



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING

November 13, 2018

155 Apsley Street – Administration Building

7:00 p.m.

AGENDA

I. Call the Meeting to Order

II. Minutes of the Following Meeting Presented for Approval:

Regular Meeting: October 23, 2018

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 Improvement Plan: Action Steps and other topics.
- b) Subcommittee Reports (if needed)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 1. Food Service Update- Chartwells
 2. Update on Quarter 1 Projections and Sustainability Plan
 3. First Reading of Proposed Adoptions and Revisions of School Committee Policies Section "G"
 4. First Reading of Proposed Adoptions and Revisions of School Committee Policies EFC and EFD



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VI. Matters for Action:

- a) Old Business
 - 1. Approval of Superintendent's Goals
 - 2. Approval of BBBE Policy
- b) New Business
 - 1. Approval of School Improvement Plans
 - 2. Approval to Appoint Dr. Marco Rodrigues to Serve as Representative on the Assabet Valley Collaborative Board of Directors.
 - 3. Approval of School Committee Communication Survey
 - 4. Approval of Grants awarded
 - 5. Approval of Reclassifications of Funds

VII. Items of Interest to the School Committee

VIII. Executive Session

- a) To conduct strategy sessions in preparation with union personnel (Hudson School Secretarial Association) 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.

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: October 23, 2018

Location: 155 Aspley Street

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

Members absent: None

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

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: October 9, 2018

A motion to approve the minutes of October 9, 2018 was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0-1, with Mr. Luoto abstaining the motion passed.

III. Public Participation:

none

IV. Reports:

Report of the Superintendent

Dr. Rodrigues reported on the Multi-Tiered System of Supports Framework (MTSS). Dr. Rodrigues stated that a committee was formed last February consisting of a large group across all disciplines. Members included principals, assistant principals, directors, teachers representing almost every grade level, coaches, curriculum coordinators, members of the community, and parents.

As part of the district standards and indicators, there are a series of systems that should be in place regularly to support our students, academically, behaviorally and with attendance. Standards 2, 3 and 5 are the most applicable for this discussion. We should be looking at why it is important to have aligned consistent delivery of service, curriculum and instructional practices, time on learning, data collection and dissemination, self- assessment, academic support, and access and

equity for all students. The decisions we make go back to the standards and indicators for which every district is accountable.

The committee looked at following questions:

- What is MTSS?
- Why does Hudson Public Schools need a framework?
- How does it work and how is it executed daily?
- What is the responsibility of the committee?

The committee spent time looking at the data, conditions, and practices already in place or being developed to understand how they play a part in the framework. Looking at all this information helps to create a framework which supports tiers of intervention. Massachusetts already has a developed tiered system of supports and can provide us with literature. Dr. Rodrigues stated that it is important to look at different models and what other states have in order to provide a balanced approach.

Dr. Rodrigues gave a description of Tiers 1, 2, and 3. Tiers of support are defined by the intensity and intentionality of services. Tier 1 is the universal instruction or core accommodation that every student receives because of good instructional practices in our classrooms. The majority of our students are here. Tier 2 has smaller groups of instruction to support differentiated learning in the classroom. Tier 3 provides the more individualized intervention that students need. These tiers allow the district to make sure that every student receives the support needed at any given time. It is also important to look at the tiers because the transitions between tiers are sometimes subjective. It is important to have a framework to dictate to the entire school system what practices we expect to see at each tier, and whether we have the supports in place to support these interventions.

Dr. Rodrigues shared an example framework and outlined three very specific things that are important to know in order to regulate the framework. The first is the environment, i.e. classrooms, hallways etc. The second is the expectation of staff activities, and the third is the student ownership of their own learning. Additionally, family engagement is looked at in the context of the framework. The Committee questioned whether families are informed when a student is moved from one tier to another. Dr. Rodrigues stated that this notification exists, but the routines are not consistent across the district. One of the purposes of the framework is to have a common language that is used consistently across the district.

Dr. Rodrigues reported that during the Summer Leadership Institute, time was spent reviewing the entire framework. There was a rubric, which was used to evaluate the content of the framework. The leadership team spent time cataloguing things we already have, as well as things we do not have at this time.

Dr. Rodrigues stated he would present the action steps for the District Improvement Plan at the next School Committee meeting on November 13, 2018. One of the things that needs to be done to roll out the District Improvement Plan is to introduce the framework to each school. As schools get introduced to the framework, they will need to do a self-assessment at each school to see how their practices align with the expectations of the framework. This will give a calibration of how ready schools are to execute the framework. Discussion ensued about the timeline for the action steps.

Discussion ensued about the structures in place around the attendance piece. Dr. Rodrigues stated that first the policy has to be reviewed and revised. The attendance policy review will be done this year with the J policy review. Within the framework, there are some expectations we are not equipped to deliver, which will need to be examined concurrently.

Dr. Rodrigues stated that the District Improvement Plan is the District's roadmap and within that, the Instructional Leadership Team will take ownership of a number of things, and be guided by the Multi-Tiered System of Supports.

Discussion ensued about how to ensure that implementation is successful and part of culture. Dr. Rodrigues stated that there are two tools. The first is the self-assessment, which identifies who we are in comparison to the framework. By analyzing the data, the gaps can be identified. This will be a trigger for a number of things to be done. Practices do exist in the schools, but there are gaps, which need to be addressed. Diverse groups within each school will be created to respond to the self-assessment. Once this is complete, each school will need to understand its assets and challenges. The Instructional Leadership Team will focus on the academics, but the support personnel will focus on social and emotional. Each subgroup will take ownership of their pieces, but common language will need to be identified. This is a framework and not a to-do list.

Discussion ensued about changes in experiences for the students and families. Dr. Rodrigues stated that currently, as intervention happens parents are being involved. The framework is more for the staff and the process. It is about systematically addressing issues for students and identifying what things should look like. This framework will include our teachers at Hubert. Dr. Rodrigues stated that one of the parent forums would be dedicated to this topic.

Discussion ensued about concerns of a universal framework and how it might prevent going above and beyond. Dr. Rodrigues stated that the intention of this is to have a common language. This framework is broad enough to be customized for particular schools. This a reference manual, but also shows expectations for researched based practices that are progressive enough to support all learners.

Discussion ensued about articulation services for students not on IEP's. Dr. Rodrigues stated that this is a very good example of why a framework needed. Dr. Rodrigues stated that in the past, each one of the schools was doing things differently and there was no common process. Working with the speech pathologists this year, a process was created which included screening, services needed, and the frequency and the duration of the services. There is now a process with a particular frequency and monitoring to understand if the service provided is beneficial.

Subcommittee Reports

Superintendent's Evaluation Subcommittee

Mr. Maston reported that the Superintendent's Evaluation Subcommittee met. The Superintendent's Evaluation Goals are on the agenda.

Policy Subcommittee

Mr. Smith reported that the Policy Subcommittee met. There will be several policies on the next agenda. He also reported that there is language in a current policy of the G section regarding the involvement of the School Committee in hiring of administration positions. The G policies will be under review this year.

Strategic Goals Subcommittee

Mr. Tracy reported that the Strategic Goals Subcommittee has met and started to develop the action steps around the School Committee goals. They will be presented soon to the full committee.

Student Report

Ben Carme was welcomed back as the student representative. Ben reported that the alternative representative is Emily Figueiredo. She plans on attending the next School Committee meeting.

Ben reported the following Community Council Updates:

- There is a new team of leadership.
- The Community Council is helping with the Haunted Physics Lab, which will be held November 1 in Room F101 at the High School.
- The Community Council is working on an activities fair this year. Different clubs will be able to showcase themselves during lunches.
- The Council is working on the Socktober fundraiser. They are collecting socks for different community organizations around town.
- They are working on the LK water fountain. It has been a great success and the goal is to get three more this year.

V. **Matters for Discussion:**

1. Discussion of the Hudson School Secretarial Association Negotiation Team Members

Committee Chair Maston stated there had been discussion to add a third committee member to negotiation teams in consideration of the possibility that some team members might be unavailable for negotiation meetings. For this year, Mr. Smith has been added to the Hudson School Secretarial Negotiation Team.

VI. **Matters for Action:**

1. Second Reading and Approval of Proposed Adoption of School Committee Policy BEDB-E- Agenda Format

Mr. Smith explained that there is a change made from the first read. For both Matters for Discussion and Matters for Action the order of New and Old Business is reversed.

A motion to approve Proposed Adoption of School Committee Policy BEDB-E-Agenda Format was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

2. Approval of Employment Contract for Cathy Kilcoyne to serve as Director of Pupil Services

Discussion ensued.

A motion to approve Employment Contract for Cathy Kilcoyne to serve as Director of Pupil Services was made by Mr. Tracy and seconded by Mr. McDowell. On a vote of 4-2-1, with Mr. Luoto abstaining the motion passed.

3. Approval of 2018 Massachusetts Association of School Committee Annual Meeting Resolutions

Discussion took place relative to the proposed resolutions to be voted on at the 2018 MASC/MASS Conference and recorded as follows:

Resolution 1: Rejecting the Arming of Educators

Discussion ensued

A motion to abstain on Resolution No. 1 was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

Resolution 2: Small and Rural Districts

Discussion ensued

A motion to abstain on Resolution No. 2 was made by Ms. Hallsworth and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

Resolution 3: Elimination of the Federal Department of Education

Discussion ensued

A motion to abstain on Resolution No. 3 was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 1-5-1, with Mr. Tracy abstaining, the motion failed.

A motion to vote yes on Resolution No. 3 was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 6-1, the motion passed.

Resolution 4: Regional School Transportation

Discussion ensued

A motion to abstain on Resolution No. 4 was made by Ms. Hallsworth and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

Resolution 5: Reporting and Accountability Standards

Discussion ensued

A motion to vote no on Resolution No. 5 was made by Mr. Luoto and seconded by Ms. Hallsworth.. On a vote of 1-4-2, with Ms. Hallsworth and Ms. Ryan abstaining, the motion failed.

A motion to vote yes on Resolution No. 5 was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 2-3-2, with Ms. Hallsworth and Ms. Ryan abstaining, the motion failed.

A motion to abstain on Resolution No. 5 was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0-1, with Ms. Hallsworth abstaining, the motion passed.

Resolution 6: Reproductive Health Education

Discussion ensued

A motion to abstain on Resolution No. 6 was made by Ms. Hallsworth and seconded by Mr. Smith. On a vote of 5-1-1 with Mr. Luoto abstaining, the motion passed.

Resolution 7: Gender Identity Inclusive Athletic Participation Policy

Discussion ensued

A motion to abstain on Resolution No.7 was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 2-5-0, the motion failed.

A motion to vote yes on Resolution No.7 was made by Mr. Luoto and seconded by Mr. McDowell. On a vote of 6-0-1 with Mr. Smith abstaining, the motion passed.

Resolution 8: Sports Wagering

Discussion ensued

A motion to vote yes on Resolution No. 8 was made by Ms. Hallsworth and seconded by Ms. Ryan. On a vote of 6-0-1 with Mr. Tracy abstaining, the motion passed.

