



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

June 12, 2018

69 Brigham Street – Hudson High School

Room F101

7:00 p.m.

### AGENDA

#### **I. Call the Meeting to Order**

#### **II. Minutes of the Following Meeting Presented for Approval:**

Regular Meeting: May 22, 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:**

1. Report of the Superintendent
2. Recognition of Retirees
3. Darcia Constanine Award
4. Years of Service Award
5. Subcommittee Reports (if needed)
6. Student Report (if any)

#### **VI. Matters for Discussion:**

1. Update on the Hudson High School Principal Selection Process
2. Kathy Provost Named as Assistant Superintendent
3. Discussion of Subcommittee Assignments
4. First Reading of Proposed School Committee Policy *ADF - Wellness Policy*

#### **VII. Matters For Action:**

1. Approval of Ratification of the Memorandum of Agreement with the Hudson Education Association



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2. Approval of Food Service Management Contract with Chartwells
3. Second Reading and Approval of School Committee 'K' Policies
4. Approval of Hudson High School Medical Interpreter Course Offering
5. Approval of Hudson High School Overnight Trip to the UNESCO Conference for Young Scientists in January, 2019
6. Approval of Student Activities Funds and Student Clubs
7. Approval of the District Improvement Plan
8. Approval of Strategic Budget Stabilization Plan
9. Approval of Superintendent's Evaluation
10. Approval of Grants Awarded
11. Approval of Reclassifications of Funds (if needed)
12. Items of Interest to the School Committee

**VIII. Executive Session/Adjournment:**

To conduct contract negotiations with union personnel (Hudson Paraeducators Association and Hudson Cafeteria Workers Association) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee

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

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** May 22, 2018

**Location:** Administration Building  
155 Apsley Street

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

**Members absent:** None

**Others present:** Dr. Marco C. Rodrigues, Superintendent  
Julia M. Pisegna, Recording Secretary  
Julia Stulonkis, Student Representative

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

The meeting was called to order by Dr. Rodrigues.

Dr. Rodrigues welcomed two new members to the School Committee, Nina Ryan and Matthew McDowell.

**Reorganization and Nomination of School Committee Members**

Dr. Rodrigues noted that School Committee Policy BDA – *School Committee Organizational Meeting* reads as follows:

“In the event the Chair and Vice-Chair are no longer members of the School Committee, the senior member (years served) will act as the Chair Pro-Tem.”

Mr. Luoto, as the senior member of the Committee, welcomed the two new School Committee members, Nina Ryan and Matthew McDowell, and thanked Michele Tousignant Dufour for her years of service, and opened the floor for nominations.

A motion to appoint Glenn Maston as Committee Chair was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 6-0-1, with Mr. Maston abstaining, the motion passed.

A motion to appoint Steve Smith as Committee Co-Chair was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 6-0-1, with Mr. Smith abstaining, the motion passed.

A motion to appoint Elizabeth Hallsworth as Committee Secretary was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 6-0-1, with Ms. Hallsworth abstaining, the motion passed.

*Not Approved*

Committee Chair, Glenn Maston, noted that the subcommittee assignments will be tabled to the next scheduled School Committee meeting on June 12<sup>th</sup> and asked members to contact him directly regarding their subcommittee interests.

A motion to approve the delay of subcommittee assignments to June 12<sup>th</sup> was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

**Approval of Minutes:**

Regular Meeting: May 8, 2018

A motion to approve the minutes of May 8, 2018 was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 5-0-2, with Ms. Ryan and Mr. McDowell abstaining, the motion passed.

**Public Participation:**

Cafeteria staff and community members voiced their concerns over the reduction in personnel due to the change in food service company next year and the new schedule at Quinn Middle School.

Committee Chair, Glenn Maston, thanked the staff and community members for sharing their thoughts and concerns.

Discussion ensued.

Dr. Rodrigues invited those that have further questions or concerns to contact him directly.

Dr. Rodrigues noted that the agenda would be taken out of order.

**Matters for Discussion:**

1. Home and School Recognition

Dr. Rodrigues and Principals thanked each of the Home and School Associations for their hard work, support and dedication to the students of Hudson Public Schools and presented each Home and School Association Chair with a Certificate of Appreciation.

Committee Chair, Glenn Maston, thanked the Home and School Associations and shared that the District is fortunate to have such wonderful parents and thanked them for their hard work and dedication for all they have done to enrich each student's experience in Hudson.

**Reports:**

**Report of the Superintendent**

Dr. Rodrigues shared with the Committee the District Strategy Development Process and highlighted the following:

*Not Approved*

- Process
- Mission and Vision
- Values
- Theory of Action
- Strategic Objectives
- Priorities
- Implementation
- Outcomes

Committee member, Adam Tracy, shared the School Committee Goals 2018-2021 and how they align with the District Improvement Plan as follows:

Goal 1: Achieve continuous improvement in the academic and social growth of all students;

Goal 2: Provide a safe and supporting environment for our students and staff;

Goal 3: Develop a financially stable and fiscally responsible budget that is responsive to the needs of the District;

Goal 4: Promote a collaborative relationship with the community and all stakeholders through effective communication and transparency; and

Goal 5: Encourage progressive development and innovation in our professional practice at all levels within the District.

Discussion ensued.

### **Student Report**

Julia Stuklonis, Student Representative, welcomed the two new School Committee members and shared that Hudson High School seniors had their last day of school and will be graduating on Sunday, June 3<sup>rd</sup>, and that students are still commenting on the teacher and cafeteria staff layoffs.

### **Subcommittee Reports**

Committee member, Steve Smith, discussed adding an additional Policy Subcommittee meeting on June 12<sup>th</sup>.

Discussion ensued.

Committee Chair, Glenn Maston, noted that the Superintendent's Evaluation Subcommittee meeting is scheduled for May 24<sup>th</sup> at 7:00 p.m. and the Budget Subcommittee is scheduled for May 30<sup>th</sup> at 7:00 p.m.

**Matters for Discussion (continued):**

2. Town of Hudson Recreational Department Summer Program – Steve Santos

Director of Recreation, Steve Santos, shared with Committee members some of the program updates of the Hudson Recreation Department, and provided a schedule of the Summer Organized Activities with Recreation.

Discussion ensued.

3. Food Service Contract

Business Development Coordinator, Barbara Stank and District Manager, Chris Callahan, of Chartwells, shared with the Committee some highlights of their company:

- 30 Districts
- 215 Schools
- 107,000 students
- Northeast Region Organizational Structure
- Student experience
- Customized Promotions
- Community Involvement
- Nutrition and Wellness
- Sustainability
- Quarterly Reviews and Board Meetings
- Staff and Student Surveys

Discussion ensued.

4. First Reading of the District Improvement Plan

Dr. Rodrigues noted that the District Strategy Development Process, District Improvement Plan and the District Strategy Development Process 2018 would be posted to the District website for the public to review, and that any issues or concerns raised would be discussed before the vote at the next scheduled School Committee meeting on June 12th.

Discussion ensued.

5. First Reading of Revisions of School Committee “K” Policies

Committee Chair, Glenn Maston, noted that the policies would be posted on the District website for the public to review, and that any issues or concerns raised would be discussed before the vote at the next scheduled School Committee meeting on June 12<sup>th</sup>.

6. Hudson High School Senior X-Block Privilege Update

Dr. Reagan shared with Committee members that the Senior X-Block Program was implemented this past year. Out of the 61 members of the Class of 2018 eligible for the X-Block, 58 students participated.

Students were required to meet the following criteria:

- Students must maintain good academic standing
- Students must maintain a minimum daily attendance rate of 90%
- Students must be in good standing with their behavior and discipline

Dr. Reagan noted that they have identified a few procedural issues to address for the upcoming school year, and based on the experience of this past year, the High School looks forward to continuing the program.

Discussion ensued.

**Matters for Action:**

1. Approval of Ratification of the Memorandum of Agreement with the Hudson Paraeducators Association

Dr. Rodrigues thanked the members of the Paraeducators Association for their collaboration in the Interest Based Bargaining process regarding the Memorandum of Agreement.

