



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING
February 26, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: February 5, 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: District/Schools Report Card
- b) Subcommittee Reports
 - Budget Subcommittee
 - Policy Subcommittee
 - Strategic Goals Subcommittee
 - Superintendent's Evaluation Subcommittee
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
 1. Hudson High School Principal Search Update
- b) New Business
 1. Chartwells: Mid-Year Report
 2. First Reading of Proposed School Committee Policies- Section G
 3. Assabet Valley Collaborative Update



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VI. Matters for Action:

- a) Old Business
 - 1. Approval of School Communication Survey Action Steps
- b) New Business
 - 1. Approval of Superintendent's Mid- Year Goals
 - 2. Approval of FY19-590 History and Social Studies Curriculum Frameworks Grant
 - 3. Approval of Reclassification of Funds

VII. Items of Interest to the School Committee

VIII. Executive Session

- 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.

IX. Adjournment

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

Approval of Minutes

February 5, 2019

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: February 5, 2019

Location: 155 Aspley Street

Members present: Glenn Maston, Steven Smith, Elizabeth Hallsworth, Adam Tracy, Nina Ryan and Matthew McDowell

Members absent: None

Others present: Dr. Marco C. Rodrigues, Superintendent
Annamarie O'Donnell, Recording Secretary
Ben Carme, Student Representative

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: January 8, 2019

A motion to approve the minutes of January 8, 2019 was made by Mr. Tracy and seconded by Ms. Ryan. On a vote of 5-0-1, with Mr. Maston abstaining the motion passed.

Regular Meeting: January 22, 2019

A motion to approve the minutes of January 22, 2019 was made by Mr. Tracy and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

III. Public Participation:

None

IV. Reports:

**Report of the Superintendent
District Improvement Plan: Mid- Year Update**

Dr. Rodrigues presented an update on the implementation of the District Improvement Plan. This plan was approved by the School Committee last June. He presented the progress on the action steps for the strategic goals in the plan. He noted that time is the greatest resource and the resource that we have the most trouble with. Groups of teachers, administrators, and

staff need time together to perform the self-assessments and other tasks. This results in some adjustments to the some timelines. Another thing affecting some timelines is the use of the scheduled monthly Delta meetings for the FY20 budget work.

Dr. Rodrigues presented a document with the District Improvement Plan for reference and the action steps organized by delivery date.

Dr. Rodrigues updated the committee on some of the action steps including:

- Completion of survey by ELEVATE team
- Social Emotional Learning Committee
- Self-assessment for Multi-Tiered System of Supports
- 1:1 Technology Task Force
- Completion of year at a glance document for K-12
- Instructional Leadership Team work
 - Meets 2X per month for 1 hour each time
 - Evaluates practices at schools and develop instructional focus
- Assessment of current course offerings and pathways
- Work to build enhanced family partnerships- SEPAC, Home and School Associations, School Councils, ELPAC, Padres Comprometidos workshop for parents
- Partnerships with businesses and higher education.

Discussion ensued regarding the progress, the timetable, and the reporting of changes in status of the action steps. Dr. Rodrigues stated that the document tracking the status of the action steps is a living document that he will share with the committee periodically.

Subcommittee Reports

Budget Subcommittee

There will be a Budget subcommittee meeting on Thursday.

Policy Subcommittee

The Policy subcommittee met and there will be some G policies ready to review at the next School Committee meeting.

Strategic Goals Subcommittee

The Strategic Goals subcommittee proposes delaying the vote on the Communication Survey Action Steps agenda item, as the action steps were not included in the packet.

Superintendent's Evaluation Subcommittee

Mr. Tracy will fill the vacancy on this subcommittee left by Mr. Luoto.

Student Report

Hudson High School student Ben Carme reported the following:

Not Approved

- Today was the second day of ARC pilot. Students have found that the system has worked well.
- The staff and principals at Hudson High School approved the homework free weekend initiative. This weekend will be sometime in March.
- The council plans to hold a couple of Valentine's Day fundraisers.

Ben also asked Dr. Rodrigues to clarify the timeline and steps for the principal search at Hudson High School. Dr. Rodrigues noted the following:

As was communicated at the listening sessions with the teachers, the timeline was revisited after the posting closed.

There were twenty-five applicants. On January 31, the team met to review the resumes of all the applicants. Eight applicants have been selected for interviews.

The search document has been updated to include more teachers on the interview panel.

There is a tentative date of February 27 for interviews. On March 4, from 3:30–5:00 p.m there will be a rotating schedule to meet the top 3 candidates for students, faculty and administrators. There will be an evening session for the public from 6:00-7:30 p.m.

On March 7, Dr. Rodrigues will interview the candidates.

The goal is to announce the new principal by March 11.

The updated search document will be posted on the district website.

V. Matters for Discussion:

- a) Old Business
- b) New Business

1. FY19 Budget Forecast

Ms. Patty Lange, Executive Director of Finance and Operations, gave an update on the FY19 budget. She presented the February projection, which is an update from November projection.

The increase in personnel savings is due to hiring, leaves of absences, and positions that are unfilled due to difficulty hiring.

The general expense savings had decreased due to more out of district placements.

Ms. Lange stated that our revenues are expected to balance the budget with the town appropriation and the FY 19 school choice.

She also updated the committee on the School Choice carryover number and the financial plan. Discussion ensued.

Discussion ensued about this year's surplus and the help it can give us for FY20.

2. 1:1 Technology Update

Ms. Ellen Schuck, Director of Technology presented a Technology update.

Ms. Shuck updated the Committee on the Quarter 2 High School report card. All report cards were online. There were 1658 report cards published. Of that number, only 421 parents or students have retrieved that report card. This means that 1237 have not viewed the report card. Seventeen parents have requested paper copies of the report card. Some parent contacts still have not signed up for an Aspen account. Discussion ensued.

Ms. Schuck then updated the Committee on the 1:1 Technology initiative.

She reported the following from a series of surveys last spring.

Student Results

Positives

- Students enjoy having the technology, touch screen
- Many teachers are using things like Google classroom, Schoology
- Technology used a lot for ELA, Social Studies

Challenges

- Charging the devices at night
- Care of the machines and repairs

Parent Results

Positives

- Accessing information
- Want more help to understand google classroom and digital citizenship

Challenges

- Concerns about screen time and students staying focused
- Charging

Staff Results

Positives

- Creative projects but teachers are not allowing students to select applications
- Teachers agree it has made an impact on their teaching and led to an increase in student learning

Challenges

- Teachers want more technology Professional Development
- Time to work with colleagues in tech integration

Ms. Shuck reported on the following action steps:

Students

- Create district-wide expectations for use and care of chrome books
- Create a district-wide digital citizenship theme

Staff

- Continue to offer a variety of Professional Development
- Provide entry level slides on digital citizenship

Parents

- Development of 2 courses
 - School expectations of using 1:1 technology (March 20)
 - Looking through the app crystal ball. We would like to include information about the dark web. (April 28)
- Monthly email to parents was started last month.

Ms. Shuck continued with the data on care and maintenance her group has gathered.

- Large increase in repairs with Grade 8 students
- New process to track problems and collect data on repairs and costs (including staff time)
- Discussion ensued about the types of damage and the possibility of a tech repair program. There was also discussion about the numbers of devices needing repairs at each grade level.
- An additional cost occurs when devices are lost or not returned when a student leaves the district. A process is being developed to deal with this.

Ms. Shuck reported on the following action steps:

Students

- Reinforce Chromebook care
- Technology department is talking with students

Staff

- Repair information was shared with staff

Parents

- Continue to work with parents

Staff PD

- Graduate level course
- Elementary Tech integration specialists working 1:1 with teachers K-4
- Department meetings/ teacher directed time
- MassCue
- Passion/Genius hours

Ms. Shuck also gave an overview of the following:

- Graduate Level course topics and participants
- Expansion and consistency of interactive classroom technology
- Increase in the use of K-2 iPad carts
- Farley STEAM Program
- Specific apps used for Project Lead The Way units in Grade 3
- Technology has been embedded into 2/3 of Grade 4 science lessons
- Seesaw app for creating digital portfolios at the elementary level
- Amplify app in grades 5-8
- Galileo/IXL
- Science- online simulation and modeling tools
- Project Lead The Way expansion- grades K-12

Discussion ensued regarding the older desktops being removed from classrooms and what is done for students who have not charged their unit to include them in the classroom learning.

VI. Matters for Action:

a) Old Business

1. Second Reading and Approval of Proposed Adoptions and Revisions of School Committee Policies – J Section

Dr. Rodrigues confirmed that no feedback had been received on these policies.

A motion to approve the proposed adoptions and revisions of School Committee Policies- Section J was made by Mr. McDowell and seconded by Mr. Smith. On a vote of 6-0 the motion passed.

b) New Business

1. Approval of Special Education Stabilization Fund

Dr. Rodrigues stated that part of the financial plan to stabilize the budget included the creation and funding of a Special Education stabilization fund to use in the case of an emergency where special education tuition increases. This needs to be included on the town warrant in May. The Town of Hudson has asked for a School Committee vote proposing the creation of this account.

Discussion ensued on the cap on the fund.

A motion to approve the establishment of a Special Education stabilization fund was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 6-0 the motion passed.

2. Approval of Startalk grant in the amount of \$88,902.00

Dr. Rodrigues reported that this will be the third year in a row for this grant. It will allow the district to create a summer immersion program in Portuguese.