Resolution 9: Access to Information for Parents and Students Who are Clients of Special Education

Discussion ensued

A motion to vote yes on Resolution No. 9 was made by Ms. Hallsworth and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

Proposal to Amend the MASC By-Laws

Discussion ensued

A motion to vote yes to amend the MASC By-laws was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

4. Approval of 2018-2019 Superintendent Evaluation Goals

Goals and action items were discussed at the first Superintendent's Evaluation Subcommittee meeting. A motion to return to the subcommittee for language focusing on Special Education was made by Ms. Ryan and seconded by Mr. Luoto. Discussion ensued. On a vote of 7-0, the motion passed.

5. Approval of Grants Awarded

A motion to approve Grant FY19-734 Early Grade Literacy in the amount of \$24,615.00 (\$8205.00 for each of the three elementary schools) was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

6. Approval of Reclassifications of Funds

A motion to approve the reclassification of funds as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

7. Items of Interest to the School Committee

Mr. Luoto stated that the grant total is impressive, but it would be nice to know which grants are competitive grants. Dr. Rodrigues responded that we would update the summary sheet to include that information.

Mr. Tracy asked if it was possible to get a report on what the Home and School Associations have raised for each school periodically rather than just at the end of the year. Dr. Rodrigues will bring this item to the Home and School Associations.

Mr. Maston asked if it would be possible to have a report presented about what is developmentally appropriate especially at the fifth grade level. Dr. Rodrigues will plan to have this at a future School Committee meeting.

VII. Executive Session/Adjournment

At 8:37 p.m., Committee Chair, Glenn Maston, noted that Executive Session was not needed. A motion to adjourn was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee

IV. Report of the Superintendent

District Improvement Plan: Action Steps and other topics



NOVEMBER 13, 2018

Hudson Public Schools

REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.


SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators I A, B, C, D, E

Standard II: Indicators II A, B, C

Standard III: Indicators III A, B, C

Standard IV: Indicators IV A, B, C, D, E



REPORT OF THE SUPERINTENDENT

I. DISTRICT IMPROVEMENT PLAN – ACTION STEPS

(Attached)

II. RESEARCH AND ACCOUNTABILITY SPECIALIST

I am pleased to announce the hiring of Dr. Anne S. Beauchamp as the District's Research and Accountability Specialist. Dr. Beauchamp distinguished herself during the interview process and was highly recommended by all checked references. She earned a Master of Education and Ph.D. in Educational Psychology and Research from the University of Kansas and a Bachelor of Arts in Education and Child Study from Smith College. Dr. Beauchamp's employment experience includes Program Evaluator and Research Scientist at Franciscan Hospital for Children in Brighton, MA; Research Associate at Concord Evaluation Group in Concord, MA; Structured Clinical Interviewer at University of Minnesota; and Mathematics Teacher at the Central Junior High School in Lawrence, KS.

The Research and Accountability Specialist is responsible for developing and implementing a process by which results from testing are communicated on a regular basis to various internal and external stakeholders and for providing technical expertise on the appropriate interpretation of student assessment data. The Research and Accountability Specialist will also work with the Superintendent and District Administrators in conducting studies that evaluate the effectiveness of instructional programs used in the district and for determining the relationship between program implementation and student outcomes.

Funding for this position was made possible by the re-alignment of central office secretary positions (including the consolidation of one position) and savings associated with new secretary hires. No other funds are being allocated for this position.

III. PARENT NOTIFICATION OF STUDENT ABSENCE

The District's Student Information System ASPEN has been programmed to send notification to parents, via School Messenger, of their child's absence. Teachers will take attendance during first period of the day while school secretaries record all parent calls left on the answering machine.

The following is the schedule of when the calls are made from School Messenger to parents:

Hudson High	Daily attendance calls @ 9:30 am; Period attendance calls @ 3:50 pm
Quinn Middle	Daily attendance calls @ 9:50 am

Farley Elementary Daily attendance calls @ 10:00 am
Forest Ave Elementary Daily attendance calls @ 10:00 am
Mulready Elementary Daily attendance calls @ 10:00 am

IV. LISTENING SESSIONS FOR STAFF

Kathy Provost and I have scheduled dates for listening sessions with staff at each school. The purpose of these listening sessions is to provide a forum for staff members to ask questions, to provide feedback, and to discuss any topic(s) important to them. We will be at each school at dismissal time to ensure maximum participation.

V. HIGH SCHOOL PRINCIPAL SEARCH

The Hudson Public Schools has launched the search for the Principal's position at Hudson High School. The District developed a search process document that outlines all the events and timelines associated with the search.

The District will seek input from parents, community members, school staff, and students through focus groups and surveys. The DiPage | 3strict will also seek volunteers to participate in the interview panel.

The focus group for parents and community members has been scheduled for Wednesday, November 14th, from 6:30 pm to 8:00 pm at the High School in Room F101.

A survey will be launched on Monday, November 26th. We will ensure that stakeholders receive a link to the survey through social media, e-mails, School Messenger, and posting on the District's website.

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 (1) • Guidance Director • High School Teacher (1) • Director of Human Resources Interview Panel** <ul style="list-style-type: none"> • Parents (3) <ul style="list-style-type: none"> ○ Elementary Parent ○ Middle Parent ○ High School Parent 	Thursday, 1/31* Wednesday, 2/27*	1:00 pm TBD	Apsley St. Apsley St.

<ul style="list-style-type: none"> • High School Faculty and Support Staff (4) <ul style="list-style-type: none"> ○ Teacher ○ Special Education Teacher ○ Paraeducator ○ Secretary • Students (2) • Community Representative (1) • Administrators (4) <ul style="list-style-type: none"> ○ High School Assistant Principal ○ Principal ○ Curriculum 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 names and 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 by mid-January 2019.

The Interview Panel will a) interview the candidates, b) select the top three, c) forward names to Superintendent.	Wednesday, 2/27		
Top 3 Candidates – Interview with Superintendent’s Cabinet	Monday, 3/4	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.

2018-2021

District Improvement Plan



QUINN MIDDLE SCHOOL MURAL



HUDSON PUBLIC SCHOOLS

HUDSON PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN

2018-2021

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: <ul style="list-style-type: none"> ❖ Excellence We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. ❖ Strong Relationships We build a strong sense of community based on clear communication and partnerships. ❖ Educating the Whole Child We recognize students as unique individuals and frame decisions with all students in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
<i>Are the foundation of the...</i>	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
<i>Which leads to the development of the...</i>	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day. 2. Educating the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically. 3. Innovative Educational Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs. 4. Climate and Culture Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.
<i>Which will be achieved by the...</i>	
Strategic Priorities	High Quality Instructional Practices <ol style="list-style-type: none"> 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse student-centered instructional practices. 1.3 Increase the effective use of data.

	<p>Educating the Whole Child 2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school. 2.2 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p>Innovative Educational Practices 3.1 Define and expand K-12 Pathways that ensure rigorous learning experiences for all students. 3.2 Expand availability and application of the District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement.</p> <p>Climate and Culture 4.1 Build a strong community among all stakeholders. 4.2 Ensure an environment where students engage in age-appropriate social emotional learning. 4.3 Strengthen the effectiveness of the district’s Leadership Team.</p>
<i>For which you set...</i>	
Outcomes	<p>High Quality Instructional Practices <i>By 2021, 100% of our students will show growth on state standardized tests with at least 75% of all students meeting or exceeding expectations.</i></p> <p>Educating the Whole Child <i>By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.</i></p> <p>Innovative Educational Practices <i>By 2021, 100% of our curriculum will be refined and expanded to include innovative pathways integrated with digital learning.</i></p> <p>Climate and Culture <i>By 2021, using the results of survey data, the district will increase the stakeholders’ (students, parents, staff) positive responses for school climate and culture by 20%.</i></p>

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 1:
<p>High Quality Instructional Practices</p> <p>Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>

STRATEGIC PRIORITY 1.1:
Build capacity through a reflective cycle of inquiry.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ELEVATE Team DELTA Team Time	Define criteria, guidelines and procedures for effective cycles of inquiry.	By March 2019, the ELEVATE team members have developed the criteria, guidelines and procedures to support establishing the practice of effective cycles of inquiry.
ELEVATE Team Survey Time Research and Accountability Specialist	Evaluate the needs of the ELEVATE members to promote a cycle of continuous feedback and inquiry during educator evaluation, classroom visits, CPTs, Department meetings, and Professional Development Days.	By April 2019, the ELEVATE team members will complete a survey relative to members' capacity to implement the criteria, guidelines and procedures described above.
ELEVATE Team Time Research and Accountability Specialist	Identify method(s) that ELEVATE members will use to promote a reflective cycle of inquiry within the district.	By May 2019, the ELEVATE team members have agreed upon the method(s) being utilized to promote effective cycles of inquiry across the district.
Professional Development Time	Provide targeted professional development training to ELEVATE members to support their needs and to improve their effectiveness in promoting a reflective cycle of inquiry.	By August 2019, the members of the ELEVATE team will receive professional development training on method(s) of execution of effective cycles of inquiry.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 1.2:
Build experiences that demonstrate diverse student-centered instructional practices.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ILT Time Data	Establish a functional Instructional Leadership Team (ILT) to oversee the instructional practices at each building.	By June 2019, the ILT will have developed mechanisms to oversee the instructional practices at their particular building.
ILT Time Data	Assess each school's current instructional practices and evaluate its impact on student achievement.	By January 2019, each school will assess their current instructional practices.
ILT Time Data	Develop an Instructional Focus for each school through the Instructional Leadership Team (ILT).	By January 2019, each school will develop their instructional focus.
ILT Curriculum Directors Time Data	Identify best practices, based on research, to be adopted school-wide.	By February/March 2019, each school will identify best practices to be adopted school-wide
ILT Time Professional Training	Identify areas for professional growth and develop professional learning opportunities for teachers and support staff.	By March/April 2019, each school will identify areas for professional growth and opportunities for learning.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 1.3:
Increase the effective use of data.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ELEVATE Team DELTA Team Data Research and Accountability Specialist	Examine how data is used at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal’s Meetings, professional development days, ILTs, DELTA, ELEVATE.)	By December 2018, ELEVATE members, in conjunction with teachers and support personnel, will identify how data is used by stakeholder groups.
Curriculum Directors ELEVATE Team DELTA Team Research and Accountability Specialist	Identify data points needed for each group and establish effective use of data to inform instructional practices.	By January 2019, Principals, Curriculum Directors, and the Research and Accountability Specialist will identify types of data needed for each stakeholder group to function effectively.
ELEVATE Team DELTA Team Curriculum Directors Research and Accountability Specialist	Build a positive culture of data inquiry.	By August 2019, ELEVATE team members will provide evidence (quantitative and qualitative) of progress toward building a positive culture of data inquiry.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 2:
Educating the Whole Child
Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.

STRATEGIC PRIORITY 2.1:
Establish a social-emotional curriculum to ensure a positive learning community at each school.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Administration	Select a point person to facilitate SEL work.	By November 2018, the administration has identified the person who will facilitate the implementation of SEL work in the District.
SEL Committee Time Research and Accountability Specialist	Establish a Social, Emotional Learning (SEL) Committee, representative of all schools, to evaluate the District's current capacity to support all students.	By December 2018, a district-wide committee has been created to evaluate the district's capacity to support all students.
SEL Committee Time Self-Assessment Tool	Complete a self-assessment protocol to identify each school's needs.	By January 2019, each school has completed their self-assessment.
SEL Committee Principals Time	Identify research-based curriculum and practices suitable for each school to support all grade levels.	By March 2019, the committee and building principals have identified research-based curriculum and practices to support all grade levels.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 2.2:
Implement the District’s MTSS Framework to support the academic success of all students.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ILT Building Staff Time Self-assessment tool	Complete a self-assessment protocol to identify each school’s current practices related to each tier of intervention identified in the MTSS Framework.	By December 2018, each school has completed the self-assessment to identify current best practices in relation to the MTSS Framework.
ILT Time	Evaluate self-assessment findings and map out available resources.	By January 2018, the self-assessment results has produced available resources and resources needed.
Principal Support Staff Time	Evaluate and revise, as appropriate, the IST protocols and practices at each building.	By January 2018, each school has evaluated its current IST protocols and practices and will revise it as appropriate.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

STRATEGIC OBJECTIVE 3:
Innovative Educational Practices
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.