A motion to approve the ratification of the Memorandum of Agreement with the Hudson Paraeducators Association was made by Mr. Luoto and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

2. Second Reading and Approval of Revisions to School Committee Policy Section ACE Non-Discrimination on the Basis of Disability and School Committee Policy AC Non-Discrimination

A motion to approve the revised School Committee Policy ACE *Non-Discrimination on the Basis of Disability* and School Committee Policy AC *Non-Discrimination*, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

3. Approval of Grants Awarded

Mr. Maston presented the following grants received for approval:

- FY19 Project Lead The Way – HHS BioMed Grant in the amount of \$35,000.00
- FY19 Project Lead the Way – QMS Gateway Grant in the amount of \$20,000.00
- FY19 Project Lead the Way – Elementary School Launch Grant in the amount of \$32,000.00

*Not Approved*

A motion to approve the grants awarded to the District, as presented, was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

**Reclassifications:**

None.

**Items of Interest to the School Committee:**

Mr. Maston congratulated the Hudson High School seniors graduating on Sunday, June 3<sup>rd</sup>.

Mr. Maston shared that the ELL Department End of the Year Ceremony will be held on Thursday, June 7<sup>th</sup> at 6:00 p.m. in the Hudson High School Mini-Theater and invited all members to attend.

**Executive Session/Adjournment**

At 9:35 p.m., Committee Chair, Glenn Maston, noted that Executive Session was needed for the following reason:

1. To conduct contract negotiations with union personnel (Hudson Education Association, Hudson Paraeducators Association and Hudson Cafeteria Workers Association), whereas discussion in an open session may have a detrimental effect on the legal position of the Committee

A motion to enter into Executive Session was made by Mr. Smith and seconded by Ms. Hallsworth.

Vote by roll call:

Mr. Maston – yes  
Mr. Smith– yes  
Mr. Luoto – yes  
Ms. Hallsworth - yes  
Mr. Tracy – yes  
Ms. Ryan - Yes  
Mr. McDowell – yes

Committee Chair, Glenn Maston, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee





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

Report of the Superintendent

Marco C. Rodrigues, Ed.D.  
Superintendent

June 12, 2018



# District Improvement Plan 2017-2018

<b>Strategy: High Quality Curriculum, Instruction, and Assessment</b>	
<b>Areas of Focus:</b> To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into Aspen Information Management System (IMS) platform for storage and dissemination to teachers.	
<b>Goals:</b>	<b>Status</b>
1. To establish a 1:1 Technology Strategic Committee to develop a Strategic Plan that addresses the implementation of Curriculum and Instructional Practices, Integration of Technology in all content areas, Digital Citizenship, and Parent Resources.	Attained
2. To catalogue and align the curriculum work accomplished by the district to date in preparation for the implementation of an electronic IMS.	Attained
3. To populate ASPEN IMS with existing Curriculum Maps.	In-Progress
<b>Strategy: Continuous Improvement Using Data</b>	
<b>Areas of Focus:</b> To establish a Multi-Tiered System of Supports (MTSS) Committee to evaluate the district's assets and needs to support teaching and learning Pre K – 12.	
<b>Goals:</b>	<b>Status</b>
1. To develop a purpose statement with protocols to develop the MTSS Frameworks.	Attained
2. To identify the areas for tiered intervention for all levels in order to develop a robust, effective tiered system of academic and non-academic supports across all schools.	Attained
<b>Strategy: High Expectations for Teaching and Learning</b>	
<b>Areas of Focus:</b> To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.	
<b>Goals:</b>	<b>Status</b>
1. To develop a Professional Development Advisory Council to support and enhance professional development services and programs.	Attained
2. To identify / prioritize areas of need by work discipline.	Attained
3. To develop a cohesive Instructional Leadership Team (ILT) at each school to monitor and support teaching and learning practices.	Attained



# District Leadership

- Re-organized the District Leadership Team
  - Superintendent's Cabinet
  - Principals' Meeting
  - District Educational Leadership Team Agenda (DELTA)
  - Educational Leaders Establishing Vision Aiming Toward Excellence (ELEVATE)
- Created the position of Assistant Superintendent for Curriculum, Instruction, and Professional Learning
- Participated in the New Superintendent Induction Program (NSIP)
- Developed an Entry Plan and produced an Entry Findings Report



# Curriculum and Instruction

- Developed a mapping of the District's Curriculum – Pre-K – 12 – in all subject areas
- Implemented the 1:1 Technology Plan
- Established the 1:1 Technology Task Force
- Re-organized the Curriculum Department
- Developed the Multi-Tiered System of Support Framework through the MTSS committee
- Developed Principals' capacity to establish an Instructional Leadership Team at each school



# Curriculum & Instruction

- Created the Therapeutic Stabilization Program at Farley Elementary
- Commissioned the evaluation of the Therapeutic Academic Support (TAS) program at the High School
- Created new computer science, engineering, and biomedical courses in grades K - 12
- Reconfigured Instructional Coaches positions to better support elementary classrooms
- Developed protocol for classroom visits with Principals



# Professional Development

- Established a Professional Development Advisory Council
- Created the first District Professional Development Plan
- Developed targeted professional development offerings:
  - Leadership
  - 1:1 Technology
  - Mindfulness
  - Department Specific
- Automated professional development practices through Teachpoint
- Provided specialized training in Orton-Gillingham for special education teachers
- Provided specialized training in Dialectical Behavioral Therapy for support and wellness personnel



# School Safety and Wellness

- Established the Emergency Management System Committee
- Revised protocols for evacuation, including designated evacuation sites
- Develop ALICE protocol video for training at the secondary schools
- Purchased instructional materials for building safety at the elementary levels
- Improved High School front entrance security
- Provided safety emergency training for staff at each school
- Co-Chaired the Hudson School Health and Safety Advisory Council



# Finance and Operations

- Introduced the Zero-Based Approach to budgeting
- Developed Resource Allocation Meetings with District Leadership Team
- Conducted budget prioritization session with School Committee
- Published a detailed, user friendly FY19 Budget Book
- Developed a Strategic Budget Stabilization Plan
- Completed Interest-Based Bargaining with Teachers and Paraeducators Associations
- Established a Food Service Committee
- Established new protocol for school delays and cancellations





# Communication

- Conducted Listening Sessions for Parents and Staff
- Conducted Listening Session for Portuguese speaking parents
- Conducted parent/community forums on:
  - Next Generation MCAS Test
  - School Safety
  - FY19 Budget
- Published weekly newsletter – Creating Connections
- Conducted general assemblies on professional development days
- Participated in two SEPAC Superintendent’s Round Table events
- Created the District News and Updates Report for District personnel
- Met with multiple community and parent organizations
- Established the Superintendent’s Student Advisory Council



# District Strategy Development

- Reviewed Existing Documents
  - Mission, Vision, Theory of Action, and Values and Beliefs
- Analyzed of District Data and Entry Findings Report
  - Student and District Data, Entry Findings
- Developed New Mission, Vision, Theory of Action, and Core Values
- Developed Strategy Objectives and Priorities
- Developed School Committee Goals



# Sub-Committees

- Policy Sub-Committee
  - Approved revision of Sections A, B, and K of the Policy Manual
  - Approved revision of Wellness Policy
  - Approved adoption of Substance Use Prevention Policy
  - Approved School Choice Policy
  - Approved Building Security Policy
  - Approved Grant Funding Policy
  - Approved Intra-District School Choice Policy
- Strategic Goal Sub-Committee
  - Developed School Committee Goals in conjunction with the District Improvement Plan



# Sub-Committees

- Superintendent Evaluation Sub-Committee
  - Approved Superintendent's Goals
  - Conducted Superintendent's End-of-Cycle Summative Evaluation Report
- Budget Sub-Committee
  - Completed budget resource allocation and prioritization sessions
  - Approved Fy19 Budget
  - Presented the FY19 Budget to Board of Selectmen
  - Presented the FY19 Budget to the Finance Committee

# Hudson High School Principal Search

## Process and Timeline

INTERIM POSITION 2018-2019	
EVENT	TIMELINE
Job Posting – Internal and External	June 2018
Candidates' Screening and Interviews Interview Panel <ul style="list-style-type: none"> <li>• Parents</li> <li>• Faculty</li> <li>• Administrators</li> <li>• Superintendent</li> </ul>	June – July 2018
Successful Candidate Selected	July 2018
PERMANENT POSITION 2019-2020	
EVENT	TIMELINE
Focus Groups to Capture Stakeholders' Input <ul style="list-style-type: none"> <li>• Parents</li> <li>• Faculty</li> <li>• Students</li> </ul>	September – November 2018
Job Posting – Internal and External	January - February 2019
Candidates' Screening and Interviews Interview Panel <ul style="list-style-type: none"> <li>• Parents</li> <li>• Faculty</li> <li>• Students</li> <li>• Community Representative</li> <li>• Administrators</li> <li>• School Committee member</li> </ul>	February - March 2019
Top 3 Candidates – Second Interview with Superintendent's Cabinet	April 2019
Successful Candidate Selected	April 2019

## Assistant Superintendent for Curriculum, Instruction, and Professional Learning

The Assistant Superintendent's position was posted internally on April 11<sup>th</sup> as planned. Kathy Provost was the only applicant. The interview process was held on Friday, May 4<sup>th</sup> by a panel composed of Curriculum Directors and Coordinators: Ana Pimentel, Sarah Davis, Todd Wallingford (absent) and Jeanne Graffeo; School Administrators: Jason Webster and Rachel Scanlon; Human Resources Director Cindy Fensin and I.

