. Menanson was consistently passionate about and dedicated to the development of all our students' literacy skills and knowledge. Throughout her storied career, this Hudson professional challenged and taught our community to read well, think critically, and write effectively.	Steve Sacco, colleague
6/4/2019 14:23:53	Sorting through books Susan Menanson donated to the HHS Learning Commons, I was intensely reminded what a great mind she had and how much Susan loved books. To name our library in honor of Susan Menanson would be a very appropriate move.	Christine Alexander, HHS Learning Commons, Assistant
6/4/2019 14:24:07	Ms. Susan Menanson was my English teacher my sophomore and senior years of high school. Her encouragement and dry humor kept me sane during those times. Ms. Menanson was a tough cookie sometimes, but she truly cared for her students and wanted us to succeed. She taught us about literature, cinema, travel, grammar. When I write a work email I still have a little Ms. Menanson on my shoulder saying, "more concise! Specificity!" I will never forget how much she laughed when we read The Importance of Being Earnest in class. When I heard she passed away I was devastated, although I was able to attend her wake. It was sweet to see how proud she was of her family, and they of her, and it reminded me how proud she was of her students. Ms. Menanson cared about three things in this world: Shakespeare, Australia, and her students. She was an adventurous, independent thinker and world traveler. She was an unwavering supporter of her students, colleagues, and loved ones. Renaming the library in honor of Susan Menanson would be the highest honor I can think for someone who dedicated years of her life to Hudson's students, especially when it comes to literacy and a love of learning.	Mark Terra-Salomão, HHS alumnus
6/4/2019 14:28:51	Shannon Hogan	
6/4/2019 14:29:29	.	Jessica Parks
6/4/2019 14:29:38	As a former HHS student, it'd be a really nice memorial to name the commons after a great teacher.	Katie Dunnell
6/4/2019 14:30:15	I support naming the HHS library after Ms. Menanson. I never had her as a teacher but I will never forget the cardboard cut out that she had in her classroom.	
6/4/2019 14:40:22	Susan was a valued colleague and leader in the English Department. She was quick to offer her expertise and resources to help support the students of Hudson High. She was so committed to the students she worked with, spending so much time working with them on their reading and writing skills. She's a Hudson High School institution, and has supported so many students on their educational journeys. By memorializing Susan in this way, we show a community commitment to language and literature, hard work and dedication, and our students.	Julie McMaster
6/4/2019 14:58:49	I support this proposal. Ms. Menanson loved books and helped her students love books as well.	Linette Davis, former student
6/4/2019 14:58:49	Yes, I would like name the learning commons after Mrs.Melanson due to her contribution to the Hudson Public Schools.	Lyndsey Kilduff (Daley)
6/4/2019 15:10:10	Ms. menanson was a great teacher and had a passion for reading and writing!	Past student
6/4/2019 15:22:44	Mary Aguirre.	I was a faculty member at HHS for three years and I respected her intelligence, compassion and sharp humor. She was an excellent teacher and created a dynamic at HHS of excellence as well.

The Susan Menanson Memorial Library (Responses)

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6/4/2019 15:28:34	Naming the school library after her is a beautiful and appropriate way to recognize Susan—an avid reader—and the many other readers, young and old, avid and less-than-avid, who make up a community like Hudson High School. Whenever I saw Susan, at the copy center, a faculty meeting, or leaving the building—I wanted to know what she was reading. It was such a pleasure to hear her talk of books. Once, she arrived at my classroom to lend me a biography of Victor Hugo. I was flattered but also amazed—other book lovers I know never lend their books; they're afraid they will not get them back. She was generous in her reading. What better way to honor the meaning of a library than to name it for someone who loved to read and lent books, too.	Anne Elliot
6/4/2019 16:36:59	I was a para and worked with Susan in many of her classes. I frequently requested to work with her because she loved Shakespeare (and taught me to love him) and she had the best sense of humor which could put me in stitches. She worked with those who loved English and those who, well, perhaps didn't like it as much. But she taught them all the same way. She was a true teacher.	Betty McMahon
6/4/2019 17:07:15	Ms. Menanson was an institution at Hudson High and had an incredibly positive effect on students through her time at our school. She held students to high expectations and supported them as they reached for them. She deserves to be memorialized at the high school by having the library named after her.	Kelly Albino
6/4/2019 20:06:01	This is such a wonderful idea. Susan loved books and reading so much, and she inspired so many students to do so as well. I had the pleasure of working with Susan for seven years, and always enjoyed our department meetings together!	Mary Beth Cashman - former colleague
6/4/2019 20:25:30	Heather Mullin	I was a student of Ms. Menanson and whenever I recall books that I read during high school, my most vivid memories relate to her class.
6/4/2019 21:28:31	I was a colleague of Susan's briefly. I remember her demanding excellence from her students and providing support. She was a great friend during the 3 years we worked together. I recommend you name the Learning Commons in honor of Susan Menanson.	
6/4/2019 21:58:49	I'm so sad to learn of Susan's passing. When I first started at HHS, honestly I was a little intimidated by her. Once I got to know her, I discovered what a thoughtful, compassionate, and funny person she was. The two things Susan loved most were her students and literature, especially Shakespeare and YA lit. She was demanding of her students but always out of her concern for helping them become the best readers, writers, and thinkers they could be, and her students knew this and worked hard to rise to her expectations. I can think of no tribute to Susan that would be more perfect than dedicating the library in her memory.	Ken High, former HHS Social Studies teacher and colleague of Susan
6/5/2019 1:28:54	As a new English teacher in the department it was invaluable having a veteran teacher like Susan to emulate. Her love of Shakespeare, her students, and all things literary make her the perfect person to name the learning commons after. She will forever be remembered in the hearts and minds of her students and colleagues. Rest In Peace, Susan.	Andrea Hardy, Co-worker 2012/2013
6/5/2019 6:48:30	I was lucky enough to learn from Susan Menanson in her AP Literature course, and then as her colleague in the HHS English Department. Ms. Menanson's class was a turning point for me. She taught with humor and honesty, and she was brilliant. She demanded answers and interpretations beyond our first thoughts, the easy ones that had always seemed to work well enough before. She was one of the first teachers I had who asked my classmates and me to arrange our desks in a circle and then pulled her desk in alongside us to examine words and ideas in thoughtful, extended discussions. Classes with Ms. Menanson were illuminating, and meetings with her about essay drafts were humbling. She pushed me to make my writing clearer, more precise. She required all of us to write draft after draft. She was demanding, and she was funny, and she knew more about literature and politics and the arts than I can ever hope to know. Her high standards and her humor, and of course her intelligence and sharp wit, are what I remember most about working with Susan Menanson as a fellow teacher. That, and her affection for her colleagues and students; that, and her love for books. Susan was always in the midst of several books. She read thick histories, she read about politics and education, she loved mysteries. She could remember everything she read and recommended what she'd finished to everyone who might appreciate it. Naming the HHS library after her would be such a fitting tribute. A library is a place to gather, to learn, to create, to discuss, and to most importantly, to read, to be surrounded by ideas and books. And I love to think that Susan's name and legacy will always be associated with those ideas and books at Hudson High School, housed in the Susan Menanson Memorial Library.	Jen Wallingford, student and colleague
6/5/2019 10:57:59	Ms. Menanson helped foster my love for the arts! She was a wonderful and passionate educator. I have very fond memories of my time in her classroom.	Stacey Davis- former HHS student

The Susan Menanson Memorial Library (Responses)

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6/5/2019 11:52:51	Yes, this is an appropriate honor for a woman who served the children of Hudson for so long and which such dedication.	Leah Vivirito, colleague
6/5/2019 13:27:24	I had the honor of working with Susan for the 7 years I proudly served as principal of HHS. Susan was special in many ways, including her passion for literature, the genuine care she showed for her students, and her intelligence and wit. I always walked away from discussions with Susan feeling like I learned something. Naming the library for her is an incredibly fitting tribute for such a special teacher who gave so much to so many during her tenure at Hudson High School.	Brian Reagan - Former HHS Principal
6/5/2019 13:38:29	<p>I had the privilege of working with Susan for 16 years, from 2001-2017. I both worked with her as a fellow teacher and later became her supervisor. Susan was one of the finest teachers I have worked with in my 19 years in public education and my 10 years in administration. Susan was well-loved by her students, many of whom would come back to see her once they were in college to thank her for providing them with the foundational skills for college success. They came to recognize that her high expectations and rigorous instruction were a real gift.</p> <p>In addition to being a wonderful instructor, Susan was a consummate bibliophile who spread her love of books to her students and colleagues, alike. She was the most voracious reader I have ever known or heard of and was well-versed on an incredible multitude of topics. Susan was a real intellectual, which was part of what made her such a wonderful teacher. She was constantly recommending and gifting books to her colleagues and students and engaged all of us in daily discussions about literature, culture, and politics.</p> <p>Naming the HHS library in honor of Susan would be a most fitting tribute to a teacher who made an incredibly positive impact on the community of Hudson over her many years of service. I am hopeful that the community will recognize her posthumously in a way that would certainly make her smile.</p>	Joshua Otlin, colleague and supervisor (2001-2017)
6/5/2019 14:12:31	Susan Menanson was an extraordinary teacher who shared her love of books with everyone she met. Naming the library in her honor is a fitting tribute to her dedication to this community. Libraries embody all of Susan's passions: books, ideas, engagement, vibrant discussion, artistic expression, and life-long inquiry. I can think of no one who is more deserving of the honor.	Heather Gearty (co-worker and friend)

Matters for Action

Old Business

- 1.) Second Reading and Approval of
Proposed Adoption of School Committee
Policies: Section G

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language underlined and bolded and deleted language underlined and bolded and in red.

SECTION G – FOUNDATION AND BASIC COMMITMENTS

Section	Existing Policy	Proposed Change or New Policy
GDBDA	<p>EDUCATIONAL INCENTIVES FOR NON-CONTRACTUAL EMPLOYEES</p> <p>Individuals who have been appointed to a permanent position, whether full or part-time, prior to undertaking a course or program of study, shall be eligible for reimbursement for one-half of the costs of fees and tuition at a post-secondary institution provided that a request for course or program of study approval has been submitted to and approved in advance by the Superintendent or his designee, The nature of the course and its relevance to the employee’s current or anticipated job assignment shall be indicated on the course approval form. Reimbursement will be made after successful completion of the course.</p> <p>In instances when an employee is required or requested to take a particular course or program of study by the Superintendent or his designee to obtain or improve skills needed for employment in the Hudson Public</p>	<p>EDUCATIONAL INCENTIVES FOR NON-CONTRACTUAL EMPLOYEES</p> <p>Individuals who have been appointed to a permanent position, whether full or part-time, prior to undertaking a course or program of study, shall be eligible for reimbursement for one-half of the costs of fees and tuition up to four courses per year at a post-secondary institution provided that a request for course or program of study approval has been submitted to and approved in advance by the Superintendent or his designee, The amount of reimbursement shall be capped at 50% of the cost of a comparable course(s) at the University of Massachusetts Amherst. The nature of the course and its relevance to the employee’s current or anticipated job assignment shall be indicated on the course approval form. <u>Reimbursement will be made after successful completion of the course.</u></p> <p>In instances when an employee is required or requested to take a particular course or program of study by the Superintendent or his designee to obtain or improve skills needed for employment in the Hudson Public Schools, all fees, tuitions, and costs of texts or materials shall be reimbursed at one-hundred percent of actual costs.</p> <p>The subsidy for approved courses will be payable only after evidence of successful completion of the course is presented to the Superintendent of Schools or his or her designee and the bill form submitted showing</p>