STRATEGIC PRIORITY 3.1:
Define and expand K-12 pathways that ensure rigorous learning experiences for all students.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curriculum Directors Guidance Principals Time/Data	Conduct an inventory of existing K-12 courses by subject area.	By December 2018, the Curriculum Directors and Guidance Department have completed an inventory of the existing K-12 courses by subject area.
Curriculum Directors Guidance Principals Time/Data	Assess and identify current course offerings/ pathways and learning opportunities available, at all levels, that provide advanced and rigorous standards for student engagement and learning.	By January 2019, the Curriculum Directors have assessed and identified potential pathways based on existing course offerings.
DELTA Team Time/Data	Analyze data relative to student's current level of access and participation in advanced courses.	By March 2019, the DELTA Team have analyzed student data and provided action steps to increase student access and participation in advanced courses.
Principals Assistant Superintendent Survey	Survey secondary students and parents about their interests and potential academic pathways in the future.	By April 2019, the administration has surveyed students and parents regarding their interest for future courses and pathways.
DELTA Team Time/Data	Evaluate District's protocol for course referral/offerings and student scheduling.	By May 2019, the DELTA Team have evaluated the District's protocol and offered suggestions if necessary.
Curriculum Directors Guidance Principals Time	Update program of studies at all levels and create a document to clearly define the pathways available for 2020-2021.	By June 2019, the Curriculum Directors and Guidance Department have updated the program of studies to include the pathways available.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 3.2:
Expand availability and application of the District-wide 1:1 technology.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
1:1 Technology Task Force DELTA Time	Evaluate survey responses from students, parents, and staff to determine current strengths and areas for development.	By December 2018, the 1:1 Technology Task Force and DELTA have evaluated the survey responses.
1:1 Technology Task Force Time	Research and identify leveled modules of instruction on the appropriate use of Digital Citizenship to accommodate students, parents, and staff needs.	By February 2019, the 1:1 Technology Task Force have researched and identified modules of instruction to be adopted by the District.
1:1 Technology Task Force Curriculum Directors Principals Time Professional Development	Identify effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By March 2019, the Task Force, Curriculum Directors, and Principals have identified effective instructional practices that infuses Digital Literacy across content areas and developed action steps for implementation and training.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 3.3:
Engage in a cycle of curriculum refinement.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curriculum Directors Assistant Superintendent	Complete the Year-at-a-Glance documents for grades K-12.	By December 2018, the Curriculum Directors and the Assistant Superintendent have completed the Year-at-a-Glance documents.
Curriculum Directors Assistant Superintendent Teachers Time Funding	Define and complete curriculum mapping with established goals, transfer, meaning and acquisition skills, assessment evidence and lesson objectives.	By August 2019, The Curriculum Directors, with the assistance from teaching staff have defined and completed curriculum mapping of units (homegrown and purchased curriculums) with established goals, transfer, meaning and acquisition skills, assessment evidence and lesson objectives.
Curriculum Directors Assistant Superintendent Teachers Time Funding	Examine completed curriculum maps to identify existing and potential research-based practices for diverse learners.	By August 2019, the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure its best practices addresses the needs of our diverse learners.

DISTRICT IMPROVEMENT PLAN

ACTION PLAN 2018-2019

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

STRATEGIC PRIORITY 4.1:
Build a strong community among all stakeholders.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team ELEVATE Team Time	Identify gaps in communication and develop communication protocols with identified internal and external stakeholders to promote consistency.	By January 2019, the District Leadership Team has developed a communication protocol to ensure consistent and accurate communication to reach all stakeholders.
DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).	Demonstrate yearly evidence of communication and participation in events and meeting with various stakeholder groups.
DELTA Team Time	Create partnerships with area businesses and higher education institutions for internships, service learning, sponsorships, and articulation agreement opportunities.	Demonstrate yearly evidence of growth in partnerships with businesses and higher education institutions.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 4.2:
Ensure an environment where students engage in age-appropriate social-emotional learning.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team Time Self-Assessment Protocol Research and Accountability Specialist	Analyze SEL self-assessment results identified in Priority 2.1 and develop norms and protocols for building and classroom behavior expectations, for both staff and students.	By March 2019, the DELTA Team has analyzed the SEL self-assessment results and have developed norms and protocols for buildings and classrooms.
DELTA Team Guidance Time Funding	Provide education and promote awareness of Social Emotional Learning practices to key (internal and external) stakeholders.	By June 2019, the DELTA Team has created demonstrable opportunities for Social Emotional Learning education and awareness.

DISTRICT IMPROVEMENT PLAN

STRATEGIC PRIORITY 4.3:
Strengthen the effectiveness of the district’s Leadership Team.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District’s identified values.	By November 2018, the ELEVATE Team has completed a survey assessing the effectiveness of the District Leadership Team. By August 2019, the ELEVATE Team has completed the survey assessing the effectiveness of the District Leadership Team.
Superintendent Assistant Superintendent	Devote time on Principals, DELTA, Curriculum, and ELEVATE agendas to seek answers to the following questions: <ol style="list-style-type: none"> 1. What are the key takeaways from this meeting? 2. What decisions were made? 3. What are our next steps? 	For each leadership team meeting in 2018-2019 school year, the Superintendent and Assistant Superintendent have devoted time on the agenda for Team participants to respond to each question.

V. Matters for Discussion

b) New Business

1. Food Service Update- Chartwells



Hudson Public Schools K-12

One Team One Community

November 13, 2018

A Wellness Partnership



One Community One Team

Chartwells Team

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

Transition Update/Accomplishments

- Constant Communications with Administration, Principals, Faculty and Students.
- Planned Upgrades to all Schools
- Staffing, Training and follow with all Associates
- Opening Catered Events
- Community Engagement Events
- Financial Results MTD & YTD
- What's Ahead

Planned Upgrades

Hudson High School - Before



Planned Upgrades

Hudson High School - Now



Planned Upgrades

Middle School - Now



Planned Upgrades

Forest Ave – Before



Forest After



Planned Upgrades

Mulready School - Before



Planned Upgrades

Mulready School - Now



Chartwells in the Community

- Opening Catered Events
- Farley School Smoothie Sampling
- Hudson High Local – Local Produce Squash Sampling
- Elementary Classroom Lessons

Chartwells in the Community – Opening Catering



Chartwells in the Community- Farley School - Smoothies



Chartwells in the Community –Classroom Lessons



Chartwells in the Community – Local Produce

Sampling HHS



Financial Accomplishments

- Reimbursable Meal Participation Increase 8% and Climbing
- Meal Counts up by close to 8,000
- Product Cost Managed better by 6% YTD
- Personnel Cost Relatively Flat but expected to drop in coming months.
- Program Subsidy down by 50% through October.
- First Monthly Profit of close to \$1,200 for October.

Financial Results MTD – October

	Oct 2018	Oct 2017
Sales	\$ 47,954	\$ 41,120
Reimbursements	\$ 52,501	\$ 49,166
Product Costs	\$ 40,159	\$ 34,210
Discounts	\$ -4,988	\$ 0
Personnel Costs	\$ 52,288	\$ 53,174
Other Costs	\$ 3,280	\$ 8,233
Fees	<u>\$ 6,000</u>	<u>\$ 6,056</u>
Profit/Loss	<u>\$ 1,179</u>	<u>\$ -12,579</u>

Financial Results YTD – Aug/Sept/October

	2018	2017
Sales	\$ 92,490	\$ 82,242
Reimbursements	\$102,588	\$ 96,908
Product Costs	\$ 85,305	\$ 77,301
Discounts	\$ -12,372	\$ 0
Personnel Costs	\$119,024	\$118,493
Other Costs	\$ 8,073	\$ 12,945
Fees	<u>\$ 12,000</u>	<u>\$ 12,112</u>
Profit/Loss	<u>\$ -19,490</u>	<u>\$ -41,702</u>

What's Ahead!

- Sports & Nutrition Lessons and Samplings
- Upgrades to Forest Ave – Serving Line Train Mural
- Approved Kitchen Equipment Upgrade at Farley School
- Classroom Lessons at Forest Ave
- 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!

**Hudson Public Schools
Dining and Nutrition Program
Report**

October 2018



	YTD October 2018		YTD October 2017			
Days of Operation	42		41			
REVENUES	Meal Counts		53,283			
	61,004					
	Sales	\$92,490	47.4%	\$82,242	45.9%	
	Reimbursements	\$102,588	52.6%	\$96,908	54.1%	
TOTAL REVENUES	\$195,078	100.0%		\$179,149	100.0%	
	Daily Sales Average	\$4,645		\$4,369		
	Daily Meal Average Count	1452		1300		
EXPENSES	Product Cost (Food & Paper Purchases)		\$85,305	43.7%	\$77,301	43.1%
	Total Discounts/Rebates		(\$12,372)		\$0	
	Net Product Cost		\$72,933	37.4%	\$77,301	43.1%
	Total Personnel Costs		\$121,563	62.3%	\$118,493	66.1%
	Total Other Semi-Var Costs (Directs)		\$8,073	4.1%	\$12,945	7.2%
	Administrative Charges		\$10,000	5.1%	\$8,610	4.8%
	Management Fee Expense		\$2,000	1.0%	\$3,502	2.0%
TOTAL EXPENSES	\$214,568	110.0%		\$220,851	123.3%	
NET PROFIT / LOSS FOR MONTH	(\$19,490)	-10.0%		(\$41,702)	-23.3%	
DISTRICT EXPENSES POSTED						

Notes:

Average Daily Sales	Average Daily Sales are up by over to \$250 and we expect this number to increase as we introduce snack program at the elementary schools.
Sales (Cash)	Cash sales are up by over \$10,000 YTD compared to last year and we expect this to increase in the coming months.
Reimbursements	Reimbursements are up by \$5,500 as reimburseable meals and participation has
Product Cost	Product cost has dropped by 6% YTD compared to prior year. We anticipate this to continue to decrease in the coming months. Product costs will continue to drop as we hone par levels and production.
Personnel Cost	Personnel costs are relatively flat compared to last year. October was an improvement over september bringing the YTD down from 70% to 61%, but we would like to see labor below 50%.
Total Other Cost	Total other costs are down 3% from prior year. Will continue to stay low.
Administrative Charges	Flat Fee as Contracted.
Management Fee Expense	Flat Fee as Contracted
Net Profit (Loss) to Program	YTD Program loss was reduced by over \$20,000. A loss in September was anticipated and a profit in October and going forward we will see continued improvement over the next few months.