At the conclusion of the interview, the panel debriefed on the candidate's strengths, areas for growth, and fit for the position. The interview panel unanimously voted to select Kathy Provost as the new Assistant Superintendent.

# HUDSON PUBLIC SCHOOLS

## SCHOOL COMMITTEE MEMBERS PROPOSED ASSIGNMENTS

2018-2019

### Sub-Committees:

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

### Negotiation Teams:

1. Teachers: Adam Tracy, Steve Smith
2. Paraeducators: Glenn Maston, Nina Ryan
3. Secretaries: George Luoto, Matt McDowell
4. Custodians: Liz Hallsworth, Adam Tracy

### School Councils:

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

### Other Responsibilities:

1. Teacher Sick Bank: George Luoto, Nina Ryan
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith

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 MASC language **bolded**, edits to MASC language **bolded and underlined**, and deleted language in **red**.

## Wellness Policy

Section	Existing Policy	Proposed Change or New Policy
<p style="text-align: center;">ADF –</p> <p style="text-align: center;">SCHOOL DISTRICT WELLNESS PROGRAM</p>	<p style="color: red; font-weight: bold; font-size: 1.2em;">WELLNESS POLICY</p> <p style="color: red; font-weight: bold;">1.0 General Policy Statement</p> <p style="color: red;">The Hudson Public Schools recognizes the important relationship between wellness and academic success and is committed to providing a school environment that enhances learning and development of lifelong wellness practices. The intent of this policy is to outline the district’s ongoing commitment in support of wellness in the areas of nutrition, physical activity and other school-based activities that promote student health and wellness. Using Section 204 of Public Law 108-265 – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004 and recommendations by the Massachusetts Departments of Education and Public Health, the following beliefs guide our efforts:</p> <p style="color: red; padding-left: 40px;">1.1 Communication with parents/guardians, staff and students is essential. We will seek opportunities to educate the school community on trends and information related to health and wellness. We encourage community partnerships that assist the district in this effort.</p>	<p><b>The Hudson School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.</b></p> <p><b>Wellness Committee</b></p> <p><b>The school district will establish a wellness committee that consists of at least one (1): parent/guardian, student, nurse, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The school committee designates the following individual(s) as wellness program coordinator(s): the Superintendent of Schools and the Director of Nursing. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in</b></p>



- 1.2 Consistent with federal and state nutrition regulations, the Hudson Public Schools will continue to increase availability and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value during regular school hours.
- 1.3 Opportunities for physical fitness, both structured (K-12 physical education curriculum) and activity (recess, movement, extracurricular activities and sports teams/clubs) will be supported and strongly encouraged. Again, the Hudson Public Schools encourage community partnerships that assist the district to support an active, healthy community of learners.
- 1.4 Opportunities for staff in-service education to share best practices which incorporate activity and wellness across the curriculum will be offered.
- 1.5 The following Wellness Procedural Guideline is approved for implementation and monitoring by the Hudson School Committee.

**PROCEDURAL GUIDELINES**

**Goals for Nutrition Education**

Through Health Education, the goals of Hudson Public Schools are to provide a basis for nutrition education, guided by the Massachusetts Comprehensive Health curriculum framework<sup>2</sup>, and make connections with overall wellness and physical activity. In adopting this policy, the Hudson Public Schools aim to help students make foods choices and develop base knowledge to affect behavior around foods. The Hudson Public Schools also emphasizes the connection of physical activity, healthy food choices, and overall wellness.

consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

**Nutrition Guidelines**

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;
- separate guidelines for foods and beverages in the following categories:
  1. foods and beverages included in a la carte sales in the food service program on school campuses;
  2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
  3. foods and beverages sold as part of school-sponsored fundraising activities; and
  4. refreshments served at parties, celebrations, and meetings during the school day; and
  5. specify that its guidelines will be based on nutrition goals, not profit motives.

- The schools have written health education curricula that guide educators in providing instruction in nutrition for students.
- Nutrition education is provided in Hudson Public Schools as part of the Health Education Curriculum.
- Nutrition education in health education includes instruction on a food guidance system (e.g. My Pyramid).
- Students learn to make healthy food choices for meals and snacks.
- Students learn to identify healthy food choices through nutrition labels.
- Students learn to identify healthy, high-energy foods to aid in participation in physical activity including extracurricular activities.
- Students learn the relationship between food choices, diet and disease.
- Students learn the prevention of disease through proper food choices and nutrition.

### **Goals for Physical Activity**

- The Hudson Public Schools has a Physical Education Curriculum that guides physical educators in providing instruction in physical activity for students.
- All students grades K-12, will be offered physical education instruction.
- State licensed physical educators teach all physical education classes.
- Physical education includes instruction in fitness concepts as well as physical activity that promotes overall fitness.
- Physical activity/exercise is not used as punishment.
- Each school has a budget so as to provide equipment for students during physical activity.
- Students are given instruction in a variety of physical domains including recreational, competitive, and non-competitive activities to encourage life-long participation in health enhancing activities.

### **Nutrition and Physical Education**

**The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.**

### **Nutrition Education**

- **Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors, especially in grades 5 and 9.**
- **Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.**
- **Students receive consistent nutrition messages from all aspects of the school program.**
- **Division health education curriculum standards and guidelines address both nutrition and physical education.**
- **Schools link nutrition education activities with the coordinated school health program.**
- **Staff who provide nutrition education have appropriate training.**

### **Physical Education Activities**

- Students in grades K-5 are given opportunities for physical activity daily.

**Goals for other school-based activities designed to promote student wellness**

- In collaboration with the Town Recreation Department and other community organizations, students in the elementary schools and middle school are offered opportunities for recreational programs for students.
- The high school provides an extensive extracurricular athletic program for students after school.
- The Hudson Public Schools provides Special Olympics opportunities for special needs students each year.
- The Hudson Public Schools will continue to focus on advancing the character development of students through deep integration of social-emotional development programs, service-learning, and dialogue about ethical and character issues within the curriculum and structure of the school day.

**Nutrition Guidelines for foods available at each school during the school day**

**Food Offerings**

All foods available in the Hudson Public Schools will comply with the current USDA Dietary Guidelines for Americans. This includes items obtained from vending machines and school stores, a la carte foods, and other venues within the schools' control.

**School Lunch Program**

School lunches must meet Federal nutritional requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities. Current regulations require schools to meet the USDA Dietary Guidelines for Americans. Regulations also establish a standard for school meals to provide one-third of the Recommended Daily Allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories.

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.

- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.

- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

- Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

**Other School-Based Activities**

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

- An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.

- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.

Hudson Public Schools will meet or exceed USDA Dietary Guidelines and standards when ensuring nutritionally sound choices in all schools.

**School and Classroom Activities**

- In all Hudson Public Schools, healthy snacks and foods are available in vending machines, school stores and other venues within the schools' control.
- All Hudson Public Schools follow guidelines that promote the availability of foods and beverages on school campuses and at school events that contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans, as articulated by Massachusetts Action for Healthy Kids.<sup>3</sup>

**Assurances**

Hudson Public Schools assures that the guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a), as those regulations and guidance apply to schools.

**Plan for measuring, implementing and monitoring the policy**

Implementation of the Wellness Policy and Procedural Guidelines will commence upon approval of the Wellness Policy by the Hudson School Committee. Compliance will be monitored beginning on the first day of the 2006-2007 School Year at the building level by the Principal, and at the district level by the Superintendent of Schools or designee and the Food Services Advisory Committee.