	<p>Schools, all fees, tuitions, and costs of texts or materials shall be reimbursed at one-hundred percent of actual costs.</p> <p>All requests for reimbursement must be submitted for payment or encumbrance by June first of the budgetary year in which the course is taken. If appropriate payment or encumbrance forms are not submitted by June first, the employee shall forfeit his/her opportunity for reimbursement.</p> <p>Adopted by the Hudson School Committee: August 9, 1983</p>	<p>the out of pocket costs to the staff member.</p> <p>To be eligible for reimbursement employees shall submit the required documentation for reimbursement to the Business Office within sixty (60) calendar days of completion of the course.</p> <p>Courses taken in order to achieve certification or renew certification are not covered by this policy.</p> <p><u>All requests for reimbursement must be submitted for payment or encumbrance by June first of the budgetary year in which the course is taken. If appropriate payment or encumbrance forms are not submitted by June first, the employee shall forfeit his/her opportunity for reimbursement.</u></p> <p>Adopted by the Hudson School Committee: August 9, 1983</p>
GDCAA	<p>SICK LEAVE FOR NON-CONTRACTUAL EMPLOYEES</p> <p>Individuals who have been appointed to a permanent position, whether full or part—time, shall earn sick leave at the rate of one (1) day for each month worked thereafter. The days credited shall be either at a full or part—time rate, depending upon the individual’s employment status. Days not used in a fiscal year will be added to the accumulated sick day total credited to an individual. Maximum accumulation shall be one-hundred and eighty (180) days sick leave. Transfer of days to the accumulated total shall occur on July first annually. Donations to the “Sick Leave Bank” shall be made on September first annually, or as additional days are required to maintain a total of fifty (50) days in the “Sick Leave Bank”.</p>	<p>SICK LEAVE FOR NON-CONTRACTUAL EMPLOYEES</p> <p>Individuals who have been appointed to a permanent position, whether full or part—time, shall earn sick leave at the rate of one (1) day for each month worked thereafter. The days credited shall be either at a full or part—time rate, depending upon the individual’s employment status. Days not used in a fiscal year will be added to the accumulated sick day total credited to an individual. Maximum accumulation shall be one-hundred and eighty (180) days sick leave. Transfer of days to the accumulated total shall occur on July first annually. <u>Donations to the “Sick Leave Bank” shall be made on September first annually, or as additional days are required to maintain a total of fifty (50) days in the “Sick Leave Bank”.</u></p> <p><u>Sick leave is made available to employees to provide for those instances where an individual’s physical well-being precludes his/her attendance at and the performance of an individual’s routine job responsibilities.</u></p> <p>Employees are required to notify their supervisor as soon as practical when a sick day is to be used. Absent unusual circumstances, notice of an absence due to illness shall be given prior to the normal time he/she is scheduled to report to work. <u>The procedures for reporting absences and the individual to whom the</u></p>

Sick leave is made available to employees to provide for those instances where an individual's physical well-being precludes his/her attendance at and the performance of an individual's routine job responsibilities. Employees are required to notify their supervisor as soon as practical when a sick day is to be used. Absent unusual circumstances, notice of an absence due to illness shall be given prior to the normal time he/she is scheduled to report to work. The procedures for reporting absences and the individual to whom the notice shall be given, will be provided to each employee. Individual reports, as well as the composite records of sick leave use, will be forwarded to and maintained at the Central Administration Office.

At the request of the Superintendent of Schools or his designee, an individual may be required to substantiate an illness for any or all use of sick leave beyond the fourth instance. Medical verification can and may be required by the Superintendent of Schools.

Up to five (5) days per school year may be used for illness in the immediate family requiring the employee's personal attention. However, in each instance of this nature, the employee must indicate that this is the reason for the absence. The Superintendent of Schools may require a meeting with an employee to discuss and clarify instances of this nature if he deems it appropriate.

notice shall be given, will be provided to each employee. Individual reports, as well as the composite records of sick leave use, will be forwarded to and maintained at the Central Administration Office.

At the request of the Superintendent of Schools or his designee, an individual may be required to substantiate an illness for any or all use of sick leave beyond the fourth instance. Medical verification can and may be required by the Superintendent of Schools.

Up to **five (5) ten (10)** days per school year may be used for illness in the immediate family requiring the employee's personal attention. However, in each instance of this nature, the employee must indicate that this is the reason for the absence. **The Superintendent of Schools may require a meeting with an employee to discuss and clarify instances of this nature if he deems it appropriate.**

Adopted by the Hudson School Committee: August 9, 1983

	<p>Adopted by the Hudson School Committee: August 9, 1983</p>	
<p>GDCAB</p>	<p>SICK LEAVE BUY-BACK—NON-CONTRACTUAL EMPLOYEES</p> <p>Upon retirement from the Hudson Public Schools, all non-contractual employees who have fifteen (15) or more years of service in the Hudson Public Schools, and who actually file for and are determined by the Middlesex County Retirement Board to be eligible to begin collecting benefits pursuant to G.L. c. 32 at the time of retirement from the Hudson Public Schools, shall receive a Sick Leave compensatory benefit of thirty dollars (\$30) per day for all accumulated sick leave.</p> <p>The Hudson School Committee shall not be obligated to expend more than seven thousand and five-hundred dollars (\$7,500) in a given fiscal year pursuant to this plan.</p> <p>In the event that this amount is insufficient to satisfy the requests of all applicants for a given year, applicants shall be disqualified in order of inverse date of receipt of the letter of application, until the amount is sufficient to pay the remaining applicants. Ties will be broken by disqualifying applicants in inverse order of seniority.</p> <p>In the event of death, said situation shall take precedence over the above mentioned prioritizing procedure. Further, said sick leave compensatory benefit shall be paid to the employee's family regardless of the</p>	<p>SICK LEAVE BUY-BACK—NON-CONTRACTUAL EMPLOYEES</p> <p>Upon retirement from the Hudson Public Schools, all non-contractual employees who have fifteen (15) or more years of service in the Hudson Public Schools, and who actually file for and are determined by the Middlesex County Retirement Board to be eligible to begin collecting benefits pursuant to G.L. c. 32 at the time of retirement from the Hudson Public Schools, shall receive a Sick Leave compensatory benefit of forty five (45) <u>thirty</u> dollars (<u>\$30</u>) per day for all accumulated sick leave.</p> <p>The Hudson School Committee shall not be obligated to expend more than seven thousand and five-hundred dollars (\$7,500) in a given fiscal year pursuant to this plan.</p> <p>In the event that this amount is insufficient to satisfy the requests of all applicants for a given year, applicants shall be disqualified in order of inverse date of receipt of the letter of application, until the amount is sufficient to pay the remaining applicants. Ties will be broken by disqualifying applicants in inverse order of seniority.</p> <p>In the event of death, said situation shall take precedence over the above mentioned prioritizing procedure. Further, said sick leave compensatory benefit shall be paid to the employee's family regardless of the employee's length of service.</p> <p>The sick leave compensatory benefit shall be paid by August 31, immediately following the completion of the school year which is the applicant's last year of service in the Hudson Public Schools. However, employees shall have the option of receiving said benefit on January first following their retirement.</p> <p>Benefits for less than full-time employees are pro-rated on actual service.</p> <p>Adopted by the Hudson School Committee: June 27, 2000</p>

	<p>employee's length of service.</p> <p>The sick leave compensatory benefit shall be paid by August 31, immediately following the completion of the school year which is the applicant's last year of service in the Hudson Public Schools. However, employees shall have the option of receiving said benefit on January first following their retirement.</p> <p>Benefits for less than full-time employees are pro-rated on actual service.</p> <p>Adopted by the Hudson School Committee: June 27, 2000</p>	
GDCAC	<p>EARLY RETIREMENT INCENTIVE – NON-CONTRACTUAL EMPLOYEES</p> <p>A. Definitions,</p> <p>1. "Applicant". An applicant is a non-contractual employee who has completed at least fifteen (15) years of service with the Hudson Public School system and is at least fifty-five (55) years of age as of the June 30th immediately following the completion of the school year in which he/she intends to be his/her last year of service in the Hudson Public Schools,</p> <p>2. "Retirement Incentive". The lump sum amount of Two Thousand and Five Hundred Dollars (\$2,500), (less legally required tax withholding) shall be paid to the applicant under this plan, in recognition of</p>	<p>EARLY RETIREMENT INCENTIVE – NON-CONTRACTUAL EMPLOYEES</p> <p>A. Definitions,</p> <p>1. "Applicant". An applicant is a non-contractual employee who has completed at least fifteen (15) years of service with the Hudson Public School system and is at least fifty-five (55) years of age as of the June 30th immediately following the completion of the school year in which he/she intends to be his/her last year of service in the Hudson Public Schools,</p> <p>2. "Retirement Incentive". The lump sum amount of Two Thousand and Five Hundred Dollars (\$2,500), (less legally required tax withholding) shall be paid to the applicant under this plan, in recognition of his/her years of service to the Hudson Public Schools and the value to the educational system.</p> <p>B. Procedure.</p> <p>1. An applicant shall declare his intention to participate in this plan by</p>

his/her years of service to the Hudson Public Schools and the value to the educational system.

B. Procedure.

1. An applicant shall declare his intention to participate in this plan by submitting his/her written intention to resign, via certified mail, to the Office of the Superintendent of Schools by November first of the school year in which he/she intends to be his/her last year of service in the Hudson Public Schools.

2. The Hudson School Committee shall thereafter vote its acceptance of said resignation. Once said resignation is so accepted, the applicant may not revoke his resignation or withdraw from this plan unless the School Committee votes to consent to a written request for such revocation or withdrawal.

3. The retirement incentive shall be paid by the August 31st immediately following the completion of the school year which is the applicant's last year of service in the Hudson Public Schools. However, employees who retire in accordance with this provision shall have the option of receiving the retirement incentive on January first following their retirement.

C. Limitation.

The Hudson School Committee shall not be

submitting his/her written intention to resign **for retirement purposes, via certified mail**, to the Office of the Superintendent of Schools by November first of the school year in which he/she intends to be his/her last year of service in the Hudson Public Schools.

2. **The Hudson School Committee shall thereafter vote its acceptance of said resignation. Once said resignation is so accepted, the applicant may not revoke his resignation or withdraw from this plan unless the School Committee votes to consent to a written request for such revocation or withdrawal.**

3. The retirement incentive shall be paid by the August 31st immediately following the completion of the school year which is the applicant's last year of service in the Hudson Public Schools. However, employees who retire in accordance with this provision shall have the option of receiving the retirement incentive on January first following their retirement.

C. Limitation.

The Hudson School Committee shall not be obligated to expend more than Seven Thousand and Five Hundred Dollars (\$7,500) in a given fiscal year pursuant to this plan.

In the event that this amount is insufficient to satisfy the requests of all applicants for a given year, applicants shall be disqualified in order of inverse date of receipt of their letter of application, until the amount is sufficient to pay the remaining applicants. Ties will be broken by disqualifying applicants in inverse order of seniority. An applicant so disqualified shall be freed from restrictions imposed by his/her letter of resignation, and free to reapply for a retirement incentive pursuant to the terms of this article.

Benefits for less than full—time employees are prorated on actual service.

Adopted by the Hudson School Committee: June 10, 1986

	<p>obligated to expend more than Seven Thousand and Five Hundred Dollars (\$7,500) in a given fiscal year pursuant to this plan.</p> <p>In the event that this amount is insufficient to satisfy the requests of all applicants for a given year, applicants shall be disqualified in order of inverse date of receipt of their letter of application, until the amount is sufficient to pay the remaining applicants. Ties will be broken by disqualifying applicants in inverse order of seniority. An applicant so disqualified shall be freed from restrictions imposed by his/her letter of resignation, and free to reapply for a retirement incentive pursuant to the terms of this article.</p> <p>Benefits for less than full—time employees are prorated on actual service.</p> <p>Adopted by the Hudson School Committee: June 10, 1986</p>	
GDCAD	<p>LONGEVITY – NON-CONTRACTUAL EMPLOYEES</p> <p>There shall be longevity increments awarded yearly to full time employees, accruing on July 1st of each year. The amounts of said increments shall be set as follows:</p> <p>After ten years, but less than fifteen years - \$550 After fifteen years, but less than twenty years - \$700 After twenty years - \$850</p>	<p>LONGEVITY – NON-CONTRACTUAL EMPLOYEES</p> <p>There shall be longevity increments awarded yearly to full time employees, accruing on July 1st of each year. The amounts of said increments shall be set as follows:</p> <p>After ten years, but less than fifteen years - \$550 After fifteen years, but less than twenty years - \$700 After twenty years - \$850 \$1000 Payments will be in bi weekly installments according to the employee’s yearly pay schedule. Part time employees shall be entitled to longevity increments after ten years of service, with the stipend being prorated to indicate their part time service.</p>