A motion to approve the Startalk grant in the amount of \$88,902.00 was made by Mr. Smith and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

3. Approval of School Communication Survey Action Steps

Chairman Maston presented some of the responses to the School Communication Survey. He said that based on the survey information, the committee started to develop an action plan. He described some of the potential action steps. The action steps will be brought to the next School Committee meeting for a vote.

4. Approval of Student Activities Scholarships

Dr. Rodrigues stated that these four scholarships from FY18 need to be voted on by the School Committee.

A motion to approve the Student Activities Scholarships was made by Ms. Hallsworth and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

5. Approval of Reclassifications of Funds

A motion to approve the reclassification of funds as presented was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

6. Approval of Overnight Field Trip to the 2019 Massachusetts All State Music Festival 2/28/2019-3/2/2019

Chairman Maston explained that one senior from Hudson High School has been selected to attend this music festival based on a successful audition.

A motion to approve the Overnight Field Trip to the 2019 Massachusetts All State Music Festival 2/28/2019-3/2/2019 was made by Mr. Tracy and seconded by Ms. Ryan. On a vote of 6-0 the motion passed.

VII. Items of Interest to the School Committee

Mr. Tracy wanted to present some information on the measles outbreak in southwest Washington state and how this might impact our district and what we can do to prevent an outbreak.

There have been 50 confirmed cases in SW Washington. Measles is technically considered an eliminated disease, but there are challenges to the eliminated status primarily due to the anti- vaccination movement.

He introduced a website that the Massachusetts Department of Public Health publishes. It can simulate the possible results when different levels of the population are immunized. He demonstrated the difference between 95% and 80% immunized.

As of 2017, our district falls into the 1.2% exemption area. He stated that it is important to remember our students encounter students from other areas of the states/country where the vaccination rate may not be as high. For Kindergarten, our students are vaccinated 99-100% of the time.

Our immunization policy mirrors what we are required to do by the state. He stated that we need to keep an eye on this at the state level and the Massachusetts General Laws regarding immunizations.

Ms. Ryan stated that she recently had the last of her school walkthroughs with Dr. Rodrigues. They visited Forest, Hubert, and Mulready.

VIII. Executive Session

At 9:07 p.m., Committee Chair, Glenn Maston, noted that Executive Session was needed for the following reasons:

- a) To discuss strategy in preparation for negotiations with union personnel (Hudson School Secretarial Association) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.
- b) 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:

Mr. Maston	Yes
Mr. Smith	Yes
Ms. Hallsworth	Yes
Mr. Tracy	Yes
Ms. Ryan	Yes
Mr. McDowell	Yes

IX. Adjournment

Not Approved

At 9:08 p.m. Committee Chair, Glenn Maston, announced that the Committee would enter Executive Session and not return to Public Session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee

Report of the Superintendent
District/Schools Report Card



FEBRUARY 26, 2019

Hudson Public Schools

REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.


SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators E

Standard II: Indicators A, B, E

Standard III: Indicators A, C

Standard IV: Indicators A, B, C,



Department of Elementary and Secondary Education

The Department of Elementary and Secondary Education is committed to providing detailed information for families so they have a better understanding of their child's education. In order to accomplish this, the Department developed a new report card for the 2018-2019 school year.

District & School Report Cards Highlights

- The federal Every Student Succeeds Act (ESSA) requires districts to annually distribute district & school report cards to the parents/guardians of all children enrolled in district schools.
- Report cards must include information related to assessment, accountability, educator qualifications, & other measures of school quality.
- Since 2007, the Massachusetts Department of Elementary & Secondary Education (DESE) has prepared district & school report cards & made them available via DESE's School & District Profiles website.
- The Department redesigned school & district report cards in 2018 that will be distributed electronically and contain important information in a variety of categories.
- Information included in the new report cards reflects the values & priorities of Massachusetts parents.
 - The Department surveyed parents & other stakeholders to collect information about what should be included in report cards.
 - The Department used surveys, focus groups, & interviews to solicit feedback on a draft report card.

Distribution Requirements

- School report cards should be distributed to families of students enrolled in all district schools, regardless of the school's accountability determination or Title I status.
- The Department released electronic 2018 report cards in February 2019 & anticipates making a printable version of the report card available in spring 2019.
- By the end of February 2019, districts should post links to report cards on school & district websites,
- Distribute electronic copies of report cards to families. Once available (spring 2019), hard copies of report cards should be distributed to families who require them.

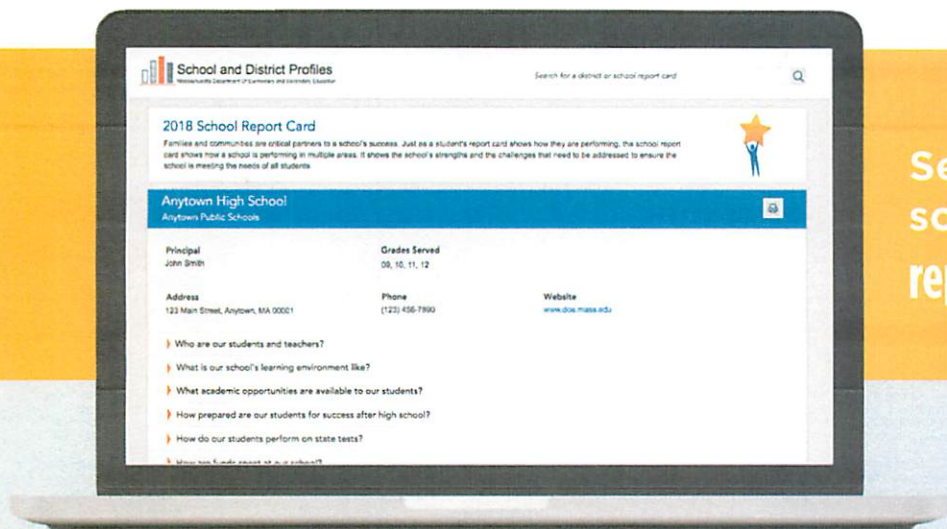
- The Department has developed a sample parent/guardian notification that districts & schools may customize & use as a cover letter for the report card. We have done so, and will send out translated versions to families.
- Search for a school or district report card on DESE's **new report card website**:
reportcards.doe.mass.edu

Supporting Documents

Report card flyer describes the purpose of the school report card and provides a **glossary** of key sections. Both documents are available in English & nine other languages – Google Translate available for all portions of the report card.

LEARN MORE ABOUT MASSACHUSETTS SCHOOLS!

Report Card



Search for your
school's report card at
reportcards.doe.mass.edu

5 Quick Facts

ABOUT THE SCHOOL REPORT CARD

1. Just as a student's report card shows how they are doing in different subjects, the school's report card shows how a school or district is doing in different areas.
2. The report cards include a variety of information, more than just MCAS scores.
3. School report cards reflect the information that is most valuable to Massachusetts families.
4. School report cards identify where a school is doing well and where it needs to improve to ensure that all students' needs are met.
5. District leaders and principals can use report cards to support schools and students and to identify ways to help schools continue improving over time.

Families are critical partners in the success of Massachusetts students. The Massachusetts Department of Elementary and Secondary Education is committed to providing detailed information for families, so they have a better understanding of their child's education.

Visit reportcards.doe.mass.edu to find the school report card for every public school in the state.



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Report Card Glossary

GENERAL INFORMATION

Basic information about the school or district.

Title I Status: Whether the school or district receives Title I funds. Schools and districts with large populations of students from low income families receive federal Title I grant money to help ensure that all children meet challenging state academic standards.

STUDENTS AND TEACHERS

Information about student enrollment and teacher qualifications.

Students with Disabilities: Students with special needs who have an Individualized Education Program (IEP).

Economically Disadvantaged: Students who receive assistance through the Supplemental Nutrition Assistance Program (SNAP), Transitional Assistance for Families with Dependent Children (TAFDC), the Department of Children and Families' (DCF) foster care program, or MassHealth.

High Needs: Students who belong to one or more of the following groups: students with disabilities, current or former English learners, and/or economically disadvantaged students.

Full-Time Equivalency: The number of full-time teaching positions in the school or district. Some teaching positions are part time and therefore are reported as a decimal (for example, 0.8).

ACADEMIC OPPORTUNITIES

Information about student participation in broad and challenging courses.

Advanced Coursework: Courses that are considered advanced include Advanced Placement, International Baccalaureate, dual enrollment, and other challenging classes in a variety of subjects.

MassCore: MassCore is a state-recommended program of study that outlines the minimum core courses needed to meet four-year college and workforce expectations. MassCore includes four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional core courses.

STUDENT ATTENDANCE AND DISCIPLINE

Information about student attendance and discipline.

Chronic Absenteeism: The percentage of students who miss 10 percent or more of the school year (for example, 18 or more days in a typical 180-day school year).

Student Discipline: The percentage of students who are suspended, expelled, or removed from regular classroom activities as a result of negative behavior.

SUCCESS AFTER HIGH SCHOOL

Information about graduation, dropout, and college-going rates.

High School Outcomes: Graduation, dropout, and college-going information is reported for schools and districts that serve grades 9 through 12.

STUDENT PERFORMANCE ON STATE TESTS

Information about student performance on the Massachusetts Comprehensive Assessment System (MCAS) tests. Each year, students in grades 3 through 8 and 10 take MCAS tests in English language arts (ELA) and mathematics, and students in grades 5, 8, and 10 take science MCAS tests.

Achievement: Students' MCAS scores.