- **Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.**

- **Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.**

**Evaluation**

**The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.**

**SOURCE: MASC**

**ADOPTED: 4/06**

**LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204,**

**P.L. 108 -265**

**The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h**

**The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789**

**POLICY REVIEW AND REVISION:**

Review and revision of this policy shall occur by the School Food Services Advisory Committee and the Superintendent of Schools or designee, as needed.

Information: \_\_\_\_\_

Discussion: \_\_\_\_\_

Adoption: \_\_\_\_\_

New Policy \_\_\_\_\_

**Footnotes and Resources**

1. Position Statement on Nutrition Programs and Services in Schools. Massachusetts School Nutrition Task Force. February 2005. Online:  
[www.doe.mass.edu/cnp/position.html](http://www.doe.mass.edu/cnp/position.html)
2. Comprehensive Health Curriculum Framework. Massachusetts Department of Education. 1999. Online:  
<http://www.doe.mass.edu/frameworks/health/1999/>
3. Massachusetts A La Carte Food & Beverage Standards to Promote a Healthier School Environment. Massachusetts Action for Healthy Kids. date. Online:  
[http://www.actionforhealthykids.org/state\\_profile.php?state=MA](http://www.actionforhealthykids.org/state_profile.php?state=MA)
4. Nutrition Policy and Guidelines for Beverages and Foods Sold in Vending Machines, A La Carte and Competitive Foods. September 2004. In Superintendent's Circular, Boston Public Schools.

Adopted: September 26, 2006

**CROSS REFS.: EFC, Free and Reduced-Cost Food Services**

**IHAMA, Teaching About Alcohol, Tobacco and Drugs**

**KI, Public Solicitations/Advertising in District Facilities**

MEMORANDUM OF AGREEMENT  
between the  
HUDSON SCHOOL COMMITTEE  
and the  
HUDSON EDUCATION ASSOCIATION

This MEMORANDUM OF AGREEMENT is entered into by and between the Hudson School Committee (“Committee”) and the Hudson Education Association (“Association”).

WHEREAS, the Committee and the Association have entered into a Collective Bargaining Agreement for the period of August 28, 2015, through and including August 27, 2018; and,

WHEREAS, the duly authorized representatives of the Committee and the duly authorized representatives of the Association have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement; and,

WHEREAS, said representatives of the Committee and the Association have, subject to ratification by the membership of the Committee and the Association, agreed to a successor agreement for the period of August 28, 2018, through and including August 27, 2021;

NOW, THEREFORE, in consideration of mutual promises and covenants, the parties hereto agree as follows:

1. Prior Agreement

The Collective Bargaining Agreement in effect for the period August 28, 2015 through and including August 27, 2018, shall be in full force and effect for the period August 28, 2018 through and including August 27, 2021, except as modified by this MEMORANDUM OF AGREEMENT.

2. Duration

Three Years – August 28, 2018 to August 27, 2021.

3. Article 1, modify as follows with the remainder unchanged:

The Hudson School Committee recognizes the Hudson Education Association and its parent organizations for purposes of collective bargaining as the exclusive representative of a unit consisting of professional employees of the Hudson Public Schools and those regular part-time professional employees on contract who work at least one-half (1/2) a week or one-half (1/2) a day during the school year, including:

Classroom Teachers  
Reading Specialists (Remedial)  
Math Specialists (Remedial)  
School Librarians  
School Guidance Counselors

Head Teachers  
Advisors  
Department Coordinators  
Athletic Coaches  
School Nurses

School Psychologists  
Social Workers  
~~Reading/Math~~ **Instructional Coaches**

Occupational Therapists  
Physical Therapists  
**School Adjustment Counselors**

but excluding:

Superintendent of Schools  
Assistant Superintendent of Schools  
Principals (full-time)(part-time)  
Administrator of Pupil Personnel Services  
Assistant Principals  
Director of Community Services Learning  
Assistant Director of Pupil Services  
All Other Employees of the Hudson Public Schools

Substitute Teachers  
Teacher Assistants  
Paraprofessionals  
Curriculum Directors  
Director of Nursing  
Director of Technology  
Athletic Director

4. Article 5, Section A, Paragraph 4, Modify as follows:

At the elementary schools the teachers' work day will start 15 minutes prior to the start of the student school day. The teachers' work day will end 15 minutes after the end of the student school day. It is the intention that during the 15 minutes prior to the start of the school day those teachers responsible for recording student attendance will be receiving students into the classroom. ~~All other teachers may be assigned the duty of supervising the drop-off of students and their entry into and passage through the building. Teachers responsible for recording attendance will not be required to have lunch duty. Individual elementary teachers and/or grade level teams will have the autonomy and responsibility to schedule a daily 15 minute outside activity break, weather permitting, at a time that makes sense for their daily instructional schedule. Teachers will supervise this activity break. Any other d~~**Duties will be assigned on a fairly and equitably on a rotating basis schedule to meet the needs of the building.**

5. Article 5, Section B, Modify Paragraphs 2, 3, and 4 with remainder of Section unchanged:

All workdays shall be scheduled between the **Monday** Tuesday preceding Labor Day and June 30<sup>th</sup>, ~~according to the following schedule:~~

~~When Labor Day is on September 1 or September 2, teachers report for duty the day after Labor Day and students start the following day.~~

~~In other years, t~~**Teachers report for duty on the Monday Tuesday before Labor Day, students start on the Tuesday Wednesday before Labor Day, and there shall be no school on the Friday before Labor Day.**

6. Article 5, Section C, Modify the first paragraph as follows:

For each month September through June, educators may be required to remain after the end of the regular work day, on one day of the week, for the purpose of attending ~~faculty, grade-level, cross grade, curriculum, and/or professional development~~ meetings. These meetings will begin **ten (10) minutes** after student dismissal and last for sixty (60) minutes. **One meeting a month will be for faculty meetings for a total of ten (10) during the school year. The remaining meetings for the year will be equally divided between department meetings and teacher-directed collaboration meetings. In the event of an odd number of remaining meetings during the course of the year, there will be one (1) more department meeting than teacher-directed collaboration meetings.** ~~One meeting a month will be for~~ Teacher-directed collaboration ~~is~~ for the purpose of developing professional practice in service to the objectives of the District and School improvement plans. The day of the week such meetings are held will be determined annually, in May, at a joint labor management team meeting. **The day of the week that these meetings are scheduled does not need to be consistent at all schools.**

7. Article 5, Section D, Paragraph 2.a., Modify as follows:

a. All elementary teachers shall have a guarantee of no less than 200 minutes of preparation time per five school days with no less than **forty** ~~thirty~~ uninterrupted minutes per school day.

8. Article 12, Modify as follows:

- A. In the event that a reduction in staff occurs, displaced professional status teachers shall have the right to replace any non-professional status teacher holding a position for which the professional status teacher is certified; or, should no such position exist, replace any professional status teacher with less system-wide seniority holding a position for which the senior professional status teacher is certified, provided that ability, training, summative rating from evaluations, and experience in the subject matter of the senior professional status teacher are at least equal to that of the junior professional status teacher in the position. If a group of teachers has identical ability, training, summative rating from evaluations, and experience in the subject matter, then seniority will be used. If a group of teachers has identical length of service and certification, then lots will be drawn among said teachers to determine seniority.
- 1) The number of summative evaluations compared will include all those evaluations written for teachers during the time equal to the most recently hired professional status teacher in the targeted discipline. Teachers with professional status (1) whose last overall summative rating was Unsatisfactory and (2) have been on an Improvement Plan of at least thirty (30) days that has not resulted in a change to the teacher's overall rating, shall be reduced before professional status teachers in their discipline whose last overall summative rating was not Unsatisfactory. Such teachers shall not be eligible for recall.



If further layoffs are necessary within a particular discipline, teachers with professional status (1) whose last overall summative rating was Needs Improvement, (2) received a formative overall rating of Needs Improvement during this evaluation cycle, and (3) have been on a Directed Growth Plan shall be reduced before professional status teachers not rated Needs Improvement or Unsatisfactory. Such teachers shall be eligible for recall.

