



**HUDSON PUBLIC SCHOOLS**  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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**HUDSON SCHOOL COMMITTEE MEETING**  
**May 28, 2019**  
**155 Apsley Street – Administration Building**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting: May 14, 2019

**III. 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.*

**IV. Reports and Presentations**

- a) Report of the Superintendent: Curriculum, Instruction and Professional Learning
- 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)

**V. Matters for Discussion:**

- a) Old Business
  1. ARC Update
- b) New Business
  1. Student Presentation on Trip to São Tomé
  2. First Reading of Proposed Adoption of School Committee Policies: Section G
  3. First Reading of Proposed Adoption of School Committee Policies: JLCB Immunization Policy
  4. First Reading of Proposed Adoption of School Committee Policies: Section E: Transportation
  5. SEPAC Presentation



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**VI. Matters for Action:**

- a) Old Business
  - 1. Approval of Proposed MASC Transportation Resolution
- b) New Business
  - 1. Approval of Chartwells Contract Renewal
  - 2. Approval of MGL Chapter 40 Section 13E establishment of a Special Education Reserve Fund
  - 3. Approval of FY20 Comprehensive School Health Services Grant in the amount \$200,000.00 paid in \$50,000.00 increments over four years
  - 4. Approval of FY19 Lowes Toolbox for Education Grant in the amount of \$4950.00
  - 5. Approval of Reclassification of Funds

**VII. Items of Interest to the School Committee**

**VII. Executive Session**

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.

To discuss strategy in preparation for CBA negotiations with union personnel (Hudson Education Association)

**IX. Adjournment**

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

# Approval of Minutes

May 14, 2019

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** May 14, 2019

**Location:** 155 Aspley Street

Members present: Glenn Maston, Steven Smith, Adam Tracy, Nina Ryan, Matthew McDowell,  
and Michele Tousignant Dufour

Members absent:

Others present: Dr. Marco C. Rodrigues, Superintendent  
Annamarie O'Donnell, Recording Secretary  
Rebecca Weksner

**I. Call the Meeting to Order: 7:00 p.m.**

The meeting was called to order by Committee Chair, Glenn Maston.

**II. Approval of Minutes:**

Regular Meeting: April 23, 2019

A motion to approve the minutes of April 23, 2019 was made by Ms. Tousignant Dufour and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

Chairman Maston welcomed Rebecca Weksner, elected to the committee at the recent town election. He explained that until she is sworn in, she will not be able to vote. Additionally, he explained that according to town by-laws, the committee is to be reorganized and officers reset after a town election. He asked if the committee would be amenable to doing this at the June 11 meeting. A motion to reset the officers at the June 11 meeting was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

**III. Public Participation:**

Ms. Beth Langlois, parent of Forest Avenue students, stated she had attended the open house for incoming fifth grade parents at Quinn Middle School and the new schedule looks wonderful and she is very excited about it. She also asked about the new positions in the budget and when they would be posted. Dr. Rodrigues stated that we are currently in the process of posting all new positions in the budget for next year.

**IV. Reports and Presentations**

**Report of the Superintendent: Student Support Services**

Dr. Rodrigues welcomed Dr. Weksner.

He shared the following background on Student Support Services:

- Walker Partnerships report, a district-wide special education program evaluation was conducted in the winter of 2016.
- The committee received updates in September 2017 in the report of the superintendent and in January 2018 in the Superintendent Entry Findings Report, which had a number of similarities to the Walker Report findings.

- In May 2018, a new District Improvement Plan was introduced as the road map for the next three-five years which has the following four main objectives:
  - High Quality Instructional Practices
  - Educating the whole child
  - Innovative Educational Practices
  - Climate and Culture

He went on to say that if you were to do a cross walk with these objectives to the reports identified earlier there are many similarities in path. Additionally, last year the Multi-Tiered Systems of Support framework was created. This important document creates a baseline to start to develop systems and create programs and services.

One of the recurring themes in the Walker report was a need to institutionalize the process and provide professional development to the personnel. The Professional Development Plan and Council was developed. This year, the summer leadership institute will create year two of the action steps for the District Improvement Plan. The District Improvement Plan is now our true compass.

Ms. Cathy Kilcoyne outlined the special education population by school from the March 1 SIMS data, and provided the following update to the committee on the programs and services the district has been developing and expanding.

- The Therapeutic Stabilization Program at Forest Avenue (formerly at Farley) currently has five students. This general education program provides short term instruction to better integrate students into the general education classroom.
- The Therapeutic Social-Emotional Program known as SEA (Supporting Social Emotional and Academic learning) at Farley Elementary School is a special education program for students with social emotional disabilities in grades 2-4. Currently there are five students in this program.
- The Bridge Program at Hudson High School was redesigned last year. This program is for students struggling with mental health issues and social emotional challenges. This program has two tracks. One track provides for students who need stabilization following or preventing a hospitalization. The other track provides for students with IEPs who require academic support. This program currently has about fifteen students. BRYT (Bridge for Resilient Youth in Transition) has come in to do program evaluation for us. The district is currently receiving this report.
- The Child Development Program at Mulready Elementary School is for students with autism or other significant developmental disabilities. Students receive instruction in academics, daily living skills, language skills, and social skills. These services are delivered in both inclusion and substantially separate settings. Currently, there are twenty four students in this program.
- Language based services are currently at both Farley Elementary School and Quinn

Middle School. Next year, these services are expanding to grade 7 at Quinn Middle School. This program supports students that have difficulty processing oral and written language. Landmark Consulting is the agency working with us, providing consultation and coaching with the Special Education department. Currently there are five students at Farley and six students at Quinn Middle School in this program.

Ms. Kilcoyne presented the cost avoidance associated with each of these programs.

Ms. Kilcoyne spoke about the DESE Improving Student Access to Behavior and Mental Health Services grant awarded to the district. This grant is for the end of FY19 and continues into FY20. The priorities of the grant are:

- Contracting with licensed community providers
- Improving coordination with community based services and providers
- Increasing opportunities for related professional development for school staff

The district has partnered with Wayside for this grant. Wayside will hire two clinicians to work with our five schools. One clinician will work at the elementary schools and one will work at Quinn Middle School and Hudson High School. Currently, we are working to develop protocols and reaching out to community groups to begin services in the summer months. Next year, the clinicians will begin services at all schools. Some of their activities will include attending team meetings, principal advisory council, counseling, consulting with teachers, observing students, providing parent support and training, and identifying resources for families and students. The clinicians will work forty hours per week and will be able to flex their hours to provide services after school for students and families.

Discussion ensued about how long this grant is for. Ms. Kilcoyne stated that the grant is only for one year. We will be working on determining billable hours and the mechanism for working with insurance and billing.

Ms. Kilcoyne spoke about the Multi- Tiered Systems of Support (MTSS). Each of the related services area completed a MTSS plan for their area. The Speech and Language Pathologists (SLP) created plans for articulation and fluency, the Occupational Therapists (OT) identified handwriting in kindergarten for their area of MTSS, and the Physical Therapists identified gross motor skills for preschool.

Ms. Kilcoyne also informed the committee that an administrator coordinates every IEP meeting.

Mr. Smith asked how we are measuring the effectiveness of these programs. Ms. Kilcoyne explained that some of the measurements include students' IEP goals and transitions out of programs.

Discussion ensued about MTSS and how it will be utilized. Dr. Rodrigues stated the way the framework is utilized depends on the situation and the need. One priority of the District Improvement plan is the development of the MTSS. Part of this process is for schools to take a self-assessment and then assess how ready the school is to meet the components of

the framework. This was completed with the Social Emotional Learning area as part of a grant. This summer, the leadership institute will close the loop on the MTSS piece. There is one assessment that needs to be completed by the principals. Next year, each school will have a logic model completed on the basis of the self assessment.

**Subcommittee Reports**

**Budget Subcommittee**

none

**Policy Subcommittee**

Mr. Smith stated that this subcommittee had met earlier that evening and there will be policies for review at the next meeting.

**Strategic Goals Subcommittee**

Mr. Tracy stated that this subcommittee had met and had an initial conversation around school start times, in particular the High School start times. This was a kickoff meeting to talk about the approach to start the process. The committee is in the information gathering stage and will gather information from other districts that have successfully done this. In the near future, the subcommittee will establish a plan to get to a benchmark stage. Mr. Maston clarified that it has not been decided to change start times. Currently, the committee is gathering information to decide if it is right for the district.

**Superintendent's Evaluation Subcommittee**

Mr. Maston stated that this subcommittee had met last week and began the process to conduct Dr. Rodrigues' annual evaluation. Information has been sent to the full committee and feedback is due back by next Friday. Mr. Maston will work with the subcommittee to prepare the aggregate summative evaluation. The expectation is to present to the public at the June 11 School Committee meeting.

Other:

**Student Report**

None

V. **Matters for Discussion:**

- a) Old Business
- b) New Business

1. **English Learner Student Presentation**

Ms. Carlene Ryan introduced 3 Quinn Middle School students who are current and former English Learners. Louise Heinrichs, Issac Gomes, and Amanda Castro shared their personal narratives about their experiences as English Learners in an American School. The committee shared how impressed they were and thanked the students for presenting to them.

2. **Discussion of Quinn Middle School Master Schedule**

Ms. Kathleen Provost, Mr. Jason Webster, and Mr. Matt Gaffny presented the Quinn Middle School Master Schedule.

Ms. Provost gave background on the process used for the development of the new schedule. The schedule was the focus of parent forums, listening sessions with staff at Quinn Middle School, and small group work with

staff. Twenty two priorities emerged, the committee looked at those priorities and ranked them. The committee went back out to grade level teams gathered more information. After a schedule was developed, feedback was gathered and adjustments were made. The curriculum directors spent about twelve hours looking at the schedule and provided feedback. The list of priorities was sent out to parents in a survey and parents were asked to rank the related arts. Two versions of the schedule emerged. One was a 2 ½ team model and the other was a 2 team model. Once the 2 ½ team model was decided on, the curriculum directors looked at what related arts would look like for all three grade levels.

Mr. Gaffny went through the schedule with the following highlights:

- Core Content classes of ELA, Math, Social Studies and Science for all three grades.
- Additional core class of Stem/ Drama and Art for grades 6 and 7. Each of these will be a semester class.
- School wide program of study includes a block of World Language (Portuguese or Spanish) and a Related Arts block. The related arts block will consist of Wellness, Art, and Music
- Classes are locked to allow us to attach a lunch to a schedule and lock it. Related Arts will also meet at the same time each day.
- Grade 5 will have a Jr. Hawk block. The goal of this block is to help ease the transition from elementary to middle school. This time can be used to get students what they need. There will be many different opportunities for students to experience. This will look different for different students.

Mr. Gaffny outlined what the teams would like for Grade 5 and the difference between the ½ team and the full team. Discussion ensued about who is placed in the ½ team. Mr. Gaffny said it is mostly random and this model lends itself to smaller class size. Discussion ensued about the ½ team and the logistics of changing classes. Mr. Gaffny stated that the task force wants the students to be mixed and follow the team model.

Ms. Tousignant Dufour asked about the omission of drama from the schedule. Mr. Gaffny said they are looking to teach mini units in the Hawk block. Discussion ensued.

Ms. Tousignant Dufour asked about the hawk block and if it was going to be like flex. Discussion ensued. Mr. Webster said that this time is an opportunity for us to implement what is best for the students. Ms. Provost added that the curriculum directors had a lot of input about what will happen in this block. She stated that we are going to make sure we are doing things intentionally and working for the students.



Discussion ensued about the standard Social Emotional Learning block and what resources would be used.

Mr. Smith stated he has received a lot of positive feedback. He asked what if anything has been lost with the changes. Discussion ensued.

Discussion ensued about class sizes.

Mr. Maston confirmed that this had been presented to the incoming grade 5 parents and will be presented to the incoming grade 6 and grade 7 parents. He stated that this would be brought back for a vote at the next School Committee meeting. Ms. Tousignant Dufour questioned why the committee would need to vote. Discussion ensued about this being a management of operations at the school level. Dr. Rodrigues stated that it would make things easier as there are staffing decisions to consider. Not having a vote will expedite this process. Mr. Maston stated that there has been adequate time for feedback. The committee decided there was no need to vote.

**3. Nomination of Mr. George Luoto for Life Membership at Massachusetts Association of School Committees**

Ms. Lynn Ryan, a member of the Assabet Valley School Committee addressed the committee. In February, she put forward a recommendation to her committee to nominate Mr. George Luoto for life membership in MASC. The recommendation was voted unanimously by the Assabet Valley School Committee. She went on to say that Mr. Luoto served for 34 years on a school committee. This time was divided between the Assabet Valley School Committee and the Hudson School Committee. Ms. Ryan asked the committee if they would be willing to join the Assabet Valley school committee in nominating Mr. George Luoto for life membership to the Massachusetts Association of School Committees. A motion to nominate Mr. George Luoto for lifetime membership to the Massachusetts Association of School Committees was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

**4. Quarter 3 Student Activities Report**

Dr. Rodrigues presented the Student activities report for FY19 Q3 ending March 31, 2019 to the committee.

**5. Approval of Proposed MASC Resolution**

Mr. Smith stated that as part of the transportation conversations recently we have discovered the competitive market is not good for school bus transportation. He stated that he put together a potential MASC resolution, using both research and input received for the committee to review. Discussion ensued about sending this resolution out to state representatives, regional district 4 and other school districts. This will be brought back at the next meeting for a vote.

VI. **Matters for Action:**

Old Business

1. **Approval of Meal Rate Increase**

Mr. Maston stated that the committee needed to vote on one of the meal rate increase options Ms. Patricia Lange presented at the last School Committee meeting. Dr. Rodrigues informed the committee that there was also a vote needed on the adult meal price.

Discussion ensued about the PLE calculation and goal. Currently Hudson Public Schools is out of compliance and the district needs to raise prices to bring us into compliance.

Mr. Tracy pointed out the need to round is minimal based on a report of March cash sales.

A motion to approve meal rate increase option 3 and the adult meal rate increase was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

2. **Approval of FY19 Balance Spending Plan**

Dr. Rodrigues informed the committee that as of April 23, 2019 there was a \$801,145 carryover amount in the current FY19 budget. As a result, the budget team reconvened to prioritize how to spend this money. The team brought back the last budget worksheet and looked at items on the sheet that had been cut or reduced. Dr. Rodrigues stated the result of that meeting was a list of one-time purchases the district can make before the end of the fiscal year. Some of the items include generators, investments in the Dual Language program, food service equipment, Apsley building phone system, and pole vault and high jump equipment.

Discussion ensued about the Apsley phone system and requirements for infrastructure needed.

Discussion ensued about substitute teachers.

A motion to approve the FY19 balance spending plan was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 6-0, the motion passed.

3. **Approval of First Student Transportation Contract**

Dr. Rodrigues reported that checking First Student's references and reviewing the contract is complete. The contract will need to be signed before First Student can order busses and be ready for a July 1, 2019. He informed the committee that the pricing is in the backup material. Ms. Ryan asked if there is wording for penalties in the contract. Discussion ensued about articles 9 and 2.

A motion to approve the First Student Transportation contract was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

4. **Approval of School Choice Amendment**

Dr. Rodrigues stated that previously the School Committee voted on participation in the School Choice program. He reported that while monitoring our enrollment, we have found we can increase the number of seats for grades K,1,3,4 particularly at Mulready.

A motion to approve the school choice amendment for FY20 was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 6-0 the motion passed.

New Business

Mr. Maston asked if the committee would be interested in voting items 1-10 as a consent agenda. He asked if any member would like to vote any item separately. A motion to approve items 1-10, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

1. **Approval of Hudson School Secretarial Association Contract**
2. **Approval of Hudson Rotary Club gift of \$3000.00 to sponsor FY19 Teacher Mini Grants**
3. **Approval of FY19 Medusa Brewing Company gift in the amount of \$200.00 for the Art Auction**
4. **Approval of Hudson Youth Baseball gift to Hudson Athletics in the amount of \$1000.00 for sponsorship of a new batting cage**
5. **Approval of St. Mary's Credit Union gift in the amount of \$500.00 for Hudson High School Reality Fair Sponsorship**
6. **Approval of Avidia Bank gift in the amount of \$500.00 for Hudson High School Reality Fair Sponsorship**
7. **Approval of Benevity Causes gift on behalf of Intel Corporation in the amount of \$300.00 for volunteer corporate match for Read Across America**
8. **Approval of Hudson High School All School Musical Student Activity Account gift of \$1274.00 towards the purchase of legs for the Hudson High School Stage curtain.**
9. **Approval of FY19 Student Activity Partial funding in the amount of \$300.00 for the Paul Johnson Performance Arts Scholarship**

**10. Approval of Reclassification of Funds**

**VII. Items of Interest to the School Committee**

Mr. Smith expressed his thanks to thank Liz Hallsworth for her service.

**VIII. Executive Session**

At 9:00 p.m., Committee Chair Glen Maston noted that Executive Session was needed for the following reason:

- a) To conduct strategy sessions in preparation with union personnel (American Federation of State, County, and Municipal Employees AFL-CIO, Local Council 93, Hudson Public Schools Custodians Local) because an open session may have a detrimental effect on the legal position of the Committee.

Vote by Roll Call

Ms. Tousignant Dufour yes

Mr. McDowell yes

Ms. Ryan yes

Mr. Tracy yes

Mr. Smith yes

Mr. Maston yes

**IX. Adjournment**

At 9:01 p.m., Committee Chair, Glenn Maston announced that the Committee would enter Executive Session and not return to public session

Respectfully submitted,

Secretary

Hudson School Committee

# Report of the Superintendent

- Curriculum, Instruction and Professional Learning

# Report of the Superintendent

## Curriculum, Instruction & Professional Learning

May 28, 2019

Marco C. Rodrigues, Ed.D.