V. Matters for Discussion

b) New Business

2. Update on Quarter 1 Projections and Sustainability Plan

Hudson Public Schools
FY19 Budget Projection
November 13, 2018

Fund	FY19 Budget	FY19 Projected	FY19 Balance
Expenses			
Personnel	32,053,843	31,188,554	865,288
General Expenses	7,773,729	7,056,709	717,019
Transportation	2,084,000	2,109,654	(25,654)
Total Expenses	41,911,571	40,354,918	1,556,654
Revenue			
Town Appropriation	38,091,026		
School Choice Carryover	1,763,892		
School Choice Receipts	500,000		
Circuit Breaker	0		
Total Revenue	40,354,918		
School Choice Balance June 30, 2018	3,284,743		
Estimated Income FY19	500,000		
School Choice Transfer	(2,263,892)		
Projected Spending FY19	(7,000)		
Projected Food Svs - Deficit	(130,000)		
Projected School Choice Available June 30, 2019	1,383,852		

HUDSON PUBLIC SCHOOLS
November 13, 2018 Projection

FY19 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel – Vacancy Factor	250,000	Expected savings
General Expenses Account	150,000	Efficiencies (Zero-Based)
Total	400,000	

FY19 Budget Forecast			
Expenses	Adopted Budget	Revenue	Amount
Personnel	32,053,843	Town Appropriation	38,091,026
General Expenses	7,773,729	Circuit Breaker	0
Transportation	2,084,000	School Choice FY19	500,000
Total Expenses	41,911,572	School Choice Carry-Over	3,258,518
		Total Revenue	41,849,544
	Deficit	62,028	

FY19 Budget Forecast as of November 13, 2018			
Expenses	Projected Expenses	Projected Revenue	Amount
Personnel	31,188,554	Town Appropriation	38,091,026
General Expenses	7,056,709	Circuit Breaker	0
Transportation	2,109,654	School Choice FY19	500,000
Total Expenses	40,354,918	School Choice Carry-Over	1,763,892
		Total Revenue	40,354,918
	Deficit	0	

FY20 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel – Vacancy Factor	250,000	Expected savings
General Expenses Account	150,000	Efficiencies (Zero-Based)
Tuition Account	424,239	Aging out students (5 students)
Total	824,239	

FY20 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	32,559,245	755,402	Town Appropriation
General Expenses	7,199,490		Circuit Breaker
Transportation	2,300,000		School Choice FY20
Total Expenses	42,058,735		School Choice Carry-Over
			Total Revenue
	Expected Carry-Over	1,443,304	40,615,431

FY20 Budget Forecast as of November 13, 2018			
Expenses	Budget	Salary Increase	Revenue
Personnel	32,559,245	755,402	Town Appropriation
General Expenses	7,199,490		Circuit Breaker
Transportation	2,300,000		School Choice FY20
Total Expenses	42,058,735		School Choice Carry-Over
			Total Revenue
	Deficit	59,452	41,999,283

FY21 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel - Vacancy Factor	150,000	Expected savings
General Expenses Account	100,000	Efficiencies (Zero-Based)
Tuition Account	218,869	Aging out students (7 students)
Total	468,869	

FY21 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	33,134,151	724,906	Town Appropriation
General Expenses	6,880,621		Circuit Breaker
Transportation	2,300,000		School Choice FY21
Total Expenses	42,314,772		School Choice Carry-Over
			Total Revenue
	Expected Carry-Over	812,696	41,502,076

FY21 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	33,134,151	724,906	Town Appropriation
General Expenses	6,880,621		Circuit Breaker
Transportation	2,300,000		School Choice FY21
Total Expenses	42,314,772		School Choice Carry-Over
			Total Revenue
	Expected Carry-Over	812,696	41,502,076

FY22 Budget Projected Savings		
Expenditure Description	Estimated Savings	Description
Personnel - Vacancy Factor	100,000	Expected savings
General Expenses Account	0	Efficiencies (Zero-Based)
Total	100,000	

FY22 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	33,689,505	655,354	Town Appropriation
General Expenses	6,880,621		Circuit Breaker
Transportation	2,300,000		School Choice
Total Expenses	42,870,126		School Choice Carry-Over
			Total Revenue
	Expected Carry-Over	529,908	42,340,218

FY22 Budget Forecast			
Expenses	Budget	Salary Increase	Revenue
Personnel	33,689,505	655,354	Town Appropriation
General Expenses	6,880,621		Circuit Breaker
Transportation	2,300,000		School Choice
Total Expenses	42,870,126		School Choice Carry-Over
			Total Revenue
	Expected Carry-Over	529,908	42,340,218

Grand Total	1,793,108
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V. Matters for Discussion

b) New Business

3. First Reading of Proposed Adoptions and Revisions 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 **bolded** and deleted language underlined, bolded and in **red**.

SECTION G – PERSONNEL

Section	Existing Policy	Proposed Change or New Policy
GA	None	<p>GA - PERSONNEL POLICIES GOALS</p> <p><i>NOTE: School Committees must realize that even though they are no longer involved in the process of hiring school district employees other than those identified by the Massachusetts General Laws, they are responsible to the students and residents of the school district they represent to insure that the highest quality individuals available are hired to meet the needs of the District. They have the additional responsibility to articulate the expectations of the District relative to personnel. This must be done in the form of District Policy. The School Committee recognizes that an efficient staff dedicated to education is necessary to maintain a constantly improving educational program.</i></p> <p>The District's specific personnel goals are:</p> <ol style="list-style-type: none"> 1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection that will result in the employment and retention of individuals with the highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the system's learning program. 2. To develop a general staff assignment strategy that will contribute to the learning program, and to use it as the primary basis for determining staff assignments.

		<p>3. To provide positive programs of staff development that contribute both to improvement of the learning program and to each staff member's career development aspirations.</p> <p>4. To provide for a genuine team approach to education.</p> <p>5. To develop and use for personnel evaluation positive processes that contribute to the improvement of both staff capabilities and the learning program.</p> <p>SOURCE: MASC</p> <p>LEGAL REF.: M.G.L. 76:5</p> <p>603 CMR 26.00</p>
GBA	<p><u>EQUAL EMPLOYMENT</u></p> <p><u>The Hudson Public Schools fully subscribes in both spirit and intent to all federal regulations concerning Equal Employment Opportunity. We recruit, hire, train, and promote persons regardless of race, color, ancestry, religion, national origin, age, gender, gender identity, sexual orientation, handicap, disability, and marital status to ensure that all current and prospective employees are afforded equal employment opportunities on the basis of merit and ability.</u></p> <p>All administrators and supervisors are expected to fully support this program through shared participation in its implementation and in ensuring employment decisions that result in fair and equitable treatment of all applicants and employees.</p>	<p>GBA - EQUAL EMPLOYMENT OPPORTUNITY</p> <p>The Hudson School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.</p> <p>All administrators and supervisors are expected to fully support this program through shared participation in its implementation and in ensuring employment decisions that result in fair and equitable treatment of all applicants and employees.</p> <p>Notifications</p> <p>A copy of this policy and its accompanying regulations will be distributed to all employees of the district. All application forms and advertisements for open positions will carry a notice that the Hudson Public Schools is an equal opportunity employer.</p>

	<p>Notifications</p> <p>A copy of this policy and its accompanying regulations will be distributed to all employees of the district. All application forms and advertisements for open positions will carry a notice that the Hudson Public Schools is an equal opportunity employer.</p> <p>Adopted by the Hudson School Committee: January 13, 1981 Amended by the Hudson School Committee: November 13, 2012</p>	<p>SOURCE: MASC September 2016</p> <p>LEGAL REF.: M.G.L. 151B:4; BESE Regulations 603 CMR 26:00</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>Adopted by the Hudson School Committee: January 13, 1981 Amended by the Hudson School Committee: November 13, 2012</p>
<p>GBC</p>	<p><u>COMPENSATION OF PERSONNEL</u></p> <p><u>The Committee will annually review and establish salaries of all personnel not covered by bargaining agreements.</u></p> <p><u>The salaries of other staff members covered by bargaining agreements shall be in accordance with negotiated salary schedules.</u></p> <p><u>Adopted by the Hudson School Committee: January 13, 1981</u></p>	<p>None</p>
<p>GBEA</p>	<p><u>GIFTS AND CONTRIBUTIONS TO INDIVIDUAL EMPLOYEES</u></p> <p><u>Understanding the desire of parents/guardians to recognize and thank teachers and other district employees who contribute to the education of their children; and in an effort to avoid any discomfort to the recipient of a gift; and also to establish policy in regard potential</u></p>	<p>GBEA - STAFF ETHICS / CONFLICT OF INTEREST</p> <p>The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.</p> <p>No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school system.</p>

conflicts of interest between employees and entities conducting business with the Hudson Public Schools, the School Committee sets forth the following policy regarding gifts to individual employees of the Hudson Public Schools and other potential conflicts of interest.

All district employees must abide by the conflict of interest laws for municipal employees outlined in M.G.L. c.268A. Specifically, M.G.L. c268A Section 3 (a) prohibits anyone from giving anything of substantial value to a present or former municipal employee for or because of any official act performed by the employee. Thus, gifts to employees of the school district should be small, token gifts of appreciation and must follow these guidelines.

Note: The Massachusetts Ethics Commission has ruled that the value of a gift may not be divided by the number of contributors. The limit on the actual value of the gift may not exceed \$50.00.

A. Any gift from an individual or individual family of any kind to an employee of the Hudson Public Schools shall not exceed \$50.00 per school year.

B. Acceptance of a gift or contribution will not imply an endorsement of any business, product, service, special interest group, special advantages or influence.

C. No gift may be accepted from a business concern supplying, or with an

Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Every 2 years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the municipal or district Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

	<p><u>interest in supplying goods, materials, equipment or services to the school systems. Small and clearly identifiable advertising or promotional items may be accepted.</u></p> <p><u>This policy shall be implemented by the Superintendent of Schools and the administrative staff at each school location. Notice of this policy will be distributed to the families of all students at the start of the school year.</u></p> <p><u>Adopted by the Hudson School Committee: November 10, 2009</u></p>	
GBEAB	<p><u>NEPOTISM</u></p> <p><u>In order to avoid the appearance of favoritism, bias, and/or conflict of interest, it is in the best interest of the Hudson Public Schools and its administrators that a member of the immediate family of an administrator not report directly to that administrator, except when absolutely necessary due to unavoidable circumstances.</u></p> <p><u>Central office administrators, including the Superintendent, shall not employ or cause to be assigned a member of the administrators' immediate family to a position directly reporting to the administrator.</u></p> <p><u>A building principal shall not employ, nor shall the district permit to be assigned, a member of the principal's immediate</u></p>	None

	<p><u>family at the principal's school.</u></p> <p><u>If a member of the immediate family of a central office administrator, including the Superintendent, must directly report to the administrator, prior School Committee approval must first be obtained, If a member of the immediate family of a building principal must be employed or assigned to the principal's building, prior School Committee approval must first be obtained. In either case, the condition of absolute necessity due to unavoidable circumstance must be explained in writing pursuant to. M.G.L. Ch. 71, 5. 67. Such written explanation must be submitted to the School Committee prior to a School Committee meeting held at least two weeks in advance of the proposed employment or assignment. The favorable recommendation of the Superintendent must accompany or be a part of the written explanation.</u></p> <p><u>School Committee approval will require the majority vote of the members present. For the purpose of this policy, "immediate family member" shall have the same meaning as assigned by M.G.L. Ch. 71, S.67.</u></p> <p><u>Adopted by the Hudson School Committee: September 28, 1993</u></p>	
GBEB	None	<p>GBEB - STAFF CONDUCT</p> <p>All staff members have a responsibility to familiarize themselves with</p>

		<p>and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, and the procedures designed to implement them.</p> <p>In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.</p> <p>All staff members will be expected to carry out their assigned responsibilities with conscientious concern.</p> <p>Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:</p> <ol style="list-style-type: none"> 1. Faithfulness and promptness in attendance at work. 2. Support and enforcement of policies of the Committee and their implementing procedures and school rules in regard to students. 3. Diligence in submitting required reports promptly at the times specified. 4. Care and protection of school property. 5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times. <p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14</u></p>
GBEBB	<p><u>PHYSICAL CONTACT BETWEEN EMPLOYEES AND STUDENTS AT SCHOOL AND DURING SCHOOL SPONSORED FUNCTIONS</u></p>	None

The purpose of this policy statement is to provide all employees with guidance and direction with respect to physical contact between employees and students at school and during school sponsored functions. It is an area of educational policy, judgment, and law which is fraught with uncertainties and changing standards. What constitutes appropriate physical contact in one circumstance may be totally inappropriate in another. At the outset, the decision of whether or not to touch a student must be made by the employee involved. Once it occurs, its appropriateness will depend on a variety of factors, not the least of which will be the student's reaction and the responses of other adults. The School Committee believes that its employees individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner which is educationally sound and acceptable both within the professional community and the community-at-large.