- B. In the event it becomes necessary to lay off a nurse or nurses, the principle of seniority in the Hudson Public Schools shall be the major element in determining the order of lay off, along with the recommendation of the Superintendent of Schools. Any nurse laid off under this provision shall have recall rights for two (2) school years following said lay off.
- C. Professional Status teachers who have been laid off will have recall rights for two years from the effective date of their respective layoffs. During the recall period, teachers will be given preference for positions for which they are qualified as they develop. The recall right must be exercised by the teacher within two weeks of receipt of a registered mail notice of recall. All benefits to which a teacher was entitled at the time of layoff will be restored in full upon re-employment.
- D. On or after September 1, 1982, time spent on any authorized leave of absence will not constitute a break in seniority, and seniority will accumulate up to one (1) year during such periods. A layoff of professional status teachers placed on the recall list in accordance with this Article will not constitute a break in their seniority, but the seniority of a teacher not recalled in accordance with this Article will be broken.
- E. Teachers laid off under the provisions of this Article shall be given initial consideration on the substitute list if they choose to be so recorded.
- F. The Committee will recommend to the Town of Hudson that a staff member laid off and on the recall list be allowed to continue being covered under any health or medical insurance applicable to staff members, provided that said staff member pays the full cost thereof and according to procedures established by the Town Treasurer.
- G. 1. A dismissal vote to effectuate a layoff shall be treated as a vote to place the laid off staff member on an involuntary leave of absence without pay for the period in Article 12 Section C of this Agreement, during which recall period the laid off staff member shall retain his/her tenure to the extent permitted by law and all applicable rights under this Agreement.

It is the intent of the Committee that staff members who are placed on involuntary leave of absence status shall be eligible for unemployment compensation to the extent permitted by law.

- 2. If any provision or application of this paragraph shall be found contrary to law, statute, or valid regulation, then such provision or application shall not be deemed

valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect, and the parties specifically further agree then to take all steps within their legal power to the maximum extent possible in a legally permissible manner the object(s) and purpose(s) of this paragraph as set forth below.

- a. To provide professional status teachers who are laid off with professional status or professional status-like long-term job security protection during their recall period, and professional status status after any recall.
- b. To permit professional status teachers to be covered by applicable collective bargaining agreement provisions during their recall period and;
- c. To effectuate a layoff process that will minimize, if not avoid, the uncertainty and resulting educational disruption to students of changing teachers during the school year and minimize, if not avoid, any back pay during a difficult financial year that might otherwise arise out of a court determination that the School Committee misinterpreted or misapplied any right or obligation or any other aspects of G.L. c. 71 Section 42 or any other tenure law provision.

- H. Any grievance filed by any staff member contesting a layoff pursuant to this Article, must be filed within seven (7) school days (or administrative office days during the summer recess) of the School Committee vote of that layoff, and must be filed directly with the School Committee. The School Committee, the grievant and/or their respective representatives will immediately meet in an attempt to resolve any such grievances and agree to cooperate in an effort to obtain an expedited arbitration resolution of any such unresolved grievances before the August 1st following said vote.
- I. In the event a teacher is laid off and subsequently transferred to a lower paying position in the bargaining unit, and an opening occurs during the school year, said employee may be recalled to any such opening they are qualified to fill, as they occur, or maintained in the lower rated paying position, the Committee agrees to make up the difference between the two salary schedules for the remainder of the school year. Further, said employee will be recalled to the next open position if it exists at the beginning of the school year.
- J. In the event a member of the bargaining unit is appointed to a non-unit administrative position, said person shall be allowed to maintain his/her seniority until the June 30th of the first full school year said person has been employed in that position. For the purposes of this provision, a person is deemed to be employed in said position effective the first day he/she actually works in it.

9. Article 18, Section D, Paragraph 1, Modify as follows:

The total amount of sick leave in the sick leave bank shall not exceed three ~~two~~ hundred and fifty (3250) days at any one time.

10. Article 18, Section G, Modify as follows:

The initial grant shall not exceed fifteen (15) days. Upon completion of the initial fifteen (15) day period, the period of entitlement may be extended by majority vote of the Sick Leave Bank Committee up to a maximum of forty-five (45) days upon demonstration of need by the applicant. **The Sick Leave Bank Committee is authorized to approve additional days up to 30 day increments for a maximum of 90 days.** Any sick leave granted under this section shall expire at the end of the applicable school year for the individual involved. The decision of the Sick Leave Bank Committee with respect to eligibility and entitlement shall be final and binding, and not subject to the grievance and arbitration provisions of this Agreement.

11. Article 19, Modify Section A, paragraph 1 as follows:

1. Bargaining unit members will be entitled to two (2) days leave of absence for personal time off. **Effective the 2020 – 2021 school year, bargaining unit members that have completed ten (10) years of service to the district shall be entitled to three (3) personal days per year.** One personal time off day may be used immediately before or after holidays or vacation periods for the purpose of extending the holiday or vacation period (excluding Labor Day). Bargaining unit members may only request to extend a holiday or vacation by one day once per school year. Personal time off days not extending a holiday or vacation period may be used consecutively. Both types of leave require a minimum of a 30 day notice. In the event that there are more requests made than substitutes available to cover the leave, bargaining unit members will work collaboratively to address the issue. If there is no resolution, requests will be filled on a first come first serve basis. Application for a single personal time off day not used to extend a holiday or vacation period will be made at least 24 hours before taking such leave (except in cases of emergencies). Application for all personal time off leave will not require a stated reason for taking such leave other than that he/she is taking it under this section. Effective the 2015-2016 school year one unused personal time off day will be rolled over to personal time off the following school year, the remainder will be converted to sick leave, **not to exceed two (2) days.** Banked personal time off days will not exceed three (3) in a school year **for any bargaining unit member.**

12. Article 19, Section C, Modify as follows:

C. **Ten (10)** ~~Seven~~ school days' leave for illness in the immediate family, requiring the staff member's personal attention, may be charged against sick leave.

13. Article 19, Section E, Modify as follows:

E. Parental Leave for Non-Birth Parent. A staff member, who is the non-birth parent, may use up to **ten (10)** ~~five (5)~~ days of his/her accrued sick leave for the birth or adoption of the staff member's child not previously residing in the staff member's household. The **ten** ~~five~~ days start with the date of birth or adoption of the child. The Superintendent, in his sole discretion, may grant a request by the eligible staff member to adjust the scheduling of the **ten** ~~five~~ days.

14. Article 20, Section K, Modify as follows:

K. **Parental** ~~Maternity~~ Leave.

1. A staff member ~~who is pregnant~~ shall be entitled to ~~a up to eight weeks~~ leave of absence **per state and federal law** ~~for purposes of childbearing and recovery therefrom.~~

**a. A member of the bargaining unit who becomes pregnant shall notify the Human Resources Department in writing approximately sixty (60) calendar days prior to the date the leave is to commence.** During said childbearing leave the employee may use her accumulated sick leave for periods of actual disability as a result of the pregnancy.

2. A tenured staff member who becomes a parent (natural or adopted) may take a leave of absence without pay for the remainder of the school year in which the child is born or adopted and for the following school year provided the teacher has requested said leave, except in cases of emergency, at least sixty (60) days prior to the date on which the leave is to begin.

3. During periods of childbearing and childrearing leave employees may continue to participate in the health and life insurance programs offered by the Town of Hudson in accordance with the requirements of Chapter 32B of the Massachusetts General Laws.

4. Upon return from childbearing and/or childrearing leave the employee shall be returned, subject to the provisions of Article 12 - Reductions in Force, to their previous or a similar position with the same status, pay length of service, credit and seniority as of the date their leave commenced.

15. Article 23, Section A.1, Modify the first sentence as follows with the remainder unchanged:

1. The hours of work when full days are scheduled will be 8:30 a.m. to 3:00 p.m. ~~and when~~ **Half days in service training will be for three (3) hours, are scheduled by the district and end no later than 12:30 p.m. to 3:30 p.m.**

16. Article 25-A, Replace the first paragraph with the following with the remainder unchanged:

Through its Recurrent Study Program, the School District will approve a 50% subsidy for the cost of courses in advanced training, with an annual cap of \$50,000 effective 2018-2019 fiscal year, \$52,500 effective 2019-2020 fiscal year, and \$55,000 effective 2020-2021 fiscal year. Funds will be administered on a first come, first served basis. Such subsidy is not to exceed 50% of the cost of a University of Massachusetts, Amherst graduate level course, and not to exceed three subsidies per fiscal year per teacher.

The District will provide to the President(s) of the Association an accounting of the funds available within ten (10) work days after the close of each of the first three fiscal quarters each year.