Standard I, Indicators I-A,B,C,E  
Standard II, Indicators II-B  
Standard III, Indicators III-B  
Standard IV, Indicators IV-A,B,C,D,E

# Curriculum and Instruction Team



(Rachel Oteni, Jen Letourneau, Bob Knittle, Todd Wallingford, Ana Pimentel, Tanya O'Connell, Heather Fisher, Ellen Schuck, Andrea Reagan, Jeannie Graffeo, Erin Goldstein, Sarah Davis)

\* Missing from photo: Diane Hoff, Angie Wilcox-Flynn, Cathy Kilcoyne



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Delivering world-class education today  
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**Professional Development Plan  
2017-2020**



# Professional Development Advisory Council

Anastasia Campbell	EL Teacher	Julie McGowan	Elementary Teacher
Sarah Davis	Science Curric. Director	Brianna Miele	Secretary
Heather Fisher	Instructional Coach	Tanya O'Connell	Assistant Dir. Stu. Services
Erin Gaffny	Elementary Teacher	Rachel Otenti	Instructional Coach
Matt Gaffny	Assistant Principal	Rene Paine	Resource Nurse
Michelle Gebo	Secretary	Ana Pimentel	World Lang. Director
Erin Goldstein	EL Director	Melissa Provost	Principal
Lisa Hastings	Elementary Teacher	Michelle Roach	Paraprofessional
Diana Henderson	Middle SpEd. Teacher	Ellen Schuck	Technology Director
Shauna HOFFEY	Clinician	Rebecca Tkachuck	Middle School Teacher
Danica Johnston	Assistant Principal	Laura Walker	Paraeducator
Cathy Kilcoyne	Director Student Services	Todd Wallingford	ELA/SS Curric. Director
Bob Knittle	Math Curric. Director	Angie Wilcox-Flynn	School Counselors Director
Jen Letourneau	Instructional Coach	Kathy Provost	Assistant Superintendent

# District Improvement Plan

## **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.**

- 1.1 Build capacity through a reflective cycle of inquiry.
- 1.2 Build experiences that demonstrate diverse student-centered instructional practices.
- 1.3 Increase the effective use of data.

High Quality Instructional Practices

# Professional Development Advisory Council

## Professional Development Plan

- Step 1 – identify and prioritize Professional Development needs ✓ +
- Step 2 – write Professional Development goals ✓ +
- Step 3 – revise the Professional Development Plan ✓ +
- Step 4 – assess the impact of Professional Development ✓ +
- Step 5 – report and reflect on results ✓ +

High Quality Instructional Practices


# Professional Development Results

- Surveys and Data Analysis using the Guskey Model in PD Plan created and analyzed by PDAC

<b>Paraeducators (66 responses)</b>	<b>Teaching Staff (55 responses)</b>
86.4 % - time was well spent	80.8% - Dept. mtgs / CPT – positive impact on their practice
90.6% - PD met professional needs	77.2%- making student thinking visible impacted student learning
82% - PD promoted collegiality	72.2% - time for Genius Hour well spent
87.5% - PD provided strategies to work with students	100% - mini-courses provided acquired intended knowledge to take back to the classroom immediately

# Key Action Steps for PD (Paraeducators)

- **What are our key conclusions? (Action Steps)**
- Para led PDs (consider how we might leverage the expertise we have)
- Paras meet with departments to go into more depth on what specific departments need from paras in their classes
- Time for regular collaboration between teachers and paras
- System to support paras in improving practice (mentoring program, coaching)
- Way for paras to learn from each other's best practices




**“I know and understand the difference between scaffolding and rescuing a student now.” - Paraeducator**

“The more strategies I learned and added to my toolkit, the more confident and relaxed I became with my students, which made it better all around.” - Paraeducator

# Key Action Steps for PD (Instructional Staff)

- **What are our key conclusions? (Action Steps)**
- Administer surveys periodically to gain more responses
- Continue with Genius Hour / Passion Projects
- Connect work with ILT Focus For Instruction needs at each building
- Consider other ways to analyze impact on student learning



“Students spent a lot of time really thinking about their thinking and the steps that they took to complete a problem. They had a lot of practice with this and were able to see their growth throughout the year.” - Teacher



# PD Opportunities 2018-2019

## Theme : Making Student Thinking Visible

- Sept. 10<sup>th</sup> – Full Day ILT - PD
- Oct. 9<sup>th</sup> - Full Day - Choice Sessions
- Nov. 14<sup>th</sup> – (1/2 day) Dept. Connections
- Dec. 12<sup>th</sup> – (1/2 day) Dept. Connections
- Jan. 9<sup>th</sup> – (1/2 day) Dept. Connections
- Feb. 13<sup>th</sup> – (1/2 day) Dept. Connections
- March 13<sup>th</sup> - (1/2 day) Dept. Connections
- April 24<sup>th</sup> - (1/2 day) Genius Hour / Passion Projects / Dept. Connections
- *Department Meetings (1 Tues./ Thurs. per month)*
- *Core Teacher Common Planning Times (K-7)*
- *Teacher Directed Meetings*
- *ELEVATE*
- *Instructional Leadership Teams – 2X per month*
- *Building Meetings*

# Alignment of Professional Development Opportunities (Making Student Thinking Visible)

- We continue to connect learning between Tuesday/ Thursday PD days, Wednesday 1/2 days, and full-day PD days
- Strategic plan moving forward based on data gathered from multiple sources:
  - Multiple Staff surveys
  - Teacher SMART goals
  - Department needs
  - Student data
  - District Improvement Plan and School Improvement Plans
  - NEASC
  - Curriculum and Instruction Team
  - District Strategy Committee
  - Instructional Leadership Teams

High Quality Instructional Practices

# New Kindergarten Screening Tool

- **Strategic Objective # 1 : High Quality Instructional Practices**
- 1.3 Increase the effective use of data

What will we look at?

Cognitive	Phonological Awareness
Concepts about print	Fine motor
Math	Gross motor
Social Interaction	Social / Emotional

# District Improvement Plan

## **Strategic Objective # 2: Educating the Whole Child**

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

2.1 Establish a social/emotional curriculum to ensure a positive learning community at each school.

2.2 Implement the District's MTSS Framework to support the academic success of all students.

Educating the Whole Child

# S 3 Academy

## (Systems of Integrated Student Support)

- Grant funded work with Boston College, The Rennie Center, and DESE
- Representatives from all Elementary, Middle School, and 8<sup>th</sup> Grade from HHS
- Assisted districts ( 9 total) to create action steps for individual buildings to build supports for all students (fits with our MTSS Framework)
- Landscape Analysis completed – District and Building Overview of Data
- Will provide feedback to us over the Summer regarding Action Steps moving forward
- We are able to continue to work with them next year

Educating the Whole Child

# District Improvement Plan

## **Strategic Objective # 3: Innovative Educational Practices**

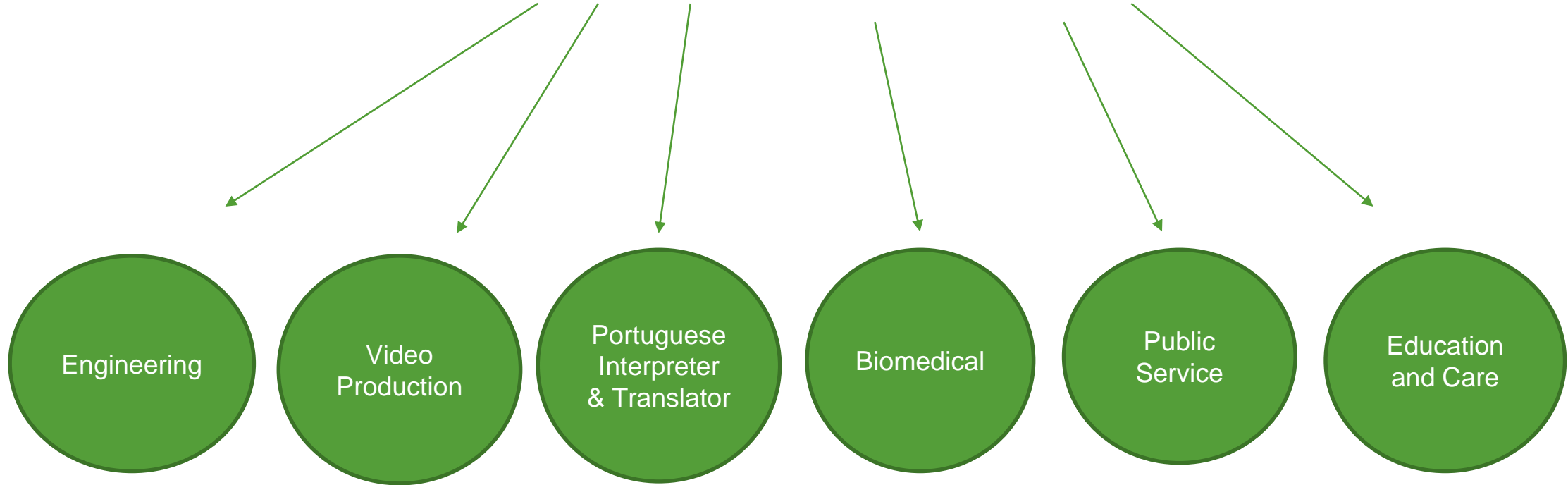
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs

- 3.1 Define and expand K-12 Pathways that ensure rigorous learning experiences for all students.
- 3.2 Expand availability and application of the District-wide 1:1 technology.
- 3.3 Engage in a cycle of curriculum refinement.

Innovative Educational Practices

# Pathways

## Goals & Process



# District 1:1 Technology Plan

- Evaluate survey responses from students, parents, and staff to determine current strength and areas for development
- Presented to School Committee
- New Surveys will go out early June
- Digital Citizenship
- District will be adopting Common Sense Media's K-12 digital citizenship curriculum
- Parent classes held in March and April 2019
- District Digital Citizenship slogan – Set Your PACE!
- Effective Instructional Practices in a 1:1 Environment



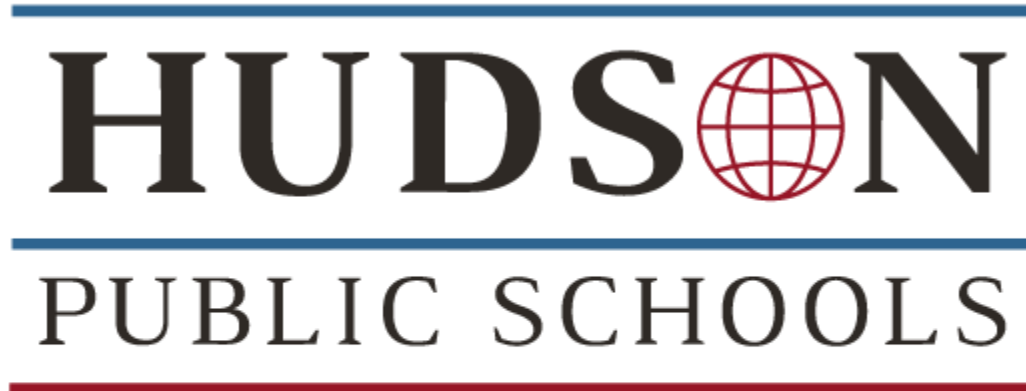
# Summer Work



- Curriculum Writing on Target
- Ongoing PD Planning for next year
- Variety of Summer Workshops and Courses



# Year at a Glance Document



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**Professional Development Plan  
2018-2021**

## Table of Contents

<b>Hudson Public Schools Professional Development Plan</b>	3
<b>Philosophy, Strategic Plan and District Responsibilities</b>	3
<b>Philosophy of High Quality Professional Development</b>	3
<b>Mission, Vision, and Core Values</b>	3
<b>District Improvement Plan</b>	4
<b>Professional Development Advisory Council</b>	6
<b>Available Staff Time</b>	6
<b>Available Administrative Meeting Time</b>	7
<b>Massachusetts State Law and Professional Development</b>	7
<b>School Committee – Professional Development Policy</b>	7
<b>Strategic Plan – Professional Development Pathways</b>	8
<b>Professional Development Goals: 2017-2018</b>	8
<b>Evaluation of Professional Development</b>	10
<b>Appendix A</b>	13
<b>Appendix B</b>	14
<b>Appendix C</b>	15
<b>Massachusetts Standards for Professional Development</b>	15

# Hudson Public Schools Professional Development Plan

The purpose of the Professional Development Plan is to provide a framework to guide professional development based on the needs of District Staff. The District Improvement Plan, individual School Improvement Plans, District Action Steps, as well as state requirements were all used to guide the work in creating the plan.

In developing the 2018-2021 Professional Development Plan, several sources were critical to helping with the identification of priorities. These included the District Improvement Plan (year 1 of 3), the MTSS Framework, survey results from staff and administration, results from the Professional Development Advisory Council, data from State Assessments, the status of the District Curriculum Renewal Review Cycle, and the current 1:1 District Technology initiative.

## Philosophy, Strategic Plan and District Responsibilities

### Philosophy of High Quality Professional Development

Hudson Public Schools agrees with the philosophy put forth by Massachusetts Department of Elementary and Secondary Education (DESE) on high quality professional development:

“High quality professional development is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving educator practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual.”

([www.doe.mass.edu/pd/](http://www.doe.mass.edu/pd/))

### Mission, Vision, and Core Values

#### Mission:

To elevate student learning by advancing teachers’ abilities to meet student needs and open student horizons.

#### Vision:

Hudson Public School staff work to continuously improve their instruction by learning alongside and from one another about student-centered practices.

#### Values:

Professional Development in the Hudson Public Schools includes all stakeholders building a mindset for continuous improvement.

All staff work in a collaborative environment to meet the needs of our students and hold the belief that all students can learn. Our professional development is student-centered; working from an instructional framework where all endeavors point towards the same goal; with different lenses and strategic choices, with a specific, continuous focus.

We work from a data driven standpoint that studies a variety of student work (outputs) and continuously adjust teaching practices that are supported by researched- based pedagogy.

Authentic activities include professional rounds, collaboration across grade levels and disciplines, and homegrown talent developing quality professional development opportunities that provide strategic choices for all.

Our professional development opportunities build leaders with unbounded capacity that enhance student performance.

## District Improvement Plan

<b>HUDSON PUBLIC SCHOOLS</b>	
<b>DISTRICT IMPROVEMENT PLAN</b>	
<b>2018-2021</b>	
<b>Element</b>	<b>Definition</b>
<b>Mission</b>	Delivering World-Class Education Today for the Global Leaders of Tomorrow
<b>Our Values</b>	We create a culture of: <b>Excellence</b> We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. <b>Strong Relationships</b> We build a strong sense of community based on clear communication and partnerships. <b>Educating the Whole Child</b> We recognize students as unique individuals and frame decisions with all students in mind.
<b>Vision</b>	Every student feels nurtured, challenged, and confident to embrace the future.
<i><b>Are the foundation of the...</b></i>	
<b>Theory of Action</b>	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
<i><b>Which leads to the development of the...</b></i>	
<b>Strategic Objectives</b>	<b>1. High Quality Instructional Practices</b>

	<p>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><b>2. Educating the Whole Child</b> Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p> <p><b>3. Innovative Educational Practices</b> Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs.</p> <p><b>4. Climate and Culture</b> Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>
<b><i>Which will be achieved by the...</i></b>	
<b>Strategic Priorities</b>	<p><b>High Quality Instructional Practices</b> 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse student-centered instructional practices. 1.3 Increase the effective use of data.</p> <p><b>Educating the Whole Child</b> 2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school. 2.2 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p><b>Innovative Educational Practices</b> 3.1 Define and expand K-12 Pathways. 3.2 Expand availability of District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement.</p> <p><b>Climate and Culture</b> 4.1 Build a strong community among all stakeholders. 4.2 Ensure an environment where students engage in age-appropriate social emotional learning. 4.3 Strengthen the effectiveness of the district leadership team.</p>
<b><i>For which you set...</i></b>	
<b>Outcomes</b>	<p><b>High Quality Instructional Practices</b> <i>By 2021, 100% of our students will show growth on state standardized tests with at least 75% of all students meeting or exceeding expectations.</i></p> <p><b>Educating the Whole Child</b> <i>By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.</i></p>



	<p><b>Innovative Educational Practices</b>  <i>By 2021, 100% of our curriculum will be refined and expanded to include innovative pathways integrated with digital learning.</i></p> <p><b>Climate and Culture</b>  <i>By 2021, using the results of survey data, the district will increase the stakeholders' (students, parents, staff) positive responses for school climate and culture by 20%.</i></p>
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**Professional Development Advisory Council**

The Professional Development Advisory Council (PDAC) was formed in September of 2017 with 27 members representing all stakeholders from the district. The membership list was revised for the 2018 school year (see Appendix A). The Council followed recommendations put forth by the Massachusetts DESE and began to set PD goals by identifying professional development needs of all stakeholders. Beginning with the 2018-2019 school year, the Professional Development Plan will follow the current District Improvement Plan as well as the MTSS Framework to create professional development opportunities for staff. Both of these documents were created with all stakeholder’s input and guidance as well as with several community members.