	<p>Part time employees shall be entitled to longevity increments after ten years of service, with the stipend being prorated to indicate their part time service.</p> <p>Adopted by the Hudson School Committee: October 27, 1987</p> <p>Adopted by the Hudson School Committee: September 14, 2004</p>	<p>Adopted by the Hudson School Committee:October 27, 1987</p> <p>Adopted by the Hudson School Committee:September 14, 2004</p>
GDCAE	<p>SICK LEAVE BANK FOR NON-CONTRACTUAL EMPLOYEES</p> <p>I. The creation of a “Sick Leave Bank” (hereafter called “bank”) for non-contractual employees shall be authorized as of September 1, 1983. The “bank” is for the exclusive use of those members identified pursuant to Policy GCFD who have exhausted their accumulated and annual sick leave and who were enrolled in the “bank” in accordance with the provisions listed below:</p> <p>a. Individuals are eligible to join the “bank” only once per year, on September first, and failure to exercise one’s opportunity to enroll on or before that date shall mean that an applicant must wait until the next September first in order to enroll.</p> <p>b. The initial membership eligibility requirement is that an employee interested in joining the “bank” must have a threshold figure of twenty (20) days accumulated sick leave as of September 1, 1983 or any subsequent September first before becoming a “member”. Membership shall continue</p>	<p>SICK LEAVE BANK FOR NON-CONTRACTUAL EMPLOYEES</p> <p>I. The creation of a “Sick Leave Bank” (hereafter called “bank”) for non-contractual employees <u>shall be authorized as of September 1, 1983. The “bank” is for the exclusive use of those members identified pursuant to Policy GCFD</u> who have exhausted their accumulated and annual sick leave and who were enrolled in the “bank” in accordance with the provisions listed below:</p> <p>a. Individuals are eligible to join the “bank” only once per year, on September <u>30th first</u>, and failure to exercise one’s opportunity to enroll on or before that date shall mean that an applicant must wait until the next September <u>30th first</u> in order to enroll.</p> <p>b. <u>The initial membership eligibility requirement is that an employee interested in joining the “bank” must have a threshold figure of twenty (20) days accumulated sick leave as of September 1, 1983 or any subsequent September first before becoming a “member”.</u> Membership shall continue from year to year, unless the individual submits a written notice of withdrawal to the Superintendent of Schools on or before September first of any year.</p> <p><u>c. An individual desiring to become a member of the “bank” shall notify the Superintendent of Schools, in writing, on or before September 1, 1983 or any subsequent September first, that he/she authorized the transfer or donation of two (2) days of his annual sick leave in order to fund the “bank” and become a member. The</u></p>

from year to year, unless the individual submits a written notice of withdrawal to the Superintendent of Schools on or before September first of any year.

c. An individual desiring to become a member of the “bank” shall notify the Superintendent of Schools, in writing, on or before September 1, 1983 or any subsequent September first, that he/she authorized the transfer or donation of two (2) days of his annual sick leave in order to fund the “bank” and become a member. The transferred days become the property of the “bank” and the donor forfeits any future claim to the days donated.

d. The “bank” shall only exceed a total of one hundred and fifty (150) days by the number of days donated by new members joining as of an enrollment date. However, if the number of days in the “bank” falls below fifty (50) days, once that figure is reached, each member shall be assessed one (1) additional sick day beyond his/her initial contribution made under section (c) above. All unused days shall remain in the “bank” unless the Superintendent of Schools recommends to the School Committee that the “bank” cease to exist.

e. An individual who is retiring from the Hudson Public Schools may donate up to ten (10) of his/her sick leave accumulation to the “bank” by indicating that intention to the Superintendent of Schools, in writing, prior to the Effective date of his/her retirement.

transferred days become the property of the “bank” and the donor forfeits any future claim to the days donated.

d. The “bank” shall only exceed a total of one hundred and fifty (150) days by the number of days donated by new members joining as of an enrollment date. However, if the number of days in the “bank” falls below fifty (50) days, once that figure is reached, each member shall be assessed one (1) additional sick day beyond his/her initial contribution made under section (c) above. All unused days shall remain in the “bank” unless the Superintendent of Schools recommends to the School Committee that the “bank” cease to exist.

e. **An individual who is retiring from the Hudson Public Schools may donate up to ten (10) of his/her sick leave accumulation to the “bank” by indicating that intention to the Superintendent of Schools, in writing, prior to the Effective date of his/her retirement.**

II. Those days set aside in the “bank will be used to provide employee members of the ‘bank” extended sick leave at full pay upon exhaustion of their own individual sick leave, both annual and accumulated. No days may be withdrawn from the “bank” for use for any illness other than prolonged illness or accident of the member of the “bank”. Days may not be withdrawn to permit an individual to stay at home to care for a member in his/her immediate family. Sick days withdrawn from the “bank” will be actual working days on which the employee would have normally been working. Holidays, weekends, end vacation days are hereby specifically excluded,

III. The “bank” shall be administered by the Superintendent of Schools or **his/her designee, one (1) member of the School Committee, and one(1) non-contractual employee.** Sick leave days shall become immediately available to the employee upon approval of the Superintendent of Schools. Applications can be denied if any of the following apply,

- a. Prior use of personal sick leave
- b. Insufficient medical evidence of need
- c. Lack of days in the bank

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III. The “bank” shall be administered by the Superintendent of Schools. Sick leave days shall become immediately available to the employee upon approval of the Superintendent of Schools. Applications can be denied if any of the following apply,

- a. Prior use of personal sick leave
- b. Insufficient medical evidence of need
- c. Lack of days in the bank
- d. Disability does not justify or warrant absence from employment
- e. Other factors as the Superintendent may deem appropriate.

In instances where disagreement between the Superintendent of Schools and the applicant for use of sick leave bank days exists, the Superintendent shall make a

- d. Disability does not justify or warrant absence from employment
- e. Other factors as the Superintendent may deem appropriate.

In instances where a disagreement occurs, **between the Superintendent of Schools and the applicant for use of sick leave bank days exists**, the Superintendent shall make a recommendation to the School Committee concerning the award. The decisions of the School Committee shall be final and binding, and not subject to appeal or grievance.

IV. The initial grant of days from the “bank” shall not exceed fifteen (15) days. Upon completion of the initial grant, the Superintendent may extend the grant by up to an additional forty-five (45) days, based upon demonstrated need by the applicant. Further grants beyond the second grant require the approval of the Superintendent of Schools and an affirmative vote of the School Committee,

Adopted by the Hudson School Committee: February 28, 1984

	<p>recommendation to the School Committee concerning the award. The decisions of the School Committee shall be final and binding, and not subject to appeal or grievance.</p> <p>IV. The initial grant of days from the “bank” shall not exceed fifteen (15) days. Upon completion of the initial grant, the Superintendent may extend the grant by up to an additional forty-five (45) days, based upon demonstrated need by the applicant. Further grants beyond the second grant require the approval of the Superintendent of Schools and an affirmative vote of the School Committee,</p> <p>Adopted by the Hudson School Committee: February 28, 1984</p>	
GDCAF	<p>JURY DUTY FOR NON-CONTRACTUAL EMPLOYEES</p> <p>In the event that any employee is required to perform, and does perform jury service, the individual shall be compensated the difference between the compensation received from performance of jury duty service and the employee’s regular salary. However, when an employee receives his/her initial notice that he/she has been called, the employee shall check with the Superintendent of Schools to determine whether the needs of the school system require that an extension of the reporting date be requested, Should an employee not seek a determination as to whether the needs of the system require a request for a temporary postponement of the reporting</p>	<p><u>JURY DUTY FOR NON-CONTRACTUAL EMPLOYEES</u></p> <p><u>In the event that any employee is required to perform, and does perform jury service, the individual shall be compensated the difference between the compensation received from performance of jury duty service and the employee’s regular salary. However, when an employee receives his/her initial notice that he/she has been called, the employee shall check with the Superintendent of Schools to determine whether the needs of the school system require that an extension of the reporting date be requested, Should an employee not seek a determination as to whether the needs of the system require a request for a temporary postponement of the reporting date, the Superintendent of Schools may refuse to authorize any compensation from the school system.</u></p> <p><u>Adopted by the Hudson School Committee: August 9, 1983</u></p>

	<p>date, the Superintendent of Schools may refuse to authorize any compensation from the school system.</p> <p>Adopted by the Hudson School Committee: August 9, 1983</p>	
GDCB	<p>PERSONAL LEAVE FOR NON-CONTRACTUAL EMPLOYEES</p> <p>All individuals who have been appointed to a permanent position, whether full or part-time, shall be entitled to the following personal leave per year. The leaves taken pursuant to this policy shall be in addition to any sick leave for which the employee is eligible:</p> <p>1) Two (2) personal days' leave of absence for religious, personal, legal, business, household, or family matter which require absence from work during the normally scheduled work hours. Personal days may not be ordinarily used in conjunction with holidays or vacations. Exceptions must be requested and approved in writing by the Superintendent of Schools. Applications for personal days' leave must be made in writing, except for emergencies, at least two working days prior to taking such leave. At the request of the Superintendent, an applicant shall be required to state the reason for such leave to either the Superintendent or his/her designee. Unused personal days leave under this policy automatically shall be converted to sick leave annually as of July 1st.</p>	<p>PERSONAL LEAVE FOR NON-CONTRACTUAL EMPLOYEES</p> <p>All individuals who have been appointed to a permanent position, whether full or part-time, shall be entitled to the following personal leave per year. The leaves taken pursuant to this policy shall be in addition to any sick leave for which the employee is eligible:</p> <p>1) Three (3) <u>Two (2)</u> personal days' leave of absence for religious, personal, legal, business, household, or family matter which require absence from work during the normally scheduled work hours. Personal days may not be ordinarily used in conjunction with <u>holidays or</u> vacations. Exceptions must be requested and approved in writing by the Superintendent of Schools. Applications for personal days' leave must be made in writing, except for emergencies, at least two working days prior to taking such leave. At the request of the Superintendent, an applicant shall be required to state the reason for such leave to either the Superintendent or his/her designee. Unused personal days leave under this policy automatically shall be converted to sick leave annually as of July 1st.</p> <p>2) <u>Time necessary for appearance in legal proceedings connected with the employee's employment in the Hudson Public Schools and/or in other cases where the employee has been cited as a material witness in a matter involving the Hudson Public Schools. This section shall not apply in instances where the employee is the plaintiff and the Hudson Public Schools is the defendant in a legal matter.</u></p> <p>3) <u>A maximum of ten (10) days per school year for persons called</u></p>

2) Time necessary for appearance in legal proceedings connected with the employee's employment in the Hudson Public Schools and/or in other cases where the employee has been cited as a material witness in a matter involving the Hudson Public Schools. This section shall not apply in instances where the employee is the plaintiff and the Hudson Public Schools is the defendant in a legal matter.

3) A maximum of ten (10) days per school year for persons called into temporary active duty or any unit of the United States reserves or the Massachusetts National Guard. Persons on such leave shall be paid the difference between their regular pay and the pay which they receive from the state or federal government.

4) Up to a maximum of five (5) days at any one time in the event of the death of an employee's spouse, significant other, child, son-in-law, daughter-in-law, brother, sister, parent, father-in-law, mother-in-law, brother-in-law, sister-in-law, or immediate member of the employee's household. Significant other shall be defined as one adult other than a "blood relative" or an in-law who the employee identifies on a form provided by the employer, as residing in the employee's household with whom the employee has an emotional, physical and financial relationship similar to that of a married couple, but who the employee chooses not to marry or cannot legally marry. The two

into temporary active duty or any unit of the United States reserves or the Massachusetts National Guard. Persons on such leave shall be paid the difference between their regular pay and the pay which they receive from the state or federal government.

4) Up to a maximum of five (5) days at any one time in the event of the death of an employee's spouse, significant other, child, son-in-law, daughter-in-law, brother, sister, parent, father-in-law, mother-in-law, brother-in-law, sister-in-law, or immediate member of the employee's household. Significant other shall be defined as one adult other than a "blood relative" or an in-law who the employee identifies on a form provided by the employer, as residing in the employee's household with whom the employee has an emotional, physical and financial relationship similar to that of a married couple, but who the employee chooses not to marry or cannot legally marry. The two adults involved must share a mutual obligation of support for the basic necessities of life. This definition of significant other applies only to bereavement leave.

5) One day at any one time in the event of the death of an employee's grandparent or grandparent-in-law, uncle, aunt, niece, or nephew. An employee may request special consideration under this policy in the event of the death of an individual whose special relationship to the employee necessitates the presence or participation of the employee at services. This special consideration cannot be presumed; it must be approved in advance by the Superintendent of Schools or his/her designee.