17. Appendix A, Teacher/Nurses Salary, Replace increase description with the following:

Appendix A – Teacher Salary Schedule in effect on August 28, 2018 shall be increased in accordance with the following schedule:

Effective August 28, 2018 through August 27, 2019

Steps 0 – 12 increase by 0.5 %.  
Step 13 increase by 1.5%

Effective August 28, 2019 through August 27, 2020

Steps 0 – 12 increase by 0.5%  
Step 13 increase by 1.5%

Effective August 28, 2020 through August 27, 2021

Steps 0 – 12 increase by 1.0%  
Step 13 increase by 2.0%

18. Appendix A, Longevity, Modify as follows:

LONGEVITY

<u>Time</u>	<u>Amount</u>
10 years	\$200
More than 12 years	\$400
More than 16 years	\$800
Twenty years	\$1225

**Effective the 2019-2020 school year, longevity payments will be as follows:**

<u>Time</u>	<u>Amount</u>
<u>10 years</u>	<u>\$200</u>
<u>More than 12 years</u>	<u>\$400</u>
<u>More than 16 years</u>	<u>\$900</u>
<u>Twenty years</u>	<u>\$1325</u>

Longevity is paid for years of service in Hudson to those who have reached maximum in a preparation scale. It does not require recurrent study.

This Memorandum of Agreement is subject to ratification by the Association membership and approval by the Hudson School Committee.

Signed in duplicate this 11<sup>th</sup> day of May, 2018.

Hudson School Committee

George M. Luoto  
[Signature]  
[Signature]  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hudson Education Association

Kara Under  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Side Letter of Agreement  
between the  
Hudson School Committee  
and the  
Hudson Education Association

CPT Side Letter

Teachers at the elementary level will receive 40 consecutive minutes per week of common planning time (CPT). The agenda for three of the CPT meetings in any month will be determined by the team of teachers, shared with the **Academic Instructional Coach** and will be connected to the District and School Improvement Plans. The agenda for the fourth meeting in any month will be created by the Academic Coach, shared with the team of teachers and will be connected to the District and School Improvement Plans. The agenda will be provided at least 24 hours prior to the meeting.

This will be implemented in the 2018-2019 school year; thereafter if either party has concerns with this provision the party can bring forth the concerns to joint labor management committee.

Signed this 11<sup>th</sup> day of May, 2018.

Hudson School Committee

George M. Luciani  
[Signature]  
[Signature]

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

Hudson Education Association

Kara Varden

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

Salary Schedules:

Effective August 28, 2018 Steps 0-12 – 0.5% Step 13 – 1.5%	BA	BA+15	MA	MA+15	M+30	ADV
Step 0	\$47,551	\$49,798	\$52,083	\$54,371	\$56,640	\$58,940
Step 1	\$50,379	\$52,580	\$54,895	\$57,196	\$59,501	\$61,819
Step 2	\$52,580*	\$54,895*	\$57,196*	\$59,501	\$61,819	\$64,120
Step 3	\$55,417	\$57,734	\$59,804	\$62,394	\$64,731	\$67,066
Step 4	\$57,912	\$60,242	\$62,555	\$64,909	\$67,231	\$70,630
Step 5	\$60,401*	\$62,733*	\$65,064*	\$67,401	\$69,720	\$72,051
Step 6	\$63,066	\$65,400	\$67,715	\$70,047	\$72,382	\$74,715
Step 7	\$65,715*	\$68,059*	\$70,383	\$73,208	\$75,043	\$77,383
Step 8	\$68,556	\$70,886	\$73,214	\$75,543	\$77,869	\$80,865
Step 9	\$71,381*	\$73,713*	\$76,045	\$78,384	\$80,703	\$83,701
Step 10	\$73,906	\$76,258	\$78,995	\$81,350	\$83,690	\$87,102
Step 11	\$76,430	\$78,804	\$81,946	\$84,315	\$86,679	\$90,504
Step 12	\$77,939	\$80,361	\$83,564	\$85,980	\$88,390	\$92,291
Step 13	\$79,668	\$82,128	\$85,378	\$87,830	\$90,276	\$94,235

(\*Three (3) credit hours needed to gain next step.)

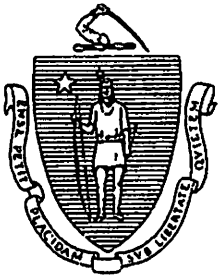
Effective August 28, 2019 Steps 0-12 – 0.5% Step 13 – 1.5%	BA	BA+15	MA	MA+15	M+30	ADV
Step 0	\$47,788	\$50,047	\$52,344	\$54,642	\$56,923	\$59,235
Step 1	\$50,631	\$52,842	\$55,170	\$57,482	\$59,799	\$62,128
Step 2	\$52,842*	\$55,170*	\$57,482*	\$59,799	\$62,128	\$64,441
Step 3	\$55,694	\$58,023	\$60,103	\$62,706	\$65,055	\$67,401
Step 4	\$58,202	\$60,543	\$62,868	\$65,233	\$67,568	\$70,984
Step 5	\$60,703*	\$63,047*	\$65,389*	\$67,738	\$70,068	\$72,412
Step 6	\$63,381	\$65,727	\$68,053	\$70,398	\$72,744	\$75,088
Step 7	\$66,044*	\$68,399*	\$70,735	\$73,574	\$75,419	\$77,770
Step 8	\$68,899	\$71,240	\$73,580	\$75,921	\$78,259	\$81,270
Step 9	\$71,738*	\$74,081*	\$76,426	\$78,776	\$81,106	\$84,120
Step 10	\$74,275	\$76,640	\$79,390	\$81,756	\$84,109	\$87,538
Step 11	\$76,812	\$79,198	\$82,355	\$84,737	\$87,113	\$90,957
Step 12	\$78,328	\$80,763	\$83,982	\$86,410	\$88,832	\$92,753
Step 13	\$80,863	\$83,360	\$86,658	\$89,147	\$91,630	\$95,648

(\*Three (3) credit hours needed to gain next step.)



Effective August 28, 2020 Steps 0-12 – 1.0% Step 13 – 2.0%	BA	BA+15	MA	MA+15	M+30	ADV
Step 0	\$48,266	\$50,547	\$52,867	\$55,189	\$57,492	\$59,827
Step 1	\$51,137	\$53,371	\$55,721	\$58,056	\$60,397	\$62,749
Step 2	\$53,371*	\$55,721*	\$58,056*	\$60,397	\$62,749	\$65,085
Step 3	\$56,251	\$58,603	\$60,704	\$63,333	\$65,705	\$68,075
Step 4	\$58,784	\$61,148	\$63,497	\$65,886	\$68,243	\$71,693
Step 5	\$61,310*	\$63,677*	\$66,043*	\$68,416	\$70,769	\$73,136
Step 6	\$64,015	\$66,385	\$68,734	\$71,102	\$73,471	\$75,839
Step 7	\$66,704*	\$69,083*	\$71,442	\$74,310	\$76,173	\$78,548
Step 8	\$69,588	\$71,952	\$74,316	\$76,680	\$79,041	\$82,082
Step 9	\$72,455*	\$74,822*	\$77,190	\$79,564	\$81,917	\$84,961
Step 10	\$75,018	\$77,406	\$80,184	\$82,574	\$84,950	\$88,413
Step 11	\$77,581	\$79,990	\$83,179	\$85,584	\$87,984	\$91,866
Step 12	\$79,112	\$81,570	\$84,821	\$87,274	\$89,720	\$93,680
Step 13	\$82,481	\$85,027	\$88,392	\$90,930	\$93,463	\$97,561

(\*Three (3) credit hours needed to gain next step.)



# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley  
Commissioner

June 4, 2018

Patricia Lange  
Executive Director of Finance and Operations  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749

Agreement# 09-141

**RE: Food Service Management Company contract**

Dear Ms. Lange:

The Massachusetts Department of Elementary and Secondary Education (ESE), Office for Food and Nutrition Programs, has reviewed the documents submitted regarding the United States Department of Agriculture's (USDA) Child Nutrition Programs procurement regulations for Food Service Management Company (FSMC) contracts.

The submitted documents are approved, and the contract may now be fully executed by having representatives from both the Local Educational Agency and Food Service Management Company sign the contract where indicated. **Documents approved by this office may not be changed prior to execution. Additionally, proposed contract amendments or revisions must be reviewed and approved by this office PRIOR TO contract execution.** See 7CFR §210.21(c)(3), 'No expenditure may be made from the nonprofit school food service account for any cost resulting from a procurement failing to meet the requirements of this part'. All expenses incurred on altered/unapproved contracts and contract extensions are unallowable. The State Agency reserves the right to recover and discontinue all funding in the case of unallowable contracts and contract extensions. Once executed, submit a copy of the executed contract including signature page(s) to this office.