Student Growth: The student growth percentile (SGP) shows how one student's MCAS score compares with other students with similar prior MCAS scores. A school or district's SGP represents the average growth for the school or district.

SPENDING

Information about how much money is spent per student.

Dollars Spent per Student: Amounts vary based on enrollment, staffing, special programming, and the needs of the students in the school.

ACCOUNTABILITY

Information about the school or district's most recent accountability results. The accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance that can be used to help schools improve.

Progress Toward Improvement Targets: The Massachusetts Department of Elementary and Secondary Education (DESE) sets annual improvement targets, or goals, for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools and districts are expected to make annual progress toward these targets in order to improve student performance, and DESE reports on each school's and district's progress each year.

Accountability Percentile: Accountability percentiles indicate how a school is performing overall compared with other schools. A school's percentile is calculated by combining information related to achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools with higher percentiles are generally higher performing, and schools with lower percentiles are generally lower performing. Districts do not receive an accountability percentile.

Overall Classification: Schools and districts are placed into two categories: those that require assistance or intervention from the state, and those that do not. A small number of schools and districts, including those that are new or very small, are classified as having "insufficient data."

Matters for Discussion

Old Business

- 1.) Hudson High School Principal Search Update

HUDSON HIGH SCHOOL – PRINCIPAL SEARCH

EVENT	DATE	TIME	LOCATION
Focus Groups to Capture Stakeholders' Input <ul style="list-style-type: none"> All Parents** and Community Members High School Staff Students (Conducted by the HHS Student Community Council) 	Wednesday, 11/14 Wednesday, 11/14 TBD	6:30pm to 8:00 pm 11:00 am to 12:00 pm TBD	HHS – Rm F101 HHS – Rm F101 TBD
Notes: **Parents will receive two notifications of the focus group date via School Messenger in addition to postings on Social Media and Creating Connections.			
Survey to Capture Stakeholders' Input <ul style="list-style-type: none"> All Parents** High School Staff Students 	Posted from 11/26 through 12/7		
Notes: **Parents will receive multiple notifications for completion of the survey via School Messenger in addition to postings on Social Media and Creating Connections.			
Job Posting – Internal and External	From 1/3/19 through 1/25/19		
Notes: We anticipate that a pool of qualified candidates will apply within the timeline above. However, the timeline above does not preclude the District from extending the posting period.			
Candidates' Screening and Interviews			
Screening Panel <ul style="list-style-type: none"> High School Assistant Principal (2) High School Teacher (1) Director of Human Resources 	Thursday, 1/31*	1:00 pm	Apsley St.
Interview Panel** <ul style="list-style-type: none"> Parents (2) <ul style="list-style-type: none"> High School Parent SEPAC High School Parent 	Wednesday, 2/27*	TBD	Apsley St.

<ul style="list-style-type: none"> • High School Faculty and Support Staff (6) <ul style="list-style-type: none"> ○ Core Teacher (2) ○ Special Education Teacher ○ English Learner Teacher ○ Paraeducator ○ Secretary • Students (1) • Community Representative (1) • Administrators (4) <ul style="list-style-type: none"> ○ High School Assistant Principal ○ Principal ○ Director (2) • School Committee member (1) • Director of Human Resources (Facilitator) 			
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Notes:
*The prospective dates and times above are subject to change.
**Interview Panel selection process:
1) The District will collect contact information of those interested in serving on the interview panel via survey and focus groups,
2) It is extremely important that panel members are able to commit to ALL the dates and be present for ALL interviews,
3) If multiple people indicate their interest to participate on the interview panel, names will be drawn by lottery,
4) Participants will be selected and notified by mid-February 2019.

The Interview Panel will a) interview the candidates, b) select the top three, c) forward names to Superintendent.	Wednesday, 2/27		
Meet and Greet Top 3 Candidates - Students/Faculty/Administrators	Monday, 3/4	3:30pm to 4:00pm 4:00pm to 4:30pm 4:30pm to 5:00pm	TBD
Meet and Greet Top 3 Candidates – Public Feedback	Monday, 3/4	6:00pm to 7:30pm	F101
Top 3 Candidates – Interview with Superintendent’s Cabinet	Thursday, 3/7	TBD	Apsley St.
Successful Candidate Announced	Tentative Date: Week of March 11, 2019**		

Notes:
**Tentative date is subject to the completion of reference checking and HR procedures.

Hudson High School Interview Panel

- High School Parent – David Tinglof
- SEPAC High School Parent – Carry Napoleone
- Core Teachers (2) – Reed Prior and Amy Vessels
- Special Education Teacher – Molly McCarley
- English Learner Teacher – Emily Smyth
- Paraeducator – Ann Pratt
- Secretary – Bri Miele
- Student– Mikey Peckham
- Community Representative – Albert Libby
- High School Assistant Principal – Dan McAnespie
- Principal – Melissa Provost
- Director (2) – Ellen Schuck and Angie Flynn
- School Committee Member – Steve Smith
- Facilitator – Cindy Fensin

Matters for Discussion

New Business

1.) Chartwells Mid-Year Report



Hudson Public Schools K-12

One Team One Community

February 26, 2019

A Wellness Partnership



One Community One Team

Chartwells Team

- Shane Riordan - Food Service Director
- Michelle Palladino - Resident Dietitian
- Chris Callahan – District Manager

Accomplishments

- Café Train Theme Progress at Forest Ave School
- Chartwells in the Community
 - Catering
 - Nutrition Sampling
 - Sports Nutrition Program
- Financial Results MTD & YTD
- What's Ahead

Planned Upgrades – Train Theme at Forest Ave



Planned Upgrades Train Theme at Forest Ave



Chartwells in the Community – Senior Breakfast



Chartwells K12 Nutrition Events

SY 2018 - 2019

Sports Nutrition Pilot – HHS

- 6 week project working with HHS athletes (primarily girls basketball)
- Impact HHS athletes to act as nutritional resources within their school
- Education series (3)
- Sampling tables (3)
- Alternating weeks

Sports Nutrition Project – HHS

- Education Series:
 - November 9
 - Fueling for Athletic Performance
 - November 30
 - Pre and Post Workout Nutrition
 - December 14
 - Electrolytes and Hydration

Sports Nutrition Pilot – HHS

- Table Series:
 - November 16:
 - Smoothies
 - December 7:
 - Hummus with vegetables
 - December 21:
 - Infused water

Sports Nutrition Table #1



Sports Nutrition Table #1



Sports Nutrition Table #3



Add'l Nutrition Info

- Whole grain waiver
 - District wide
- State audit prep
 - Forest Ave
- Fuel up to Play 60 Grant
 - District wide

Financial Accomplishments

- Reimbursable Meal Participation Increase 7%
- Meal Counts up by 18,000
- Total Revenues up by 12% YTD
- Total Program Costs Managed better by 12% YTD
- Program Subsidy down by 65% through January.

Breakfast Participation – January YTD FY19 vs. FY18

	2019	2018
High School	8%	6%
Quinn Middle	8%	7%
Farley Elementary	7%	10%
Mulready Elementary	15%	12%
Forest Elementary	20%	18%

Lunch Participation – January YTD FY19 vs. FY18

	2019	2018
High School	40%	34%
Quinn Middle	43%	37%
Farley Elementary	40%	36%
Mulready Elementary	43%	38%
Forest Elementary	46%	37%

Financial Results MTD – January

	Jan 2019	Jan 2018	Variance
Sales	\$ 47,293	\$ 36,904	\$10,389
Reimbursements	\$ 52,322	\$ 41,688	\$10,634
Product Costs	\$ 43,228	\$ 28,239	
Discounts	<u>\$ -8,018</u>	<u>\$ 0</u>	
Net Product Cost	\$ 35,210	\$ 28,239	\$ 6,971
Personnel Costs	\$ 54,339	\$ 48,467	\$ 5,872
Other Costs	\$ 3,548	\$ 6,201	-\$ 2,653
Fees	<u>\$ 6,000</u>	<u>\$ 6,056</u>	<u>\$ 56</u>
Profit/Loss	<u>\$ 517</u>	<u>\$ -10,371</u>	<u>\$10,888</u>

Financial Results YTD – August - January

	2019	%	2018	%
Sales	\$ 217,417		\$ 186,124	
Reimbursements	<u>\$ 237,689</u>		<u>\$ 219,986</u>	
Total Revenues	\$ 455,106		\$ 406,110	
Product Costs	\$ 190,638		\$ 153,262	
Discounts	<u>\$ -31,415</u>		<u>\$ 0</u>	
Net Product Costs	<u>\$ 159,223</u>	34.9%	<u>\$ 153,262</u>	37.7%
Personnel Costs	\$ 272,820	59.9%	\$ 261,923	64.5%
Other Costs	\$ 17,917	3.9%	\$ 31,198	7.7%
Fees	<u>\$ 30,000</u>		<u>\$ 30,280</u>	
Total Expenses	\$ 479,960	105%	\$ 476,663	117%
Profit/Loss	<u>\$ -24,854</u>		<u>\$ -70,553</u>	

YTD Financial Reconciled Hudson/Chartwells

Total Revenue	\$ 463,233.63
Total Expenses	<u>\$ 538,936.10</u>
Program Subsidy	(\$ 75,702.47)
Inventory on Hand	<u>\$ 56,019.42</u>
Net Program Subsidy	<u>(\$ 19,683.05)</u>
(reconciled)	
Liability - Prepaid Balances	\$ 38,543.61

What's Ahead!