The Professional Development Advisory Council’s main function will be to communicate with all stakeholders via staff meetings and department meetings regarding the professional development opportunities available to staff, help identify Professional Development Pathways that allow all staff to choose the type of professional development that would best meet their needs as professionals that are aligned to PD goals, and to serve as a communication resource to newly formed Instructional Leadership Teams at each building. All Pathways are connected to intended student outcomes and based on DESE’s recommendations for high quality professional development guiding principles (See Appendix C). High Quality Professional Development is intentional, is a process, is evaluated for effectiveness, and requires strong leadership. Effective PD can occur at various times, both within and beyond the school day and school year. It may also take on different formats, with some occurring more traditionally and others occurring at different times and venues. The PDAC will help to identify all potential opportunities available to staff. The charts below detail the contractually available staff time for PD. Professional Development hours are aligned with contractual language and may be modified based on individual school schedules, work disciplines, or availability.

**Available Staff Time**

Opportunity	Available Time
District-wide PD Day ( 2 full days)	12 hours (including Paras)

Early Release Days (3 hours each day)	18 hours	(including Paras)	
Department Meetings (1 hour each day- 2x month)	20 hours		
CPT meetings (Elementary) (40 min. per week)	26 hours		
Team Time (MS) (49 min. per day)	147 hours		
<b>Total Available Time</b>	<b>Elementary</b>	<b>MS</b>	<b>HS</b>
	76 hours	177 hours	50 hours

**Available Administrative Meeting Time**

<b>Opportunity</b>	<b>Available Time</b>
Principal Leadership Team Meetings	40 hours
DELTA Meetings/District Strategy Committee	20 hours
Early Release Days	18 hours
ELEVATE Institute	18 hours (12 Summer)(3-Fall) (3-Spring)
<b>Total Available Time</b>	<b>96 hours</b>

**Massachusetts State Law and Professional Development**

According to the Commonwealth of Massachusetts General Laws (Chapter 71, Section 38Q), school districts are required annually to adopt and implement a professional development plan for all principals, teachers and other professional staff employed by the district. Districts are also required to set forth a budget for professional development within the confines of the foundation budget. The plan should identify specific content to be addressed, including training in the teaching of the curriculum frameworks and other skills required for the implementation of the Education Reform Law, including participatory decision-making and parent and community involvement.

In addition, according to state law (Chapter 71, Section 38G), it shall be one of the objectives of all school districts’ professional development plans to satisfy the individual professional development plan required by this section; provided, however, that this requirement shall not be construed to require that a school department of the commonwealth provide funding for the fulfillment of the professional development requirements beyond the foundation budget. (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38Q>)

**School Committee – Professional Development Policy**

To Be Adopted through the Policy Manual Review

## Strategic Plan – Professional Development Pathways

The main goal of the professional development plan is to develop priority pathways for professional learning. These pathways will be developed based on input from the PDAC as well as the current District Improvement Plan and the District’s MTSS Framework. All of the above will influence how we approach professional development in the current school year, as well as in future years.

### Professional Development Goals: 2018-2019

<b>Strategic Priority # 1 : High Quality Instructional Practices</b>		
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.		
<b>INPUTS</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>
<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>
<b>STRATEGIC PRIORITY 1.1: Build capacity through a reflective cycle of inquiry.</b>		
Build capacity through a reflective cycle of inquiry.	Evaluate the needs of the ELEVATE members to promote a cycle of continuous feedback and inquiry during educator evaluation, classroom visits, CPTs, Department meetings, and Professional Development Days.	By April 2019, the ELEVATE team members will complete a survey relative to members’ capacity to implement the criteria, guidelines and procedures described above.
Professional Development Time	Provide targeted professional development training to ELEVATE members to support their needs and to improve their effectiveness in promoting a reflective cycle of inquiry.	By August 2019, the members of the ELEVATE team will receive professional development training on method(s) of execution of effective cycles of inquiry.
<b>INPUTS</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>
<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>
<b>STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.</b>		
ILT Time Professional Training	Identify areas for professional growth and develop professional learning opportunities for teachers and support staff.	By March/April 2019, each school will identify areas for professional growth and opportunities for learning.
<b>INPUTS</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>
<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>
<b>STRATEGIC PRIORITY 1.3: Increase the effective use of data.</b>		
ELEVATE Team DELTA Team Curriculum Directors	positive culture of data inquiry.	By August 2019, ELEVATE team members will provide evidence (quantitative and qualitative) of

Research and Accountability Specialist		progress toward building a positive culture of data inquiry.
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**Strategic Priority # 2 : Educating the Whole Child**  
Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
<b>STRATEGIC PRIORITY 2.1:</b> Establish a social-emotional curriculum to ensure a positive learning community at each school.		
SEL Committee Principals Time	ly research-based curriculum and practices suitable for each school to support all grade levels.	By March 2019, the committee and building principals have identified research-based curriculum and practices to support all grade levels.

**Strategic Priority # 3 :**  
**Innovative Educational Practices**  
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
<b>STRATEGIC PRIORITY 3.2:</b> Expand availability and application of the District-wide 1:1 technology.		
1:1 Technology Task Force Curriculum Directors Principals Time Professional Development	ly effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By March 2019, the Task Force, Curriculum Directors, and Principals have identified effective instructional practices that infuses Digital Literacy across content areas and developed action steps for implementation and training.

**Strategic Priority # 4 : Climate and Culture**  
Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
<b>STRATEGIC PRIORITY 4.2 :</b> Ensure an environment where students engage in age-appropriate social-emotional learning.		
Delta Team Guidance	pe education and promote awareness of Social Emotional Learning practices to	By June 2019, the DELTA Team has created demonstrable

Time Funding	key (internal and external) stakeholders.	opportunities for Social Emotional Learning education and awareness.
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### Evaluation of Professional Development

Evaluation is part of any good plan. Evaluation is based on a theory of change and logic model that assist staff in deciding what the professional development will be and how it is expected to produce intended results. At various points there is systematic collection of evidence (a chain of evidence) to determine effectiveness.

The evaluation standard for staff development, developed by Learning Forward is:

Staff development that improves the learning of all students and uses multiple sources of information to guide improvement and demonstrate its impact. As outlined in the rationale for evaluation: —the evaluation process begins with the planning stages, and is based on clarity of thought regarding outcomes, the adult learning processes that will be used, and the evidence that is required to guide decision making. Further, the evaluation process —asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action. (NSDC, 2001)

### Guskey’s Five Critical Levels of Professional Development Evaluation

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
<b>1. Participants' Reactions</b>	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
<b>2. Participants' Learning</b>	Did participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Simulations Demonstrations	New knowledge and skills of participants	To improve program content, format, and organization

		Participant reflections (oral and/or written) Participant portfolios		
<b>3. Organization Support &amp; Change</b>	Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support To inform future change efforts
<b>4. Participants' Use of New Knowledge and Skills</b>	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
<b>5. Student Learning Outcomes</b>	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being?	Student records School records Questionnaires Structured interviews with students, parents, teachers, and/or administrators Participant portfolios	Student learning outcomes: Cognitive (Performance & Achievement) Affective (Attitudes & Dispositions) Psychomotor (Skills & Behaviors)	To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development

	Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?			
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## Appendix A

### Professional Development Advisory Council Members 2018-2019

Member	Role	Building
Angie Wilcox-Flynn	Director of School Counselors	HHS
Anastasia Campbell	EL Teacher	HHS
Danica Johnston	Assistant Principal	HHS
Rebecca Tkachuk	Science Teacher	QMS
Diana Henderson	SPED Teacher	QMS
Matt Gaffny	Assistant Principal	QMS
Lisa Hastings	4 <sup>th</sup> Grade Teacher	Farley Elementary
Melissa Provost	Principal	Farley Elementary
Rachel Otenti	Instructional Coach	Farley Elementary
Erin Gaffny	3 <sup>rd</sup> Grade Teacher	Forest Ave. Elem.
Jennifer Letourneau	Instructional Coach	Forest Ave. Elem.
Julie McGowan	Kindergarten Teacher	Mulready Elementary
Heather Fisher	Instructional Coach	Mulready Elementary
Michelle Bouffard-Gebo	Secretary	Administration
Brianna Miele	Secretary	HHS
Laura Walker	Para educator	Farley Elementary
Rene Paine	Nursing Director	District
Todd Wallingford	Humanities Director	District
Robert Knittle	Math Director	District
Sarah Davis	Science Director	District
Erin Goldstein	EL Director	District
Ellen Schuck	Technology Director	District
Ana Pimentel	World Language Dir.	HHS/Quinn
Catherine Kilcoyne	Director of Student Services	District
Tanya O'Connell	Assistant Director of Student Services	District
Shauna Hoffey	Clinician	Farley
Michelle Roach	Para educator	HHS
Kathleen Provost	Assistant Superintendent	District



## Appendix B

### Summary of Regulation Changes

#### **603 CMR 44.00: Regulations for Educator Licensure Renewal**

As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 60344.05).

Educators renewing a **Primary area license** on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:

- (a) At least 15 PDPs in content (subject matter knowledge)
- (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
- (c) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- (d) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- (e) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

## Appendix C

### Massachusetts Standards for Professional Development

Massachusetts defines High Quality Professional Development (HQPD) as: A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development.

The ten standards that make up the Massachusetts Standards for Professional Development:

1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

# Biomedical

## UNITS OF STUDY

- Investigating an unexplained death
- Disease case studies
- Designing medical diagnostics



## SUMMARY OF PATHWAY

In the HHS Biomedical pathway, students solve medical mysteries, design innovative medical solutions, develop in-demand lab skills, and grow as inspired thinkers and problem-solvers. The Biomedical pathway is part of Project Lead the Way, a nationwide program designed to give students access to real-world, applied learning and career experiences.

## FUTURE CAREERS

- Doctor
- Nurse/Nurse Practitioner
- Medical Assistant
- Research Scientist, Lab Tech
- Nutritionist
- Physical Therapist, Athletic Trainer
- Forensic Scientist
- Genetic Counselor
- Biomedical Engineer

## PATHWAY HIGHLIGHTS

- Immersive “landmark” experiences
- College credit
- Student Project Showcase @ WPI
- AP+ PLTW Student Recognition
- Internships/summer programs

Courses Offered in this Pathway					
Course	8th	9th	10th	11th	12th
<b>Fashion Design</b>					
Medical Detectives (PLTW)					
Principles of Biomedical Science (PLTW)					
Human Body Systems (PLTW)					
Medical Interventions (PLTW)					
Anatomy & Physiology for Athletic Training					
Forensic Science					
AP Biology					
AP Chemistry					
Medical Interpretation					



## Biomedical Pathway Recommendation

The following is a suggested sequence of courses for this innovative pathway. Courses may be taken out of the suggested sequence.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (16 credits)	English 8	English 9	English 10	English 11	English 12
Mathematics (16 credits)	Math 8 Algebra I 8-(H)	Algebra I 9	Geometry	Algebra II	
Science (12 credits)	Science 8	Biology	Chemistry	Physics	
Social Studies (12 credits)	History of World Regions	US/World I	US/World II	US/World III	
Wellness (8 credits)		Wellness 9 (semester)	Wellness 10 (semester)	Wellness 11 (semester)	Wellness 12 (semester)
World Language (8 credits)		Must be 2 courses of the same language.			
Fine, Performing, or Applied Arts (2 credits)		One semester of music, drama, visual arts, technology, business, or family & consumer science.			
Pathway Electives	Medical Detectives	Principles of Biomedical Science	Human Body Systems	Medical Interventions	AP Bio AP Chem Forensic Science Anatomy & Physiology for Athletic

# Education and Care Pathway

An Eye To The Future

## OFFERED COURSES

- Child Growth and Development
- Early Childhood I
- Early Childhood II
- Conflict Resolution
- Sociology
- AP Psychology
- Coming of Age Literature



## FUTURE CAREERS

- Lead Teacher in Daycare/Schools
- Public School Educator
- Director/Owner of Daycare/Schools
- Pediatrician/Pediatric Nursing
- Pediatric Occupational and Physical Therapists
- Social Services and many more...

## SUMMARY OF PATHWAYS

The Education and Care Pathway is designed to support student exploration and opportunity for certification in the Early Education and Care field. In Early Childhood, students will develop content-specific skills in infant, toddler, preschool, elementary, and young adolescent education and care. Students will plan educational experiences, programs, and environments while guiding children intellectually, socially, emotionally, and physically. The Early Childhood Pathway will provide all students with transferable, practical skills to apply to post secondary education and/or the workforce.

The Human Development and Education Pathway is also geared toward students who wish to develop an understanding of how people learn and grow. The pathway helps students explore career choices where they can apply insights into human growth and human nature to educate and care for others. Available internships include placements with public school teachers or at area social service agencies.

## PATHWAY HIGHLIGHTS

- Pregnancy and Infant Simulations
- Internship placements

Courses Offered in this Pathway					
Course	8th	9th	10th	11th	12th
Child Growth and Development					
Early Childhood I					
Early Childhood II					
Conflict Resolution					
AP Psychology					
Sociology					
Coming of Age Literature					



## Education and Care Pathway Recommendations

The following is a suggested sequence of courses for this innovative pathway.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (16 credits)	English 8	English 9	English 10	English 11	Coming of Age Literature
Mathematics (16 credits)	Math 8 Algebra I 8-(H)	Algebra I 9	Geometry	Algebra II	
Science (12 credits)	Science 8	Biology Must be lab-based science classes.	Chemistry	Physics	
Social Studies (12 credits)	History of World Regions	US/World I Must be lab-based science classes.	US/World II	US/World III	
Wellness (8 credits)	Wellness 8 (semester)	Wellness 9 (semester)	Wellness 10 (semester)	Wellness 11 (semester)	Wellness 12 (semester)
World Language (8 credits)				Must be 2 courses of the same language.	
Arts (2 credits)				One semester of music, drama, visual arts, technology, business, or family & consumer science.	
MA Dept. of EEC certification pathway:		Conflict Resolution	Child Growth and Development	Early Childhood Education I	Early Childhood Education II AP Psychology
Early Childhood non-certification		Conflict Resolution	Child Growth and Development	Early Childhood Education I	AP Psychology
Human Development and Education		Conflict Resolution	Sociology	Child Growth and Development Abnormal Psychology	AP Psychology

# Engineering

An Eye To The Future



## UNITS OF STUDY

- 3D Printing
- Product Design & Development
- Battlebots
- Engineering Independent Study Project (Year-Long)
- Real World Robot Design

## FUTURE CAREERS

- Mechanical Engineer
- Electrical Engineer
- Civil Engineer
- C.A.D. Designer
- Inventor/Entrepreneur

## PATHWAY HIGHLIGHTS

- Creo Student Certification (CAD)
- College Credit for IED/POE/DE
- Student Project Showcase @ WPI
- AP+PLTW Student Recognition

## POSSIBLE INTERNSHIP PARTNERS

- Engineering Firms
- Robotic Companies
- Manufacturing Companies

## SUMMARY OF PATHWAY

The Engineering Pathway will provide students with a foundation for pursuing many different engineering careers; including Mechanical Engineering, Electrical Engineering, CAD Designer, Product Development, and many more. Students can take courses as part of the Project Lead the Way sequence or there are also courses in robotics, computer aided-design (CAD) and 3D printing.

Courses Offered in this Pathway					
Course	8th	9th	10th	11th	12th
<b>Engineering</b>					
Energy and the Environment/Medical Detectives (GTT-Robotics w/LEGO Mindstorm)					
Introduction to Engineering Design (PLTW)					
Principles of Engineering (PLTW)					
Digital Electronics (PLTW) - (offered odd years 2020-2021)					
Engineering Design and Development (PLTW) - (offered even years 2020-2021)					
Robotic Design					
Introduction to CAD					



## Engineering Pathway Recommendations

The following is a suggested sequence of courses for this innovative pathway. Courses may be taken out of the suggested sequence.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (16 credits)	English 8	English 9	English 10	English 11	English 12
Mathematics (16 credits)	Math 8 Algebra I 8-(H)	Algebra I 9	Geometry	Algebra II	
Science (12 credits)	Science 8	Biology Must be lab-based science classes.	Chemistry	Physics	
Social Studies (12 credits)	History of World Regions	US/World I Must be lab-based science classes.	US/World II	US/World III	
Wellness (8 credits)		Wellness 9 (semester)	Wellness 10 (semester)	Wellness 11 (semester)	Wellness 12 (semester)
World Language (8 credits)				Must be 2 courses of the same language.	
Fine, Performing, or Applied Arts (2 credits)				One semester of music, drama, visual arts, technology, business, or family & consumer science.	
<b>Pathway</b>	<b>GTT-PLTW</b>	<b>IED (Semester)</b>	<b>POE</b>	<b>DE (odd years)</b>	<b>EDD (even years)</b>
<b>Electives</b>	<b>Robotics w/LEGO Mindstorm</b>	<b>Robotic Design</b>	<b>Introduction to CAD</b>		

**Other Electives to Consider:** Art 1, Art 2, Public Speaking, Ethics, World Cultures, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Environmental Science, AP Physics I, and AP Statistics

# Portuguese Interpreter and Translator

## UNITS OF STUDY

- Ethics of the Profession
- Interpretation Techniques
- Interpreting in the ER
- Court Interpretation

## FUTURE CAREERS

- Medical Interpreter and Translator
- Legal Interpreter and Translator
- Community Interpreter
- Conference Interpreter
- School Liaison
- Literary Translator

Students that complete the two years of the Medical Interpretation program and pass the final exam at the end of the second year, receive a Certificate of Accomplishment.



## SUMMARY OF PATHWAY

The Portuguese Interpreter/Translator Pathway is designed to continue developing skills in Portuguese language, as well as developing skills and techniques in Interpretation and Translation.

The Bureau of Labor Statistics states that "Employment of interpreters and translators is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations."