GENERAL PRINCIPLES:

1. All physical contact between employees and students should have a valid educational purpose and objective, meeting the student's (not the staff member's) needs.

2. The use of physical contact or force in order to impose the staff members will upon a student, except in an emergency situation or pursuant to an approved restraint plan is strictly prohibited.

3. Employees who observe physical contact between students and employees which they deem to be inappropriate are expected to report said observations to the building principal and/or the Superintendent of Schools as soon as possible. If the contact is perceived to be immediately harmful by the observer, prompt intervention to prevent further harm is expected.

4. Questions of the appropriateness of physical contact are to be determined by the context of the contact on a case-by-case basis. Issues such as intent, context, location, circumstances, age, and sex are all considerations which may be relevant. Examples: Having a first grade child sit on one's lap during a group picture taking session may be perfectly appropriate while regularly having fifth grade students of either sex sit on one's lap during a movie is not appropriate. Holding and comforting a first grader who has fallen and is crying may be appropriate whereas placing a hand on a child's head to redirect his attention to the front of the room is not.

5. Touching students under clothing, in the genital areas, or on the buttocks, except in an emergency situation, is prohibited.

6. Whether or not an emergency situation exists, depends upon an objective rather than a subjective standard.

	<p><u>7. Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, may result in disciplinary action which may include dismissal.</u></p> <p><u>SUMMARY:</u> <u>Given the complexity of this issue, the School Committee recognizes that some employees may deal with it by implementing a practice of never touching students. That is not the School Committee's intent or objective. It is expected that any physical contact between an employee and a student will have a legitimate purpose consistent with the school's role as educator and caretaker of minor children.</u></p> <p><u>Adopted by the Hudson School Committee: September 9, 2003</u></p>	
GBEBC	None	<p>GBEBC - GIFTS TO AND SOLICITATIONS BY STAFF</p> <p>Gifts</p> <p>The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.</p> <p>In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written</p>

		<p>disclosure to the employee’s appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).</p> <p>In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc.), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.</p> <p>Class Gifts</p> <p>There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.</p> <p>Gifts for School Use</p> <p>Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.</p> <p>Solicitations</p> <p>In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school</p>
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		<p>employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.</p> <p>SOURCE: MASC December 2012</p> <p>Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00</p> <p>CROSS REFS.: KHA, Public Solicitations in the Schools</p> <p>JP, Student Donations and Gifts</p>
<p>GBEBD</p>	<p>None</p>	<p>GBEBD - ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING</p> <p>School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.</p> <p>The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy (KCD). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.</p> <p>Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee</p>

		<p>shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.</p> <p>Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents/guardians of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents/guardians who have shared email addresses with the teacher for purposes of communicating about their student).</p> <p>Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.</p> <p>Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.</p> <p>If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.</p> <p>If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.</p>
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		<p>Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.</p> <p>LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23;</p> <p>Ethics Commission Advisory Opinion EC-COI-12-1;</p> <p>CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;</p> <p>GBEBC, Gifts To and Solicitations by Staff;</p> <p>KCD, Public Gifts to Schools</p> <p>SOURCE: MASC February 2018</p> <p>NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.</p>
GBEC	None	<p><u>GBEC - DRUG-FREE WORKPLACE POLICY</u></p> <p><u>The School District will provide a drug-free workplace and certifies that it will:</u></p> <ol style="list-style-type: none"> <u>1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.</u> <u>2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's</u>

policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.

3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.

4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.

6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC March 2016

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: IHAMB, Teaching about Alcohol, Tobacco and Drugs

		<u>JICH, Drug and Alcohol Use by Students</u>
GBED	None	<p><u>GBED - TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS PROHIBITED</u></p> <p><u>Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.</u></p> <p><u>Staff members who violate this policy will be referred to their immediate supervisor.</u></p> <p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REF.: M.G.L. 71:37H</u></p> <p><u>CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited</u></p> <p><u>JICH, Alcohol, Tobacco and Drug Use by Students Prohibited</u></p>
GBFC	<p>DRUG-FREE WORK PLACE</p> <p>It is the policy of the Hudson Public Schools to maintain an alcohol-free and drug-free work place. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcohol is prohibited while on duty or on school department property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal. Alcohol consumption may be permitted at specific events pursuant to School Committee policy and M.G.L. Chapter 272, S. 40A.</p>	<p>DRUG-FREE WORK PLACE</p> <p>It is the policy of the Hudson Public Schools to maintain an alcohol-free and drug-free work place. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcohol is prohibited while on duty or on school department property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal. <u>Alcohol consumption may be permitted at specific events pursuant to School Committee policy and M.G.L. Chapter 272, S. 40A.</u></p> <p>It is a condition of employment that each employee abide by this policy and notify the superintendent of schools of any criminal drug statute conviction (<u>or plea of no contest</u>) for a violation occurring in the work</p>

	<p>It is a condition of employment that each employee abide by this policy and notify the superintendent of schools of any criminal drug statute conviction (or plea of no contest) for a violation occurring in the work place within five (5) days of such a conviction. The Hudson Public Schools has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. Further, no later than thirty (30) days after notice of a conviction, the superintendent of schools will take disciplinary action up to and including a recommendation to the school committee that the employee be dismissed from employment.</p> <p>Each employee of the Hudson Public Schools will be given a copy of this policy and its accompanying regulations.</p> <p>Adopted by the Hudson School Committee: October 12, 1993</p>	<p>place within five (5) days of such a conviction. The Hudson Public Schools has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. Further, no later than thirty (30) days after notice of a conviction, the superintendent of schools will take disciplinary action up to and including a recommendation to the school committee that the employee be dismissed from employment.</p> <p>Each employee of the Hudson Public Schools will be given a copy of this policy and its accompanying regulations.</p> <p>Adopted by the Hudson School Committee: October 12, 1993</p>
<p>GBGB</p>	<p>None</p>	<p><u>GBGB - STAFF PERSONAL SECURITY AND SAFETY</u></p> <p><u>Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.</u></p> <p><u>Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment.</u></p> <p><u>The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school district whenever that employee's health appears to be a hazard to children or others in the school</u></p>

		<p><u>district or when a doctor's certificate is legally required to verify need for sick leave.</u></p> <p><u>School employees, their families and members of their household are eligible to use the confidential services provided by the municipality's employee assistance program.</u></p> <p><u>SOURCE: MASC September 2016</u> <u>LEGAL REFS.: M.G.L. 71:54; 71:55B; 71:55C</u> <u>CROSS REFS.: EB, Safety Program</u> <u>NOTE: This category is for statements on staff physical and mental health examination requirements, the School Committee's commitment to assisting employees in maintaining good health, its concern with occupational safety, and so on.</u></p> <p><u>Observe the cross-references. Health insurance plans for employees are properly coded under Fringe Benefits for the appropriate category of staff.</u></p>
GBGE	None	<p>GBGE - DOMESTIC VIOLENCE LEAVE POLICY</p> <p>It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12-month period. In order to be eligible for said leave:</p> <ul style="list-style-type: none"> (i) the employee, or a family member of the employee must be a victim of abusive behavior; (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling, victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and

(iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists, the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

(1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;

		<p>(2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;</p> <p>(3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;</p> <p>(4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt; or has been convicted of, or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;</p> <p>(5) medical documentation of treatment as a result of the abusive behavior;</p> <p>(6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, , shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;</p> <p>(7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.</p> <p>All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:</p> <p>(i) requested or consented to, in writing, by the employee; (ii) ordered to be released by a court of competent jurisdiction; (iii) otherwise required by applicable federal or state law; (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or (v) necessary to protect the safety of the employee or others employed at the workplace.</p>
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		<p>The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that they deem appropriate.</p> <p>No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, they shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse', 'abusive behavior', 'domestic violence', 'employees' and 'family members' may be found in the laws referenced below.</p> <p>SOURCE: MASC October 2014</p> <p>LEGAL REF.:: M.G.L. 149:52E; Section 10</p> <p>Chapter 260 of the Acts of 2014</p> <p>NOTE: The School Committee should seek the advice of counsel, deliberate, and determine whether or not to change the following language in the first paragraph as the School Committee, in consultation with the Superintendent, may choose to 1) make this type of leave paid or unpaid, and 2) make an employee exhaust other leave options or not:</p> <p>"The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the</p>
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		<p>employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement."</p> <p>Additionally, the statute does not require that employers with less than 50 employees provide this leave.</p>
GBGF	None	<p><u>GBGF - FAMILY AND MEDICAL LEAVE</u></p> <p><u>The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, procedures setting forth the rights and procedures granted by the Act, and shall ensure compliance with those procedures either personally or by delegation, or by some combination of personal oversight and delegation.</u></p> <p><u>SOURCE: MASC September 2016</u></p> <p><u>LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"</u></p>

V. Matters for Discussion

b) New Business

4. First Reading of Proposed Adoptions and Revisions School Committee Policies
EFC/EFD

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

SECTION E – Support Services

Section	Existing Policy	Proposed Change or New Policy
EFC	None	<p>EFC - FREE AND REDUCED PRICE FOOD SERVICES</p> <p>The school district will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.</p> <p>In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child <u>who a teacher believes is improperly nourished</u> will be denied a <u>free</u> breakfast or lunch <u>or other food</u> simply because proper application has not been received from their parents or guardians.</p> <p>As required by state and federal regulations, the School Committee approves this policy statement pertaining to eligibility <u>for free milk, free meals, and reduced price meals.</u></p> <p>SOURCE: MASC August 2016</p> <p>LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760) Child Nutrition Act of 1966</p> <p>P.L. 89-642, 80 Stat. 885, as amended M.G.L. 15:1G; 15:1L; 69:1C; 71:72</p>