- Approved Kitchen Equipment Upgrade at Farley School
- Tasting Event at Quinn Middle School
- Preparation for State/USDA Administrative review Audit.
- Hudson School Health and Safety Advisory Committee – Nutrition Presentation
- Secondary School Themed Meals
- Continued Program Development

Questions?

THANK YOU!

Matters for Discussion

New Business

- 2.) First Reading of Proposed 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
GBI	<p>PARTICIPATION OF EMPLOYEES IN COMMUNITY ACTIVITIES WITH CONTROVERSIAL IMPLICATIONS</p> <p><u>The Committee encourages its employees to take an active part in the life of the community, provided their activities do not violate any local ordinance, state or national law. However, political, social, and religious group activities of employees should not be inconsistent with the responsibilities they have assumed when they chose careers intimately associated with the welfare of the children of Hudson.</u></p> <p><u>The political, social, or religious activities of employees may not be brought into the classroom or any part of the school so as to unduly influence the opinions of students and destroy the academic objectivity which is necessary for a true teaching/ learning situation.</u></p> <p><u>Regardless of personal sentiments, the policies</u></p>	<p><u>GBI - STAFF PARTICIPATION IN POLITICAL ACTIVITIES</u></p> <p><u>The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.</u></p> <p><u>In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.</u></p> <p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REF.: M.G.L. 55; 71:44</u></p>

	<p><u>and regulations as approved by the Hudson School Committee will be followed in the classroom without comment. However, differences of opinion as to their validity may be made known to the Superintendent and through him to the School Committee.</u></p> <p><u>The right of a citizen to petition his elected representatives is in no way abrogated by this policy. However, all comments and concerns relative to these policies should be directed first to the Superintendent of Schools.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	
GBJ	None	<p><u>GBJ - PERSONNEL RECORDS</u></p> <p><u>Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:</u></p> <ol style="list-style-type: none"> <u>1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.</u> <u>2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.</u>

3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.

4. Each employee will have the right, upon written request, to review the contents of his own personnel file.

5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include his/her written response in the file.

6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

SOURCE: MASC

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247

Title IV, as amended

88 Stat. 571-574 (20 U.S.C. 1232g) and regulations

M.G.L. 4:7; 71:42C

M.G.L 149:52C

Teachers' Agreement

CONTRACT REF.: All Agreements

		<p><u>CROSS REF.: KDB, Public's Right to Know</u></p>
<p>GBK</p>	<p>None</p>	<p><u>GBK - STAFF COMPLAINTS AND GRIEVANCES</u></p> <p><u>The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.</u></p> <p><u>It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.</u></p> <p><u>Channels established will provide for the following:</u></p> <ol style="list-style-type: none"> <u>1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.</u> <u>2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.</u> <u>3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.</u> <p><u>The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.</u></p>

		<p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REFS.: M.G.L. 150E:5 and 8</u></p> <p><u>CONTRACT REFS.: All Contract Agreements</u></p> <p><u>NOTE: Grievance procedures established through negotiated agreements may be referred to, as in the policy above. Many school systems also cite specific article and section numbers with the contract references.</u></p>
GCA	<p><u>GCA-JOB DESCRIPTIONS</u></p> <p><u>Job descriptions will form section 9000 of the School Committee Policy Manual, but are not to be considered as policies of the School Committee. Job descriptions are written by the Superintendent of Schools or his/her designee. Job descriptions must be approved by a majority vote of the School Committee and must be listed on the agenda for the meeting at which the vote is taken.</u></p> <p><u>The purpose of the job description is to define the duties and qualifications of a position within the Hudson Public Schools. New and revised job descriptions should be organized as follows:</u></p> <p><u>Title</u></p> <p><u>Job Goal (optional)</u></p> <p><u>Qualifications</u></p> <p><u>Responsibilities</u></p>	<p><u>GCA - PROFESSIONAL STAFF POSITIONS</u></p> <p><u>All professional staff positions in the school system will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.</u></p> <p><u>Each time a new position is established by the Committee, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.</u></p> <p><u>SOURCE: MASC</u></p> <p><u>NOTE: Job descriptions for professional staff positions are available for review in the office of the Superintendent.</u></p> <p><u>NOTE: Subcategories may be added to code GCA for filing job descriptions of professional staff positions. However, if a school system has more than 20 job descriptions, it is recommended that they be filed in a special manual (and referred to, as was done on the sample policy above) to prevent the policy manual from becoming unwieldy.</u></p>

	<p><u>Reports to (optional)</u></p> <p><u>Evaluation (optional)</u></p> <p><u>Adopted by the Hudson School Committee:</u> <u>April 13, 1993</u></p>	
GCBA	None	<p>GCBA - PROFESSIONAL STAFF SALARY SCHEDULES</p> <p><u>Teachers Collective Bargaining Agreements (CBA)</u></p> <p>The School Committee will adopt a salary schedule for <u>regular teaching personnel each CBA</u> as part of the contract negotiated with the <u>teachers'</u> bargaining unit. <u>The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.</u></p> <p><u>Principals Administrators</u></p> <p><u>Salaries will be reviewed annually prior to July 1.</u> The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for <u>Principals Administrators</u>. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.</p> <p><u>Administrators</u></p> <p><u>Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.</u></p> <p>SOURCE: MASC September 2016</p> <p>LEGAL REFS.: M.G.L. <u>71:40</u>; <u>71:43</u></p>

		<p><u>CONTRACT REF.: Teachers' Agreement</u></p> <p><u>NOTE: If a salary schedule is established unilaterally by the School Committee, the actual schedule might be included as part of the policy or as an exhibit document coded GCBA-E. However, if it is part of a School Committee-staff agreement, it may be referred to, with the appropriate section of the agreement cited in a contract reference (as was done above). In either event, there probably will be procedures pertaining to initial placement and lateral movement on the schedule to include under code GCBA-R.</u></p> <p><u>Regional school districts should cite M.G.L. 71:42B at this code.</u></p>
GCBB	None	<p>GCBB - EMPLOYMENT OF PRINCIPALS</p> <p>Principals shall be employed by the School District under individual contracts of employment. <u>Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal.</u> The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.</p> <p>Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.</p> <p>The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.</p> <p>As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.</p> <p>SOURCE: MASC September 2016</p>

		LEGAL REF: MGL <u>71:41</u> ; <u>71:59B</u>
GCBC	None	<p><u>GCBC - PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS</u></p> <p><u>Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.</u></p> <p><u>Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.</u></p> <p><u>A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.</u></p> <p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REF.: Collective Bargaining Agreement</u></p>
GCBDA	<p>BUILDING ADMINISTRATORS' BENEFITS</p> <p>The School Committee adopts as a policy that Building Administrators shall be entitled to the following benefits:</p> <p>A. Vacation: The Administrator will be entitled to twenty (20) days of vacation to be taken between July 1st and August 23rd. The Administrator may request use of vacation leave at other times when</p>	<p>BUILDING ADMINISTRATORS' BENEFITS</p> <p>The School Committee adopts as a policy that Building Administrators shall be entitled to the following benefits:</p> <p>A. Vacation: The Administrator will be entitled to <u>twenty (20) twenty-five (25)</u> days of vacation <u>to be taken between July 1st and August 23rd annually.</u> The Administrator may request use of vacation leave at other times when school is not in session. Upon written request to and approval of the Superintendent, up to five (5) days vacation time may be carried over to the following year. The use of all vacation time is subject to prior approval by the Superintendent and such approval</p>

school is not in session. Upon written request to and approval of the Superintendent, up to five (5) days vacation time may be carried over to the following year. The use of all vacation time is subject to prior approval by the Superintendent and such approval shall not be unreasonably withheld. Upon termination of employment as an administrator in the Hudson Public Schools, unpaid accrued vacation time will be pro-rated according to the number of months worked that year. For example: for six months of work, the administrator would be entitled to ten days' salary.

- B. **Sick Leave:** The administrator will be entitled to 1.5 sick days per month, which may accumulate to a maximum of 200 days (up to 10 sick leave days per year may be used for illness in the immediate family). If the Administrator has fifteen (15) years or more of service in the Hudson Public Schools, he/she shall receive sick leave buy-back of \$60 per day to which he/she is entitled upon retirement, death, or reduction in force from any employment. In the event of death, sick leave compensatory benefits shall be paid to the Administrator's estate.

However, as a result of this clause, no administrator currently employed in the Hudson Public Schools shall have the total number of his/her accumulated sick days reduced to or exceed the figure credited as of July 1, 1983. When, as a consequence of the use of sick leave the figure credited as of July 1, 1983 falls below the maximum figure of 200, the maximum figure shall apply to that administrator.

- C, **Personal Leave:** The Administrator will be entitled to five (5) days of personal leave which may not be accumulated but will be added to sick

shall not be unreasonably withheld. Upon termination of employment as an administrator in the Hudson Public Schools, unpaid accrued vacation time will be pro-rated according to the number of months worked that year. **For example: for six months of work, the administrator would be entitled to ten days' salary.**

- B. **Sick Leave:** The administrator will be entitled to 1.5 sick days per month, which may accumulate to a maximum of 200 days (up to 10 sick leave days per year may be used for illness in the immediate family). If the Administrator has fifteen (15) years or more of service in the Hudson Public Schools, he/she shall receive sick leave buy-back of \$60 per day to which he/she is entitled upon retirement, death, or reduction in force from any employment. In the event of death, sick leave compensatory benefits shall be paid to the Administrator's estate.