## POSSIBLE INTERNSHIPS

- School Districts
- Community Organizations

Courses Offered in this Pathway					
Course	8th	9th	10th	11th	12th
<b>Portuguese Interpreter and Translator</b>					
Advanced Portuguese for Heritage Speakers 1					
Advanced Portuguese for Heritage Speakers 2					
Advanced Portuguese for Heritage Speakers 3					
Advanced Portuguese for Heritage Speakers 4					
Advanced Portuguese for Heritage Speakers 5					
Medical Interpretation 1					
Medical Interpretation 2					
Principles of Biomedical Science					
Human Body Systems					



## Interpreter and Translator Pathway Recommendations

The following is the sequence of courses for this pathway.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (16 credits)	English 8	English 9	English 10	English 11	English 12
Mathematics (16 credits)	Math 8	Algebra I 9	Geometry	Algebra II	
Science (12 credits)	Science 8	Biology	Chemistry	Physics	
		Must be lab-based science classes.			
Social Studies (12 credits)	History of World Regions	US/World I	US/World II	US/World III	
Wellness (8 credits)		Wellness 9 (semester)	Wellness 10 (semester)	Wellness 11 (semester)	Wellness 12 (semester)
World Language (16 credits)	<b>H Adv. Port. Hrt. Speakers 1*</b>	<b>H Adv. Port. Hrt. Speakers 2*</b>	<b>H Adv. Port. Hrt. Speakers 3*</b>	<b>H Medical Interpretation 1*</b>	<b>H Medical Interpretation 2*</b>
				<b>H Adv. Port. Hrt. Speakers 4</b>	<b>H Adv. Port. Hrt. Speakers 5</b>
Fine, Performing, or Applied Arts (2 credits)		One semester of music, drama, visual arts, technology, business, or family & consumer science.			
<b>Other Electives</b>		Principles of Bio-medical Science	Human Body Systems		

\*Medical Interpreter Pathway

# Public Service Pathway

## Units of Study

- Mock trials
- Hot topic debates (e.g. death penalty, drone strikes, cloning)
- Sociological and psychological field research and experiments
- Middle East peace simulation

## FUTURE CAREERS

- Politics and Public Policy
- Law
- Non-Profit
- International Relations
- Public Safety

## PATHWAY HIGHLIGHTS

- Practical service experience as a Peer Mediator
- Course work that prioritizes experiential learning: debates, role plays, decision-making activities, service-learning, and authentic research and inquiry
- Internships in state or municipal government and non-profit organizations



## SUMMARY OF PATHWAY

In eighth grade, students can study an array of issues that we face as citizens of the nation and the world in Current World Issues. As early as ninth grade, students can serve their school as Peer Mediators in Conflict Resolution. AP Government, Economics, and Legal Issues provide students with insights into how our government, economy, and legal system work. AP Psychology and Sociology dive deep into human and organizational behavior. In Ethics, students study frameworks and codes that guide human behavior and reasoning. Finally, a course on the Middle East serves as a case study on some of the globe's most enduring political and cultural conflicts, where effective policy making and service require the application of all the skills and understandings cultivated in the Public Service Pathway. It is recommended that students in this pathway complete at least three full years of World Language. Completion of this pathway requires that students take six of the nine listed courses.

Courses Offered in this Pathway					
Course	8th	9th	10th	11th	12th
Current World Issues					
Legal Issues					
Economics					
Conflict Resolution					
Ethics					
AP Government					
Sociology					
AP Psychology					
Religion, Identity, and Conflict in the Middle East					



## Public Service Pathway Recommendations

The following is a suggested sequence of courses required to successfully complete this pathway.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (16 credits)	English 8	English 9	English 10	English 11	English 12
Mathematics (16 credits)	Math 8	Algebra I 9	Geometry	Algebra II	
Science (12 credits)	Science 8	Biology	Chemistry	Physics	
Social Studies (12 credits)	Civics	US/World I	US/World II	US/World III	
Wellness (8 credits)		Wellness 9 (semester)	Wellness 10 (semester)	Wellness 11 (semester)	Wellness 12 (semester)
World Language (8 credits)		Must be 2 courses of the same language. Three years of study in the same language are recommended for this pathway.			
Fine, Performing, or Applied Arts (2 credits)		One semester of music, drama, visual arts, technology, business, or family & consumer science.			
Pathway Electives	Current World Issues	Conflict Resolution	Legal Issues Religion, Identity, and Conflict in the Middle East	Ethics Psychology	AP Government Sociology

# Video Production

An Eye To The Future



## SUMMARY OF PATHWAY

In this pathway students learn the fundamentals of video production through authentic learning opportunities. Students have the opportunity to explore digital media production, visual storytelling, documentary and creative filmmaking, and live studio broadcasting. Students learn visual communication by analyzing a variety of media. Students get hands-on experience in various roles such as producer, director, videographer, anchor, reporter, camera operator, video editor, and graphic designer as well as participate in creating content for the HUD-TV Studio. Students are also introduced to advanced video production techniques in cinematography, editing, special effects, lighting, and multi-track audio designing.

### UNITS OF STUDY

- Sports Broadcasting
- Movie Review Project
- 5 Minute Documentary
- News Packages

### FUTURE CAREERS

- Video Editor
- Production Assistant
- Camera Operator
- Video, TV, or Film Producer
- Director

### PATHWAY HIGHLIGHTS

- Software programs: Final Cut Pro X, Garage Band, Adobe Photoshop, & Adobe Illustrator
- Technical Hardware: DSLR cameras, Teleprompters, Livestream equipment, ATEM Production Switcher, & Blackmagic 4K Studio cameras
- Friday Morning Lights

### POSSIBLE INTERNSHIP PARTNERS

- Public Access Stations
- Video Production Houses
- Local Broadcast Stations
- Marketing Companies

Course	Courses Offered in this Pathway				
	8th	9th	10th	11th	12th
<b>Video Production</b>					
Digital Imaging and Design					
Media I					
Media II (Introduced 2020-2021)					
Broadcast Production (formerly TV News)					
Advanced Studies in Broadcast Production (formerly Advanced TV News)					

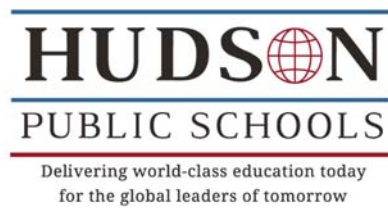
## Video Production Pathway Recommendations

The following is a suggested sequence of courses for this innovative pathway. Courses may be taken out of the suggested sequence.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (16 credits)	English 8	English 9	English 10	English 11	English 12
Mathematics (16 credits)	Math 8 Algebra I 8-(H)	Algebra I 9	Geometry	Algebra II	
Science (12 credits)	Science 8	Biology Must be lab-based science classes.	Chemistry	Physics	
Social Studies (12 credits)	History of World Regions	US/World I Must be lab-based science classes.	US/World II	US/World III	
Wellness (8 credits)		Wellness 9 (semester)	Wellness 10 (semester)	Wellness 11 (semester)	Wellness 12 (semester)
World Language (8 credits)		Must be 2 courses of the same language.			
Fine, Performing, or Applied Arts (2 credits)		One semester of music, drama, visual arts, technology, business, or family & consumer science.			
<b>Pathway Electives</b>	<b>Digital Imaging and Design</b>	<b>Media I</b>	<b>Media II (Introduced in FY21)</b>	<b>Broadcast Production</b>	<b>Advanced Studies in Broadcast Production</b>

**Other Electives to Consider:** Film Analysis, Drama I, Public Speaking, Journalism, Advanced Journalism, World Cultures, Creative Writing, and Contemporary Issues.





## 2019 Summer Institute- Hudson Public Schools

June 17-21, June 24- 28

<b>Social Emotional Learning</b>	Classroom and Special Area Teachers
Location: Forest Ave. Library	June 18 <sup>th</sup> & 19 <sup>th</sup> , 2019 / 8 – 12 each day
# PDPs : 10	Instructor: Samantha Dorsey
<p>Would you like to help students learn how to self-regulate and access your classroom lessons? In this two-day workshop, participants will learn new class-wide positive behavioral supports and strategies, individualized practices, and strategies for behaviorally challenged students. You will learn how to create individualized behavior plans for students as well as create a class-wide behavior protocol.</p>	

<b><i>Using Seesaw in the Elementary Classroom!</i></b>	Elementary
Location: Mulready Computer Lab	Monday, June 17th - 9:00 -2:30
# PDPs : 5	Instructor: Linsey Colarullo & Meghan Gasek
<p>Have you heard about the Seesaw App? Would you like to explore and learn all it has to offer? During this one day workshop teachers will experience first hand how to use the app as a student and teacher. You will also learn effective ways to implement this app into your classroom and together we will help you plan at least one curriculum activity to use next year. This workshop will bring everyday learning in classroom to life not only for students but for anyone who can view their portfolio. Join us for a day of fun and exploration on Monday, June 17th from 9-2:30. (30 min. break for lunch - BYOL)</p>	

<b>Math Centers to Match Your Teaching Style</b>	Target audience: Grade 2 – 5 classroom teachers
Mulready Library	June 17 – June 20 Monday & Tuesday (8:30-12:00) & Thursday (8:30-11:30)
Instructor: Terri Buscemi	Credit: 10 PDPs (with projects developed to be implemented in the fall)
<p>Are you looking to diversify your teaching, build a community of openness and become the facilitator in your classroom and not the expert? In this mini-course, you will learn to create center-based math activities that will engage your students to have more confidence and become more independent learners who will better understand the math concepts you are already teaching.</p>	

## Summer 2019 Professional Learning on Teaching ELs (for Elementary Teachers)

This selection of professional learning opportunities has been designed prepare for successful implementation of our growing program model. These offerings provide educators with a working knowledge of how to integrate ESL instruction in the content area and how to collaborate to support the success of English learners. Additionally, these workshops provide structured opportunities to develop integrated ESL curriculum and to plan collaboratively for integrated ESL/content instruction. All educators who will be collaborating to teacher ELs are encouraged to participate.

<b><i>Next Generation ESL: An Introduction to Integrating Language and Content Instruction</i></b>	<i>Elementary teachers who will be collaborating to teach ELs</i>
Quinn (Room TBD)	Monday, June 17 / 8:30 AM – 3 PM
6 PDPs (A limited number of \$150 stipends are also available.)	Wendy Anderson and Anna Gallo Knight
This workshop will introduce participants to <i>Next Generation ESL</i> , a framework for collaborative and deliberate ESL curriculum development. Participants will learn how to analyze the language demands of content area curriculum, develop focus language goals based on this analysis, create CEPAs to assess both language and content learning, and plan instructional sequences that integrate content and language. After this day of learning, participants will be prepared to work as teams to develop integrated ESL and content curriculum.	
Product: Participants will develop focus language goals for integrated ESL/Science units and at least one ESL/Social Studies unit.	



<b><i>Integrating Language and Science Instruction in the Elementary Classroom</i></b>	<i>Elementary teachers who will be collaborating to teach ELs - All participants are required to attend the Next Generation ESL Workshop on Monday, June 17<sup>th</sup>.</i>
Quinn (Room TBD)	Tuesday, June 18 – Thursday, June 20 / 8:30 AM – 3 PM
18 PDPs (A limited number of \$450 stipends are also available.)	Sarah Davis
Participants will apply and extend their <i>Next Generation ESL</i> knowledge in the content area of Science by working collaboratively to integrate ESL instruction into the district's already developed elementary Science units.	
Product= Participants will develop at least one integrated ESL/Science unit with focus language goals, integrated language and science objectives, an integrated CEPA with language criteria, and lessons that deliberately develop students' academic language skills across the domains of reading, writing, listening, and speaking.	

<b><i>Cultivating Civic Dispositions through Literacy and the Arts</i></b>	<i>Elementary teachers who will be collaborating to teach ELs - Participants are encouraged to attend the Next Generation ESL Workshop on Monday, June 17<sup>th</sup>.</i>
Quinn (Room TBD)	Tuesday, June 18 – Friday, June 21 / 8:30 AM – 3 PM
24 PDPs and \$500 or 37.5 PDPs and 3 grad credits	Todd Wallingford
Join us for this four day hands-on Social Studies Summer Institute which will orient teachers around the pedagogical principles that will guide curriculum design, provide a foundational understanding of practice standards in the new MA Social Studies Framework, and explore conceptions of what it means to live, breath and teach "civic dispositions."	
Participating teachers also will play a lead role in the design of new SS units. While this work will begin during the institute, participants – in grade level teams - will commit to completing a draft unit over the summer and then piloting the unit in the 2019-2020 school year.	
Product= Participants will develop at least one integrated ESL/Social Studies unit with focus language goals, integrated language and science objectives, an integrated CEPA with language criteria, and lessons that deliberately develop students' academic language skills across the domains of reading, writing, listening, and speaking.	

<b><i>Collaborative Teaching for English Learners</i></b>	<i>All teachers who will be collaboratively teaching ELs – Teachers are encouraged to sign up with their collaborative teaching partner(s).</i>
Quinn (Room TBD)	Monday, August 19 – 8:30 AM – 3 PM + 3 additional hours with teaching partner
9 PDPs (A limited number of \$225 stipends are also available.)	Wendy Anderson and Erin Goldstein
This workshop will introduce participants to the key components of collaborative teaching for ELs (collaborative planning, teaching, assessment, and reflection) and will provide the tools and space to begin to build successful collaborative teaching partnerships. The workshop will include 6 hours of structured learning. Additionally, participants will complete three additional hours of collaboration with their teaching partner before the school year begins.	
Product = Teaching partnerships will develop a collaboration plan as well as lessons for the first two weeks of school.	

### **Summer 2019 Professional Learning on Teaching ELs (for Secondary Teachers)**

<b><i>Engaging English Learners in Math</i></b>	<i>Secondary math teachers</i>
TBD	Tuesday, June 18 – Thursday, June 20 / 8:30 AM – 2 PM
15 PDPs	Carlene Ryan
In this workshop, participants will enhance their ability to engage English learners in thinking and communicating about math. By learning about individual students, providing access to complex math for all students, and enhancing students' ability to communicate mathematical thinking, participants will leave this workshop with tools to accelerate mathematical thinking, learning, and achievement for English learners.	

<b><i>Differentiating Instruction and Assessment for Newcomer English Learners</i></b>	<i>Secondary teachers from all content areas</i>
TBD	Monday, June 24 – Wednesday, June 26 / 8:30 AM – 2 PM
15 PDPs	Carlene Ryan and Erin Goldstein
Participants in this workshop will explore the unique needs of newcomer English learners. The workshop will identify ways to differentiate instruction and assessment for English learners in content area classrooms. By the end of the workshop, participants will be able to determine appropriate language goals for ELs at beginning stages of proficiency, identify instructional supports to support content learning, and develop assessment criteria to measure learning. While the workshop will focus primarily on newcomer English learners, learning from the workshop can be applied to English learners at all stages of English proficiency.	

# Matters for Discussion

## Old Business

### 1.) ARC Update



Report of  
Findings

# Hudson High School **ARC Pilot** Evaluation



Prioritize **ACADEMICS**  
Strengthen and Develop **RELATIONSHIPS**  
Engage with **COMMUNITY**

<https://vimeo.com/336164157>

**“My grades went from D’s to B’s. I feel so stress free now because of ARC. My relationships with my teachers have immensely improved... They really do care about their students and because of ARC I was able to improve as a person. Thank you.”**



# Academics

88 Teachers responding  
19 Paraeducators responding  
662 Students responding  
120 Parents responding

**84.1%** of teachers

**79.0%** of paraeducators

**86.5%** of students

**85%** of parents

**Found ARC beneficial to students**

**61.3%** of teachers

**N/A** paraeducators

**78.4%** of students

**63.3%** of parents

**Say students have turned in more work**

# Academics

88 Teachers responding  
19 Paraeducators responding  
662 Students responding  
120 Parents responding

**40.9%** of teachers (46.6% report no change)

**47.4%** of paraeducators

**75.3%** of students

**70 %** of parents

**Say students are turning in higher quality work**

# Academics

# Teacher Responses



**65.9%** work with students who are unlikely to stay for extra help

**64.8%** focus on students who need assistance



**23.9%** say loss of prep time negatively impacted their courses

**28.4%** say loss of instructional time negatively impacted their classes

# Academics Student Responses



**74.4%** say ARC has given them extra help from teachers they may not have been able to see after school.



**61.1%** claim they are better prepared to participate in class

**8.8%** say shorter class time has negatively impacted their classes

# Academics Parent Responses



**75.8%** say ARC has given them extra help from teachers they may not have been able to see after school.



**46.7%** claim they are better prepared to participate in class

**10.8%** say shorter class time has negatively impacted their classes

# Comments: Academics

## Students

ARC has brought me from a C student to a B student.

I think ARC is a great thing we are doing because we now are able to have a little freedom in what we are doing for the day, and I'm going home with almost no homework and being part of Drama, that really helps me!

AP teachers are losing a lot of time.



# Teachers

I have been really impressed by how kids have been using ARC. Kids are taking ownership of their learning and utilizing time well.

Lack of prep time is noticeable; day feels very long.



# Paraprofessionals

I feel that ARC helps those who may be unwilling or unable to seek help after school. It also allows the students to have more flexibility and ownership of their school-day hours. I fully support and appreciate what ARC has meant to Hudson High School students and paraprofessionals.





# Parents

I have two students currently at the high school. Both have found ARC to have made a HUGE positive impact on their learning. They are able to get extra help when needed, finish up projects, and prepare/get homework done. I find by having this period this hugely lessens the stress on both students. I hope this continues next year as well.

My grandson has spoken only positives about this program. We are hoping his grades will continue on the upward trend.



My child is enrolled in three AP classes and found ARC to be a real asset. She's less stressed at home has much improved communication with her teachers.