<p>EFDA</p>	<p><u>EFDA – MEAL CHARGE POLICY</u></p> <p><u>I. PURPOSE/POLICY:</u></p> <p><u>The purpose of this policy is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department. The goals of this policy are:</u></p> <ul style="list-style-type: none"> • <u>To establish a consistent district policy regarding charges and collection of charges.</u> • <u>To treat all students with dignity in the serving line regarding meal accounts.</u> • <u>To support positive situations with district staff, district business policies, students and parents/guardian to the maximum extent possible.</u> • <u>To establish policies that are age appropriate.</u> • <u>To encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student.</u> <p><u>II. SCOPE OF RESPONSIBILITY:</u></p> <ul style="list-style-type: none"> • <u>The Food Service Department: Responsible for maintaining charge records and notifying the school district of outstanding balances. The Food Service Department is also responsible for notifying the student’s parent/guardian of low or outstanding balances.</u> • <u>The School District: Responsible for supporting the Food Service Department in collection activities.</u> • <u>The Parent/Guardian: Immediate payment.</u> <p><u>III. ADMINISTRATION</u></p>	<p>EFD - MEAL CHARGE POLICY</p> <p>The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on schoolwork, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.</p> <p>The provisions of this policy pertain to regular priced all school meals only under the USDA Child Nutrition Program. The School Committee District will provide serve a regular meal breakfast or lunch to students who forget or lose their lunch money. The parent/guardian is responsible for any meal charges incurred.</p> <p>Meal Charges and Balances</p> <p>Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular) paid, reduced-price, or free) each day. Payment options will be delineated in student handbooks on the District Website and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students, will not be allowed to purchase ala carte items including but not limited to a second entree, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If a student’s meal status changes from paid to free or reduced, during the school year, any charges incurred prior to the status</p>
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- 1) Free and Reduced Lunch Students
 - a. Free Lunch status students will not be allowed to have a negative account balance. Free lunch status allows a child to receive a free meal every day. A la carte items are not part of the USDA program. Students must pay cash for a la carte items.
 - b. Reduced Lunch Status Students will be allowed to have a negative account balance up to a maximum dollar (\$2.40) equivalent of six (6) reduced priced meals which will be known as the “account cap”. Reduced lunch status allows a child to receive reduced priced meals at a reduced amount determined by the Department of Elementary and Secondary Education, Nutrition, Health & Safety Programs. Students must pay cash for a la carte items.
- 2) All Other Students:
 - a. Elementary students: will be allowed to charge up to a maximum dollar (\$13.75) equivalent of five (5) meals which will be known as the “account cap”.
 - i. Only meals will be allowed to be charged. No other a la carte items will be allowed to be charged.
 - ii. Notices of low or deficit balances will be sent to

change are the responsibility of the parent/guardian. If there is a financial hardship, a parent/guardian should contact the food services department directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If notices do not result in payment, the district will contact the parents/guardians responsible for the payment. If parents/guardians have issues with student purchases they should contact the food services department for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds balance for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks district website for more details) or by speaking with the school's food service manager department. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians are encouraged to set up automated low-balance email alerts through the online payment system. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not

	<p><u>parents/guardians at regular intervals during the school year.</u></p> <p>iii. <u>When the student reaches the “account cap” they will only be offered a designated menu alternate. Sample: cheese sandwich + veggie sticks + fruit+ milk.</u></p> <p>iv. <u>This designated menu alternate will be charged to the student’s lunch account at the standard lunch rate. It will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement. Parents/Guardians are responsible for payment of these meals to the food service program.</u></p> <p>v. <u>Students must pay cash for a la carte items.</u></p> <p>vi. <u>Once the student reaches the maximum meal charge, no a la carte items will be sold to the student and any cash should be applied to the account balance.</u></p> <p>vii. <u>Negative balances will be carried over to the next</u></p>	<p><u>result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.</u></p> <p>Refunds</p> <p><u>Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.</u></p> <p>Positive balances of graduating students with a sibling in the district, will automatically transfer to the sibling’s account. If there is no sibling in the district, the funds will be automatically mailed to the parents/guardians. Refunds of withdrawn students require a written request (email, postal, or in person) for a refund of any money within sixty days of withdrawal.</p> <p>Delinquent Accounts/Collections</p> <p>Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.</p> <p>If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. <u>Each school handbook</u> The District website shall contain detailed instructions for family assistance.</p>
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	<p style="text-align: center;"><u>school year.</u></p> <p><u>b. Middle School: will be allowed to charge up to a maximum dollar (\$8.25) equivalent of three (3) meals which will be known as the “account cap”.</u></p> <ul style="list-style-type: none"><u>i. Only meals will be allowed to be charged. No other a la carte items will be allowed to be charged.</u><u>ii. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.</u><u>iii. When the student reaches the “account cap” they will only be offered a designated menu alternate. Sample: cheese sandwich + veggie sticks + fruit+ milk.</u><u>iv. This designated menu alternate will be charged to the student’s lunch account at the standard lunch rate. It will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement. Parents/Guardians are responsible for payment of these meals to the food service program.</u><u>v. Students must pay cash for a la carte items.</u>	<p>Policy Communications</p> <p>This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.</p> <p>LEGAL REFS: MOL <u>71:72</u>; USDA School Meal Program Guidelines May 2017</p> <p>CROSS REFS: JQ, Student Fees, Fines & Charges</p> <p>SOURCE: MASC July 2018</p>
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vi. Once the student reaches the maximum meal charge, no a la carte items will be sold to the student and any cash should be applied to the account balance.

vii. Negative balances will be carried over to the next school year.

c. High School: will be allowed to charge up to a maximum dollar (\$9.00) equivalent of three (3) meals which will be known as the “account cap”.

i. Only meals will be allowed to be charged. No other a la carte items will be allowed to be charged.

ii. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.

iii. When the student reaches the “account cap” they will only be offered a designated menu alternate. Sample: cheese sandwich + veggie sticks + fruit+ milk.

iv. This designated menu alternate will be charged to the student’s lunch account at the standard lunch rate. It will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement.

Parents/Guardians are responsible for payment of these meals to the food service program.

v. Students must pay cash for a la carte items.

vi. Once the student reaches the maximum meal charge, no a la carte items will be sold to the student and any cash should be applied to the account balance.

viii. Negative balances will be carried over to the next school year.

3) This will apply to any account balances above the “account cap” at any time or after May 1st, and any payments made by check that are returned to the district by the bank with notice of “insufficient funds”. Balances may be checked at any time by logging into the <https://www.myschoolbucks.com> system or by emailing the Food Service Bookkeeper. All accounts must be settled at the end of a school year. Letters will be sent home via backpack mail to elementary students and mailed home to Quinn and Hudson High students approximately four to five days before the last day of school to students whose accounts are below zero.

a. *Checks returned for non-sufficient funds (NSF):* When a check is returned to the Treasurer’s office for “NSF”, a letter will be sent to inform the parent(s) from the

Finance Director. Payment for the NSF check must be in the form of cash, cashier's check, or money order. Payment must be received within ten (10) days of the date of the letter. Any penalty fee will be made payable to the Town of Hudson and sent to the Food Service Office. The penalty fee and the amount of the check will be deducted from the child/children's lunch account immediately upon notice from the bank and the above mentioned rules will take effect. Second requests will follow M.G.L. Chapter 93, section 40A - <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXV/Chapter93/Section40a>.

- b. *Balances owed with no response by Parent/Guardian:* If the payment is not received, the Superintendent or his/her designee may take one or more of the following actions, unless or until prohibited by state law or regulation:
- i. We reserve the right to transfer a positive balance from one student in the household to cover a negative balance of another student in the household.
 - ii. Unresponsive after 30 days – report cards will be held (all

schools) and iParent access will be locked.

iii. Unresponsive after 30 days - prohibit participation of student or other students in the student's household from participating in any future fee based program until or unless outstanding balances are resolved.

iv. Prohibit student participation in senior activities and/or graduation exercises.

v. Teacher assignment letters and class schedule letter will be withheld.

vi. Referral to small claims court and/or Collection Agency.

4) The school cafeterias possess computerized point of sale/cash register systems that maintain a record of all monies deposited and spent for each student and said record will be made available to the parent upon request. The Food Service Program shall inform parents annually that meals can be paid for in advance and the balances maintained in their child's account to minimize the possibility that the child may be without meal money on any given day. If a student is without meal money on a consistent basis, the Principal will investigate the situation more closely, including contacting the parent/guardian to bring money to the school and/or encouraging the parent to apply for free or reduced price meals.

a. Blocks on Accounts: A parent may send

a note in writing or email to the Food Service Office to place a block on their child's account to prohibit the purchase of a la carte items or set dollar cap. The School Business Manager may instruct the Food Service Director to place a block on a student's account due to non-payment of district fees or other collection issues.

b. Withdrawn Students: For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted within one year of withdrawal. An email request is also acceptable.

c. Graduating Students: Graduating Seniors with siblings in other grades will have any positive balance on their account moved to their siblings' account(s). Graduating Seniors with no siblings in other grades will have their positive balance mailed to their parents/guardians after graduation.

d. Unclaimed Funds: All refunds must be requested within one year of departure from school. Unclaimed funds will then become the property of the Hudson Public School Food Service Program.

NOTE: All funds collected by the Food Service Management Company are the property of the Hudson Public Schools under the authority of the School Committee. All funds are deposited into a bank account controlled by the Hudson Town Treasurer. It is from this fund that the Food Service Management Company is paid for goods and services required to operate the

program.

Legal Reference: 7CFR 210, Office of Management and Budget Circular A-87
M.G.L. Chapter 71: Section 72. Sale of lunches
M.G.L. Chapter 71: Section 37K. Business demonstration projects; disposition of proceeds.
M.G.L. Chapter 44: Section 69. Municipal or district services, fees or charges; insufficient funds checks; penalty.
M.G.L. Chapter 60: Section 57A. Payment by check not duly paid; penalty. M.G.L. Chapter 93: Section 40A. Dishonored checks; demand for payment.

Legal Reference: 7CFR 210, Office of Management and Budget Circular A-87
<http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&rgn=div5&view=text&node=7:4.1.1.1.1&idno=7>

M.G.L. Chapter 71: Section 72. Sale of lunches
[https://malegislature.gov/Laws/GeneralLaws/Part I/TitleXII/Chapter71/Section72](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section72)
Section 72. The school committee may prepare and sell lunches at one or more school buildings for the pupils and teachers of the public schools at such prices as it deems reasonable.

M.G.L. Chapter 71: Section 37K. Business demonstration projects; disposition of proceeds.
[https://malegislature.gov/Laws/GeneralLaws/Part I/TitleXII/Chapter71/Section37K](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37K)
Section 37K. Each school committee may authorize business demonstration projects of an educational nature, to be operated by students as an educational service. Each such

project shall be subject to all applicable health, safety and nutritional regulations. Any such project may be operated independently of any other department or program in the school in which such project is operated. The net proceeds, after all expenses have been deducted, of any sale of food by any such project shall be transferred each month to the school lunch or food service account for the school in which such project is operated. Any such project serving food to a daily average of more than ten per cent of the students in the school, in which such project is located, in any given month, shall, during the remainder of the school year, be governed by the regulations of the school lunch program.