However, as a result of this clause, no administrator currently employed in the Hudson Public Schools shall have the total number of his/her accumulated sick days reduced to or exceed the figure credited as of July 1, 1983. When, as a consequence of the use of sick leave the figure credited as of July 1, 1983 falls below the maximum figure of 200, the maximum figure shall apply to that administrator.

- C. **Personal Leave:** The Administrator will be entitled to five (5) days of personal leave which may not be accumulated but will be added to sick leave if they remain unused as of June 30th of each year.

- D. **Holidays:** The Administrator will be entitled to the following paid holidays:

New Year's Day
Martin Luther King Day
Presidents' Day
Patriots' Day
Good Friday
Memorial Day
Independence Day
Labor Day
Columbus Day
Veterans' Day
Thanksgiving Day
Day After Thanksgiving
Christmas Day

- E. **Bereavement Leave:** The Administrator will be entitled to up to five (5) days bereavement leave in the event of death in the immediate family.

	<p>leave if they remain unused as of June 30th of each year.</p> <p>D. Holidays: The Administrator will be entitled to the following paid holidays: New Year's Day Columbus Day Martin Luther King Day Independence Day Presidents' Day Veterans' Day Labor Day Thanksgiving Day Patriots' Day Day After Thanksgiving Memorial Day Christmas Day</p> <p>E. Bereavement Leave: The Administrator will be entitled to up to five (5) days bereavement leave in the event of death in the immediate family.</p> <p>F. Retirement Benefit: A retirement benefit of \$5,000 shall be paid to the Administrator when he/she has completed at least fifteen (15) years of service and is at least 55 years of age as of June 30th immediately following the completion of the school year in which the Administrator intends to be his/her last year of service in the Hudson Public Schools. To qualify for this benefit, the Administrator shall submit his/her written intention to retire, via certified mail, to the Office of the Superintendent of Schools by November first of the school year in which the Administrator intends to be his/her last year of service in the Hudson Public Schools.</p> <p>G. Other: The Administrator will be entitled to any other form of insurance protection, retirement program, choice of tax-sheltered annuities, and</p>	<p>F. Retirement Benefit: A retirement benefit of \$5,000 shall be paid to the Administrator when he/she has completed at least fifteen (15) years of service and is at least 55 years of age as of June 30th immediately following the completion of the school year in which the Administrator intends to be his/her last year of service in the Hudson Public Schools. To qualify for this benefit, the Administrator shall submit his/her written intention to retire, <u>via certified mail</u>, to the Office of the Superintendent of Schools by November first of the school year in which the Administrator intends to be his/her last year of service in the Hudson Public Schools.</p> <p>G. Other: The Administrator will be entitled to any other form of insurance protection, retirement program, choice of tax-sheltered annuities, and other administrative employee benefits as offered by the Town of Hudson to School Department employees.</p> <p>Adopted by the Hudson School Committee: December 12, 1995</p> <p>Revised by the Hudson School Committee: January 28, 1997</p>
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	<p>other administrative employee benefits as offered by the Town of Hudson to School Department employees.</p> <p>Adopted by the Hudson School Committee: December 12, 1995</p> <p>Revised by the Hudson School Committee: January 28, 1997</p>	
GCCAD	<p>OUT-OF-STATE TRAVEL</p> <p>Authorization for personnel to undertake out-of-state travel in connection with their employment must be voted by the School Committee upon recommendation of the Superintendent of Schools.</p> <p>Unless out-of-state travel is required as a consequence of an assignment made by the Superintendent of Schools, reimbursement shall not exceed a total of \$500 per individual annually.</p> <p>Requests for out-of-state travel must be submitted at least one month prior to the date of the conference.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p><u>OUT-OF-STATE TRAVEL</u></p> <p><u>Authorization for personnel to undertake out-of-state travel in connection with their employment must be voted by the School Committee upon recommendation of the Superintendent of Schools.</u></p> <p><u>Unless out-of-state travel is required as a consequence of an assignment made by the Superintendent of Schools, reimbursement shall not exceed a total of \$500 per individual annually.</u></p> <p><u>Requests for out-of-state travel must be submitted at least one month prior to the date of the conference.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>
GCCAE	<p>INTRA-STATE TRAVEL</p> <p>Requests for reimbursement for intra-state travel must be made in advance and in writing.</p> <p>Authorization for personnel to undertake intra-state travel in connection with their employment must be approved by the Superintendent of Schools or his designee.</p> <p>Reimbursement for intra-state travel will be made according to the terms of negotiated contracts for those</p>	<p><u>INTRA-STATE TRAVEL</u></p> <p><u>Requests for reimbursement for intra-state travel must be made in advance and in writing.</u></p> <p><u>Authorization for personnel to undertake intra-state travel in connection with their employment must be approved by the Superintendent of Schools or his designee.</u></p> <p><u>Reimbursement for intra-state travel will be made according to the terms of negotiated contracts for those covered by the agreement. For individuals not covered by a negotiated contract, the School Committee shall reimburse the employees at a rate to be evaluated and established annually.</u></p>

	<p>covered by the agreement. For individuals not covered by a negotiated contract, the School Committee shall reimburse the employees at a rate to be evaluated and established annually.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>
<p>GCCBA</p>	<p>EXTENDED LEAVE FOR ADMINISTRATORS</p> <p>Extended leaves of absence must be requested in writing to the superintendent of schools. Leaves may be granted only when the applicant has served five (5) years in the system. If a leave extends more than eight (8) weeks, the superintendent may require an administrator to return on September first.</p> <p>Leaves will be granted for:</p> <ol style="list-style-type: none"> 1. Service as an officer in a professional organization at local, state, or national levels for up to two (2) years without pay. 2. Service in the peace corps, vista, or national teacher corps for up to two (2) years without pay. 3. Care of a sick member of the administrator's family for up to one (1) year without pay. 4. Campaigning for, or serving in, public office for not less than one (1) year, nor more than three (3) years without pay. 5. Family medical leave consistent with applicable state and federal laws. 	<p><u>EXTENDED LEAVE FOR ADMINISTRATORS</u></p> <p><u>Extended leaves of absence must be requested in writing to the superintendent of schools. Leaves may be granted only when the applicant has served five (5) years in the system. If a leave extends more than eight (8) weeks, the superintendent may require an administrator to return on September first.</u></p> <p><u>Leaves will be granted for:</u></p> <ol style="list-style-type: none"> <u>1. Service as an officer in a professional organization at local, state, or national levels for up to two (2) years without pay.</u> <u>2. Service in the peace corps, vista, or national teacher corps for up to two (2) years without pay.</u> <u>3. Care of a sick member of the administrator's family for up to one (1) year without pay.</u> <u>4. Campaigning for, or serving in, public office for not less than one (1) year, nor more than three (3) years without pay.</u> <u>5. Family medical leave consistent with applicable state and federal laws. To request a leave of absence, an administrator shall notify the superintendent, in writing, of his/her desire to take such a leave, and except in cases of emergency, shall give such notice at least four months prior to the date on which the leave is to begin.</u> <p><u>All administrators returning from a leave of absence shall be restored to</u></p>

	<p>To request a leave of absence, an administrator shall notify the superintendent, in writing, of his/her desire to take such a leave, and except in cases of emergency, shall give such notice at least four months prior to the date on which the leave is to begin.</p> <p>All administrators returning from a leave of absence shall be restored to their previous, or similar position, with the same status, pay, length of service, credit, and seniority as of the date of their leave.</p> <p>Adopted by the Hudson School Committee: December 12, 1995</p>	<p><u>their previous, or similar position, with the same status, pay, length of service, credit, and seniority as of the date of their leave.</u></p> <p><u>Adopted by the Hudson School Committee: December 12, 1995</u></p>
GCCBB	<p>SPECIAL LEAVES OF ABSENCE</p> <p>Professional employees may request a special leave of absence for one school year to investigate other fields of employment, providing the request is filed with the Superintendent of Schools by July fifteenth of the year for which the leave is requested. In no event shall such leaves be for less than or exceed one school year.</p> <p>An individual requesting a special leave of absence shall be required to notify the Superintendent of Schools in writing, by April first of the school year in which the leave is taken, of his/her intent to return to the professional position. Failure to do so shall constitute a resignation from the Hudson Public School system. A written agreement, including the above terms, shall be executed between the professional employee and the Superintendent of Schools prior to the commencement of the leave.</p> <p>The School Committee may limit the number of leaves</p>	<p><u>SPECIAL LEAVES OF ABSENCE</u></p> <p><u>Professional employees may request a special leave of absence for one school year to investigate other fields of employment, providing the request is filed with the Superintendent of Schools by July fifteenth of the year for which the leave is requested. In no event shall such leaves be for less than or exceed one school year.</u></p> <p><u>An individual requesting a special leave of absence shall be required to notify the Superintendent of Schools in writing, by April first of the school year in which the leave is taken, of his/her intent to return to the professional position. Failure to do so shall constitute a resignation from the Hudson Public School system. A written agreement, including the above terms, shall be executed between the professional employee and the Superintendent of Schools prior to the commencement of the leave.</u></p> <p><u>The School Committee may limit the number of leaves under this policy granted each year, and no employee is guaranteed that a special leave of absence will be granted.</u></p> <p><u>Under this policy, only one special leave may be taken during the employee's employment in the Hudson Public School system.</u></p>