Please do not run this program. I am looking for a rigorous high school schedule. A study is not needed.

ARC made all the difference not only in my daughters achievement but in her stress level at school, the amount of work she's getting done, and extra understanding of the content which she has continued to struggle up until ARC, and an overall happier and more confident with school!



# Relationships

88 Teachers responding  
19 Paraeducators  
responding  
662 Students responding  
120 Parents responding

**69.3%** of teachers

**63.1 %** paraeducators

**67.2%** of students

**69.2%** of parents

**Say teacher/student relationships have improved**

# Relationships

# Teacher Responses



**59.1%** strengthen and build relationships with their students

# Relationships

# Parent Responses



**50%** my child appears less stressed at home



**59.2%** my child has been able to build stronger relationships with teachers

# Comments: Relationships

## Students

It's helped my mental health, made me feel better about just my life in general.

I love ARC, I believe it's extremely beneficial to my grades and mental health because I spend less time stressing about school work at home and get to sleep more. I also have more time to do after school activities.



# **Teachers**

The relationships that students have chosen to forge with me during ARC is incredible. I had no idea that this was possible. These types of relationships are why I got into teaching...ARC makes connections possible - during the school day -in ways that I have not encountered in over 15 years of teaching.

Students are checking Aspen more to determine if they need to meet with a teacher. That's a win regarding personal responsibility and independence.



# Paraprofessionals

So far, we've been able to make connections with some students, and if we continue ARC next year, these connections will only be expanded.





# Parents

I have seen less stress especially if there is day that they can't stay after to see a teacher; they know that they can schedule some time. I have appreciated that teachers can touch base with students and their willingness to do so.

# Community

Ineligible students for Quarter 2: 117

Ineligible students for Quarter 3: 82

Number of ineligible students decreases **29.9%** after introduction of ARC

# Community

*Visits to the Health Office*

*2018-19 School Year*

September 1, 2018-February 2, 2019

2,081 visits/5 months

831 visits/month

February 4, 2019- May 10, 2019

1, 247 visits/3 months

416 visits/month

**50% reduction in visits**

**Visits adjusted to exclude scheduled medication/treatment administrations, mandates screenings and case management events.**

# Community

On average, during full weeks of ARC, 175 students participated in enrichment activities.

Tuesday, April 30	Wednesday, May 1	Thursday, May 2	Friday, May 3
<b>ONGOING OPPORTUNITIES</b>			
Hobbs – F104 - Truth and Beauty: Writing from Prompts in Search of Poetry (Weekly)	Haapanen – E105 – Book Club (Monthly)	McMurray – F208 - Historical Film Viewing (Weekly)	Hatstat – C110 – Organization and Study Skills (Weekly)
Smyth – F211 – Building Conversation and Community Between Native and Non-Native Speakers of English	Murphy – F203 – Natural Meditation (Weekly)	Nielsen – F106 – Learn to Speak German (Weekly)	Plackowski – F205 – Linguistics Club (Weekly)
Boure – G206 – Exploring Latin American Culture Through Film (English subtitles and discussion) (Weekly)		Marchese – F108 – Driver’s Permit Preparation (Weekly)	Murray – F206 – Cultivating Mindfulness through Meditation (Weekly)
Byrne – Teacher’s Dining Room – Learn Sign Language (Weekly)		Wallingford – E209 – Standardized Test Strategies (Open to Juniors taking the ACT or SAT this spring)	Schwartz – G108 – Learn to Play Chess or Improve Your Game (Weekly)
		Paton – E104 – Crafts and Conversation (Weekly)	
		Milkowski – S205 - Learn Microsoft Excel (Weekly)	

# Community

Special events offered during ARC included:

- Mary Poppins Play Preview  
282 students attending
- Guest Speaker - Alumni Dot Fuller, *Recovery from Addiction*  
84 students attending
- Guest Speaker - Alumni Jake Wardwell, *Supporting Friends and Family with Addiction*  
20 students participating

# **Community**

**Class meetings (8, 9, 11, 12) met during ARC, preventing interruption to class time.**

**AP exam pre-scheduling completed during ARC, allowing students to focus on test day.**

# Community

# Student Responses



**78.5%** say ARC reduced the time they spend doing work at home



**7.3%** say that ARC is not an effective use of their time

# Comments: Community

## Students

I think the greatest benefit of ARC is that it allows students to get more work done in school giving them more time out of it to spend with friends, family etc. I believe that this alone has massive benefits for students since it might reduce a serious cause of stress in their lives and allow them to become more relaxed achieving a better state of being.





# **Students**

ARC has been very helpful for me right now and I am not playing a sport so I know it will definitely help a lot for in the fall.

I believe ARC is what we have been waiting for years. It gives us time to do work that we need to do for classes while also giving us the freedom to have time do whatever we want after school. It is a great way to get work done or get extra help when you don't have the luxury of staying after. It is beneficial to both teachers and students and I strongly believe that ARC should continue for many, many years to come.



# Paraprofessionals

Additionally, paras are able to use ARC time to complete data sheets, review IEPs, meet together with other paras to share information, and copy notes needed to be provided to students.



# Parents

I was very impressed with the program - from the intro session and then to see it play out with my children. The small number of students to ARC teacher on Monday is great. My children never had any issue getting to see a teacher they needed to thru the scheduling process. I like the idea of holding college sessions or meetings required for the whole class. I think the program has some great potential.

My son has used his time in ARC to the fullest. Having time to plan ahead to work with teachers, get extra help, and have AP study sessions in particular has been terrific. He has been much more connected to his teachers and has been able to juggle his homework, school, after school job, and sport much better since ARC was implemented in February. Please continue ARC next year, it has made a difference for our family.

# **ARC and Special Populations**

I can offer that several of my SPED students that I have evaluated have spoken highly of the program. Specifically, it has been credited as providing a means for them to improve their grades.

For the population of EL students I serve, having ARC as available time to meet with teachers is really necessary, since many of them are not able to stay after school.


It gives me a great chance to pre-teach topics to struggling students, especially my ELL students.

**ARC is lit**

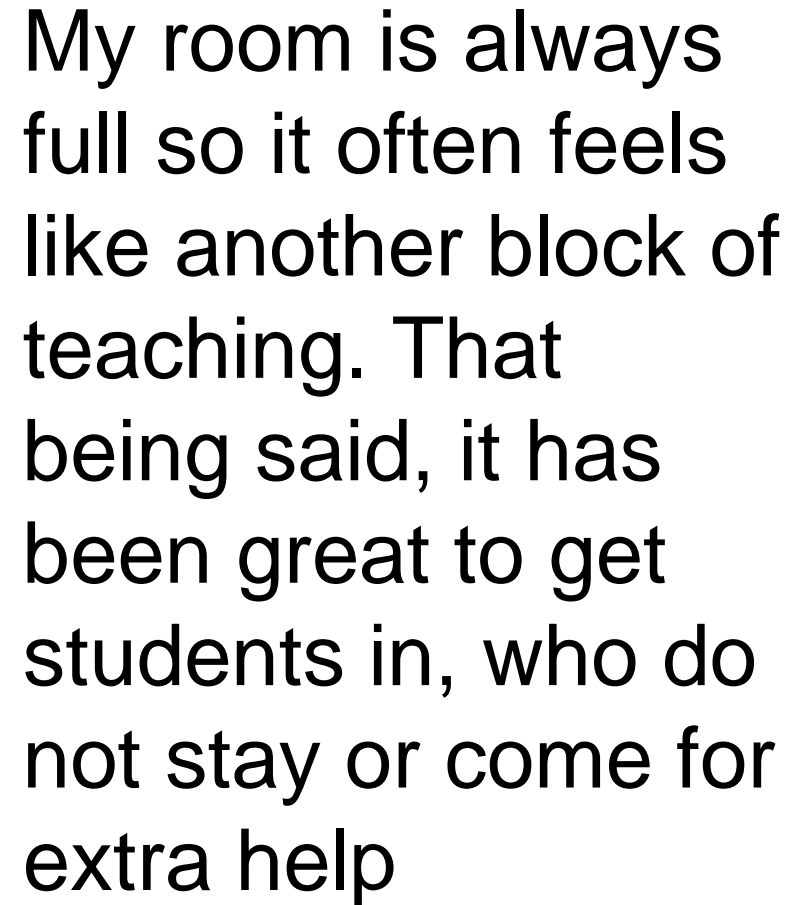
**As a senior my biggest problem with ARC is that I didn't have it when I was younger!**

I don't like how much ARC takes away from class time, especially in AP classes...

However there are things being offered during ARC (ie linguistics club) that I really really enjoy getting the opportunity to do



I was  
skeptical at  
first, but I  
really like  
it!



My room is always  
full so it often feels  
like another block of  
teaching. That  
being said, it has  
been great to get  
students in, who do  
not stay or come for  
extra help

Beyond all the positives above, she has taken advantage of the opportunity to casually learn another language German and take a meditation class. Please continue next year.

Our son LOVES Arc!!! Several times, without us asking, he has mentioned how great he thinks it is.

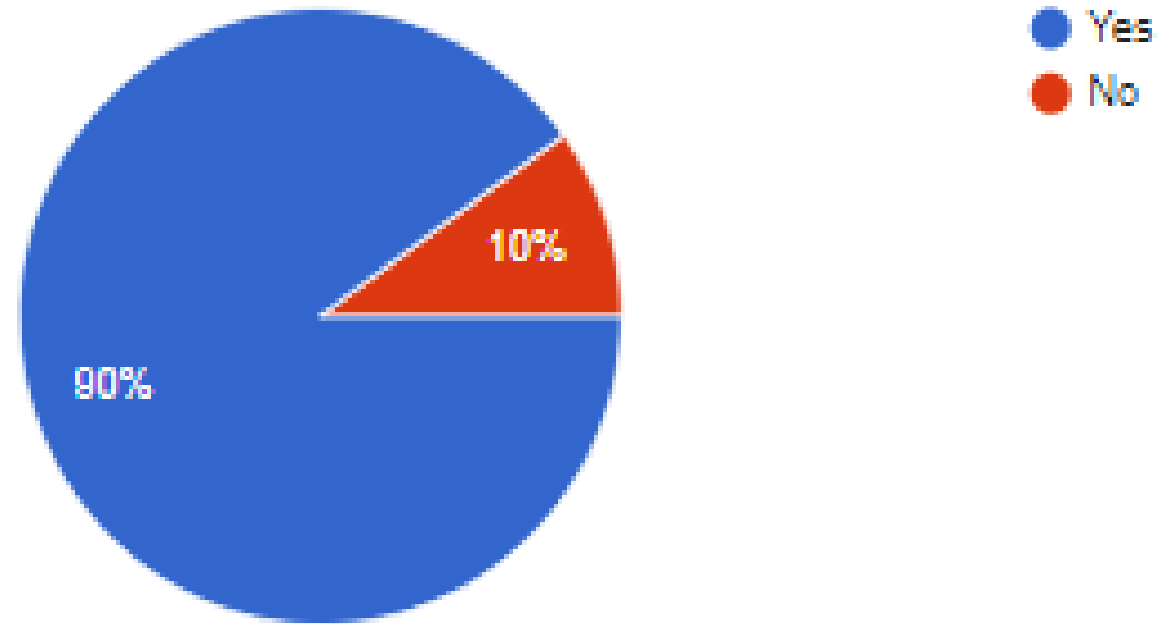
ARC has helped with the quantity of homework but there are a couple of classes where teachers are definitely not getting through all of the teaching in the shorter block.



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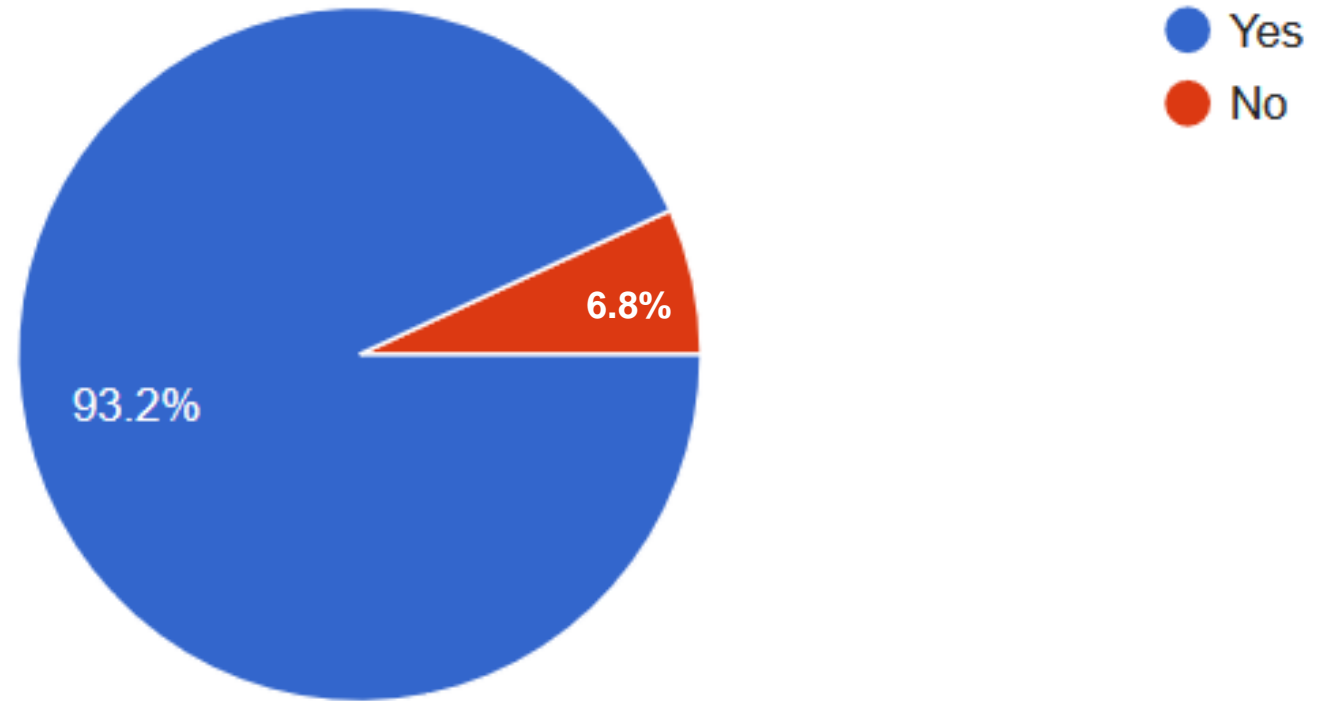
# Do you think *ARC* should continue next year?

120 responses



# Do you think ARC should continue next year?

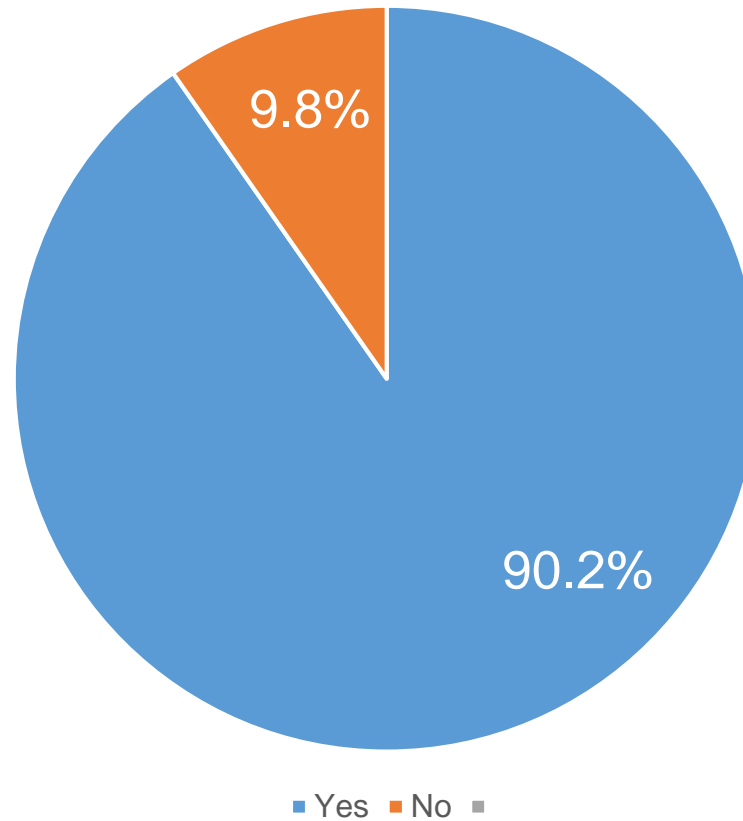
661 responses



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Do you want to make *ARC* a permanent schedule change at Hudson High School and ask the HEA to open negotiations with administration to create a Memorandum of Agreement?