Adopted by Hudson School Committee:

August 9, 1983

	<p>adults involved must share a mutual obligation of support for the basic necessities of life. This definition of significant other applies only to bereavement leave.</p> <p>5) One day at any one time in the event of the death of an employee's grandparent or grandparent-in-law, uncle, aunt, niece, or nephew. An employee may request special consideration under this policy in the event of the death of an individual whose special relationship to the employee necessitates the presence or participation of the employee at services. This special consideration cannot be presumed; it must be approved in advance by the Superintendent of Schools or his/her designee.</p> <p>Adopted by Hudson School Committee: August 9, 1983 Amended by Hudson School Committee: October 12, 2004</p>	
GDCC	<p>EXTENDED LEAVES FOR NON-CONTRACTUAL EMPLOYEES</p> <p>Individuals who have been continuously employed in a position included under Policy #4600 for a period of three (3) years, whether full or part-time, may request that the School Committee consider the approval of an extended leave of absence without pay or step advancement for the following:</p>	<p><u>EXTENDED LEAVES FOR NON-CONTRACTUAL EMPLOYEES</u></p> <p><u>Individuals who have been continuously employed in a position included under Policy #4600 for a period of three (3) years, whether full or part-time, may request that the School Committee consider the approval of an extended leave of absence without pay or step advancement for the following:</u></p> <p><u>1. A leave of absence for up to two (2) years to join the Peace Corps or VISTA.</u></p>

<p>1. A leave of absence for up to two (2) years to join the Peace Corps or VISTA.</p> <p>2. A leave of absence for up to one year may be requested for the purpose of caring for a sick member of the employee's immediate family. Additional leave may be granted at the discretion of the School Committee.</p> <p>3. A leave of absence of not less than one year nor more than four years, to campaign for or serve in a public office.</p> <p>4. A leave of absence for such time as is necessary for complete recovery from an illness or accident when the employee has exhausted his/her sick leave and any sick leave bank grant of days. Appropriate medical evidence will be required to support requests for leave and for reinstatement.</p> <p>5. A leave of absence for "Adoption" or "Maternity" reasons may be requested, provided that:</p> <p>a. Written notice of the date that the leave is to commence must be given to the Superintendent at least thirty (30) days in advance.</p> <p>b. The leave shall not exceed one calendar year.</p> <p>c. The request for leave shall indicate the date upon which the leave will terminate.</p>	<p><u>2. A leave of absence for up to one year may be requested for the purpose of caring for a sick member of the employee's immediate family. Additional leave may be granted at the discretion of the School Committee.</u></p> <p><u>3. A leave of absence of not less than one year nor more than four years, to campaign for or serve in a public office. A leave of absence for such time as is necessary for complete recovery from an illness or accident when the employee has exhausted his/her sick leave and any sick leave bank grant of days. Appropriate medical evidence will be required to support requests for leave and for reinstatement.</u></p> <p><u>5. A leave of absence for "Adoption" or "Maternity" reasons may be requested, provided that:</u></p> <p><u>a. Written notice of the date that the leave is to commence must be given to the Superintendent at least thirty (30) days in advance.</u></p> <p><u>b. The leave shall not exceed one calendar year.</u></p> <p><u>c. The request for leave shall indicate the date upon which the leave will terminate.</u></p> <p><u>d. When sick leave is to be utilized, medical verification will be provided.</u></p> <p><u>6. A leave of absence for up to one year to pursue technical or academic training at a post-secondary institution of higher learning.</u></p> <p><u>7. A leave of absence for other appropriate reasons will be considered by the School Committee.</u></p> <p><u>In each instance when a leave is granted under the provisions of this policy, included in the notice informing the individual that he/she has received the leave will be a specified date by which a notice of return must be received by the Superintendent of Schools or the individual</u></p>
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	<p>d. When sick leave is to be utilized, medical verification will be provided.</p> <p>6. A leave of absence for up to one year to pursue technical or academic training at a post-secondary institution of higher learning.</p> <p>7. A leave of absence for other appropriate reasons will be considered by the School Committee.</p> <p>In each instance when a leave is granted under the provisions of this policy, included in the notice informing the individual that he/she has received the leave will be a specified date by which a notice of return must be received by the Superintendent of Schools or the individual will have been deemed to have resigned.</p> <p>Adopted by the Hudson School Committee: August 9, 1983</p>	<p><u>will have been deemed to have resigned.</u></p> <p><u>Adopted by the Hudson School Committee: August 9, 1983</u></p>
GDD		<p>GDD - SUPPORT STAFF VACATIONS AND HOLIDAYS</p> <p><u>Holidays</u></p> <p>The school calendar, as adopted by the School Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.</p> <p><u>Employees who work on a 12-month basis will be granted paid holidays on all legal holidays and such other holidays as designated by the School Committee.</u> The following days shall be recognized as legal holidays for all non- contractual employees:</p>

New Year's Day
President's Day
Martin Luther King Jr. Day
Patriots Day
Good Friday
Memorial Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day
Day after Thanksgiving Day
Christmas Day

They will also be expected to report to work during school recess periods unless days during these periods are considered official and designated as paid holidays by the Committee.

To qualify for holiday pay, the employee must be at work on the day before and the day following the holiday, unless his absence is approved on the basis of current leave policies.

Vacations

All 12-month employees will be eligible for paid-vacations in accordance with the following:

0-10 years – three weeks vacation
10 - 20 years – four weeks vacation
After 20 years – five weeks vacation

Support staff members employed on 10-month basis will be granted two weeks' paid vacation after completing 10 full years of services in the school system.

SOURCE: MASC

		<p>LEGAL REF.: M.G.L. <u>4:7; 136:12</u></p> <p>CONTRACT REFS. All support staff contracts</p>
<p>GDDA</p>	<p>VACATION LEAVE FOR NON-CONTRACTUAL EMPLOYEES</p> <p>Individuals who have been appointed to a permanent position, whether full or part-time, shall be eligible to earn vacation leave. A credit of one (1) day with pay for each month worked prior to July first, up to a maximum of ten (10) days, may be earned annually. All vacation credit earned will be effective on July 1st of the fiscal year following the year in which it is earned.</p> <p>Individuals regularly scheduled to work less than fifty-two (52) weeks per year shall be eligible for a maximum of ten (10) days' vacation leave per year, and are ineligible for additional days.</p> <p>Absent unusual circumstances, vacation leave may not be carried over from one year to another. However, upon written request to the Superintendent of Schools, permission may be granted to carry over vacation leave for one year only. Requests for special consideration must be made in writing, prior to May 15th of the year in which the leave was to have been used. Authorization for carrying over vacation leave shall be in writing.</p> <p>Employees having five (5) or more years of continuous service shall be entitled to an additional five (5) days' vacation leave per</p>	<p><u>VACATION LEAVE FOR NON-CONTRACTUAL EMPLOYEES</u></p> <p><u>Individuals who have been appointed to a permanent position, whether full or part-time, shall be eligible to earn vacation leave. A credit of one (1) day with pay for each month worked prior to July first, up to a maximum of ten (10) days, may be earned annually. All vacation credit earned will be effective on July 1st of the fiscal year following the year in which it is earned.</u></p> <p><u>Individuals regularly scheduled to work less than fifty-two (52) weeks per year shall be eligible for a maximum of ten (10) days' vacation leave per year, and are ineligible for additional days.</u></p> <p><u>Absent unusual circumstances, vacation leave may not be carried over from one year to another. However, upon written request to the Superintendent of Schools, permission may be granted to carry over vacation leave for one year only. Requests for special consideration must be made in writing, prior to May 15th of the year in which the leave was to have been used. Authorization for carrying over vacation leave shall be in writing.</u></p> <p><u>Employees having five (5) or more years of continuous service shall be entitled to an additional five (5) days' vacation leave per year. Employees with ten (10) or more years of service shall be entitled to a total of ten (10) additional days per year. Employees with twenty (20) years of continuous service shall be entitled to a total of fifteen (15) additional days per year. The additional days for longevity shall be added to the vacation days earned annually.</u></p> <p><u>Vacation leave must be taken according to a schedule approved by the Superintendent of Schools or his designee. Previous notice and written approval is required before vacation leave can be utilized. Vacation leave shall be compensated at the employee's regular hourly rate times the number of hours he/she is usually scheduled to work, or at a per</u></p>

year. Employees with ten (10) or more years of service shall be entitled to a total of ten (10) additional days per year. Employees with twenty (20) years of continuous service shall be entitled to a total of fifteen (15) additional days per year. The additional days for longevity shall be added to the vacation days earned annually.

Vacation leave must be taken according to a schedule approved by the Superintendent of Schools or his designee. Previous notice and written approval is required before vacation leave can be utilized. Vacation leave shall be compensated at the employee's regular hourly rate times the number of hours he/she is usually scheduled to work, or at a per diem basis predicated on the annual salary. Pay shall be determined using the salary schedules in force at the time the levels taken. Not more than two weeks' vacation may be taken at any one time, unless written approval from the Superintendent or his designee has been requested and granted. The number of individuals on vacation leave from any one facility or system-wide, may be limited by the Superintendent of Schools, based on his interpretation of the needs of the school system. Ordinarily, vacation leave shall be used only when schools are not in session. However, exceptions to this general restriction may be granted at the discretion of the Superintendent of Schools or his designee.

No employee of the Hudson Public Schools, as of the date this policy is adopted, shall be

diem basis predicated on the annual salary. Pay shall be determined using the salary schedules in force at the time the levels taken. Not more than two weeks' vacation may be taken at any one time, unless written approval from the Superintendent or his designee has been requested and granted. The number of individuals on vacation leave from any one facility or system-wide, may be limited by the Superintendent of Schools, based on his interpretation of the needs of the school system. Ordinarily, vacation leave shall be used only when schools are not in session. However, exceptions to this general restriction may be granted at the discretion of the Superintendent of Schools or his designee.

No employee of the Hudson Public Schools, as of the date this policy is adopted, shall be reduced in vacation leave by the terms of this policy. They will benefit from it as they become eligible for vacation leave beyond that which they now receive.

Individuals on extended leaves of absences shall not earn vacation leave during the period of such leaves.