M.G.L. Chapter 44: Section 69. Municipal or district services, fees or charges; insufficient funds checks; penalty.
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleVII/Chapter44/Section69>
Section 69. If a check in payment of a municipal or district service rendered or fee or charge imposed is not duly paid, there may, in addition to any other penalty provided by law, be imposed on the person who tendered such check, upon notice and demand by the city, town or district treasurer, a penalty in the same amount as that imposed under the provisions of section fifty-seven A of chapter sixty. Any person upon whom such penalty is imposed may, within sixty days of the imposition of such penalty, appeal in writing to the commissioner who shall abate the same if it is determined that such check was tendered in good faith with reasonable cause to believe that it would be paid.

M.G.L. Chapter 60: Section 57A. Payment by check not duly paid; penalty.

[https://malegislature.gov/Laws/GeneralLaws/Part I/TitleIX/Chapter60/Section57A](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleIX/Chapter60/Section57A)

Section 57A. If any check in payment of any tax, interest, penalty, fee or other charge imposed under chapters fifty-nine to sixty-one A, inclusive, or chapter eighty or for any other municipal service rendered is not duly paid there may, in addition to any other penalties provided by law, be paid as a penalty by the person who tendered such check, upon notice and demand by the city or town tax collector, in the same manner as the tax or other amount to which the check relates, an amount equal to one percent of the amount of such check; provided, however, that if the amount of such check is less than two thousand five hundred dollars, the penalty under this section shall be twenty-five dollars. Any person upon whom such a penalty is imposed may appeal to the commissioner who shall abate the same if he determines that such person tendered such check in good faith and with reasonable cause to believe that it would be paid.

M.G.L. Chapter 93: Section 40A. Dishonored checks; demand for payment.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXV/Chapter93/Section40A>

Section 40A. Whoever makes, draws, utters or delivers any check, draft or order for the payment of money upon any bank or other depository which refuses to honor the same because the maker has no account with such bank or other depository or because the maker


has insufficient funds on deposit therein and who fails to pay the amount of such check, draft or order within thirty days following a written demand therefor by the payee in accordance with this section and delivered to such person by regular mail and also by certified mail return receipt requested shall, in addition to any criminal penalties which may be imposed in accordance with law, be liable to the payee for the face amount of such check, draft or order, and for additional damages, as determined by the court, but in no event shall the amount of such damages be less than one hundred nor more than five hundred dollars.

Adopted by Hudson School Committee: March 10, 2015

VI. Matters for Action

a) Old Business

1. Approval of Superintendent's Goals



OCTOBER 15, 2018

Hudson Public Schools

SUPERINTENDENT EVALUATION PROCESS

MARCO C. RODRIGUES, ED.D.



EVALUATION PROCESS

Marco C. Rodrigues, Ed.D.
2018-2019



CYCLE 1 – SELF-ASSESSMENT

Facts:

1. 2018 MCAS results indicate slight overall improvement in English language arts and no significant change in mathematics.
2. Science and Technology/Engineering is the area with the greatest need for improvement.
3. The Accountability and Assistance Level indicators revealed targeted areas in need of improvement.
4. The student population identified as “High Needs” (special education, English learners, and economically disadvantaged) requires the greatest attention and opportunity for growth and improvement.
5. A new District Improvement Plan (DIP) has been developed to guide the District Leadership Team, teaching staff, and support personnel in creating internal capacity to advance student achievement.
6. The Student Growth Percentile continues to be strong with opportunity for growth in particular subjects and grade levels.
7. Instructional Leadership Teams have been created at each school to oversee all aspects of instructional practices.
8. The District has made significant advancement in curriculum mapping and alignment.
9. The 1:1 device program has been expanded to grades 6 and 11 this year.

10. The Multi-Tiered System of Supports Framework has been developed to support students academically, social emotionally, and with attendance issues.
11. A Budget Strategic Stabilization Plan has been created and it contains steps to narrow the revenue gap by consolidating and reducing current and future expenditures through the Zero-Based budgeting process.
12. Two Contract Bargaining Agreements (Secretaries and Custodians) are expiring by the end of 2018-2019 school year.

Self-Assessment:

During my first year in the Hudson Public Schools, I developed an Entry Plan that resulted in a detailed Entry Findings Report that was introduced to the School Committee in January 2018. The report identified the District's assets and opportunities for inquiry and growth. The findings were organized into five focus areas: Organizational Effectiveness, District and School Climate and Culture, Teaching, Learning and Student Supports, Communication, and Budget Development.

Through these findings, additional data, and other reports a series of steps were taken to develop structural systems and platforms to address areas identified as in need of growth:

1. Multi-Tiered System of Supports framework
2. Instructional Leadership Team at each school
3. Zero-Based approach to budgeting
4. Budget Strategic Sustainability Plan
5. Policy revision
6. Curriculum Development
7. Emergency Management System Protocols
8. District-wide Professional Development Plan

In addition, through a focused budget process, the District was able to accomplish new courses, programs, and services for the 2018-2019 school year.

I am happy with the accomplishments thus far and am optimistic about the prospects for continued improvement and growth in the coming years. The District Leadership Team will monitor the implementation of new programs, services, schedules, and will continue to evaluate our practices to ensure that the District Improvement Plan is producing the anticipated results and that the Hudson Public Schools continue on its path of academic excellence.

CYCLE 2 – GOAL SETTING AND PLAN IMPLEMENTATION

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.
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.
3. By June 2019, evaluate the implementation process and develop a summary of findings report in preparation for the Summer Leadership Institute.

Benchmarks

1. Presentations completed on schedule.
2. Summary of findings report completed.

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.
2. Review the norms of collaboration at each leadership team meeting (Cabinet, Principals, DELTA, and ELEVATE).
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?
4. By June 30, complete an assessment of the District Leadership Team's overall effectiveness.

Benchmarks

1. Completed Educator Evaluation process including a mid-year cycle review.
2. Completed analysis of District Leadership Team effectiveness.

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.
2. By November/December 2018, members of the Budget Leadership Team present their school/department resources allocation proposal for FY20.
3. By February 2019, conduct at least two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub-Committee.
4. By March 2019, deliver to the School Committee the FY20 Budget for deliberation and approval.

Benchmarks

1. Completed parameters for budget setting.
2. Completed prioritization sessions with School Committee.
3. FY20 Budget approved by the School Committee and submitted to Town officials.

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.
2. By December 2018, propose timeline for the traditional bargaining sessions.
3. By December 2018, complete one CBA review with the School Committee Negotiation Team.
4. By late Spring 2019, reach a tentative agreement for a new CBA for each Association.

Benchmarks

1. Completed official communication and timelines.
2. CBAs reviewed and areas to be negotiated identified.
3. CBA ratified.

VI. Matters for Action

- a) Old Business
 - 2. Approval of BBBE Policy

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

SECTION B – SCHOOL BOARD GOVERNANCE AND OPERATIONS

Section	Existing Policy	Proposed Change or New Policy
BBBE Unexpired Term Fulfillment	No Existing Policy	<p>BBBE - UNEXPIRED TERM FULFILLMENT</p> <p>When a vacancy on the School Committee occurs for any reason, the Board of Selectmen and the remaining members of the Committee share the responsibility for filling it.</p> <p>As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the Selectmen, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.</p> <p>For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.</p> <p>SOURCE: MASC LEGAL REF.: M.G.L. 41:11</p> <p>NOTE: The substance of most statements in this category is usually established by law. Certain points may be School Committee policy. City and town charters often set forth procedures for filling vacancies on the School Committee; references to these should be added, if appropriate. A regional school district should also refer to the regional agreement if portions apply.</p>

BBBE - UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the Board of Selectmen and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the Selectmen, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE: MASC

LEGAL REF.: M.G.L. [41:11](#)

NOTE: The substance of most statements in this category is usually established by law. Certain points may be School Committee policy. City and town charters often set forth procedures for filling vacancies on the School Committee; references to these should be added, if appropriate. A regional school district should also refer to the regional agreement if portions apply.

Approved by Hudson School Committee – November 13, 2018

VI. Matters for Action

b) New Business

1. Approval of School Improvement Plans



**Hudson High School
2018-2019
School Improvement Plan**





<p>Strategic Objective: High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
<p>Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.</p>
<p>Activities:</p> <ul style="list-style-type: none"> ● Meet two times per month as an ILT with the goal of looking at school-wide data to inform next steps. ● Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. ● Create School Improvement Plan that matches the District Improvement Plan ● Identify a school-wide focus. ● Create a targeted professional development plan building expertise in selected evidence-based practices. ● Create an internal accountability system (inspect what we expect).
<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p> <ul style="list-style-type: none"> ● Creating shared google doc agenda with ILT members, establishing meeting norms and assigning rotating responsibilities, as facilitator, note taker, and tenacious time keeper. ● Using Action Items in shared ILT agenda and meeting notes, and sharing a pdf of the meeting agenda and notes immediately after the end of the meeting.
<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p> <ul style="list-style-type: none"> ● School wide focus domain identified – Vision of the Graduate ● Collecting HHS staff input on which of the 5 domains to be the instructional focus. ● Gather exemplars of student work in the identified domain, and add to prezi graphic of the Vision of the Graduate.
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p> <ul style="list-style-type: none"> ● All stakeholders will have a resource of exemplars of student work in one domain of the Vision of the Graduate. ● The ILT will begin to identify characteristics and criteria of the exemplars of student work, to inform best practices in Curriculum, Assessment, and Instruction.



Strategic Objective: High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.
Goal #2: Develop a working draft of the Vision of the Graduate
Activities: <ul style="list-style-type: none">● Consolidate HHS staff input into the Vision of the Graduate.● Identify 3-7 key domains of staff input, with descriptors of each domain.● Create graphic representation of the Vision of the Graduate.● Share draft Vision of the Graduate and seek feedback from;<ul style="list-style-type: none">○ ILT○ HHS Staff○ NEASC Self-Reflection Committee○ School Council○ DELTA○ Superintendent○ School Committee● Compile exemplars of student work for each domain● Add exemplars of student work to Vision of the Graduate graphic
Early Evidence of Change <ul style="list-style-type: none">● Creation of a Vision of the Graduate graphic and reference● Basis for instructional focus as set by ILT
Short- Term Outcomes <ul style="list-style-type: none">● Generate dialogue among multiple stakeholders as to the Curriculum, Instruction, and Assessment designs and requirements for future Hudson High School Program of Studies and educational pathways.
Final Outcomes <ul style="list-style-type: none">● Create a formal Core Values, Beliefs about Learning, and Vision of the Graduate to meet NEASC Foundational Element prior to 2020 Accreditation visit.

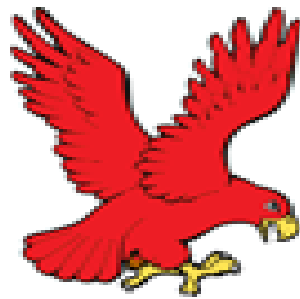


<p>Strategic Objective: Educating the Whole Child Provide rigorous social emotional learning experiences to ensure ALL students succeed academically.</p> <p>Strategic Objective: Climate and Culture Develop a culture that promotes equity among adults, builds strong relationships, psychological safety,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



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

QUINN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN



MISSION STATEMENT

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

2018-2019

Strategic Objective: High Quality Instructional Practices

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes):

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

Strategic Objective: Educate the Whole Child

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

- Data/ Notes from research
- Survey results
- Identified model(s) for potential implementation presented to staff

Final Outcomes (annual targets for student performance outcomes):

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

Strategic Objective: Innovative Educational Practices

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes):

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

Strategic Objective: Climate and Culture

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

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

Activities (Steps to be taken to implement plan):

- Introduction of goal to staff at faculty meeting (December)
- Staff Survey to gather baseline data to determine the steps needed to promote equity, accountability, and common values amongst staff (January)
- Analysis of survey results with staff (February - March)
- Development of school values, instructional focus, and norms by May of 2019

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

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

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

- The design of a system of mutual accountability for staff by June 2019
- The publishing of Quinn Middle School Values & Norms of Collaboration by June of 2019

Final Outcomes (annual targets for student performance outcomes):

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

C. A. Farley Elementary School School Improvement Plan



At Farley School, we foster a partnership of teachers, students, families, and community members in order to provide a safe, respectful, and academically challenging learning environment which will support the growth and development of the whole child. We are a respectful and responsible community ready to learn and do our best.