82 Responses



# **ARC Committee Members**

**Lonnie Quirion, Social Studies**

**Liz Nockles, Math**

**Caitlin Murphy, Social Studies**

**Beth Albota, English**

**Heather Gearty, English**

**Gretchen Houseman, World  
Languages**

**Jon LeSage, Physical Ed**

**Lindsay Sousa, ELL**

**Erin Cothran, Science**

**Jenna Johnson, Visual Arts**

**Cary Schwartz, Math**

**Maureen DeRoy, Humanities**

**Ari Ciesluk, Technology**

**Julie Snyder, Science**

**Jackie Paton, English**

**Kiel Maurath, Social Studies**

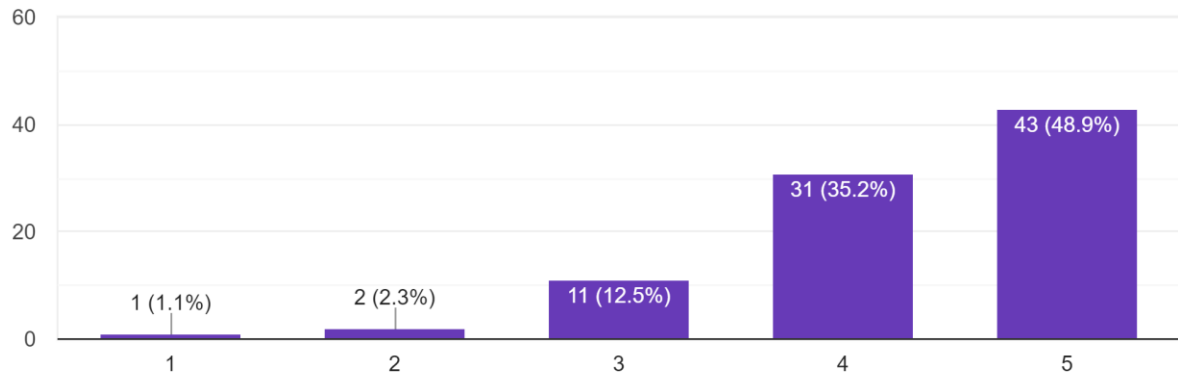
**June Murray, Social Studies**

## ARC FACULTY SURVEY DATA

Teachers - 88 responses

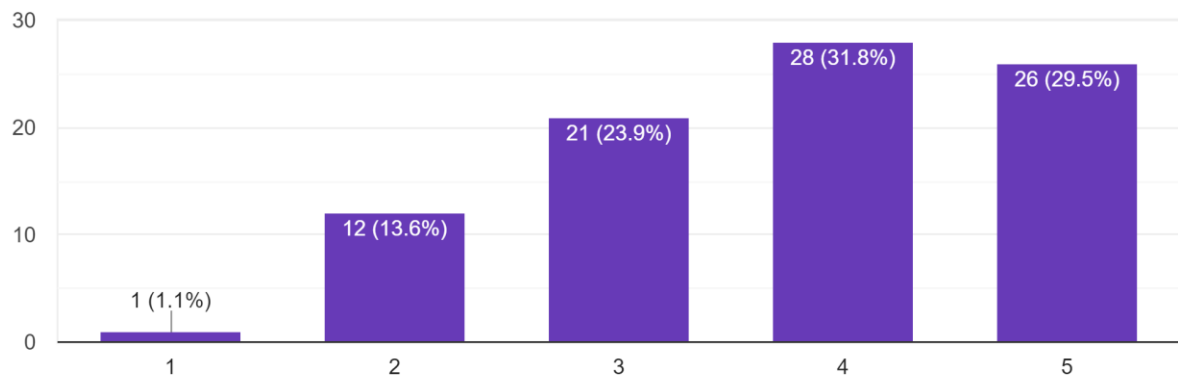
I have found ARC to be beneficial to my students.

88 responses



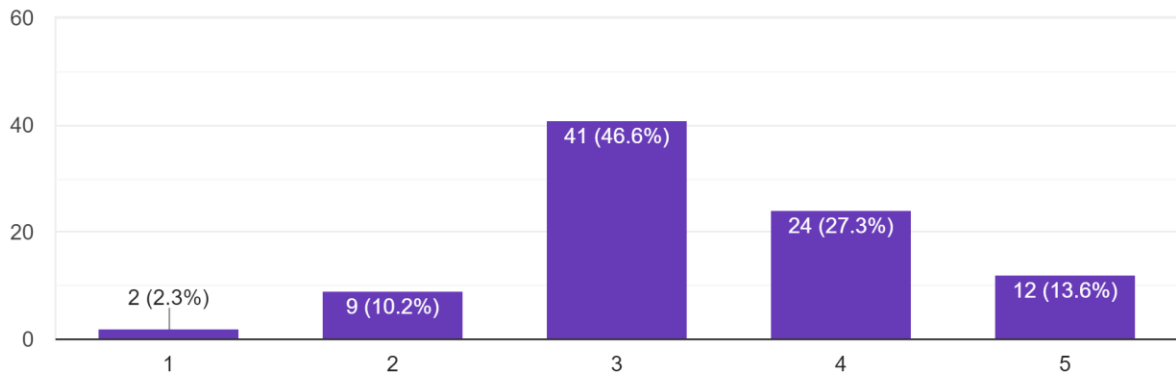
Students have turned in more work as a result of ARC.

88 responses



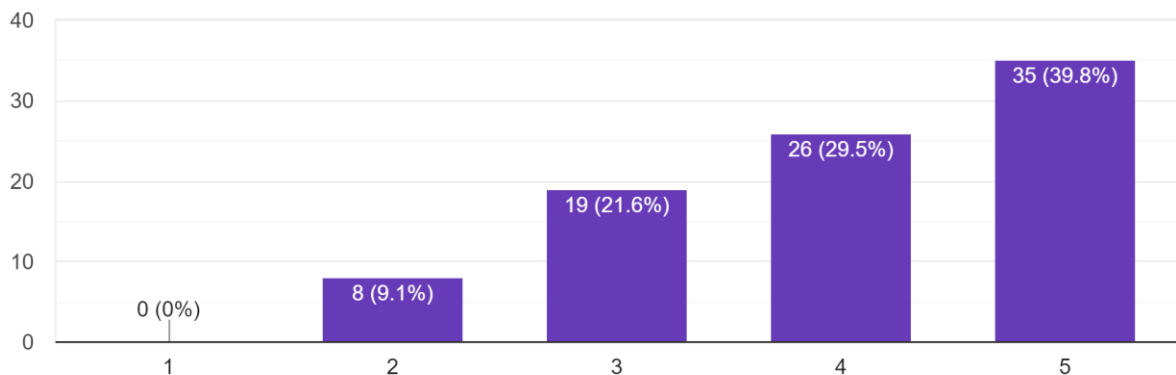
## My students are turning in higher quality work as a result of ARC.

88 responses



## ARC has helped me improve my relationships with students.

88 responses



### What aspects of ARC best describe your experience with the pilot?

I am able to focus on assisting students. - 64.8%

I can work with students who are unlikely to come for extra help after school. - 65.9%

I have the opportunity to create engaging enrichments. 26.1%

I have been able to build and strengthen relationships with students. - 59.1%

I have observed students taking ownership of their learning. - 55.7%

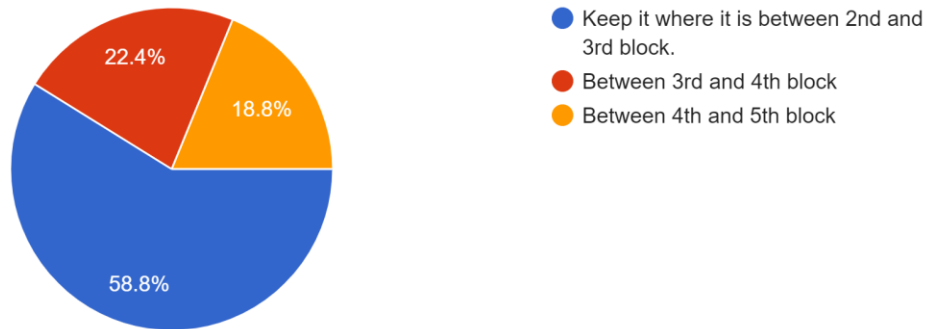
Loss of instructional time has negatively impacted my courses. - 28.4%

Loss of prep time has negatively impacted my courses. - 23.9%

I do not find ARC to be an effective use of school time. - 3.4%

If we keep ARC next year, where would you like to see it fall during the day?

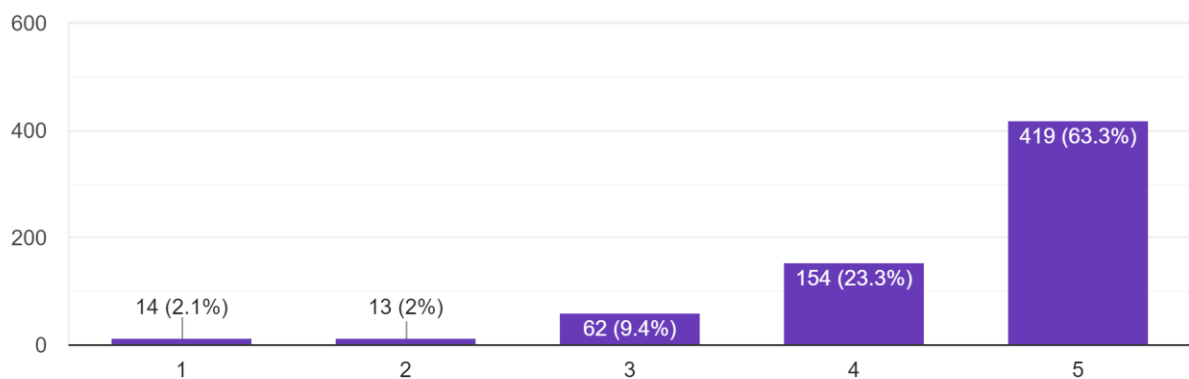
85 responses



Students- 662 responses

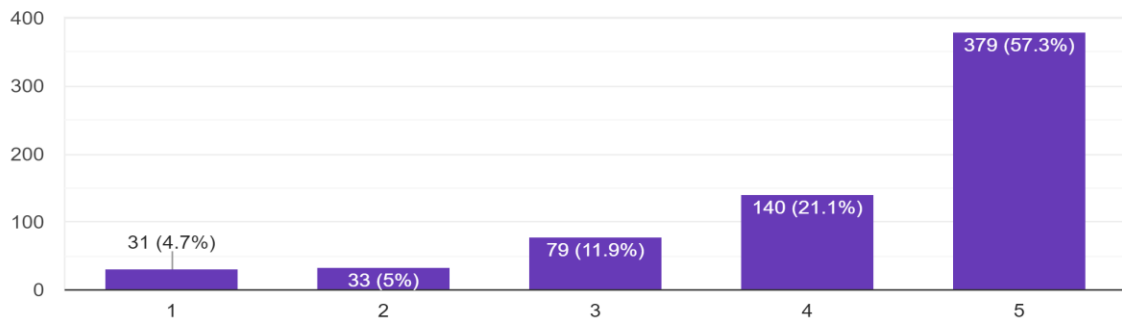
I have found ARC to be beneficial to my education.

662 responses



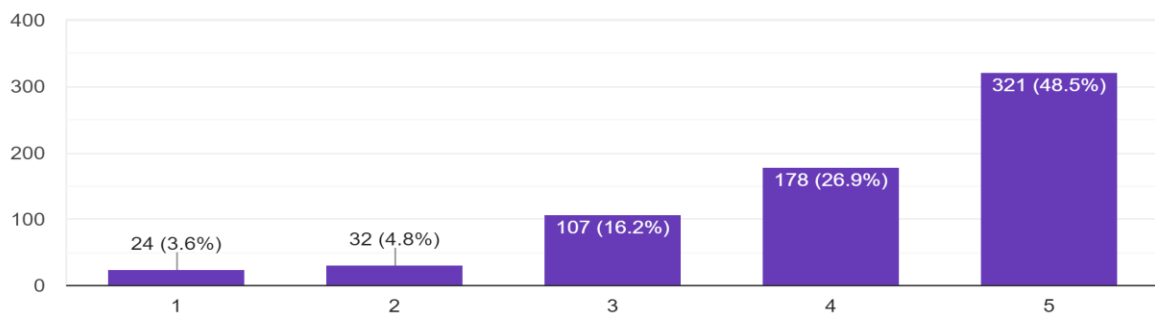
### I have turned in more work as a result of ARC.

662 responses



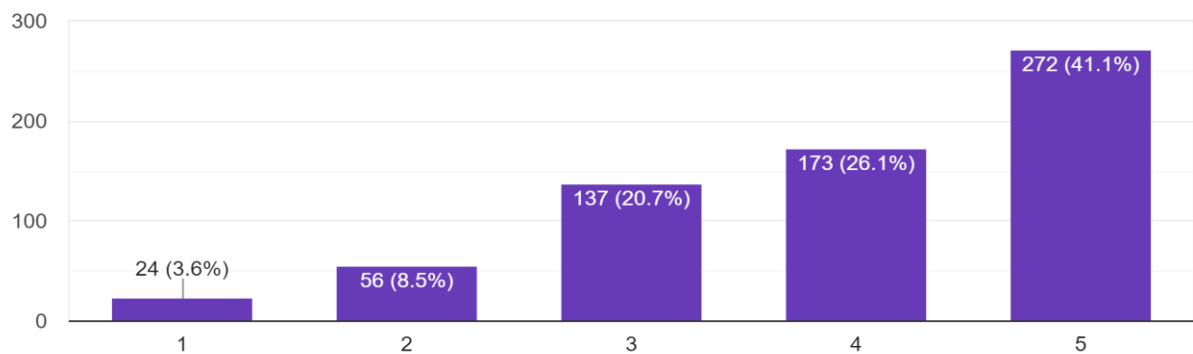
### I am turning in higher quality work as a result of ARC.

662 responses



### ARC has helped me improve my relationships with teachers.

662 responses





## What aspects of ARC best describe your experience with the pilot?

I am better prepared to participate in class. - 61%

ARC has given me the chance to get extra help from teachers I may not have been able to see after school. - 74.5%

ARC has reduced the amount of time I spend on homework at home. - 78.5%

I have been able to build and strengthen relationships with teachers. - 42.4%

My grades have improved because of ARC. - 57.6%

I am more able to take ownership of my learning. - 40.2%

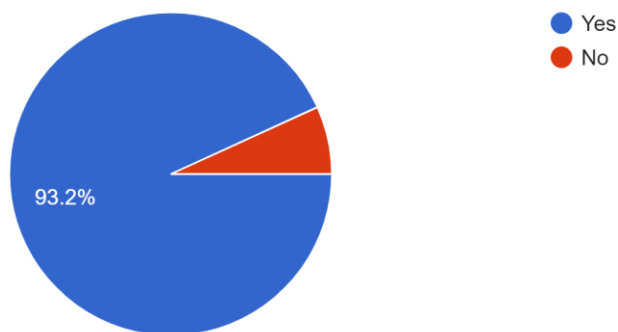
Shorter class time has negatively impacted my learning. - 8.8%

I do not find ARC to be an effective use of school time. - 7.3%

Teachers have heavily pre-scheduled me for ARC.- 8.3%

## Do you think ARC should continue next year?

662 responses



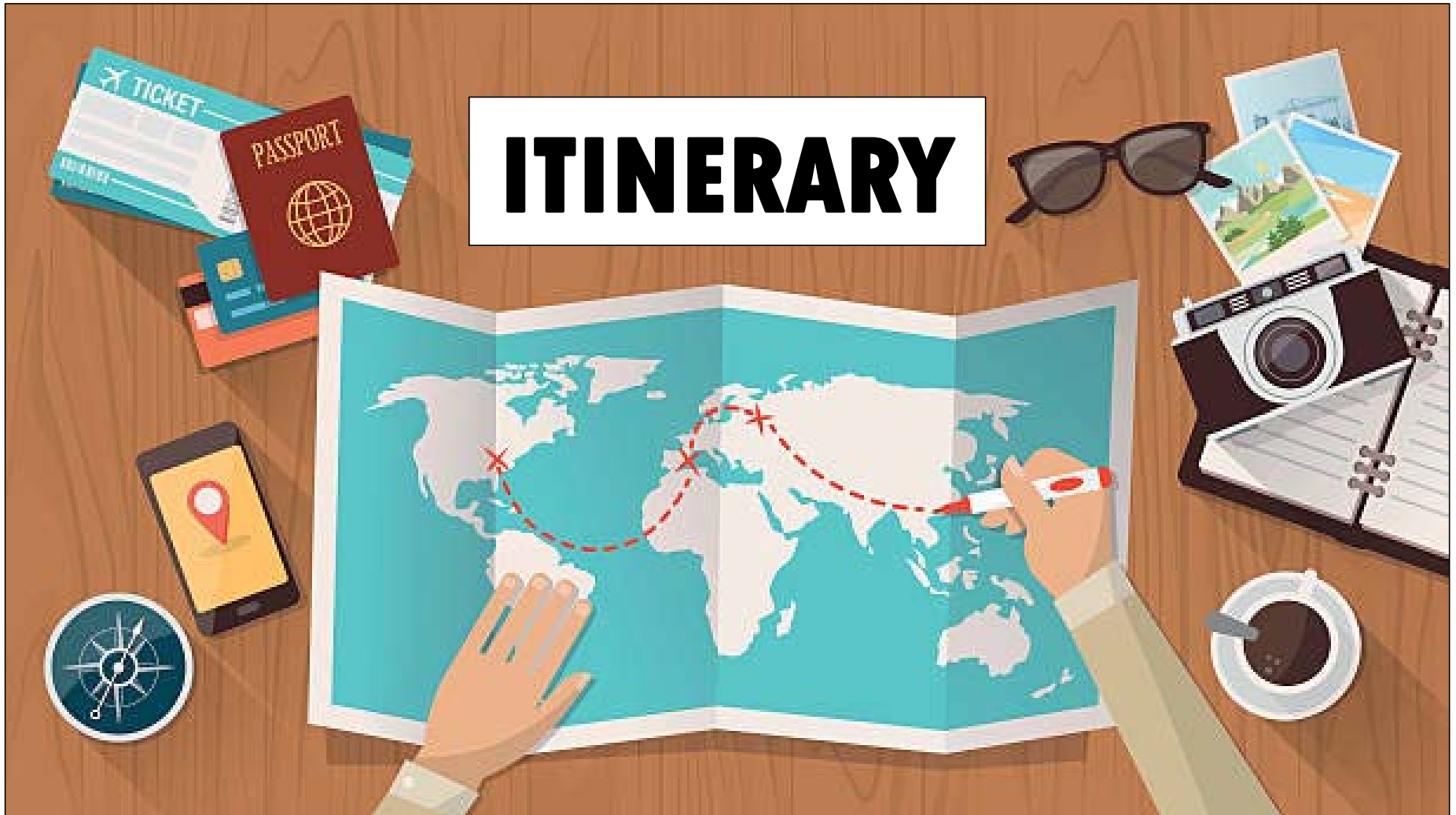
Matters for Discussion  
New Business

- 1.) Student Presentation on Trip to São Tomé



**Portuguese Overseas**  
**April 2019**  
**Hudson High School**  
**World Language Dep.**

# ITINERARY



# SÃO TOMÉ e PRÍNCIPE

 2 FLIGHTS





**Day 1 / Arrival**  
**CACAU cultural Center**





**Day 2 / North**  
**Visit to Historical Locations**  
**Chocolate Factory**





## **Day 3 / Center**

**Kindergarten at Saudade**

**Waterfall Sao Nicolau**

**Coffee Museum**





## HELPO kindergarten





## Day 4 & 5 / South and Jale Beach

Camping at Jale UNESCO beach

Mangrove boat cruise







## Day 6/ Rolas Island

Equator Mark & The center of the world



SANTANA  
SURF  
SCHOOL

**Day 7 / Santana  
Surf Lesson**





**How we did it**  
**Who we helped**

# Fundraising

Hand-made goods from São Tomé in Matthew Frias' birthday party this Friday. These goods were made by a local saotomean association “Palaiês” composed of women working to provide for their community.