Please do not hesitate to contact Bridget Ziniti at (781) 338-6496 or [bziniti@doe.mass.edu](mailto:bziniti@doe.mass.edu) if you have additional questions or require further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Leshin".

Robert M. Leshin  
Director  
Office for Food and Nutrition Programs

c: file

**Hudson High School**  
*Office of the Principal*  
69 Brigham Street  
Hudson, Massachusetts 0749

# Memorandum

**To:** Dr. Marco Rodrigues  
**From:** Brian Reagan  
**Date:** June 8, 2018  
**Re:** Medical Interpreter Course



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As you know, we have the opportunity to train up to two current Portuguese teachers to be instructors of a new course, *Medical Interpretation*. We hope to offer this course to Portuguese students beginning in the fall of 2018. Plans for the required professional development were not finalized when the Program of Studies was approved in January, so I am asking that the School Committee approve the course now so we may offer the program in the fall. Portuguese teachers will work with school counselors to recruit students with the appropriate language level for this course. A description can be found below. Thank you for your consideration.

## **Medical Interpretation – Honors, 4 credits**

The national demand for trained health professionals is on the rise and health professions are in competition with other fields for young recruits. This program assists bilingual students to develop skills today that will allow them to pursue healthcare interpretation as a future profession or as a professional anchor as they work their way through college.

In this course, students will study interpreting ethics, modes and techniques and sharpen their language conversion skills through supervised role-play practice, personal study and language lab activities. These activities do more than simply prepare the students for a future career, they also promote individual health awareness and disease prevention strategies.



# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250  
www.hudson.k12.ma.us



Hudson Public Schools  
Achievement & Character

Brian K. Reagan, Ed.D., Principal  
Daniel R. McAnespie, Assistant Principal  
Danica A. Johnston, Assistant Principal

## Request for Overnight Field Trip

Staff Member(s) Making the Request	Judy Pavao, Science Teacher		
Name of Team, Organization, or Class	N/A		
Title of Trip (be sure to include destination)	UNESCO Conference for Young Scientists		
Departure Date and Time	Not determined yet – will depend on flights and conference dates yet to be determined (Anticipated 1/11/19 – Conference usually held the week prior to Martin Luther King Day)		
Return Date and Time	Not determined yet – will depend on flights and conference dates yet to be determined (Anticipated 1/21/19)		
Estimated Number of Student Participants	2		
Number and Names of Chaperones	1		
Cost Per Student	\$2,300		
Check One or Both	Curricular	XX	Extra-Curricular

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable.”

### 1. Please describe the trip.

HHS has been invited to participate in the 2019 UNESCO Conference for Young Scientists. The conference will be held in Santarém, Portugal (see tentative dates above). We have been approved to bring 2 students to the conference. Participants will work on a long term project

focusing on the theme of the conference: "Oceans". They will present this project during the conference to a global audience consisting of schools from Portugal, Spain, Andorra, Germany, and Italy.

**2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.**

The experience connects in general with our science curriculum. Students will develop and complete a long-term project focusing on this theme with a science focus. Students will polish skills around critical thinking, collaboration, communication and creativity. Students will cultivate ownership in the design and execution of the project. During the conference students will learn how other schools from different countries tackled the same prompt and will be required to reflect on the diversity and similarities of all projects presented.

**3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?**

Prior to departure, students will meet regularly with the teacher-chaperone to plan and complete their long-term project. Additionally, students participating in this experience in past years have created videos and mosaics to represent the spirit of their projects. We will explore similar activities this year.

**4. Please provide a detailed itinerary.**

A detailed itinerary will be available closer to the departure date when flights have been secured. Given that theme this year is "oceans" we will be traveling to the Algarve prior to conference and Lisbon post conference. Students will spend these days outside of the conference learning about marine life in the Algarve as well as Portuguese culture through tours of museums/excursions.

**5. If fundraising activities will be included, please list and describe such activities.**

In the past, students have organized small fund raising efforts and grants have been received from the Portuguese Club. We will explore similar options this year.

**6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).**

Last year 5 school days were missed to facilitate attending the conference. This trip will likely result in approximately the same amount of missed days. Missing school is necessary because of the dates of this international conference. We also request time to allow students to explore the Algarve/Lisbon area during the trip. This ensures that the trip will provide students with exposure to the culture of Portugal while also giving them the experience of preparing for and presenting at an international conference.

Judy Pavao  
Signature of Staff Member Making Request

5/29/18  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Date of School Committee Approval:	
------------------------------------	--



155 Apsley Street  
Hudson, MA 01749  
978-567-6100

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**To:** School Committee, Principals, Advisors, Student Officers, Town Accountant and Town Treasurer  
**cc:** Dr. Marco Rodrigues, Superintendent of Schools  
**From:** Patricia Lange, Executive Director of Finance and Operations  
**Date:** 6/6/2018  
**Re:** Student Activities Reporting Period Ending March 31, 2018

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Attached are the Student Activity Reports for the period ending March 31, 2018, for Hudson High School and Quinn Middle School. The cover page is the reconciliation of the Agency Savings account to the Town's general ledger. The bottom of the page shows that the totals of the reconciled balances of the Agency savings account and the school checking account total to the subsidiary ledger of the student fund balances. The second page shows the subsidiary ledger, listing the student fund balances.

If you have any questions, or need additional information, please do not hesitate to contact me.

Student Activity Funds Reconciliation				FY18
HHS Account 1217 - AGENCY ACCOUNT				
YTD 3/31/2018				
				Avidia #0050631701
	Town	Bank	VADAR Variance	
	General Ledger	AGENCY ACCT		
Balance at June 30, 2017	A 91,128.61	226,558.24		
Cash Management Transfer	0.00	(135,790.63)		FY17 4th Qtr. Transfer
Cash Management Transfer		361.00		Correct overdraw of FY17 4th qtr xfer
Bank Interest	B 269.06	G 323.20		
Receipts	C 123,754.95	H 156,247.63	(32,492.68)	
NSF & Debits Adjustments	D (275.00)	I (425.00)		
Expenditures	E (147,844.04)	J (50,755.46)		
<b>Ending Balance</b>	<b>F 67,033.58</b>	<b>K 196,518.98</b>	<b>(129,485.40)</b>	
<b>ACTION NEEDED BY TOWN</b>				
Record March Deposits	L 32,342.68			
Record March Bank Interest	M 54.14			
<b>TOWN ADJUSTMENTS</b>				<b>ACTION NEEDED</b>
Cash Management Xfer - Debit		(16,299.25)		Outstanding warrant 1/18/18
Cash Management Xfer - Debit		(8,996.20)		Outstanding warrant 2/14/18
Cash Management Xfer - Debit		(19,781.11)		Outstanding warrant 3/1/18
Cash Management Xfer - Debit		(52,012.02)		Outstanding warrant 3/16/18
<b>Total Warrants</b>	<b>32,396.82</b>	<b>N (97,088.58)</b>		
<b>SCHOOL ADJUSTMENTS</b>				
<b>Total Reconciled Balance</b>	<b>99,430.40</b>	<b>O 99,430.40</b>	<b>0.00</b>	

Prepared by:

*Crusty Morrison*

Date: 4/25/2018

4-25-18

Approved by:

*[Signature]*

Date:

6/5/18

	March	Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	deposits	
Checking Account	P 18,076.65	Q (6,025.80)	R 52,012.02	\$ S 62,062.87
Agency Account	K 196,518.98	N (97,088.58)		\$ O 99,430.40
<b>Total Reconciled Balance</b>				<b>\$ T 161,493.27</b>
<b>Total Subsidiary Accounts</b>				<b>\$ U 161,493.27</b>
<b>Quickbook's Variance</b>				<b>\$</b>