Adopted: February 28, 1984

	<p>reduced in vacation leave by the terms of this policy. They will benefit from it as they become eligible for vacation leave beyond that which they now receive.</p> <p>Individuals on extended leaves of absences shall not earn vacation leave during the period of such leaves.</p> <p>Adopted: February 28, 1984</p>																													
<p>GDKE</p>	<p>PAID HOLIDAYS FOR NON-CONTRACTUAL PERSONNEL</p> <p>The following days shall be recognized as legal holidays for all individuals who have been appointed to a permanent position, whether full or part-time prior to the holiday:</p> <table border="0"> <tr> <td>New Year's Day</td> <td>Independence Day</td> </tr> <tr> <td>Martin Luther King Day</td> <td>Labor Day</td> </tr> <tr> <td>President's Day</td> <td>Columbus Day</td> </tr> <tr> <td>Good Friday</td> <td>Veteran's Day</td> </tr> <tr> <td>Patriot's Day</td> <td>Thanksgiving</td> </tr> <tr> <td>Memorial Day</td> <td>Day After Thanksgiving</td> </tr> <tr> <td></td> <td>Christmas Day</td> </tr> </table> <p>On the above listed days, non-contractual employees shall be excused from all duties not essential to the operation of the Hudson Public Schools. However, if an individual may elect to choose either:</p> <ol style="list-style-type: none"> 1. Another day off as compensation with the approval of the Superintendent or his designee or, 2. Holiday payment for which the rate shall 	New Year's Day	Independence Day	Martin Luther King Day	Labor Day	President's Day	Columbus Day	Good Friday	Veteran's Day	Patriot's Day	Thanksgiving	Memorial Day	Day After Thanksgiving		Christmas Day	<p><u>PAID HOLIDAYS FOR NON-CONTRACTUAL PERSONNEL</u></p> <p><u>The following days shall be recognized as legal holidays for all individuals who have been appointed to a permanent position, whether full or part-time prior to the holiday:</u></p> <table border="0"> <tr> <td><u>New Year's Day</u></td> <td><u>Independence Day</u></td> </tr> <tr> <td><u>Martin Luther King Day</u></td> <td><u>Labor Day</u></td> </tr> <tr> <td><u>President's Day</u></td> <td><u>Columbus Day</u></td> </tr> <tr> <td><u>Good Friday</u></td> <td><u>Veteran's Day</u></td> </tr> <tr> <td><u>Patriot's Day</u></td> <td><u>Thanksgiving</u></td> </tr> <tr> <td><u>Memorial Day</u></td> <td><u>Day After Thanksgiving</u></td> </tr> <tr> <td></td> <td><u>Christmas Day</u></td> </tr> </table> <p><u>On the above listed days, non-contractual employees shall be excused from all duties not essential to the operation of the Hudson Public Schools. However, if an individual may elect to choose either:</u></p> <ol style="list-style-type: none"> 3. <u>Another day off as compensation with the approval of the Superintendent or his designee or,</u> 4. <u>Holiday payment for which the rate shall be one day's pay at the regular rate without overtime, in addition to the regular pay for that day.</u> <p><u>Employees shall be eligible for holiday payment only if they were normally scheduled to and did work both on their last regularly scheduled working day prior to the holiday and their next regularly scheduled working day</u></p>	<u>New Year's Day</u>	<u>Independence Day</u>	<u>Martin Luther King Day</u>	<u>Labor Day</u>	<u>President's Day</u>	<u>Columbus Day</u>	<u>Good Friday</u>	<u>Veteran's Day</u>	<u>Patriot's Day</u>	<u>Thanksgiving</u>	<u>Memorial Day</u>	<u>Day After Thanksgiving</u>		<u>Christmas Day</u>
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<p>be one day's pay at the regular rate without overtime, in addition to the regular pay for that day.</p> <p>Employees shall be eligible for holiday payment only if they were normally scheduled to and did work both on their last regularly scheduled working day prior to the holiday and their next regularly scheduled working day following the holiday.</p> <p>Personal days may not be taken in conjunction with holidays, unless the Superintendent or his designee had approved of a written request to use a personal day in conjunction with a holiday. A written request for use of a personal day in such a fashion shall be submitted to the Superintendent or his designee a minimum of one week in advance.</p> <p>An employee whose day off falls on a holiday shall choose either</p> <ol style="list-style-type: none"> 1. Holiday payment or 2. Compensatory time off. Any compensatory time off must be scheduled with the approval of the Superintendent or his designee. <p>When a holiday listed above falls on a Sunday, the following Monday shall be observed; whenever a holiday listed above falls on a Saturday, the preceding Friday shall be observed.</p> <p>Adopted by the Hudson School Committee: August 9, 1983</p> <p>Adopted by the Hudson School Committee: July 13, 2004</p>	<p><u>following the holiday.</u></p> <p><u>Personal days may not be taken in conjunction with holidays, unless the Superintendent or his designee had approved of a written request to use a personal day in conjunction with a holiday. A written request for use of a personal day in such a fashion shall be submitted to the Superintendent or his designee a minimum of one week in advance.</u></p> <p><u>An employee whose day off falls on a holiday shall choose either</u></p> <ol style="list-style-type: none"> 3. <u>Holiday payment or</u> 4. <u>Compensatory time off. Any compensatory time off must be scheduled with the approval of the Superintendent or his designee.</u> <p><u>When a holiday listed above falls on a Sunday, the following Monday shall be observed; whenever a holiday listed above falls on a Saturday, the preceding Friday shall be observed.</u></p> <p><u>Adopted by the Hudson School Committee: August 9, 1983</u></p> <p><u>Adopted by the Hudson School Committee: July 13, 2004</u></p>
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		<p>GDO - EVALUATION OF SUPPORT STAFF</p> <p>A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.</p> <p>The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.</p> <p>Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.</p> <p>SOURCE: MASC September 2016</p> <p>CONTRACT REFS.: All support staff agreements</p>
		<p><u>GDQC - RETIREMENT OF SUPPORT STAFF MEMBERS</u></p> <p><u>All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.</u></p> <p><u>Periodically, the Superintendent will present to the Committee the names of support staff members who have indicated their intentions to retire.</u></p> <p><u>SOURCE: MASC</u></p> <p><u>LEGAL REFS.:</u> Age Discrimination in Employment Law, P.L. 95-256</p> <p><u>NOTE: Regional school districts should cite M.G.L. 71:16F at this code.</u></p>

		<p><u>GDQD - SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS</u></p> <p><u>Support staff employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.</u></p> <p><u>In the event of failure to perform as required, the Superintendent may immediately suspend or terminate employment depending upon agreement language.</u></p> <p><u>Support staff employees may or may not be given prior notice of their dismissal depending upon the circumstances.</u></p> <p><u>The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend/remove employees from their individual assignments.</u></p> <p><u>SOURCE: MASC September 2016</u></p>
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EDUCATIONAL INCENTIVES FOR NON-CONTRACTUAL EMPLOYEES

Individuals who have been appointed to a permanent position, whether full or part-time, prior to undertaking a course or program of study, shall be eligible for reimbursement for one-half of the costs of fees and tuition up to four courses per year at a post-secondary institution provided that a request for course or program of study approval has been submitted to and approved in advance by the Superintendent or his designee. The amount of reimbursement shall be capped at 50% of the cost of a comparable course(s) at the University of Massachusetts Amherst. The nature of the course and its relevance to the employee's current or anticipated job assignment shall be indicated on the course approval form.

In instances when an employee is required or requested to take a particular course or program of study by the Superintendent or his designee to obtain or improve skills needed for employment in the Hudson Public Schools, all fees, tuitions, and costs of texts or materials shall be reimbursed at one-hundred percent of actual costs.

The subsidy for approved courses will be payable only after evidence of successful completion of the course is presented to the Superintendent of Schools or his or her designee and the bill form submitted showing the out of pocket costs to the staff member.

To be eligible for reimbursement employees shall submit the required documentation for reimbursement to the Business Office within sixty (60) calendar days of completion of the course.

Courses taken in order to achieve certification or renew certification are not covered by this policy.

Adopted by the Hudson School Committee: August 9, 1983

Amended by the Hudson School Committee: June 11, 2019

SICK LEAVE FOR NON-CONTRACTUAL EMPLOYEES

Individuals who have been appointed to a permanent position, whether full or part—time, shall earn sick leave at the rate of one (1) day for each month worked thereafter. The days credited shall be either at a full or part—time rate, depending upon the individual's employment status. Days not used in a fiscal year will be added to the accumulated sick day total credited to an individual. Maximum accumulation shall be one-hundred and eighty (180) days sick leave. Transfer of days to the accumulated total shall occur on July first annually.

Employees are required to notify their supervisor as soon as practical when a sick day is to be used. Absent unusual circumstances, notice of an absence due to illness shall be given prior to the normal time he/she is scheduled to report to work

At the request of the Superintendent of Schools or his designee, an individual may be required to substantiate an illness for any or all use of sick leave beyond the fourth instance. Medical verification can and may be required by the Superintendent of Schools.

Up to ten (10) days per school year may be used for illness in the immediate family requiring the employee's personal attention. However, in each instance of this nature, the employee must indicate that this is the reason for the absence.

Adopted by the Hudson School Committee: August 9, 1983

Amended by the Hudson School Committee: June 11, 2019

SICK LEAVE BUY-BACK -NON-CONTRACTUAL EMPLOYEES

Upon retirement from the Hudson Public Schools, all non-contractual employees who have fifteen (15) or more years of service in the Hudson Public Schools, and who actually file for and are determined by the Middlesex County Retirement Board to be eligible to begin collecting benefits pursuant to G.L. c. 32 at the time of retirement from the Hudson Public Schools, shall receive a Sick Leave compensatory benefit of forty five (45) dollars per day for all accumulated sick leave.

The Hudson School Committee shall not be obligated to expend more than seven thousand and five-hundred dollars (\$7,500) in a given fiscal year pursuant to this plan.

In the event that this amount is insufficient to satisfy the requests of all applicants for a given year, applicants shall be disqualified in order of inverse date of receipt of the letter of application, until the amount is sufficient to pay the remaining applicants. Ties will be broken by disqualifying applicants in inverse order of seniority.

In the event of death, said situation shall take precedence over the above mentioned prioritizing procedure. Further, said sick leave compensatory benefit shall be paid to the employee's family regardless of the employee's length of service.

The sick leave compensatory benefit shall be paid by August 31, immediately following the completion of the school year which is the applicant's last year of service in the Hudson Public Schools. However, employees shall have the option of receiving said benefit on January first following their retirement.

Benefits for less than full-time employees are pro-rated on actual service.

Adopted by the Hudson School Committee: June 27, 2000

Amended by the Hudson School Committee: June 11, 2019

EARLY RETIREMENT INCENTIVE - NON-CONTRACTUAL EMPLOYEES

A. Definitions,

1. "Applicant". An applicant is a non-contractual employee who has completed at least fifteen (15) years of service with the Hudson Public School system and is at least fifty-five (55) years of age as of the June 30th immediately following the completion of the school year in which he/she intends to be his/her last year of service in the Hudson Public Schools,
2. "Retirement Incentive". The lump sum amount of Two Thousand and Five Hundred Dollars (\$2,500), (less legally required tax withholding) shall be paid to the applicant under this plan, in recognition of his/her years of service to the Hudson Public Schools and the value to the educational system.

B. Procedure.

1. An applicant shall declare his intention to participate in this plan by submitting his/her written intention to resign **for retirement purposes**, to the Office of the Superintendent of Schools by November first of the school year in which he/she intends to be his/her last year of service in the Hudson Public Schools.
2. The retirement incentive shall be paid by the August 31st immediately following the completion of the school year which is the applicant's last year of service in the Hudson Public Schools. However, employees who retire in accordance with this provision shall have the option of receiving the retirement incentive on January first following their retirement.

C. Limitation.

The Hudson School Committee shall not be obligated to expend more than Seven Thousand and Five Hundred Dollars (\$7,500) in a given fiscal year pursuant to this plan.

In the event that this amount is insufficient to satisfy the requests of all applicants for a given year, applicants shall be disqualified in order of inverse date of receipt of their letter of application, until the amount is sufficient to pay the remaining applicants. Ties will be broken by disqualifying applicants in inverse order of seniority. An applicant so disqualified shall be freed from restrictions imposed by his/her letter of resignation, and free to reapply for a retirement incentive pursuant to the terms of this article.

Benefits for less than full—time employees are prorated on actual service.

Adopted by the Hudson School Committee: June 10, 1986

Amended by the Hudson School Committee: June 11, 2019

LONGEVITY - NON-CONTRACTUAL EMPLOYEES

There shall be longevity increments awarded yearly to full time employees, accruing on July 1st of each year. The amounts of said increments shall be set as follows:

After ten years, but less than fifteen years - \$550

After fifteen years, but less than twenty years - \$700

After twenty years - \$1000

Payments will be in bi-weekly installments according to the employee's yearly pay schedule.

Part time employees shall be entitled to longevity increments after ten years of service, with the stipend being prorated to indicate their part time service.

Adopted by the Hudson School Committee: October 27, 1987

Adopted by the Hudson School Committee: September 14, 2004

Amended by the Hudson School Committee: June 11, 2019

SICK LEAVE BANK FOR NON-CONTRACTUAL EMPLOYEES

I. The creation of a “Sick Leave Bank” (hereafter called “bank”) for non-contractual employees is for the exclusive use of those members identified who have exhausted their accumulated and annual sick leave and who were enrolled in the “bank” in accordance with the provisions listed below:

- a. Individuals are eligible to join the “bank” only once per year, on September 30th, and failure to exercise one’s opportunity to enroll on or before that date shall mean that an applicant must wait until the next September 30th in order to enroll.
- b. Membership shall continue from year to year, unless the individual submits a written notice of withdrawal to the Superintendent of Schools on or before September first of any year.
- c. The “bank” shall only exceed a total of one hundred and fifty (150) days by the number of days donated by new members joining as of an enrollment date, However, if the number of days in the “bank” falls below fifty (50) days, once that figure is reached, each member shall be assessed one (1) additional sick day beyond his/her initial contribution made under section (c) above. All unused days shall remain in the “bank” unless the Superintendent of Schools recommends to the School Committee that the “bank” cease to exist.

II. Those days set aside in the “bank” will be used to provide employee members of the “bank” extended sick leave at full pay upon exhaustion of their own individual sick leave, both annual and accumulated. No days may be withdrawn from the “bank” for use for any illness other than prolonged illness or accident of the member of the “bank”. Days may not be withdrawn to permit an individual to stay at home to care for a member in his/her immediate family. Sick days withdrawn from the “bank” will be actual working days on which the employee would have normally been working. Holidays, weekends, end vacation days are hereby specifically excluded,

III. The “bank” shall be administered by the Superintendent of Schools or his/her designee, one (1) member of the School Committee, and one(1) non-contractual employee. Sick leave days shall become immediately available to the employee upon approval of the Superintendent of Schools. Applications can be denied if any of the following apply,

- a. Prior use of personal sick leave
- b. Insufficient medical evidence of need
- c. Lack of days in the bank
- d. Disability does not justify or warrant absence from employment
- e. Other factors as the Superintendent may deem appropriate.

In instances where a disagreement occurs, the Superintendent shall make a recommendation to the School Committee concerning the award. The decisions of the School Committee shall be final and binding, and not subject to appeal or grievance.