# Fundraising “Get Galo’ed!”





# Fundraising Recycling Project

**5.000 cans/bottles recycled**



# The recycling cycle in Hudson: KIT CRIANÇA



we have collected  
cans and bottles in our  
community



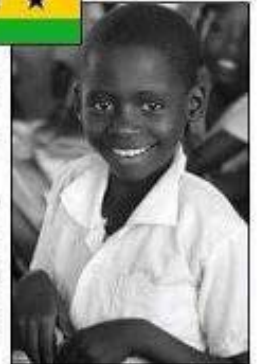
with the money from  
recycling we created  
"KIT CRIANÇA" with  
school supplies



backpack  
pencils  
pens  
paper  
rulers  
notebooks  
calculators  
colored  
pencils



we will offer 50  
kits to 50  
elementary  
school students  
in São Tomé



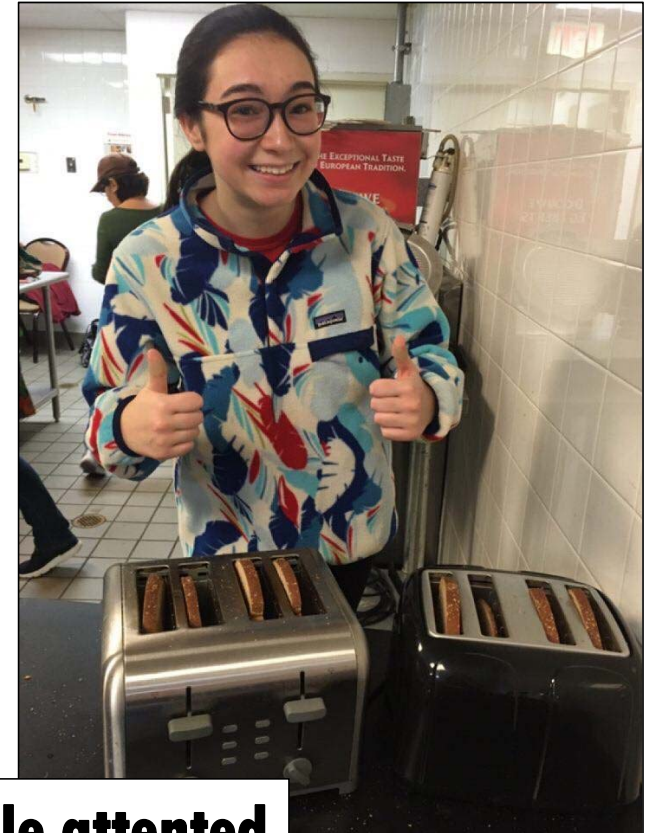
**PORTUGUESE OVERSEAS CLUB**  
**WORLD LANGUAGE DEPARTMENT**  
**HUDSON HIGH SCHOOL, MASSACHUSETTS**



project developed by



# Fundraising Breakfast at the Portuguese Club



**286 people attended**

# Fundraising Other initiatives

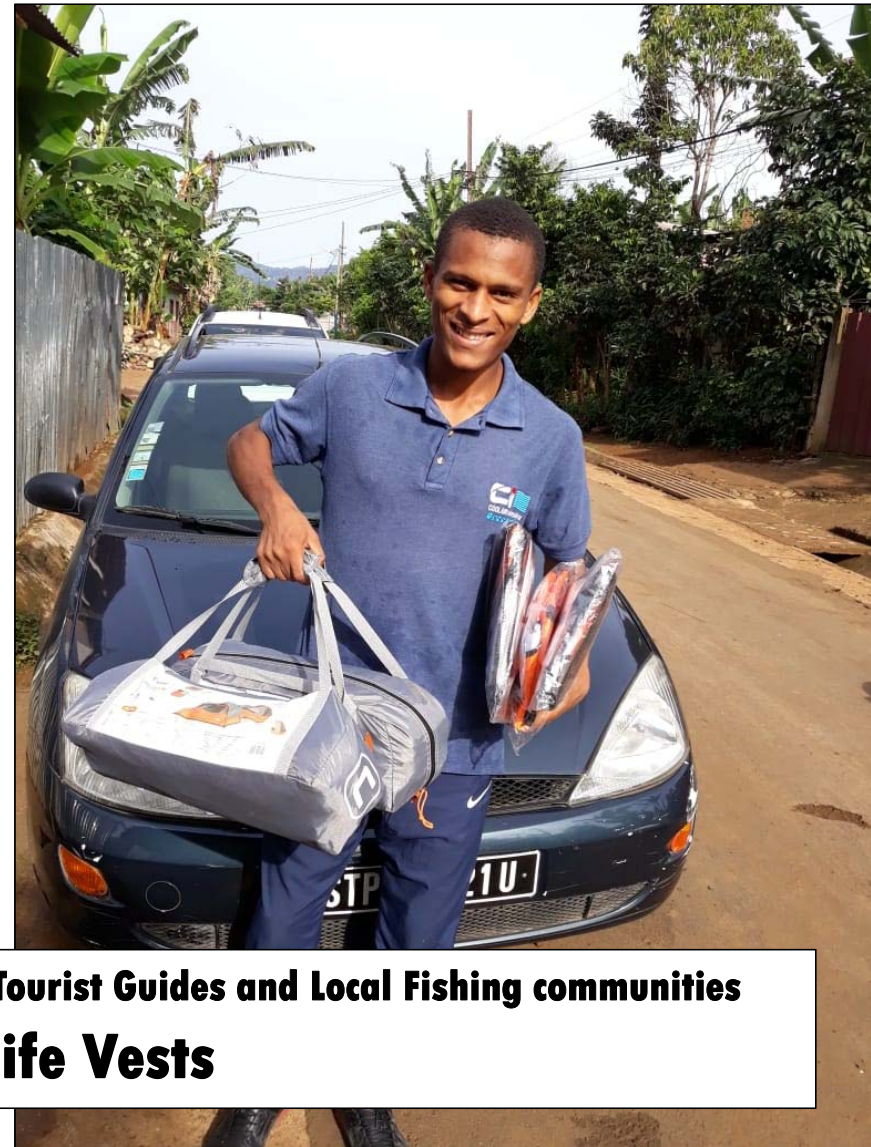


**Mostly for our local  
expenses once in São  
Tomé.**

**Sea turtle conservation project**  
**GPS devices & Head Lamps**



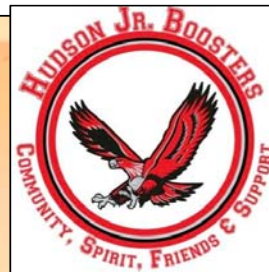
**Surf School, Tourist Guides and Local Fishing communities**  
**Tents & Life Vests**







**Scholarship to a College Student  
Enrolled in an Education & Teaching Program**



**School Supplies  
with HHS Jr. Boosters Club support**



## Matters for Discussion

### New Business

- 2.) First Reading 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 <b>up to four courses per year</b> 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, <b>The amount of reimbursement shall be capped at 50% of the cost of a comparable course(s) at the University of Massachusetts Amherst.</b> 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. <b><u>Reimbursement will be made after successful completion of the course.</u></b></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><b>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</b></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><b>the out of pocket costs to the staff member.</b></p> <p><b>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.</b></p> <p><b>Courses taken in order to achieve certification or renew certification are not covered by this policy.</b></p> <p><b><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></b></p> <p>Adopted by the Hudson School Committee: August 9, 1983</p>
GDCAA	<p><b>SICK LEAVE FOR NON-CONTRACTUAL EMPLOYEES</b></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><b>SICK LEAVE FOR NON-CONTRACTUAL EMPLOYEES</b></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. <b><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></b></p> <p><b><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></b></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. <b><u>The procedures for reporting absences and the individual to whom the</u></b></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><b>SICK LEAVE BUY-BACK—NON-CONTRACTUAL EMPLOYEES</b></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><b>SICK LEAVE BUY-BACK—NON-CONTRACTUAL EMPLOYEES</b></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 <b>forty five (45) <u>thirty</u> dollars (<u>\$30</u>)</b> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 - <del>\$850</del> <b>\$1000</b>  <b>Payments will be in bi weekly installments according to the employee’s yearly pay schedule.</b>  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 <b><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></b> 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 <b><u>30th first</u></b>, 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 <b><u>30th first</u></b> in order to enroll.</p> <p>b. <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></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.</p> <p><b><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></b></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.**

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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

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. 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><b>JURY DUTY FOR NON-CONTRACTUAL EMPLOYEES</b></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><b><u>JURY DUTY FOR NON-CONTRACTUAL EMPLOYEES</u></b></p> <p><b><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></b></p> <p><b><u>Adopted by the Hudson School Committee: August 9, 1983</u></b></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>	
<p>GDCB</p>	<p><b>PERSONAL LEAVE FOR NON-CONTRACTUAL EMPLOYEES</b></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><b>PERSONAL LEAVE FOR NON-CONTRACTUAL EMPLOYEES</b></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) <b>Three (3) <u>Two (2)</u></b> 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 <b><u>holidays or</u></b> 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) <b><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></b></p> <p>3) <b><u>A maximum of ten (10) days per school year for persons called</u></b></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.**

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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><b>EXTENDED LEAVES FOR NON-CONTRACTUAL EMPLOYEES</b></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><b><u>EXTENDED LEAVES FOR NON-CONTRACTUAL EMPLOYEES</u></b></p> <p><b><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></b></p> <p><b><u>1. A leave of absence for up to two (2) years to join the Peace Corps or VISTA.</u></b></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><b><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></b></p> <p><b><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></b></p> <p><b><u>5. A leave of absence for "Adoption" or "Maternity" reasons may be requested, provided that:</u></b></p> <p><b><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></b></p> <p><b><u>b. The leave shall not exceed one calendar year.</u></b></p> <p><b><u>c. The request for leave shall indicate the date upon which the leave will terminate.</u></b></p> <p><b><u>d. When sick leave is to be utilized, medical verification will be provided.</u></b></p> <p><b><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></b></p> <p><b><u>7. A leave of absence for other appropriate reasons will be considered by the School Committee.</u></b></p> <p><b><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></b></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><b><u>will have been deemed to have resigned.</u></b></p> <p><b><u>Adopted by the Hudson School Committee: August 9, 1983</u></b></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><b><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></b> 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:

1-5 years -- two weeks vacation  
5-10 years -- three weeks vacation  
10-20 years -- four weeks vacation  
After 20 years – five weeks vacation

OR

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

		<p><b><u>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.</u></b></p> <p>SOURCE: MASC</p> <p>LEGAL REF.: M.G.L. 4:7; 136:12</p> <p>CONTRACT REFS. All support staff contracts</p>
<p>GDDA</p>	<p><b>VACATION LEAVE FOR NON-CONTRACTUAL EMPLOYEES</b></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</p>	<p><b><u>VACATION LEAVE FOR NON-CONTRACTUAL EMPLOYEES</u></b></p> <p><b><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></b></p> <p><b><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></b></p> <p><b><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></b></p> <p><b><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</u></b></p>

was to have been used. Authorization for carrying over vacation leave shall be in writing.

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.

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

**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 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>session. However, exceptions to this general restriction may be granted at the discretion of the Superintendent of Schools or his designee.</p> <p>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.</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>																													
GDKE	<p><b>PAID HOLIDAYS FOR NON-CONTRACTUAL PERSONNEL</b></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 data-bbox="273 1047 871 1307"> <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</p>	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><b><u>PAID HOLIDAYS FOR NON-CONTRACTUAL PERSONNEL</u></b></p> <p><b><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></b></p> <table data-bbox="945 974 1575 1234"> <tr> <td><b><u>New Year's Day</u></b></td> <td><b><u>Independence Day</u></b></td> </tr> <tr> <td><b><u>Martin Luther King Day</u></b></td> <td><b><u>Labor Day</u></b></td> </tr> <tr> <td><b><u>President's Day</u></b></td> <td><b><u>Columbus Day</u></b></td> </tr> <tr> <td><b><u>Good Friday</u></b></td> <td><b><u>Veteran's Day</u></b></td> </tr> <tr> <td><b><u>Patriot's Day</u></b></td> <td><b><u>Thanksgiving</u></b></td> </tr> <tr> <td><b><u>Memorial Day</u></b></td> <td><b><u>Day After Thanksgiving</u></b></td> </tr> <tr> <td></td> <td><b><u>Christmas Day</u></b></td> </tr> </table> <p><b><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></b></p> <p><b><u>3. Another day off as compensation with the approval of the Superintendent or his designee or,</u></b></p>	<b><u>New Year's Day</u></b>	<b><u>Independence Day</u></b>	<b><u>Martin Luther King Day</u></b>	<b><u>Labor Day</u></b>	<b><u>President's Day</u></b>	<b><u>Columbus Day</u></b>	<b><u>Good Friday</u></b>	<b><u>Veteran's Day</u></b>	<b><u>Patriot's Day</u></b>	<b><u>Thanksgiving</u></b>	<b><u>Memorial Day</u></b>	<b><u>Day After Thanksgiving</u></b>		<b><u>Christmas Day</u></b>
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Schools. However, if an individual may elect to choose either:

1. Another day off as compensation with the approval of the Superintendent or his designee or,
2. 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.

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.

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.

An employee whose day off falls on a holiday shall choose either

1. Holiday payment or
2. Compensatory time off. Any compensatory time off must be scheduled with the approval of the Superintendent or his designee.

When a holiday listed above falls on a Sunday, the following Monday shall be observed;

4. 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.

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.

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.

An employee whose day off falls on a holiday shall choose either

3. Holiday payment or
4. Compensatory time off. Any compensatory time off must be scheduled with the approval of the Superintendent or his designee.

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.

Adopted by the Hudson School Committee: August 9, 1983

Adopted by the Hudson School Committee: July 13, 2004

	<p>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><b>GDO - EVALUATION OF SUPPORT STAFF</b></p> <p><b>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.</b></p> <p><b>The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.</b></p> <p><b>Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.</b></p> <p><b>SOURCE: MASC September 2016</b></p> <p><b>CONTRACT REFS.: All support staff agreements</b></p>
		<p><b><u>GDQC - RETIREMENT OF SUPPORT STAFF MEMBERS</u></b></p> <p><b><u>All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.</u></b></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.: Age Discrimination in Employment Law, P.L. 95-256</u></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>

## Matters for Discussion

### New Business

- 3.) First Reading 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><b>JLCB- IMMUNIZATION POLICY</b></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"> <li>• If the child has had at least the first in a series of immunizations, and the others in the series are scheduled;</li> <li>• The child's parent or guardian states in writing that immunizations conflict with his sincere religious beliefs; or</li> <li>• The child's physician certifies that he has personally examined the child and that such immunizations would endanger the child's health.</li> </ul> <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><b>JLCB-IMMUNIZATION POLICY</b></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><b>Student shall mean any individual enrolled or registered to attend a pre-school program or kindergarten through 12<sup>th</sup> 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.</b> The only exceptions are:</p> <ul style="list-style-type: none"> <li>• If the child has had at least the first in a series of immunizations, and the others in the series are scheduled;</li> <li>• The child's parent or guardian states in writing that immunizations conflict with his/<b>her</b> sincere religious beliefs; or</li> <li>• The child's physician <b>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></b></li> </ul> <p>As required by state law, Hudson will exclude children who lack the requisite immunizations and do not meet one of the foregoing exceptions. <b>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></b></p> <p><b><u>The Hudson Public School administration will establish administrative procedures regarding implementing this policy.</u></b></p>

## Matters for Discussion

### New Business

- 4.) First Reading 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><b>EEA - STUDENT TRANSPORTATION SERVICES</b></p> <p><b>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.</b></p> <p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>1. Specifications for school bus design and equipment</b></li> <li><b>2. Inspection of buses</b></li> <li><b>3. Qualifications and examinations of bus drivers</b></li> <li><b>4. Driving regulations</b></li> </ol>

		<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. <a href="#">40:5</a>; <a href="#">71:7A</a>, <a href="#">B</a> and <a href="#">C</a>; <a href="#">71:37D</a>; <a href="#">71:48A</a>; <a href="#">71:68</a>; <a href="#">71:71A</a>; <a href="#">71B:4</a>; <a href="#">71B:5</a>; <a href="#">71B:8</a>; <a href="#">74:8A</a>; <a href="#">76:1</a>; <a href="#">76:12Bi</a>; <a href="#">76:14</a></p> <p>CROSS REF.: <a href="#">EEAA</a>, Walkers and Riders</p>
EEAA	<p><b><u>EEAA- STUDENT TRANSPORTATION</u></b>  <b><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></b></p> <p><b><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></b></p>	<p><b>EEAA - WALKERS AND RIDERS</b></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. 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.</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.