2018-2019

Strategic Objective: High Quality Instructional Practices

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

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

Activities: (Steps to be taken to implement plan)

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes)

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

Strategic Objective: High Quality Instructional Practice

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

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

Activities: (Steps to be taken to implement plan)

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

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

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

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

- Staff at all levels will use the MCAS data to provide interventions in the areas of need
- Students will have revised learning goals, based on data, and be able to show growth
- Administration will provide in-school professional development for staff on best practices around using data
- Data gathered from ILT will help guide an instructional focus for the school

Final Outcomes (annual targets for student performance outcomes)

- All staff will be able to use data to drive instruction, on an ongoing basis, for all students

Strategic Objective: Educating the Whole Child

Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

Strategic Objective: Climate and Culture

Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

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

Activities: (Steps to be taken to implement plan)

- Review current practices for social emotional learning for staff
- Review research based social emotional curriculum
- Through the work of MTSS engage in a discussion of tiers of support
- Provide staff with professional development around best practices for providing supports for all students around social/emotional concerns
- Staff will promote the revised whole-school approach to recognize positive behavior in all settings

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

- Staff will participate in promoting the newly revised whole-school positive behavior reward system
- Staff will share best practices around the use of social emotional learning in their own classrooms
- Students will buy-in to the whole-school reward system and effectively use those strategies throughout the day

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

- Students will display an increase of social awareness as a result of the whole-school positive behavior reward system
- Staff will implement new strategies around social emotional learning in their classrooms learned through sharing of best practices

Final Outcomes (annual targets for student performance outcomes)

- All staff will have a better understanding of how to provide support to students experiencing social and emotional issues
- All students will show their pride and promote a positive, respectful culture

Strategic Objective: Innovative Educational Practices

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

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

Activities: (Steps to be taken to implement plan)

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

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

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

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

- All grade 4 students will be part of a 7-day STEAM rotation schedule to include, Drama, Engineering, Art, Music, Physical Education, and Library/Media skills
- All students will experience the use of Chromebooks or iPads to navigate the curriculum
- Feedback from grade 4 students and staff about STEAM and adjust courses and schedules if needed

Final Outcomes (annual targets for student performance outcomes)

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

Forest Ave. Elementary School School Improvement Plan



2018-2019

Strategic Objective: High Quality Instructional Practices

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes):

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

Strategic Objective: Educate the Whole Child

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes):

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

Strategic Objective: Innovative Educational Practices

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes):

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

Strategic Objective: Climate and Culture

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

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

Activities (Steps to be taken to implement plan):

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes):

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

JOSEPH L. MULREADY ELEMENTARY SCHOOL

School Improvement Plan



2018-2019

Strategic Objective: High Quality Instructional Practices

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

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

Activities: (Steps to be taken to implement plan)

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

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

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

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

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

Final Outcomes (annual targets for student performance outcomes)

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

Strategic Objective: Educate the Whole Child

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

Goal #2: Review and revise IST procedures

Activities: (Steps to be taken to implement plan)

- Formation of a diverse committee with various core and support staff to begin review and revision of the IST process
- Analyze data from last year’s meeting as part of the process to quantify information
- Develop new forms/packet

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

- Development of new procedures and protocols
- Development of new document describing what IST is and corresponding forms

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

- There will be a revamped IST document by December 2018
- New procedures will be in place by December 2018
- Meetings will follow new procedures and protocols

Final Outcomes (annual targets for student performance outcomes)

- The IST committee will review procedures to ensure it is operating in a manner that can meet the needs of the students academically and social/emotionally
- Pilot of revised system in place and implemented

Strategic Objective: Climate and Culture

Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

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

Activities: (Steps to be taken to implement plan)

- Cultural Night – with 4th grade participation
- Pen Pal Letters to Senegal
- Fourth Grade cards sent to (Art lesson)Palestine
- Change Autism Awareness Month to Disability Awareness month in conjunction with iCARE
- America-Senegal Project continuation
- Literature Country of the month

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

- Ongoing Lesson Plan Development
- December Meeting with iCARE
- February Meeting with Arts Council re: Senegal Project

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

- 100% of our children will understand that our Ohana is empathetic to the needs of people in our local community and around the world.

Final Outcomes (annual targets for student performance outcomes)

- Cultural Night with 4th grade participation
- 12 Months of Authors
- Letters written to Senegal
- Cards written to Palestine
- New books purchased and used in April for Disability Awareness Month

Strategic Objective: Innovative Educational Practices

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

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

Activities: (Steps to be taken to implement plan)

- Grade 4 will institute a Techfolio
- One final project at each grade level will have a computer-related component

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

- Meeting with Technology Teacher monthly to be updated on progress
- On-going observation of lessons in each grade to see progress toward completed projects

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

- 100% of the students will take part in a final project that entails the use of technology

Final Outcomes (annual targets for student performance outcomes)

- Final Projects at each grade level
- 4th grade techfolio completion

VI. Matters for Action

b) New Business

2. Approval to Appoint Dr. Marco Rodrigues to Serve as Representative on the Assabet Valley Collaborative Board of Directors.

VI. Matters for Action

b) New Business

3. Approval of School Committee Communication Survey

School Committee Communication Survey

1. Am am a

- Parent/Guardian
- Community Member

2. I feel the current level of communication from the School Committee is

- adequate
- too much
- too little

3. How would you prefer to get information from the School Committee? (check all that apply)

- Phone calls
- Texts
- District website
- Notices sent in backpack
- Facebook (District)
- Facebook (School Committee Specific)
- Twitter (District)
- Twitter (School Committee Specific)
- Instagram (District)
- Instagram (School Committee Specific)

Other (please specify)

4. Which forms of social media do you use? (check all that apply)

I do not use social media

Facebook

Instagram

Twitter

Other (please specify)

5. What topics would you like to hear about? (check all that apply)

Budget

MCAS/Student Achievement

Policy

Programs and offerings

New Initiatives

Openings on School Councils, Screening Committees, Advisory Committees, etc.

Other (please specify)

6. How would you prefer to contact School Committee members? (check all that apply)

General School Committee E-mail account

Office hours

Topic specific forums

Through direct messaging via Facebook messenger

General forums

Other (please specify)

7. Additional suggestions for School Committee

VI. Matters for Action

b) New Business

4. Approval of Grants Awarded- The Scotty Fund

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:	The Scotty Fund Scotty Fund A NJ Nonprofit Corporation
Purpose:	This grant awarded to Forest Ave Elem. School, from The Scotty Fund, specifically to purchase 5 standing desks for their classrooms.
Type of Funder:	Private - Corporation
Awarded Amount:	\$1000.00
Start Date	11/01/2018
End Date	6/30/2018
Status	Active
Grantor	The Scotty Fund
PROGRAM Admin	David Champigny
PROGRAM Notes:	<p>Private Foundation Grant</p> <p>General Fund use: Instructional Materials – Limited to Standing Desks for classrooms</p> <p>Grantor Name / Address: The Scotty Fund 152 N. Railroad Avenue Pedricktown NJ, 08067</p>
Program Location:	Forest Ave

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
				TOTAL:	\$ 1,772,515.00

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

			FY19 GIFTS TO HUDSON PUBLIC SCHOOLS	School	\$ Gift Amount
Corporate	Sponsor	Corporate	Umass Memorial @ Marlborough Hospital	Farley Elementary - Event Sponsor	\$ 300.00
				TOTAL:	\$ 300.00
			FY19 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
				Total:	\$ -
Grant Total:					\$ 1,772,815.00

VI. Matters for Action

b) New Business

5. Approval of Reclassification of Funds

File: Adjustment Forms (white)

Posting Date:

Batch/Block :

FY19

PAYMENT Adjustment Request

Date: Tuesday, November 13, 2018

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 <u>123</u>	Account Description <u>Food Services Expenses</u>	\$ <u>(2,584.50)</u>	
	To:	Account Number <u>1814</u>	Account Description <u>ADM Support Technology</u>		\$ <u>2,584.50</u>
Payment Adjustment Number 2	From:	Account Number _____	Account Description _____	\$ _____	
	To:	Account Number _____	Account Description _____		\$ _____
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 :				\$ <u>(2,584.50)</u>	<u>2,584.50</u>

O. Zhang 10/26/18
Authorized Signature

Prepared by: Cristy L. Morrison

Authorized Signature(s):

Reason for reclassification:

To reclassify partial payment to Heartland form extended warrant to correct account

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, November 13, 2018
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>	<u>Account Number</u> 577	<u>Account Description</u> Private School Day	\$ (6,930.11)	
	<u>To:</u>	<u>Account Number</u> 3305	<u>Account Description</u> SPED IDEA YR2 Private School Day		\$ 6,930.11
<i>Payment Adjustment Number 2</i>	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>	\$ _____	
	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>		\$ _____
<i>Payment Adjustment Number 3</i>	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>	\$ _____	
	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>		\$ _____
<i>Payment Adjustment Number 4</i>	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>	\$ _____	
	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>		\$ _____
				Page total :	\$ <u>(6,930.11)</u> <u>6,930.11</u>



Authorized Signature

Prepared by: *Sharon J. Gooch-Zebal*

Authorized Signature(s):

Reason for reclassification:
To reclassify PO 190181 charged from school general account #0577 to YR2 SPED IDEA grant #3305.

- 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, November 13, 2018
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>3199</u>	Account Description <u>FY17 Startalk Grant</u>	\$ (256.00)	
	<u>To:</u>	Account Number <u>3279</u>	Account Description <u>FY18 Startalk Grant</u>		\$ 256.00
<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>(256.00)</u>	<u>256.00</u>

OZange 11/7/18

Authorized Signature

Prepared by: *Sharon J. Gooch-Zebal*

Authorized Signature(s):

Reason for reclassification:
To reclassify PO 190329 transportation charged to the wrong years 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.



File: Adjustment Forms (white)

Posting Date:

Batch/Block:

FY19

PAYMENT Adjustment Request

Date: Tuesday, November 13, 2018

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 <u>569</u>	Account Description <u>Service Contracts</u>	\$ (14,748.87)	
	To:	Account Number <u>1296</u>	Account Description <u>Rental/Lease Equipment</u>		\$ 14,748.87
Payment Adjustment Number 2	From:	Account Number _____	Account Description _____	\$ _____	
	To:	Account Number _____	Account Description _____		\$ _____
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 :				\$ <u>(14,748.87)</u>	<u>14,748.87</u>

Sharon J. Gooch-Zebal 11/7/18
Authorized Signature

Prepared by: Sharon J. Gooch-Zebal

Authorized Signature(s):

Reason for reclassification:

To reclassify PO 190767 and 190239 that are Ricco Leased Equipment vs Service Agreements.

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.