IV. The initial grant of days from the “bank” shall not exceed fifteen (15) days. Upon

completion of the initial grant, the Superintendent may extend the grant by up to an additional forty-five (45) days, based upon demonstrated need by the applicant. Further grants beyond the second grant require the approval of the Superintendent of Schools and an affirmative vote of the School Committee.

Adopted by the Hudson School Committee: February 28, 1984

Amended by the Hudson School Committee: June 11, 2019

PROPOSED

PERSONAL LEAVE FOR NON-CONTRACTUAL EMPLOYEES

All individuals who have been appointed to a permanent position, whether full or part-time, shall be entitled to the following personal leave per year. The leaves taken pursuant to this policy shall be in addition to any sick leave for which the employee is eligible:

- 1) Three (3) personal days' leave of absence for religious, personal, legal, business, household, or family matter which require absence from work during the normally scheduled work hours. Personal days may not be ordinarily used in conjunction with vacations. Exceptions must be requested and approved in writing by the Superintendent of Schools. Applications for personal days' leave must be made in writing, except for emergencies, at least two working days prior to taking such leave. At the request of the Superintendent, an applicant shall be required to state the reason for such leave to either the Superintendent or his/her designee. Unused personal days leave under this policy automatically shall be converted to sick leave annually as of July 1st.
- 2) Up to a maximum of five (5) days at any one time in the event of the death of an employee's spouse, significant other, child, son-in-law, daughter-in-law, brother, sister, parent, father-in-law, mother-in-law, brother-in-law, sister-in-law, or immediate member of the employee's household. Significant other shall be defined as one adult other than a "blood relative" or an in-law who the employee identifies on a form provided by the employer, as residing in the employee's household with whom the employee has an emotional, physical and financial relationship similar to that of a married couple, but who the employee chooses not to marry or cannot legally marry. The two adults involved must share a mutual obligation of support for the basic necessities of life. This definition of significant other applies only to bereavement leave.
- 3) One day at any one time in the event of the death of an employee's grandparent or grandparent-in-law, uncle, aunt, niece, or nephew. An employee may request special consideration under this policy in the event of the death of an individual whose special relationship to the employee necessitates the presence or participation of the employee at services. This special consideration cannot be presumed; it must be approved in advance by the Superintendent of Schools or his/her designee.

Adopted by Hudson School Committee: August 9, 1983

Amended by the Hudson School Committee: June 11, 2019

SUPPORT STAFF VACATIONS AND HOLIDAYSHolidays

The school calendar, as adopted by the School Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.

The following days shall be recognized as legal holidays for all non- contractual employees:

New Year's Day
President's Day
Martin Luther King Jr. Day
Patriots Day
Good Friday
Memorial Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day
Day after Thanksgiving Day
Christmas Day

They will also be expected to report to work during school recess periods unless days during these periods are considered official and designated as paid holidays by the Committee.

Vacations

All 12-month employees will be eligible for paid-vacations in accordance with the following:

0-10 years – three weeks vacation
10 - 20 years – four weeks vacation
After 20 years – five weeks vacation

SOURCE: MASC

LEGAL REF.: M.G.L. 4:7; 136:12

CONTRACT REFS. All support staff contracts
Adopted by Hudson School Committee: June 11, 2019

EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.

The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.

Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.

SOURCE: MASC September 2016

CONTRACT REFS.: All support staff agreements

Adopted by Hudson School Committee: June 11, 2019

Matters for Action

Old Business

2.) Second Reading and Approval of
Proposed Adoption of School Committee
Policies: JLCB Immunization Policy

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language underlined and bolded and in **red**.

Section	Existing Policy	Proposed Policy
JLCB	<p>JLCB- IMMUNIZATION POLICY</p> <p>All students attending the Hudson Public Schools must be immunized as required by Mass. Gen. Laws Chapter 76, Section 15 and the regulations promulgated by the Massachusetts Department of Public Health. The only exceptions are:</p> <ul style="list-style-type: none"> • If the child has had at least the first in a series of immunizations, and the others in the series are scheduled; • The child's parent or guardian states in writing that immunizations conflict with his sincere religious beliefs; or • The child's physician certifies that he has personally examined the child and that such immunizations would endanger the child's health. <p>As required by state law, Hudson will exclude children who lack the requisite immunizations and do not meet one of the foregoing exceptions. The foregoing exceptions do not apply if there is an emergency or epidemic of disease declared by the Massachusetts Department of Public Health.</p> <p>The Hudson Public School administration will establish administrative procedures regarding implementing this policy.</p> <p>Adopted by the Hudson School Committee: October 9, 2001</p>	<p>JLCB-IMMUNIZATION POLICY</p> <p>All students attending the Hudson Public Schools must be immunized as required by Mass. Gen. Laws Chapter 76, Section 15 and the regulations promulgated by the Massachusetts Department of Public Health.</p> <p>Student shall mean any individual enrolled or registered to attend a pre-school program or kindergarten through 12th grade in Hudson Public Schools. The term student shall also include any individual from another district, state or country attending or visiting classes or educational programs as part of a formal academic visitation or exchange program. The only exceptions are:</p> <ul style="list-style-type: none"> • If the child has had at least the first in a series of immunizations, and the others in the series are scheduled; • The child's parent or guardian states in writing that immunizations conflict with his/her sincere religious beliefs; or • The child's physician provides a signed and dated statement that vaccines are medically contraindicated for the student <u>certifies that he has personally examined the child and that such immunizations would endanger the child's health.</u> <p>As required by state law, Hudson will exclude children who lack the requisite immunizations and do not meet one of the foregoing exceptions. In situations when one or more cases of a vaccine-preventable or any other communicable disease are present in school, susceptible individuals, including those with religious or medical exemptions are subject to exclusion. <u>The foregoing exceptions do not apply if there is an emergency or epidemic of disease declared by the Massachusetts Department of Public Health.</u></p> <p><u>The Hudson Public School administration will establish administrative procedures regarding implementing this policy.</u></p>

IMMUNIZATION POLICY

All students attending the Hudson Public Schools must be immunized as required by Mass. Gen. Laws Chapter 76, Section 15 and the regulations promulgated by the Massachusetts Department of Public Health. Student shall mean any individual enrolled or registered to attend a pre-school program or kindergarten through 12th grade in Hudson Public Schools. The term student shall also include any individual from another district, state or country attending or visiting classes or educational programs as part of a formal academic visitation or exchange program. The only exceptions are:

- If the child has had at least the first in a series of immunizations, and the others in the series are scheduled;
- The child's parent or guardian states in writing that immunizations conflict with their sincere religious beliefs; or
- The child's physician provides a signed and dated statement that vaccines are medically contraindicated for the student

As required by state law, Hudson will exclude children who lack the requisite immunizations and do not meet one of the foregoing exceptions. In situations when one or more cases of a vaccine-preventable or any other communicable disease are present in school, susceptible individuals, including those with religious or medical exemptions are subject to exclusion.

Adopted by the Hudson School Committee: October 9, 2001

Amended by Hudson School Committee: June 11, 2019

Matters for Action

New Business

- 3.) Second Reading and Approval of
Proposed Adoption of School Committee
Policies: Section E: Transportation

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language underlined and bolded and deleted language underlined and bolded and in red.

SECTION E – Support Services

Section	Existing Policy	Proposed Change or New Policy
EEA		<p>EEA - STUDENT TRANSPORTATION SERVICES</p> <p>The major purpose of the school district's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.</p> <p>The school district will contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:</p> <ol style="list-style-type: none"> 1. Specifications for school bus design and equipment 2. Inspection of buses 3. Qualifications and examinations of bus drivers 4. Driving regulations

		<p>5. Small vehicle requirements, if applicable</p> <p>6. Insurance coverage</p> <p>7. Adherence to local regulations and directives as specified in bid contracts</p> <p>The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.</p> <p>SOURCE: MASC</p> <p>LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14</p> <p>CROSS REF.: EEAA, Walkers and Riders</p>
EEAA	<p><u>EEAA- STUDENT TRANSPORTATION</u> <u>Each year the Hudson Public School District reviews student enrollment and existing bus routes to ensure efficient and safe transportation for all eligible students. Hudson will provide transportation services to all students entitled to such services under the law.</u></p> <p><u>Safety is a responsibility that is shared between the family and the school. While the law requires the School Department to provide a defined level of transportation, it does not relieve</u></p>	<p>EEAA - WALKERS AND RIDERS</p> <p>Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. <u>Reimbursement to the school district for transportation costs is given by the Commonwealth, subject to appropriation, only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.</u></p> <p>Additionally, the Committee will provide transportation for students as follows:</p>

parents/guardians of students from the responsibility of supervision until the student boards the bus in the morning. Therefore, it is the responsibility of the parent/guardian to ensure the student safely arrives at, and departs from, the bus stop. The parent/guardian is responsible for escorting the student to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, and where there are traffic or other safety concerns.

I. Eligibility for Transportation

In addition to the mandate contained in Mass. Gen. Laws Chapter 71, Section 68 relative to the transportation of students, it is the policy of the Hudson Public Schools to transport students in grades Kindergarten through Grade 12 who reside in the town of Hudson, as follows:

1. Kindergarten students living more than ½ mile from their assigned school.
2. Elementary school students living more than 1 mile from their assigned school.
3. Middle school students living more than 1½ miles from the middle school.

Kindergarten- Grade 12: All students living more than one mile from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

Safety is a responsibility that is shared between the family and the school. While the law requires the School Department to provide a defined level of transportation, it does not relieve parents/guardians of students from the responsibility of supervision until the student boards the bus in the morning. Therefore, it is the responsibility of the parent/guardian to ensure the student safely arrives at, and departs from, the bus stop. The parent/guardian is responsible for escorting the student to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, and where there are traffic or other safety concerns.

This policy, being consistent with current state law, may require students to walk up to one mile to a bus stop.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. [40:5](#); [71:7A](#); [71:68](#); [71B:5](#)

CROSS REF.: [EEA](#), Student Transportation Services

4. High school students living more than 1½ miles from the high school.

Printed bus passes will be issued to eligible students and walk-zone, determined by distance from school as stated in 1-4 above, will be enforced for all students K-7.

This policy, being consistent with current state law, may require students to walk up to one mile to a bus stop.

This policy is subject to change due to fiscal constraints or other circumstances.

II. Pick up and drop off

Hudson will provide transportation to and/or from an address other than the student's residence or bus stop if

1. The alternate pick up and drop off stop location is located on an existing bus route, is within the student's assigned school district, and will be the student's stop location every day.

2. Both the student's parent/guardian and the school principal or his/her designee sign a document approving

this alternate transportation arrangement.

In case of emergency, Hudson may make alternate transportation arrangements for individual students upon the approval of the school principal or designee and the transportation coordinator.

III. Transportation Problems

Students and/or their parents should report transportation problems to their school principal. If the principal is unable to resolve the issue, the principal will refer it to the transportation coordinator for resolution. If the students and/or their parents are not satisfied with the proposed resolution of their problem, they should then bring the problem to the attention of the Superintendent of Schools. Behavior problems on school buses will be handled in accordance with policy JICC: Student Transportation Discipline.

Adopted by the Hudson School Committee: December 11, 1990

Amended by the Hudson School Committee: May 28, 2002

Amended by the Hudson School Committee: June 25, 2013

EEAE		<p>EEAE - SCHOOL BUS SAFETY PROGRAM</p> <p>The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:</p> <ol style="list-style-type: none"> 1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard. 2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations. 3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements. 4. Classroom instruction on school bus safety will be provided. <p>SOURCE: MASC</p> <p>LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986</p> <p>M.G.L. 90:1 et seq.; 713:2; 713:7L</p> <p>Highway Safety Program Standard No. 17</p> <p>ROSS REF.: EB, Safety Program</p>
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STUDENT TRANSPORTATION SERVICES

The major purpose of the school district's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school district will contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

SOURCE: MASC

LEGAL REFS.:

M.G.L. [40:5](#); [71:7A](#), [B](#) and [C](#); [71:37D](#); [71:48A](#); [71:68](#); [71:71A](#); [71B:4](#); [71B:5](#); [71B:8](#); [74:8A](#); [76:1](#); [76:12Bi](#); [76:14](#)

CROSS REF.: [EEAA](#), Walkers and Riders

Adopted by Hudson School Committee: June 11, 2019

WALKERS AND RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Additionally, the Committee will provide transportation for students as follows:

Kindergarten- Grade 12: All students living more than one mile from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

Safety is a responsibility that is shared between the family and the school. While the law requires the School Department to provide a defined level of transportation, it does not relieve parents/guardians of students from the responsibility of supervision until the student boards the bus in the morning. Therefore, it is the responsibility of the parent/guardian to ensure the student safely arrives at, and departs from, the bus stop. The parent/guardian is responsible for escorting the student to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, and where there are traffic or other safety concerns.