**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><b>EEAE - SCHOOL BUS SAFETY PROGRAM</b></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"> <li>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.</li> <li>2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.</li> <li>3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.</li> <li>4. Classroom instruction on school bus safety will be provided.</li> </ol> <p><b>SOURCE:</b> MASC</p> <p><b>LEGAL REFS.:</b> M.G.L. <a href="#">90:7b</a> as amended by Ch. 246 Acts of 1986</p> <p>M.G.L. <a href="#">90:1</a> et seq.; <a href="#">713:2</a>; <a href="#">713:7L</a></p> <p>Highway Safety Program Standard No. 17</p> <p><b>ROSS REF.:</b> <a href="#">EB</a>, Safety Program</p>
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Matters for Discussion

New Business

5.) SEPAC Presentation



The Special Education Parent  
Advisory Council of Hudson

SEPAAC  
HUDSON

Who we are

What we've accomplished

Why we do it

## How does the Commonwealth of Massachusetts define SEPAC?

“PACs are an integral part of the broader school community. Informing members of the school community about the purpose, value, and function of PACs is critical to gaining support for PAC activities and for initiating and sustaining collaborative efforts.

Working collaboratively, PACs and school districts can create a more responsive school environment.”

- Massachusetts Department of Elementary and Secondary Education  
Guidance for Special Education Parent Advisory Councils

## Education Laws and Regulations 603 CMR 28.00: Special Education

28:07: PARENT INVOLVEMENT



(4) **Parent advisory participation.** Each school district shall create a districtwide

**Parent Advisory Council** offering membership to all parents of eligible students and **other interested parties**. The parent advisory council duties shall include but not be limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures, and, in the course of its duties, the parent advisory council shall receive assistance from the district without charge, upon reasonable notice, and subject to the availability of staff and resources.

<http://www.doe.mass.edu/lawsregs/603cmr28.html?section=07>



## Who is SEPAC Hudson?

- SEPAC Hudson is an all-volunteer parent advisory council consisting of parents, guardians, community members and educators. We work together to form a positive, solution-driven community of parents and caregivers of children receiving special education services in Hudson.
- Our Mission Statement: The mission of the Special Education Parent Advisory Council of Hudson is to work for the understanding of, respect for, and support of all children with special needs in the community. To that end, it will work to:
- Promote a network of parents of children with special needs and provide a forum to share information.
- Advise the Director of Pupil Services, the Superintendent, and the School Committee on operations and development of special education programs, parent and teacher training needs, and help to develop policy.
- Promote communication between Special Education Parent Advisory Council of Hudson members, local, state and national organizations, councils and groups.
- Promote communication and programs within the community to encourage understanding, acceptance, and inclusion.
- Provide informational forums to parents, educators, students, and professionals.

# SEPAC Hudson Board & Training

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## **The SEPAC Hudson Board consists of:**

- Chairperson, Vice Chairperson, & Secretary

## **Wrightslaw 2 Day Bootcamp**

- Certification in Special Education Law
- Certification in Special Education Advocacy, Tactics & Strategies

## **PPAL Support Group Training**

**Federation of Children with Special Needs – Basic Rights, How to Write an IEP, Transition**

**Members of 2 Regional SEPAC Groups – collaborating with over 100 SEPACs**

**A.P.P.L.E. Conference through MassPAC**

# Concerns our Membership Faces



## **Parents of children with Special Needs also face obstacles outside of their child's special education**

Fighting for a quality of life

Childcare

Financial support for their children after they are gone

Where will my child live? Who will take care of my child?

Basic life skills

Isolation/Depression

Financial strain paying for outside therapies



## **Statistics show those with special needs have a higher rate of:**

Dropping out of school/ not graduating

Sexual assault

Dependency on alcohol/drugs

Domestic violence

Jail



# Professional Development for Parents

- Presentations and workshops this year
  - What to Expect at a Team Meeting with HPS Administration Alise Wells & Denise Hayes
  - Quinn Pathway's Program and HHS Bridge Program
  - ADHD Essentials with Brandon Mahan
  - Roundtable with Superintendent Dr Marco Rodrigues
  - Childhood Trauma with Tara Sagor from The Justice Resource Institute
  - How to Write an IEP – Federation for Children with Special Needs
  - Basic Rights – Federation for Children with Special Needs
  - Bureau of Special Education Appeals on Mediation



Creating a  
Better  
Understanding  
By Working  
Together

APPLE Conference

MTSS Committee

Superintendent, HHS  
& Quinn Principal  
Search Committees

Resource Booklet

Co-Sponsored  
presentations

- Bridge/Pathways & What to expect at a Team Meeting

Angie Flynn HHS  
Counselor re: college  
bound students



# SEPAC Hudson 2019 Survey Results

## 27 Responses to the survey

- Topics of interest:
  - English- over 50% in 3 categories: ADHD, Social Emotional Issues and Executive Functioning
  - Portuguese- 100% Social Emotional Issues & 50% for all other categories
- Types of meetings parents are most likely to attend:
  - English- 69% Speakers on topics of interest
  - English- 56% Informal gathering of parents to discuss concerns
  - Portuguese- 50% Speakers on topics of interest, gathering of children and parents, Business style meeting
- Biggest obstacle for parents to attend meetings is there are too many school events to do them all

# Survey parent feedback

Our evenings are always booked with therapy, sports, etc - both parents work full time and it's our only family time.

Sometimes my daughter isn't well enough for me to leave her alone

Child care

Sometimes it all gets overwhelming and another meeting isn't going to make it better. I'd rather deal with my kids needs then other peoples at this point. I know that sounds selfish, but my own personal well being and that of my children is more important.

A bumpy start at Kindergarten when being denied some services for my child, but found the District more open after Team Chairs were put in place and a better process has since followed. Special education will continue to have obstacles. It would be nice if they considered the child more than the wallet....



Future SEPAC  
Presentations  
for 2019-20

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Executive Functioning

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Transisiton FSCN

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MCAS FSCN

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Chartwells Hands on Food Allergy workshop for children and parents

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Basic Rights FSCN

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Possible Kids Yoga

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Integrated Children's Therapy

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Dyslexia

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# Celebrating Successes

- It takes a village to raise our children and as parents we recognize the many staff members who have gone above and beyond to help shape our kids into amazing adults.
- We look forward to awarding more staff members this year for our 2<sup>nd</sup> Annual Making A Difference Award.



Why do we do  
it?

We believe in  
lifting one  
another up!

“Thank you so much! You helped me so much. I appreciate you taking the time to hear me and give me some great advice. I will keep in touch.”

“I want you to know, again, how thankful that I am for your assistance. With how busy everyone is nowadays it is so refreshing that people still exist who take the time to help others. It really touches my soul that you have provided this assistance to me and my family, and you should be VERY proud that you are helping families here in Hudson.”

Matters for Action  
Old Business

- 1.) Approval of Proposed MASC  
Transportation Resolution

## 2019 MASC Resolution: School Transportation

Submitted by: Hudson School Committee

WHEREAS: Among the transportation cost concerns for school districts is the lack of competition for bus contracts for regular day (“yellow bus”) services, as well as costs for special education transportation; and

WHEREAS: M.G.L. c. 30B § 5 requires acceptance of the lowest cost bid; and

WHEREAS: Other factors beyond cost, such as past performance, can not be considered when accepting a bid; and

WHEREAS: Competition for transportation contracts has decreased over the years; and

WHEREAS: The transportation industry has been contracting and now has fewer competitors; and

WHEREAS: Many smaller districts only receive 1 bid when soliciting transportation contract proposals; and

WHEREAS: No action on this subject has been taken to increase competition; and

WHEREAS: The lack of bidders on school transportation contracts requires a deeper analysis by the appropriate state officials;

THEREFORE BE IT RESOLVED that: To promote greater competition for bus service contracts and improve performance, MASC call for the creation of a working group to advise the legislature on the best solutions to support greater competition and higher performance from transportation companies.

### Rationale:

1. Evidence of lack of competition:
  - a. <https://framingham.wickedlocal.com/x1724410655/Schools-try-to-attract-more-bus-contract-bidders>
  - b. <https://www.telegram.com/news/20171216/no-competition-for-school-bus-contracts-poses-problem>
  - c. <https://capecodchronicle.com/en/5349/chatham/3846/No-Bus-Bids-Mean-Big-Transportation-Decision-For-Monomoy-School-District-Monomoy-Regional-School-District-Education-Monomoy-Regional-High-School-Monomoy-Regional-Middle-School-Chatham-Elementary-School-Harwich-Elementary-School.htm>
  - d. <https://www.berkshireagle.com/stories/officials-talk-school-busing-costs,573855>
2. Hudson has received consistent input on this topic from other Districts when speaking with them about transportation contracts
3. Options to address issues are limited without additional competition and potentially flexibility to choose companies based on more than just price.

Matters for Action  
New Business

- 1.) Approval of Chartwells Contract Renewal



## **School Committee Meeting**

**May 28, 2019**

### **Food Service Contract**

The current food Service contract between Hudson Public Schools and Chartwells is for one year, beginning on July 1, 2018 and continuing until June 30, 2019. We can renew the contract for up to two successive one year renewal periods. This is the first renewal, called amendment number one, which will run from July 1, 2019 through June 30, 2020. At the School Committee meeting we are asking for approval of the contract amendment pending approval by the State.

## Matters for Action

### New Business

- 2.) Approval of MGL Chapter 40 Section 13E  
Establishment of a Special Education  
Reserve Fund

<b>Part I</b>	ADMINISTRATION OF THE GOVERNMENT
<b>Title VII</b>	CITIES, TOWNS AND DISTRICTS
<b>Chapter 40</b>	POWERS AND DUTIES OF CITIES AND TOWNS
<b>Section 13E</b>	SCHOOL DISTRICT RESERVE FUNDS TO PAY FOR UNANTICIPATED OR UNBUDGETED COSTS FOR SPECIAL EDUCATION, OUT-OF-DISTRICT TUITION OR TRANSPORTATION

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*[ Text of section added by 2016, 218, Sec. 24 effective November 7, 2016.]*

Section 13E. Any school district which accepts this section, by a majority vote of the school committee and a majority vote of the legislative body or, in the case of a regional school district by a majority vote of the legislative bodies in a majority of the member communities of the district, may establish and appropriate or transfer money to a reserve fund to be utilized in the upcoming fiscal years, to pay, without further appropriation, for unanticipated or unbudgeted costs of special education, out-of-district tuition or transportation. The balance in such reserve fund shall not exceed 2 per cent of the annual net school spending of the school district.

Funds shall only be distributed from the reserve funds after a majority vote of the school committee and a majority vote of the board of selectman or city council, or, in the case of a regional school district by a

majority vote of the board of selectmen or city council in a majority of the member communities of the district.

The district treasurer may invest the monies in the manner authorized in section 54 of chapter 44 and any interest earned thereon shall be credited to and become part of the fund.

## Matters for Action

### New Business

- 3.) Approval of FY20 Comprehensive School Health Services Grant in the amount of \$200,000.00 paid in \$50,000.00 increments over four years

# 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 Comprehensive School Health Services
Purpose:	This grant has been awarded by the MA Department of Public Health to support School Health programs.
Type of Funder:	State - MA DPH
Awarded Amount:	\$50,000 Annually / 4 Years – Total \$200,000.00
Start Date	7/01/2019
End Date	6/30/2023
Status	Active
Grantor	Commonwealth of Massachusetts – Dept. of Public Health
PROGRAM Admin	Lee Waingortin
PROGRAM Notes:	<p><b>MA STATE-TRE Grant</b></p> <p><b>General Fund use:</b> Grant will be used to support school nurse offices, equipment and specific Professional Development for the nursing team.</p> <p><b>Grantor Name / Address:</b> Commonwealth of Massachusetts Department of Public Health 250 Washington Street Boston, MA 02108-4619</p> <p><b>Grantor Contact Name / Number / Email:</b> Allison Brill Email: Alison.brill@state.ma.us Direct: (617) 624-5447</p>
Program Location:	District

School Committee Date: \_\_\_\_\_

Vote: \_\_\_\_\_

## Matters for Action

### New Business

- 4.) Approval of FY19 Lowes Toolbox for Education Grant in the amount of \$4950.00

## 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:	<b>FY19 Lowe's Toolbox For Education</b>
Purpose:	This grant has been awarded by Lowe's Charitable Corporation as a partnership with local schools where a Lowe's Retail store is located. The grant will be used to continue supporting the HHS Biomed program
Type of Funder:	Foundation –
Awarded Amount:	\$4950
Start Date	5/06/2019
End Date	6/30/2020
Status	Active
Grantor	Lowe's Charitable Foundation
PROGRAM Admin	Sarah Davis
PROGRAM Notes:	<p><b>Foundation Grant</b></p> <p><b>General Fund use:</b> Grant will be used to provide additional equipment for FY20 HHS BIOMED program.</p> <p><b>Grantor Name / Address:</b> Lowe's Toolbox for Education Charitable Foundation c/o PTO Today 100 Stonewall Boulevard, Suite 3 Wrentham, MA 02093</p> <p><b>Grantor Contact Name / Number / Email:</b> Colleen Penhall info@toolboxforeducation.com Direct: (800)644-2561 X208</p>
<b>19-3663</b>	
Program Location:	<b>Hudson High School</b>



School Committee Date: \_\_\_\_\_

Vote: \_\_\_\_\_



**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
<b>TOTAL:</b>					<b>\$ 2,110,062.44</b>
			<b>FY19 GIFTS TO HUDSON PUBLIC SCHOOLS</b>	<b>School</b>	<b>\$ Gift Amount</b>
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	Avidia 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
<b>TOTAL:</b>					<b>\$ 18,074.00</b>

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

			<b>FY19 GIFTS FOR HHS SCHOLARSHIPS</b>	<b>HUDSON HIGH SCHOOLS</b>	<b>\$ Gift Amount</b>
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
				<b>Total:</b>	<b>\$ 7,050.00</b>
<b>Grant Total:</b>					<b>\$ 2,135,186.44</b>

Matters for Action  
New Business

5.) Approval of Reclassification of Funds

Posting Date:

Batch/Block :

**FY19**

PAYMENT Adjustment Request

Date: Tuesday, May 28, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

				Amount	Amount
<i>Payment Adjustment Number 1</i>	<u>From:</u>	Account Number <u>126</u>	Account Description <u>Athletics</u>	\$ <u>(1,000.00)</u>	
	<u>To:</u>	Account Number <u>1107</u>	Account Description <u>Gifts and Grants</u>		\$ <u>1,000.00</u>
<i>Payment Adjustment Number 2</i>	<u>From:</u>	Account Number _____	Account Description _____	\$ _____	
	<u>To:</u>	Account Number _____	Account Description _____		\$ _____
<i>Payment Adjustment Number 3</i>	<u>From:</u>	Account Number _____	Account Description _____	\$ _____	
	<u>To:</u>	Account Number _____	Account Description _____		\$ _____
<i>Payment Adjustment Number 4</i>	<u>From:</u>	Account Number _____	Account Description _____	\$ _____	
	<u>To:</u>	Account Number _____	Account Description _____		\$ _____
				Page total :	\$ <u><u>(1,000.00)</u></u> <u><u>1,000.00</u></u>

*[Signature]* 5/21/19  
Authorized Signature

Prepared by: *Sharon Gooch-Zehal*

Authorized Signature(s):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for reclassification:  
To reclassify a portion of PO 192004 from Athletics Revolving to Gifts & Grants supported by Athletic Donation.

- 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.

Posting Date:

Batch/Block:

**FY19**

PAYMENT Adjustment Request

Date: Tuesday, May 28, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

				Amount	Amount
<i>Payment Adjustment Number 1</i>	<b>From:</b>	Account Number <u>1282</u>	Account Description <u>Contracted Services</u>	\$ <u>(2,270.47)</u>	
	<b>To:</b>	Account Number <u>3273</u>	Account Description <u>Metrowest TAS Grant</u>		\$ <u>2,270.47</u>
<i>Payment Adjustment Number 2</i>	<b>From:</b>	Account Number _____	Account Description _____	\$ _____	
	<b>To:</b>	Account Number _____	Account Description _____		\$ _____
<i>Payment Adjustment Number 3</i>	<b>From:</b>	Account Number _____	Account Description _____	\$ _____	
	<b>To:</b>	Account Number _____	Account Description _____		\$ _____
<i>Payment Adjustment Number 4</i>	<b>From:</b>	Account Number _____	Account Description _____	\$ _____	
	<b>To:</b>	Account Number _____	Account Description _____		\$ _____
				Page total :	\$ <u>(2,270.47)</u> <u>2,270.47</u>

*Boye* 5/21/19

Authorized Signature

Prepared by: *Sharon Gooch-Zebal*

Authorized Signature(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for reclassification:

To reclassify a portion of PO191748 from SPED Contracted Services to 18-3273 HHS Metrowest 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.