	<p>under this policy granted each year, and no employee is guaranteed that a special leave of absence will be granted.</p> <p>Under this policy, only one special leave may be taken during the employee's employment in the Hudson Public School system.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p> <p>Revised by the Hudson School Committee: April 12, 1983</p> <p>Revised by the Hudson School Committee: January 22, 1985</p>	<p><u>Adopted by the Hudson School Committee: January 13, 1981</u> <u>Revised by the Hudson School Committee: April 12, 1983</u></p> <p><u>Revised by the Hudson School Committee: January 22, 1985</u></p>
GCE	None	<p><u>GCE - PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES</u></p> <p><u>It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school.</u> Any recommendations for the creation or elimination of a position must be approved by the School Committee.</p> <p><u>The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.</u></p> <p><u>Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has certification and meets other stated requirements.</u></p> <p><u>Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.</u></p>

		<p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REFS.: Collective Bargaining Agreements</u></p>
GCF	<p><u>PROFESSIONAL HIRING</u></p> <p><u>Through its employment policies, the district will strive to attract, secure, and retain the highest qualified personnel for all professional positions.</u></p> <p><u>It is the responsibility of the superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the school committee. The district's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.</u></p> <p><u>It will be the duty of the superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the committee for the type of position for which the nomination is made.</u></p> <p><u>The following guidelines will be used in the selection of personnel:</u></p> <ol style="list-style-type: none"> <u>1. There will be no discrimination in the hiring process due to age, sex, creed, race, color, national origin, disability, sexual orientation, gender identity, or place of residence.</u> <u>2. The quality of instruction is enhanced by a staff with a wide variation in</u> 	<p><u>GCF - PROFESSIONAL STAFF HIRING</u></p> <p><u>Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.</u></p> <p><u>It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children</u></p> <p><u>It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.</u></p> <p><u>The following guidelines will be used in the selection of personnel:</u></p> <ol style="list-style-type: none"> <u>1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability.</u> <u>2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.</u> <u>3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has</u>

	<p><u>background, educational preparation, and previous experience.</u></p> <p>3. <u>The administrator responsible for the hiring of a staff member, (for district-wide positions and the position of principal it is the superintendent) (for building-based personnel it is the principal), is directed to establish a representative screening committee. In the case of district-wide administrative positions and the position of principal, the superintendent will inform the school committee that a screening committee is being established and invite their representation. The administrator has the final say in determining who will be hired. Exceptions exist to this per M.G.L. Chp. 71, Sec. 59 when the School Committee is the appointing authority, but it is expected that the screening committee's input will be a factor in the decision.</u></p> <p><u>Adopted January 8, 2013</u></p>	<p><u>the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.</u></p> <p><u>SOURCE: MASC September 2016</u></p> <p><u>UPDATED: June 2012</u></p> <p><u>LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45</u></p> <p><u>Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994</u></p> <p><u>BESE Regulations 603 CMR 7:00, 26:00, and 44:00</u></p> <p><u>NOTE: School Committees may determine the size and composition of the screening committee.</u></p>
GCFC	<p>EDUCATIONAL QUALIFICATIONS</p> <p>1. To be eligible for appointment to a teaching position in the Hudson Public School system, the applicant must have earned a degree at a four-year institution of higher learning accredited by at least one of the following agencies:</p> <ul style="list-style-type: none"> • New England Association of Colleges and Secondary Schools. • National Council of Accreditation of Teacher Education. 	<p><u>EDUCATIONAL QUALIFICATIONS</u></p> <p><u>1. To be eligible for appointment to a teaching position in the Hudson Public School system, the applicant must have earned a degree at a four-year institution of higher learning accredited by at least one of the following agencies:</u></p> <ul style="list-style-type: none"> • <u>New England Association of Colleges and Secondary Schools.</u> • <u>National Council of Accreditation of Teacher Education.</u> • <u>One of the six Regional Accrediting Agencies of Higher Educational Institutions.</u> <p><u>2. The applicant must present evidence of meeting or holding Massachusetts State Teacher Certification or the equivalent of such certification, by having taught in a</u></p>

	<ul style="list-style-type: none"> • One of the six Regional Accrediting Agencies of Higher Educational Institutions. <p>2. The applicant must present evidence of meeting or holding Massachusetts State Teacher Certification or the equivalent of such certification, by having taught in a public school system in Massachusetts prior to July 26, 1951.</p> <p>3. If an emergency exists whereby it is impossible to fill a specific vacancy with a certified teacher, a non-certified teacher may be employed for one year, provided the teacher is willing to make every reasonable effort to become certified within the year. Emergency waivers of the Teacher Certification Law (Chapter 71, Section 38G, as amended) are limited to one academic year. However, in extraordinary cases, and under certain conditions, an emergency waiver may be extended for a second or a third year.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p><u>public school system in Massachusetts prior to July 26, 1951.</u></p> <p><u>3. If an emergency exists whereby it is impossible to fill a specific vacancy with a certified teacher, a non-certified teacher may be employed for one year, provided the teacher is willing to make every reasonable effort to become certified within the year. Emergency waivers of the Teacher Certification Law (Chapter 71, Section 38G, as amended) are limited to one academic year. However, in extraordinary cases, and under certain conditions, an emergency waiver may be extended for a second or a third year.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>
GCFD	<p>DEFINITION OF <u>NON-CONTRACTUAL EMPLOYEES</u></p> <p>The term “Non-Contractual Employees” shall be defined to include only those individuals employed by the Hudson Public Schools who are not covered by either a personal individual contract or an agreement negotiated between an employee’s union or group and the Hudson School Committee, Employees who work a regular schedule, whether full or part-time but not temporary or per diem schedules, shall be entitled to those employee benefits outlined in policies relative to “non-contractual employees”. The term does not apply to individuals who work as school year employees and</p>	<p><u>DEFINITION OF NON-CONTRACTUAL EMPLOYEES</u></p> <p><u>The term “Non-Contractual Employees” shall be defined to include only those individuals employed by the Hudson Public Schools who are not covered by either a personal individual contract or an agreement negotiated between an employee’s union or group and the Hudson School Committee, Employees who work a regular schedule, whether full or part-time but not temporary or per diem schedules, shall be entitled to those employee benefits outlined in policies relative to “non-contractual employees”. The term does not apply to individuals who work as school year employees and individuals employed under a federal, state, or private foundation grant or program. In addition, those positions subsequently defined or created as “non-contractual” by vote of the School Committee shall thereafter be included in this definition. The minutes of the School Committee shall be the determining factor should a question ever arise as to whether a position has been classified as “non-contractual”</u></p>

	<p>individuals employed under a federal, state, or private foundation grant or program. In addition, those positions subsequently defined or created as “non-contractual” by vote of the School Committee shall thereafter be included in this definition. The minutes of the School Committee shall be the determining factor should a question ever arise as to whether a position has been classified as “non-contractual”</p> <p>Adopted by the Hudson School Committee: August 9, 1983 Amended by the Hudson School Committee June 26, 2012</p>	<p><u>Adopted by the Hudson School Committee: August 9, 1983</u> <u>Amended by the Hudson School Committee June 26, 2012</u></p>
GCFDA	<p>PERSONNEL FILES FOR NON-CONTRACTUAL EMPLOYEES</p> <p>A central personnel file for all non-contractual employees shall be maintained at the Central Administration Office, Access to the files shall be restricted to those authorized Central Administrative personnel designated by the Superintendent of Schools,</p> <p>Each personnel folder shall contain a completed application form, copies of appropriate medical records, evaluation reports, copies of School Committee appointment, assignment, or transfer actions, copies of appropriate valid licenses or certificates which are job related, and other correspondence or reports of a personnel nature relative to the individual.</p> <p>Individuals will receive a copy of any material, other than items provided by the employee him/herself, which are to be placed in a personnel folder. Should an individual wish to file a response to an item in the folder, he/she may do so by forwarding the item he/she</p>	<p><u>PERSONNEL FILES FOR NON-CONTRACTUAL EMPLOYEES</u></p> <p><u>A central personnel file for all non-contractual employees shall be maintained at the Central Administration Office, Access to the files shall be restricted to those authorized Central Administrative personnel designated by the Superintendent of Schools,</u></p> <p><u>Each personnel folder shall contain a completed application form, copies of appropriate medical records, evaluation reports, copies of School Committee appointment, assignment, or transfer actions, copies of appropriate valid licenses or certificates which are job related, and other correspondence or reports of a personnel nature relative to the individual.</u></p> <p><u>Individuals will receive a copy of any material, other than items provided by the employee him/herself, which are to be placed in a personnel folder. Should an individual wish to file a response to an item in the folder, he/she may do so by forwarding the item he/she wishes placed in the file to the Superintendent of Schools or his designee.</u></p> <p><u>An individual may review his/her own personnel file upon written request at virtually any time during which the Central Administration Office is open, provided that the request does not disrupt office procedures adversely. If immediate access is not a possibility, an opportunity to review one’s personnel</u></p>