This policy, being consistent with current state law, may require students to walk up to one mile to a bus stop.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

Adopted by the Hudson School Committee: December 11, 1990

Amended by the Hudson School Committee: May 28, 2002

Amended by the Hudson School Committee: June 25, 2013

Amended by the Hudson School Committee: June 11, 2019

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

SOURCE: MASC

LEGAL REFS.: M.G.L. [90:7b](#) as amended by Ch. 246 Acts of 1986

M.G.L. [90:1](#) et seq.; [713:2](#); [713:7L](#)

Highway Safety Program Standard No. 17

Adopted by the Hudson School Committee: June 11, 2019

Matters for Action

New Business

- 1.) Approval of Superintendent's
Year End Evaluation

2018-2019 End-of-Cycle Summative Evaluation Report



Superintendent:	Marco C. Rodrigues Ed.D.	_____	5-9-19
Evaluator:	Hudson School Committee	_____	6-1-19
	Name	Signature	Date

Step 1: Assess Progress Toward Goals

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

This year was the first year of implementation of the District Improvement Plan that was developed last year, under Dr. Rodrigues' leadership. Accordingly, the student achievement goal set for the year tied logically to the action items of the district improvement plan. Dr. Rodrigues, in his self-evaluation, felt that progress toward this goal should be rated as 'significant progress', and the committee agrees with that assessment. The committee recognized that although not every action item was completed due to specific reason(s), many of the action items were completed and overall, a lot of progress was made. The committee recognized such factors as the need to hire several new administrators as significant factors that have delayed progress. The committee sees no obstacles to the continued work on these goals and anticipates that they will be completed in the coming year as the district continues to move forward with implementation of the district improvement plan.

The professional practice goal was also rated as 'significant progress', again in agreement with Dr. Rodrigues' self-assessment. This goal was also impacted by the need to hire two new principals. The committee is aware of significant efforts toward this goal, as evidenced by practices implemented to make administrative team meetings and practices more productive and to drive accountability.

Both district improvement goals that were set for this year were rated as 'met'. The budgeting process was recognized as an area of strength by the committee, as Dr. Rodrigues continued to guide the implementation of a zero-based budget approach which led to continued benefits in better aligning resources with student needs, and with finding efficiencies to move us closer to a stable, sustainable budget. We also completed contract negotiations with two of our labor bargaining units, which were not simple, and showed Dr. Rodrigues to be a fair labor manager.

In addition to the progress toward goals, the rating on each of the four standards was proficient. All of these were taken together in consideration of Dr. Rodrigues' overall summative evaluation. The committee agrees on an overall summative performance rating of 'Proficient' for Dr. Rodrigues in his second year as superintendent of the Hudson Public Schools. Multiple committee members recognized and commended the work done to implement the Instructional leadership teams (ILTs) at each building, as well as to implement the student support systems, the continued policy review, and also the review of the middle school schedule and high school pathways. A few committee members identified hiring practices and communication/community engagement as areas for continued improvements. At the same time, other committee members commended Dr. Rodrigues for responding to feedback with regard to such topics as his hiring process for the high school principal, and review of the middle school schedule, for example. The committee looks forward to continued collaboration with the community as we consider other ways to move the district forward, such as the development of plans for dual-language programs and consideration of changing the high school start time.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	To strengthen the District Leadership Team's ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process.			X		
Student Learning						
2	By June 2019, the Actions Steps for each Strategic Priority identified under the District Improvement Plan will be implemented.			X		
District Improvement						
3	By March 2019, the Budget Leadership Team, in conjunction with School Committee Members, will develop the FY20 Budget for the Hudson Public Schools.				X	
4	To guide the process and to successfully negotiate a new Collective Bargaining Agreement (CBA) with the Hudson School Secretaries Association and the AFL-CIO, Local Council 93 (Custodians) during the 2018-2019 school year.				X	

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Dr. Rodrigues wrote: The District focused on several major priorities this year to advance high quality teaching and learning. For example, we developed an Instructional Leadership Team in each school, worked on creating college and career pathways and year at a glance documents, launched a computer-based formative assessment at the middle school, and expanded Project Lead the Way courses grades K to 7.

Evaluation:

The School Committee gives marks of proficient in all indicators and an overall rating of proficient for Dr. Rodrigues in Standard I. School committee members cited the increased presence of the ILT and the progress and groundwork that has been set to build towards the future. One School Committee member specifically noted the “continued evolution of programs designed to support all students” like the Bridge/Path Programs and the Therapeutic Stabilization Program. Several School Committee members noted the increased use of data as way to guide the district to objective decision-making.

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____



Superintendent’s Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Rodrigues wrote: The District Leadership Team further implemented the Zero-Based budget approach and was able to deepen its protocols to create a sound, balanced FY20 budget. The Strategic Budget Stabilization Plan continues to be a road map for the District and we continue to be on target. The District also engaged in targeted planning to build the master schedule for the Quinn Middle School and for the Hudson High School to ensure that allocation of resources aligns with the District’s needs for programs and services.

Evaluation:

The aggregate rating for Standard II is a rating of proficient in all indicators and overall summary. Several School Committee members cited the increased presence of the zero-based budget process and how it is evident to be a more collaborative approach to prioritize funds across the entire district. Fiscal systems were commonly referenced as a point of strength with specific notes around the Budget Stabilization Plan, increased in-district capacity to control Special Education costs, and policy changes to capture additional revenue. The revised Quinn middle school schedule was also noted by several School Committee members as an area of strength in leadership. One Committee member stated, “updates to the Quinn Middle School schedule was a big accomplishment because of all the stakeholders involved. This was a great team effort and seems to be well supported by staff and the community.” One School Committee member noted that there was opportunity for continued improvement in the hiring process. Other members cited the successful negotiations of contracts and administrative vacancy hires as an area of district success.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> External reviews and audits | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of student feedback | |

Superintendent's Performance Rating for Standard III: Family and Community Engagement



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
---	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Dr. Rodrigues wrote: The District engaged in several events to support family and community engagement. In addition to the listening sessions, forums, SEPAC round table, and individual parent and community meetings, the District began the process of developing an ELPAC group and conducted a workshop for parents of Portuguese and Spanish language following the standards of practice of "Padres Comprometidos". The District Leadership Team will continue to focus on developing mechanisms to engage and support our families.

Evaluation:

During this past school year, the District engaged with many events to support and assist families and the community. Some of these events were listening sessions, SEPAC round table, developing an ELPAC and parent workshops. Through these events, conversations with relation to the bus schedule, Quinn scheduling, dual language program and high school start time took

place. Although the bus schedule was brought to the school committee late, a transportation committee was made to look deeper into the issue. The listening sessions with stakeholders are important to continue and we were pleased to see this. The “Padres Comprometidos,” forum for parents speaking Portuguese and Spanish languages was also appreciated.

The committee gives Dr. Rodrigues a rating of ‘Proficient’ for each indicator, as well as overall, for standard three. As part of the day-to-day Dr. Rodrigues generally responded to stakeholders in a timely manner and does his best to bring a solution. However, some room for continued improvement was noted with respect to developing a proactive approach to engagement. As one SC member stated, “Due to staffing changes and other decisions made the previous year, the climate with some factions of the HPS community at times has been one of acrimony. I believe Dr. Rodrigues handled this challenge well. For some there will never be sufficient response until all they request is granted. However, I believe that more effort could be made to proactively reach out to parents with more information, rather than waiting for requests to furnish further details once the first outreach has happened.”

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (<i>C h e c k o n e .</i>)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Rodrigues wrote: This year, the District focused on implementing the District Improvement Plan to uphold our mission of “Delivering World-Class Education Today for the Global Leaders of Tomorrow”. The District Leadership Team focused on further developing our teachers’ capacity to make student learning visible. The District Leadership Team also developed a communication protocol to ensure clear and accurate communication consistently reach all stakeholders.

Evaluation:

The committee also agrees on an overall rating of 'Proficient' for standard four, and for each indicator within this standard, and cites a range of activities as evidence. This past school year much was focused on implementing the District Improvement Plan. Through this the District Leadership Team focused on further developing our teachers' capacity to make student learning visible and developing a communication protocol to ensure clear and accurate communication which in turn holds the stakeholders accountable. Dr. Rodrigues' professionalism in communication was also shown by his personal display during every School Committee meeting where he regularly gave informative updates. His oversight of Instructional Leadership Team (ILT) and the implementation shows commitment to high standards. The development of the dual language program, career pathways, parent workshops, reaching new contracts with the secretaries, regular meetings with union leaders show evidence in his cultural proficiency. One committee member observed "Marco's use of closure of his meetings is a wonderful way of coming full circle and holding others accountable." In terms of managing conflict, another committee member pointed to the budget process and observed that the collaborative approach taken by Dr. Rodrigues and the administration "causes it to be less about 1 group vs. another trying to secure resources".

Examples of evidence superintendent might provide:

- | | | |
|---|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Samples of principal/administrator practice goals | |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> School committee meeting agendas/materials | |
| <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> Sample of leadership team(s) agendas and materials | |

Matters for Action

New Business

- 2.) Approval of Superintendent's
FY20 Salary Adjustment

Matters for Action

New Business

3.) Approval of School Committee Assignments

HUDSON PUBLIC SCHOOLS

SCHOOL COMMITTEE MEMBERS ASSIGNMENTS

2018-2019

Sub-Committees:

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

Negotiation Teams:

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

School Councils:

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

Other Responsibilities:

1. Teacher Sick Bank: Nina Ryan
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith
3. English Learners Parent Advisory Council (ELPAC) Liaison:
4. CHAPS Board Representatives: Nina Ryan, Steve Smith

Matters for Action

New Business

- 4.) Approval of contract with MABE in the amount of \$11,000 for Professional Development Services

Matters for Action

New Business

- 5.) Approval of contract with Project Lead the Way in the amount of \$16,021.50 for supplies for the Project Lead the Way Program

Matters for Action

New Business

- 6.) Approval of purchase of athletic equipment in the amount of \$23,069.00 from M-F Athletics as covered by the procurement

Matters for Action

New Business

- 7.) Approval of purchase of food service equipment from Heartland School Solutions in the amount of \$18,280.00 as covered by the procurement

Matters for Action

New Business

- 8.) Approval of purchase of food service equipment from Denver Equipment Co. in the amount of \$17,763.00 as covered by the procurement

Matters for Action

New Business

- 9.) Approval of FY20-345 Hudson- Maynard Adult Community Learning Grant in the amount of \$365,595.00

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY20-345 Hudson-Maynard Adult Community Learning Center Grant
Purpose:	This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.
Type of Funder:	MA DOE
Awarded Amount:	\$365,595.00
Start Date	7/1/2019
End Date	6/30/2020
Status	Active
Grantor	MA DOE / Adult Education
PROGRAM Admin	Karl Baldrate, ADL Director; Kathy Provost, Asst. Superintendent
PROGRAM Notes:	<p>MA DOE STATE Grant</p> <p>Priorities of the grant:</p> <ol style="list-style-type: none"> 1. Assist eligible individuals to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; 2. Assist eligible individuals who are parents or family members to obtain the education and skills that- 3. Assist eligible individuals in attaining a secondary school credential and in the transition to postsecondary education and training, including through career pathways; and 4. Assist immigrants and other individuals who are English language learners <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: http://www.doe.mass.edu/acls/ Phone: (781) 338-3850 Fax: (781) 338-3394 Email: acls@doe.mass.edu</p>
Program Location:	ADL @ HHS

School Committee Date: _____

Vote: _____

Matters for Action

New Business

- 10.) Approval of Student Activity Gift in the amount of \$3950.00

GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

The following gift has been donated to Hudson Public Schools and presented to the School Committee for Approval and Acknowledgement:

Scholarship	GIFT to Hudson Public Schools Information
Description:	FY19 Class of 2019 Student Activity – Scholarships Paul Johnson Performing Arts Scholarship \$700 Choral Scholarship \$500 Class of 2019 \$1250 Class of 2019 Yearbook \$1500
Purpose:	This scholarship will be awarded to the Class of 2019 through Student Activities fund raising activities. This gift represents partial funding to support the scholarship/
Date received:	6/5/2019
Type of Gift:	Scholarship Donation
Donation Amount:	\$ 3950
Gift Designation / Purpose:	Gift received directly from residual Student Activity accounts. Please see attached student awards
School Designation:	HHS Senior