	<p>wishes placed in the file to the Superintendent of Schools or his designee.</p> <p>An individual may review his/her own personnel file upon written request at virtually any time during which the Central Administration Office is open, provided that the request does not disrupt office procedures adversely. If immediate access is not a possibility, an opportunity to review one's personnel folder will be scheduled within two (2) working days of the initial request.</p> <p>A single copy of any item within an individual's folder will be provided at no charge. Additional copies of an item will be as allowed by School Committee policy. Requests for copies of items will be honored as office procedures and personnel allow. However, in no event shall the time between the request for copies and their availability at the Central Administration Office exceed five (5) working days.</p> <p style="text-align: center;">Adopted by the Hudson School Committee: August 9, 1983</p>	<p><u>folder will be scheduled within two (2) working days of the initial request.</u></p> <p><u>A single copy of any item within an individual's folder will be provided at no charge. Additional copies of an item will be as allowed by School Committee policy. Requests for copies of items will be honored as office procedures and personnel allow. However, in no event shall the time between the request for copies and their availability at the Central Administration Office exceed five (5) working days.</u></p> <p style="text-align: center;"><u>Adopted by the Hudson School Committee: August 9, 1983</u></p>
GCFCDC	<p style="text-align: center;">WORKING SCHEDULES FOR NON-CONTRACTUAL EMPLOYEES</p> <p>The normal work week for NON-CONTRACTUAL employees shall be thirty-seven and one-half (37.5) hours. To be classified as a regular part-time employee, an individual must be scheduled to work at least one-half of the number of hours for full-time status.</p> <p>On days when school has been cancelled for inclement weather, or due to other unforeseen circumstances, the non-contractual staff is expected to report to their regular assignment as scheduled, unless notified to the</p>	<p style="text-align: center;"><u>WORKING SCHEDULES FOR NON-CONTRACTUAL EMPLOYEES</u></p> <p><u>The normal work week for NON-CONTRACTUAL employees shall be thirty-seven and one-half (37.5) hours. To be classified as a regular part-time employee, an individual must be scheduled to work at least one-half of the number of hours for full-time status.</u></p> <p><u>On days when school has been cancelled for inclement weather, or due to other unforeseen circumstances, the non-contractual staff is expected to report to their regular assignment as scheduled, unless notified to the contrary by the Superintendent of Schools or his designee.</u></p> <p><u>All attendance records for non-contractual employees shall be reported to and maintained by the Central</u></p>

	<p>contrary by the Superintendent of Schools or his designee.</p> <p>All attendance records for non-contractual employees shall be reported to and maintained by the Central Administration Office.</p> <p>Adopted by the Hudson School Committee: August 9, 1983 Amended by the Hudson School Committee: June 26, 2012</p>	<p><u>Administration Office.</u></p> <p><u>Adopted by the Hudson School Committee: August 9, 1983</u></p> <p><u>Amended by the Hudson School Committee: June 26, 2012</u></p>
GCG	None	<p>GCG - SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT</p> <p><u>The school system will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.</u></p> <p><u>The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the School Committee.</u></p> <p>SOURCE: MASC</p>
GCGD	<p>PERMANENT SUBSTITUTES</p> <p>After the ninetieth (90th) day of the school year has elapsed, individuals appointed to complete the school year shall be hired as “Permanent Substitute Teachers”.</p> <p>The per diem rate for Permanent Substitutes</p>	<p><u>PERMANENT SUBSTITUTES</u></p> <p><u>After the ninetieth (90th) day of the school year has elapsed, individuals appointed to complete the school year shall be hired as “Permanent Substitute Teachers”.</u></p> <p><u>The per diem rate for Permanent Substitutes shall be set by the Hudson School Committee upon recommendation of the</u></p>

	<p>shall be set by the Hudson School Committee upon recommendation of the Superintendent of Schools.</p> <p>Permanent Substitute Teachers shall be entitled to one personal day leave during their employment period. Sick leave shall be allocated on the basis of one day per month left in the school year.</p> <p>Adopted by Hudson School Committee: January 13, 1981 Amended by Hudson School Committee: September 14, 2004</p>	<p><u>Superintendent of Schools.</u></p> <p><u>Permanent Substitute Teachers shall be entitled to one personal day leave during their employment period. Sick leave shall be allocated on the basis of one day per month left in the school year.</u></p> <p><u>Adopted by Hudson School Committee: January 13, 1981</u></p> <p><u>Amended by Hudson School Committee: September 14, 2004</u></p>
GCGE	<p>SUBSTITUTE TEACHER SALARIES</p> <p>Upon recommendation of the Superintendent of Schools, the School Committee shall establish a per diem rate for individuals employed as per diem substitute teachers.</p> <p>Individual substitute teachers employed on a per diem basis for an extended assignment of consecutive schools days shall receive a higher per diem rate established by the School Committee upon recommendation of the Superintendent of Schools for the duration of that assignment.</p> <p>Per diem substitutes are not entitled to any benefits other than the per diem rate of pay.</p> <p>Adopted by Hudson School Committee: January 13, 1981 Amended by Hudson School Committee: September 14, 2004 Amended by Hudson School Committee:</p>	<p><u>SUBSTITUTE TEACHER SALARIES</u></p> <p><u>Upon recommendation of the Superintendent of Schools, the School Committee shall establish a per diem rate for individuals employed as per diem substitute teachers.</u></p> <p><u>Individual substitute teachers employed on a per diem basis for an extended assignment of consecutive schools days shall receive a higher per diem rate established by the School Committee upon recommendation of the Superintendent of Schools for the duration of that assignment.</u></p> <p><u>Per diem substitutes are not entitled to any benefits other than the per diem rate of pay.</u></p> <p><u>Adopted by Hudson School Committee: January 13, 1981</u> <u>Amended by Hudson School Committee: September 14, 2004</u> <u>Amended by Hudson School Committee: July 12, 2005</u></p>

	July 12, 2005	
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Matters for Discussion

New Business

3.) Assabet Valley Collaborative Update

[FY 18 Annual Report](#)

Matters for Action
Old Business

1.) Approval of School Communication
Survey Steps

Strategic Goals Subcommittee

School Committee Survey Action Steps

Based on the feedback we received in our communication survey, the subcommittee is proposing the following actions as a way to make progress on our goal to improve school committee communication.

1. We will begin publishing a newsletter monthly.
 - The newsletter will be sent by email to anyone who signs up to receive it. It would also be posted on our website and on the district Facebook page.
 - The newsletter will contain several parts, which can be discussed, but would include:
 - a recap of recent meetings
 - dates of upcoming meetings
 - and a schedule of topics we anticipate to hear about at the next few meetings
 - announcements of opportunities for people to serve on boards or committees
 - maybe a more in depth discussion about one of a rotating list of topics that would include budget, policy, new initiatives, student achievement, and programs, as appropriate to the time of year or other discussion.
 - The members of the committee would all have the opportunity to contribute to every newsletter, but we could also plan to rotate responsibility for putting the newsletter together so that it doesn't become a burden to one member.
2. We will hold 2 or 3 forums/listening sessions spaced throughout the year to have more open dialogue with the community.
 - Some of them will be general forums while some might have a specific topic to help focus discussion; the topic can depend on what's going on at the time. For example we might anticipate having a budget related forum each spring during our budget review process.
3. We will set up a general school committee email that people can use to communicate with us, and provide a link or button on our website to give people an easy way to send their comments to us.

Matters for Action
New Business

- 1.) Approval of Superintendent's Mid-Year Goals



FEBRUARY 26, 2019

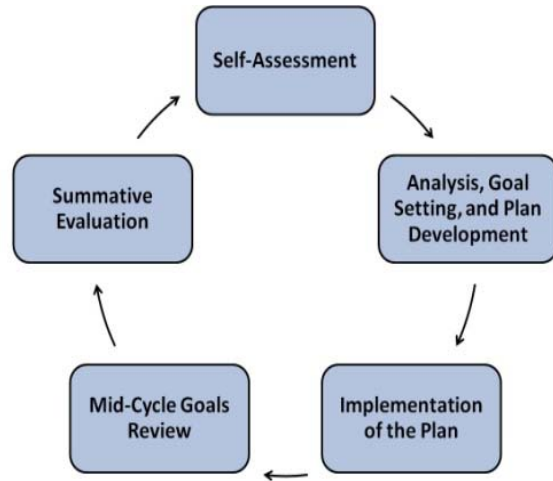
Hudson Public Schools

**SUPERINTENDENT'S MID-CYCLE GOALS
PROGRESS REPORT**

MARCO C. RODRIGUES, ED.D.



Five-Step Cycle



Cycle 3 – Implementation Plan

Progress Report:

The Superintendent’s goals and key strategic actions for the 2018-2019 school year are currently in the implementation phase and I expect to meet all benchmarks for each goal by the end of the school year. The goals selected and approved by the School Committee this year reflects elements identified in my Entry Findings Report (January 2018) and the strategic objectives identified in the new District Improvement Plan.

The progress report below identifies the status of each key strategic action and benchmark (On Target, Off Target, and Not Started).

The areas identified as “Not Started” signify the work to be accomplished from February to June of 2019.

Cycle 4 – Mid-Cycle Goals Review

Description	Comments	On Target	Off Target	Not Started
Goal 1: Student Learning				
By June 2019, the Actions Steps for each Strategic Priority identified under the District Improvement Plan will be implemented.				
Key Strategic Actions				
1. By November 2018, present to the School Committee the Action Steps devised by the District Leadership Team.	The Action Steps for each Strategic Priority were presented to the School Committee on November 13,	X		
2. By February 2019, through the District Leadership Team, evaluate the implementation process and provide a mid-year status report to the District and to the School Committee.	The District Leadership Team reviewed the implementation process at a DELTA meeting on February 14, 2019. The mid-year status report to the School Committee was on February 5, 2019.	X		
3. By June 2019, evaluate the implementation process and develop a summary of findings report in preparation for the Summer Leadership Institute.				X
Benchmarks				
1. Presentations completed on schedule.		X		
2. Summary of findings report completed.				X

Description	Comments	On Target	Off Target	Not Started
Goal 2 - Professional Practice				
To strengthen the District Leadership Team's ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process.				
Key Strategic Actions				
1. By October 2018, complete Steps 1 and 2 of the Educator Evaluation Cycle for all principals and district administrators the superintendent supervises.	Meetings to complete steps 1 and 2 of the Educator Evaluation were conducted with each administrator under my supervision through October 2018.	X		
2. Review the norms of collaboration at each leadership team meeting (Cabinet, Principals, DELTA, and ELEVATE).	The Norms of Collaboration are available for review at each meeting.	X		
3. At the end of each leadership team meeting, ask participants the following questions: a. What are the key takeaways from this meeting? b. What decisions were made? c. What are our next steps?	All leadership meeting agendas have these questions stated at the end of the agenda for review. Meeting participants spend time reflecting and responding to these questions.	X		
4. By June 30, complete an assessment of the District Leadership Team's overall effectiveness.				X
Benchmarks				
1. Completed Educator Evaluation process including a mid-year cycle review.	Mid-year cycle review meeting are being held for each administrator who I supervise during January and February 2019.	X		
2. Completed analysis of District Leadership Team effectiveness.				X

Description	Comments	On Target	Off Target	Not Started
Goal 3 - District Improvement				
By March 2019, the Budget Leadership Team, in conjunction with School Committee Members, will develop the FY20 Budget for the Hudson Public Schools.				
Key Strategic Actions				
1. By October 2018, members of the Budget Leadership Team participate in budget parameters and priority setting session aligned with the Zero-Based Budget process and Budget Strategic Sustainability Plan.	The Budget Leadership Team participated in the FY20 budget parameters and priority setting session on October 24, 2018.	X		
2. By November/December 2018, members of the Budget Leadership Team present their school/department resources allocation proposal for FY20.	Each Budget Owner presented their FY20 budget allocation proposal on November 30, December 5 and 7.	X		
3. By February 2019, conduct at least two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub Committee.	The Budget Leadership Team participated in 6 prioritization sessions on January 16, 17, 23, 29, 30 and February 7. The School Committee prioritization sessions were held on February 7 and 13.	X		
4. By March 2019, deliver to the School Committee the FY20 Budget for deliberation and approval.				X
Benchmarks				
1. Completed parameters for budget setting.	Parameters completed and disseminated to Budget Team.	X		
2. Completed prioritization sessions with School Committee.	Prioritization sessions are in progress.	X		
3. FY20 Budget approved by the School Committee and submitted to Town officials.				X

Description	Comments	On Target	Off Target	Not Started
Goal 4 - District Improvement				
To guide the process and to successfully negotiate a new Collective Bargaining Agreement (CBA) with the Hudson School Secretaries Association and the AFL-CIO, Local Council 93 (Custodians) during the 2018-2019 school year.				
Key Strategic Actions				
1. By early Fall 2018, communicate with both associations and officially open the bargaining process.	Both associations were officially contacted by Human Resources to open the bargaining process. The School Committee also voted to open contract negotiations.	X		
2. By December 2018, propose timeline for the traditional bargaining sessions.	The initial meeting to set ground rules and timeline for the Secretaries bargaining unit was held on November 29th. The first meeting with the Custodians bargaining unit was held on February 4, 2019.	X		
3. By December 2018, complete one CBA review with the School Committee Negotiation Team.	The CBA process for both associations are under way. Due to a meeting cancellation, the Custodian CBA negotiation is less advanced in comparison to the Secretaries' negotiation.	X		
4. By late Spring 2019, reach a tentative agreement for a new CBA for each Association.				X
Benchmarks				
1. Completed official communication and timelines.	Official communication and timelines completed.	X		
2. CBAs reviewed and areas to be negotiated identified.	Process in progress.	X		
3. CBA ratified.				X

Matters for Action

New Business

- 2.) Approval of FY19-590 History and Social Studies Curriculum Frameworks Grant

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:	FY19-590 History and Social Studies Curriculum Frameworks Grant
Purpose:	The purpose of this competitive grant program is to provide districts with funding to help teachers deepen their understanding of the 2018 History and Social Science Curriculum Framework and implement high quality standards-aligned curricular materials that promote inclusive practices and improved outcomes for all students. Districts may propose to collaborate with vendor(s) to support this work.
Type of Funder:	MA State Funds
Awarded Amount:	\$ 7374.00
Start Date	2/15/2019
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Todd Wallingford
PROGRAM Notes:	<p>MA State Grant</p> <p>General Fund use: Every activity supported by this grant will be in the service of designing units, courses, and a scope and sequence in the Hudson Public Schools that fully aligns to the 2018 History and Social Studies Framework. While this multi-tiered project will involve many players, all of whom bring a particular expertise to the table, the funds will stream solely to elementary and high school social studies and English Language instructors. Specifically, pairs of teachers from K-4 (10 teachers) will work at the elementary level to design curriculum with the support of an English Language teacher. Meanwhile, pairs of high school teachers from grade 9-11 (6 teachers) will redesign our three-year US & The World sequence of core social studies courses while consulting with another English Language teacher. Thus, stipends will support the curriculum work of these eighteen instructors.</p> <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: Michelle.Ryan@doe.mass.edu</p>
Program Location:	ELEM/HHS CURR

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	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.	\$ 61,012.00
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.	\$ 726,965.00
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.	\$ 257,220.00
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 Farely, 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
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

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

AGENT	Awarding Agency	TYPE	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
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
				TOTAL:	\$ 1,874,641.00
			FY19 GIFTS TO HUDSON PUBLIC SCHOOLS	School	\$ Gift Amount
Corporate	Sponsor	Corporate	Umass Memorial @ Marlborough Hospital	Farley Elementary - Event Sponsor	\$ 300.00
Corporate	Sponsor	Corporate	PTC - Needham	Hudson High School	\$ 10,000.00
				TOTAL:	\$ 10,300.00
			FY19 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
n/a	76	Scholarship	FY18 Student Activities	Paul Johnson Performing Arts Scholarship - Funded from residual Student Activity fund raising.	\$ 1,000.00
				Choral Scholarship - Funded from residual Student Activity fund raising	\$ 500.00
				Class of 2018 Scholarship - Funded from residual Student Activity fund raising	\$ 1,250.00
				Class of 2018 Yearbook - Funded from residual Student Activity fund raising	\$ 2,000.00
				Total:	\$ 4,750.00
				Grant Total:	\$ 1,889,691.00

Matters for Action
New Business

3.) Approval of Reclassification of Funds

Posting Date:

Batch/Block :

FY19

PAYMENT Adjustment Request

Date: Tuesday, February 26, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

		Account Number	Account Description	Amount	Amount
Payment Adjustment Number 1	From:	<u>3236</u>	<u>FY18-305 Title I</u>	\$ <u>< 1.00 ></u>	
	To:	<u>549</u>	<u>Instructional Materials</u>		\$ <u>1.00</u>
Payment Adjustment Number 2	From:	<u> </u>	<u> </u>	\$ <u> </u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>
Payment Adjustment Number 3	From:	<u> </u>	<u> </u>	\$ <u> </u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>
Payment Adjustment Number 4	From:	<u> </u>	<u> </u>	\$ <u> </u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>
				Page total :	\$ <u><1.00 ></u> <u>1.00</u>

[Signature] 2/15/19
Authorized Signature

Prepared by: Sharon J. Gooch-Zebal

Authorized Signature(s):

Reason for reclassification:

To reclassify a portion of PO 190734 from FY18-305 Title I grant to general fund Instruct. Supplies.

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.

File: Adjustment Forms (white)
Posting Date:
Batch/Block :


FY19

PAYMENT Adjustment Request

Date: Tuesday, February 26, 2019
To: Ruifan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

			Amount	Amount
Payment Adjustment Number 1	From:	Account Number 502	Account Description Substitutes	\$ (312.00)
	To:	Account Number 3312	Account Description 19-734 Early Literacy Grant	\$ 312.00
Payment Adjustment Number 2	From:	Account Number 1381	Account Description Profession Day Substitutes	\$ (1,716.00)
	To:	Account Number 3312	Account Description 19-734 Early Literacy Grant	\$ 1,716.00
Payment Adjustment Number 3	From:	Account Number	Account Description	\$
	To:	Account Number	Account Description	\$
Payment Adjustment Number 4	From:	Account Number	Account Description	\$
	To:	Account Number	Account Description	\$
			Page total :	\$ (2,028.00) 2,028.00

 2/20/19
Authorized Signature

Prepared by: Sharon J. Gooch-Zebal

Authorized Signature(s):

Reason for reclassification:
To reclassify a portion of Substitutes from payroll accounts (0502 and 1381) to the 19-734 Early Literacy 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.

Posting Date:

Batch/Block :

FY19

PAYMENT Adjustment Request

Date: Tuesday, February 26, 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>2208</u>	Account Description <u>SPED Teaching Services</u>	\$ <u>(8,052.00)</u>	
	<u>To:</u>	Account Number <u>3234</u>	Account Description <u>18-240 SPED IDEA Grant</u>		\$ <u>8,052.00</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>(8,052.00)</u></u> <u><u>8,052.00</u></u>

[Handwritten Signature] *2/21/19*

Authorized Signature

Prepared by: *Sharon J. Gooch-Zebal*

Authorized Signature(s):

Reason for reclassification:

To reclassify a portion of SPED Extended School Year salaries from Payroll to FY18-240 SPED Idea grant.

Please note:

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