School Committee Date: _____

Vote: _____

Hudson Public Schools		
Student Activity Funds Scholarships Awarded		
For the Year Ended June 30, 2019		
Graduating Class of 2019		
Account Name	Description	Amount Awarded
All School Musical \$700	Paul Johnson Performing Arts Scholarship Total	\$ 1,000
Private Donation \$150	Chaves, Celina	\$ 500
Private Donation \$150	Levine, Maya	\$ 500
Chorus	Choral Scholarship Total	\$ 500
	Frade-Morel, Sadie	\$ 500
Class of 2019	Class of 2019 Scholarship Total	\$ 1,250
	Chaves, Dominique	\$ 250
	Garneau, Brandon	\$ 250
	Pollard, Caroline	\$ 250
	Sourial, Michael	\$ 250
	Yates, Jordyn	\$ 250
Yearbook	Class of 2019 Yearbook Scholarship Total	\$ 1,500
	Crue, Marissa	\$ 1,500
	Total Scholarships	\$ 4,250
	Total Amount funded from Student Activity Accounts	\$ 3,950

Matters for Action

New Business

- 11.) Approval of Gifts to the Hudson High School Library in memory of Susan Menanson in the amount of \$440.00

GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

The following gift has been donated to Hudson Public Schools and presented to the School Committee for Approval and Acknowledgement:

Gift or Scholarship	GIFT to Hudson Public Schools Information
Description:	Memorial donations to honor Susan Menanson
Purpose:	Gift to Hudson High Library
Date received:	5/23/2019
Type of Gift:	Memorial
Donation Amount:	\$440.00
Fiscal Admin:	Jonathan Bourne
Gift Designation / Purpose:	<p>PURPOSE:</p> <p>Please see the attached spreadsheet and memorial notes present to Hudson High School Library in memory of former teacher Susan Menanson. Individual Donations and attached notes are from colleagues, parents, and students honoring the 24 years she supported Hudson Public Schools.</p>
School Designation:	HHS

School Committee Date: _____

Vote: _____

Memorial Donations to Honor Susan Menanson

Amount of Donation	Number of Donations
\$15.00	1
\$25.00	3
\$30.00	1
\$50.00	2
\$100.00	1
\$120.00	1

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	GRANT YEAR / GRANT NAME	Brief Description of Award	Total Grant Award
Federal	MA DOE	Entitlement	19-140 Title II	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading. Update 3.26.2019: Increased DOE Allocation \$466.00	\$ 61,478.00
Federal	MA DOE	Entitlement	19-180 Title III	Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,939.00
Federal	MA DOE	Entitlement	19-240 SPED IDEA	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. Update 3.26.2019: Increased DOE Allocation \$ 4890.00	\$ 731,855.00
Federal	MA DOE	Entitlement	19-262 SPED Early Childhood Education	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,179.00
State	MA DPH	Competitive	19-290 Essential School Health	Supports a portion of salaries for a HHS Nurse, a Regional coordinator, and Inter-agency consultant as well as reimburses the district for Nurse Subs and specific equipment needed across each Nursing office.	\$ 218,900.00
Federal	MA DOE	Entitlement	19-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Update 3.26.2019: Increased DOE Allocation \$374	\$ 257,594.00
Federal	MA DOE	Entitlement	19-309 Title IV	Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.	\$ 17,050.00
State	MA DOE	Competitive	19-345 COMMUNITY ADULT LEARNING CTR.	This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.	\$ 356,400.00
Federal	MA DOE	Continuation	19-312 Emergency Impact Aid for Displaced Students	The federal emergency impact aid grant has been approved and must be used to offset direct expenses from the FY18 school year.	\$ 26,235.00
State	MA DOE	Competitive	19-734 Early Literacy Grant	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farley, Forest and Mulready elementary schools.	\$ 24,615.00
Corporate	Grant	Charitable	The Scotty Fund	This grant has been presented on behalf of The Scotty fund to Forest Ave to purchase standing desks to be used in classrooms.	\$ 1,000.00

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	GRANT YEAR / GRANT NAME	Brief Description of Award	Total Grant Award
Corporate	Grant	Competitive	Avidia Bank Charitable Foundation	This grant, renewable since 2012, funds an advanced ESOL class each year running from January - June @ Hudson High School as part of their Community Partnerships program.	\$ 4,000.00
Corporate	Grant	Competitive	Saint-Gobain Corporate Foundation	This grant will fund STEM instructional kits for the new Green Architecture Program at Quinn Middle School.	\$ 1,500.00
Community	Grant	Competitive	Hudson Cultural Council	The community grant will sponsor a portion of costs to present "A Mid-Summer's Night Dream" at Quinn Middle School.	\$ 350.00
Federal	NSA	Competitive	FY19-20 StarTalk Grant	Now in its third season, this grant funds the development of our Portuguese Language and Summer Culture Program.	\$ 88,902.00
State	DOE	Competitive	FY19-590 History and Social Studies Curriculum Frameworks Grant	This grant will support a comprehensive review and realignment of Hudson History and Social Studies Curriculum.	\$ 7,374.00
State	TRE	Competitive	FY19 Financial Education Innovation Fund	The Commonwealth of Massachusetts, Office of Treasurer has award Hudson a grant to continue to support the HHS Reality Fair and Credit of Life program.	\$ 2,000.00
State	DOE	Entitlement	FY19 MA Displaced Students Grant	This grant program is an extension of the FY18 grants allocated specifically to support displaced students from Puerto Ricco and the Virgin Islands. The first payment is targeted for March 20th. Please note this award amount may increase as MA state funds are disbursed.	\$ 3,141.44
State	DOE	Competitive	FY19-327 Empowering Educators	This grant program is a join program with Blackstone-Millville Regional, and Hampden-Wilbraham districts where Hudson will host Professional Development for Empower Educators through Autonomy Planning.	\$ 29,600.00
State	DOE	Entitlement	FY20-391 Inclusive Preschool	In its final program year with EEC, this grant provides a portion of instructional support of Pre-School salaries for two teachers.	\$ 30,000.00
State	DOE	Competitive	FY19 & FY20 336 Improving Student Access to Behavioral and Mental Health Services	This 2 year grant has been awarded to assist districts in improving student access to behavioral and mental health services.	\$ 110,000.00
Corporate	Foundation	Competitive	FY18-19 Lowe's Toolbox for Education Grant	This is a new grant partner and funds are designated directly to support the HHS Biomed Program.	\$ 4,950.00
State	DPH	Competitive	FY20-23 Comprehensive School Health Services	The CSHS grant is a 4 year grant (replacing Essential School Health) and awarded to Hudson for a total of \$200,000.00 and annually at \$50,000.	\$ 50,000.00
State	DOE	Competitive	FY20 Adult Learning Grant	Funding for FY20 and the Hudson Maynard Adult Learning Center, located at HHS, provides funding for 14 classes.	\$ 365,595.00
TOTAL:					\$ 2,475,657.44

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

			FY19 GIFTS TO HUDSON PUBLIC SCHOOLS	School	\$ Gift Amount
Corporate	Sponsor	Corporate	Umass Memorial @ Marlborough Hospital	Farley Elementary - Event Sponsor	\$ 300.00
Corporate	Sponsor	Corporate	PTC - Needham	Hudson High School	\$ 10,000.00
Corporate	Sponsor	Corporate	Rail Trail Flatbread Company	Corporate Sponsor for HPS TCH Mini grants. This gift will sponsor two TCH awards for \$500 each.	\$ 1,000.00
Corporate	Sponsor	Corporate	Hudson Rotary Club	Corporate Sponsor for HPS TCH Mini grants. This gift will sponsor six TCH awards for \$500 each.	\$ 3,000.00
Corporate	Sponsor	Corporate	Medusa Brewing Company/Morphis Art	Donation from proceeds of Art auction to continue to support HHS Art Program.	\$ 200.00
Foundation	Donation	Corporate	Hudson Youth Baseball	Donation to offset expenses for a new Batting Cage	\$ 1,000.00
Corporate	Sponsor	Corporate	St. Mary's Credit Union	FY19 Sponsor for HHS Reality Career Fair	\$ 500.00
Corporate	Sponsor	Corporate	Avidla Bank	FY19 Sponsor for HHS Reality Career Fair	\$ 500.00
Corporate	Donation	Corporate	Benevity Causes - Intel, Foundation	Read Across America - To be split FAR, MUL, QMS \$100 each.	\$ 300.00
Student Activities	Donation	Public	HHS Student Activities: All School Musical	FY19 donation from SAF HHS All School Musical to Hudson High School. Donation from SAF to assist with Stage Curtain leg replacement.	\$ 1,274.00
Private	Memorial Donation	Public	Memorial donations to HHS Library in memory of Susan Menanson	Former HHS Teacher Susan Menanson is respectfully remembered by these wonderful gifts from former students, staff, and the Teachers Association.	\$ 440.00
TOTAL:					\$ 18,514.00
			FY19 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
n/a	76	Scholarship	FY18 Student Activities	Paul Johnson Performing Arts Scholarship - Funded from residual Student Activity fund raising.	\$ 1,000.00
n/a	76	Scholarship	FY18 Student Activities	Choral Scholarship - Funded from residual Student Activity fund raising	\$ 500.00
n/a	76	Scholarship	FY18 Student Activities	Class of 2018 Scholarship - Funded from residual Student Activity fund raising	\$ 1,250.00
n/a	76	Scholarship	FY18 Student Activities	Class of 2018 Yearbook - Funded from residual Student Activity fund raising	\$ 2,000.00
n/a	76	Scholarship	FY19 Thomas and Myra Ryan Scholarship	Annual memorial scholarship from the Ryan family.	\$ 2,000.00
n/a	76	Scholarship	FY19 HHS Student Activities	Paul Johnson Performing Arts Scholarship - Funding from Deborah Martin-Hardy.	\$ 300.00
n/a	76	Scholarship	FY19 HHS Student Activities	Paul Johnson Performing Arts Scholarship - Funding from residual Student Activities	\$ 700.00
n/a	76	Scholarship	FY19 HHS Student Activities	Class of 2019 Choral Scholarship - Funded from residual Student Activity fund raising	\$ 500.00
n/a	76	Scholarship	FY19 HHS Student Activities	Class of 2019 Scholarship - Funded from residual Student Activity fund raising	\$ 1,250.00
n/a	76	Scholarship	FY19 HHS Student Activities	Class of 2019 Yearbook - Funded from residual Student Activity fund raising	\$ 1,500.00
Total:					\$ 11,000.00
Grant Total:					\$ 2,505,171.44

Matters for Action

New Business

12.) Approval of Reclassification of Funds

Posting Date:

Batch/Block :

FY19

PAYMENT Adjustment Request

Date: Tuesday, June 11, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

		Account Number	Account Description	Amount	Amount
<i>Payment Adjustment Number 1</i>	<u>From:</u>	<u>3121</u>	<u>17-240 Sped Idea Grant</u>	\$ <u>(150.00)</u>	
	<u>To:</u>	<u>3305</u>	<u>19-240 Sped Idea Grant</u>		\$ <u>150.00</u>
<i>Payment Adjustment Number 2</i>	<u>From:</u>	<u> </u>	<u> </u>	\$ <u> </u>	
	<u>To:</u>	<u> </u>	<u> </u>		\$ <u> </u>
<i>Payment Adjustment Number 3</i>	<u>From:</u>	<u> </u>	<u> </u>	\$ <u> </u>	
	<u>To:</u>	<u> </u>	<u> </u>		\$ <u> </u>
<i>Payment Adjustment Number 4</i>	<u>From:</u>	<u> </u>	<u> </u>	\$ <u> </u>	
	<u>To:</u>	<u> </u>	<u> </u>		\$ <u> </u>
				Page total :	\$ <u>(150.00)</u> <u>150.00</u>

[Signature] 6/5/19

Authorized Signature

Prepared by: Sharon Gooch-Zelal

Authorized Signature(s):

Reason for reclassification:

To reclassify PO192782 from 17-240 SPED IDEA grant to the 19-240 SPED IDEA Grant

Please note:

- 1 Post date subject to final determination by Town Accountants Office.
- 2 Reclassifications and transfers must net out to zero.
- 3 Supporting documentation must accompany request.
- 4 If authorized signatures are not needed, please explain.