9:03 AM

04/23/18

Cash Basis

# Hudson High School Student Activity Fund

## Profit & Loss

July 2010 through March 2018

	Jul '10 - Mar 18
<b>Income</b>	
Advanced Placement	6,775.85
Advanced Placement Text	19.34
All School Musical	25,144.22
Athletics	10,267.81
Band	4,736.46
Bank Charges and Interest	3,750.80
Bus Account	1,646.81
Chorus	3,666.23
Class of 2017	300.00
Class of 2018	17,585.84
Class of 2019	16,786.98
Class of 2020	8,907.79
Class of 2021	3,536.83
Class of 2022	2,626.90
Class/Team Fundraisers	
Amazon Trip April	22,481.24
Physics Class Field Trip	150.82
Sao Tome Trip	437.73
<b>Total Class/Team Fundraisers</b>	<b>23,049.79</b>
Community Council	922.25
CPR	316.85
Earth Council	516.35
Friday Night Out Activity	1,411.53
General Fund	5,863.27
Germany Trip	1,088.46
Guidance	1,248.93
Journalism Club	877.28
Junior Honor Society	1,045.22
National Art Honor Society	680.04
National Honor Society	675.33
Outdoor Club	878.62
S.A.D.D.	1,540.45
School Store	3,830.14
Senior Class Parking	2,087.01
Ski Club	1,299.14
Spirit Committee	4,100.98
Strive	1,127.06
TV Studio	1,463.90
Ultimate Frisbee	180.00
UNESCO Trip	227.95
Yearbook	1,430.91
<b>Total Income</b>	<b>161,493.27</b>
<b>Gross Profit</b>	<b>161,493.27</b>
<b>Net Income</b>	<b>161,493.27</b> u

Student Activity Funds Reconciliation				FY18
QMS Account 2838 - AGENCY ACCOUNT				
YTD 3/31/2018				
	Town	Bank	VADAR Variance	Avidia #0051801401
	General Ledger	AGENCY ACCT		
Balance at June 30, 2017	A 22,683.20	46,682.95		
Cash Management Transfer	0.00	(24,009.75)		FY17 4th Qtr. Transfer
Cash Management Transfer		10.00		Deposit for FY17 4th qtr. Overdraw
Bank Interest	B 37.42	J 42.56		Cash Mgmt Txfer
Receipts	C 22,026.65	K 33,970.65	(11,944.00)	
NSF & Debit Adjustments	D (42.00)	L (84.00)		
Expenditures	E (25,040.83)	M (23,242.46)		
<b>Ending Balance</b>	<b>F 19,664.44</b>	<b>N 33,369.95</b>	<b>(13,705.51)</b>	
<b>ACTION NEEDED BY TOWN</b>				
Record March Deposits	G 11,902.00			
Record March Bank Interest	H 5.14			
Cash Management Xfer Debit	I (3,743.50)			Warrant 3/22/18
<b>TOWN ADJUSTMENTS</b>				
Cash Management Xfer Debit		(991.74)		Warrant 12/20/17
Cash Management Xfer Debit		(806.63)		Warrant 2/23/18
Cash Management Xfer Debit		(3,743.50)		Warrant 3/22/18
<b>Total Warrants</b>	<b>27,828.08</b>	<b>O (6,541.87)</b>		
<b>SCHOOL ADJUSTMENTS</b>				
<b>Total Reconciled Balance</b>	<b>27,828.08</b>	<b>P 27,828.08</b>	<b>0.00</b>	

Prepared by:  
Date: 4/27/2018

*Cristy Morrison*  
4-27-18

Approved by:  
Date:

*Boyle*  
4/15/18

	March		Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	Deposits		
Checking Account	Q 3,947.54	R (40.00)	I 3,743.50	S	7,851.04
Agency Account	N 33,369.95	O (5,541.87)		P	27,828.08
	Total Reconciled Balance			\$ T	35,479.12
	Total Subsidiary Accounts			\$ U	35,479.12
	Variance			\$	-

**HUDSON PUBLIC SCHOOLS  
David J. Quinn Middle School  
STUDENT ACTIVITIES ACCOUNT  
SUBSIDIARY ACCOUNTS RECONCILIATION**

**MONTH of MARCH 2018**

Art Club	\$	275.95
Band/Chorus	\$	6,773.95
Drama	\$	13,527.80
Class Teams:		
Amber Team	\$	-
Coral Team	\$	80.00
Emerald Team	\$	-
Jade Team	\$	968.00
Onyx Team	\$	272.10
Pearl Team	\$	250.00
Ruby Team	\$	673.00
Sapphire Team	\$	-
Topaz Team	\$	25.00
General Funds	\$	6,020.17
Interest Earnings	\$	351.64
Library	\$	2,035.98
Ski Club	\$	2,827.17
Student of the Month	\$	129.06
Yearbook	\$	1,269.30
<b>Total of Student Activity Accounts</b>	<b>\$</b>	<b><u>35,479.12</u></b> u

**Votes:**

Authorize the list of active accounts as presented for the 2018-2019 school year.

Authorize a \$9,000 maximum balance in the Student Activity Checking Account at the Quinn Middle School.

**David J Quinn Middle School**  
**Student Activities**  
**June 12, 2018**

<b>Student Activities (SA)</b>	<b>Amount</b>
Active Funds	29,076.90
Inactive Funds	<u>0.00</u>
<b>Total Student Funds as of April 30, 2018</b>	<b><u><u>29,076.90</u></u></b>

David J Quinn Middle School  
 SY 2018-2019 Active Student Activity Accounts  
 June 12, 2018

ACCOUNT	DESCRIPTION	SY 2018-19	ADVISOR	BALANCE at 04/30/2018
Art Club	Fundraising and money collected from students for fieldtrips or activities; e.g. Worcester Art Museum	Active	Lisa O'Brien	275.95
Band/Chorus	Fundraising from bake sales and car wash passes for trips in which the band participates; e.g., Trills & Thrills.	Active	Michelle Drapeau / Sarah Worrest	6,380.54
Drama	Ticket sales from shows, used to produce the spring and fall shows.	Active	Melissa Cherry	9,761.78
Class Teams:	Money collected from students for fieldtrips and other activities.			2,240.10
Subgroups:				
Amber Team		Active	Team Teacher	
Coral Team		Active	Team Teacher	80.00
Emerald Team		Active	Team Teacher	
Jade Team		Active	Team Teacher	
Onyx Team	Includes CSL & Babson College Field trip	Active	Team Teacher	1,153.10
Pearl Team	Includes Isabella Gardner Museum	Active	Team Teacher	982.00
Ruby Team		Active	Team Teacher	
Sapphire Team		Active	Team Teacher	
Topaz Team		Active	Team Teacher	25.00
General Funds	Donations made from parents and Quinn Home & School. Used to aid students enrichment programs, fieldtrips, transportation, and student activities. (e.g. Yoko Kawshima Watkins)	Active	Jason Webster	5,033.87
Interest Earnings	Agency Account interest - net of any bank charges / fees	Active	Jason Webster	360.15
Library	Fundraising from Scholastic Book Fair sales .	Active	Rolf Wasserman	858.98
Ski Club	Collection from participating students for bus expenses.	Active	Gayle O'Brien/John O'Bryan	2,827.17
Student of the Month	Parent and Home & School donations. Pizza party is provided to honor Student of the Month.	Active	Jason Webster/Jenn Dufromon	69.06
Yearbook	Receipt of money for the purchase of student yearbooks.	Active	Gayle O'Brien	1,269.30
			<b>Total Active Funds</b>	<b>\$ 29,076.90</b>

**SY 2018-19 Hudson High School Student Activity Funds Recommended Votes June 12, 2018**

**Votes:**

Authorize the list of active accounts as presented for the 2018-2019 school year.

Authorize a \$75,000 maximum balance in the Student Activity Checking Account at Hudson High School

Hudson High School  
Student Activities  
June 12, 2018

<b>Student Activities (SA)</b>	<b>Amount</b>
Active Funds	131,931.96
Inactive Funds	<u>0.00</u>
<b>Total Student Funds as of April 30, 2018</b>	<b><u><u>131,931.96</u></u></b>



**Hudson High School**  
**SY 2018-2019 Active Student Activity Accounts**  
**June 12, 2018**

Account	Description	Status for SY 2018-19	Advisor	Balance at 04/30/2018	
Advanced Placement	Collection of Advanced Placement test fees from students and payment to the company providing the tests.	Active	Angela Flynn	6,775.85	
Advanced Placement Text	Collection of fees from students to purchase their own Advanced Placement textbooks and payment to the company for purchase.	Active	Todd Wallingford	19.34	
All School Musical	Deposit receipts from ticket sales \ payment of show related expenses for several productions throughout the school year. Funding for Drama Club trips is collected and paid from this account.	Active	Kathleen McKenzie	21,812.41	
Amazon Trip	Collection of money and payment of travel expenses for trip to Peru.	Active	Bruce Hedison	113.84	
Athletics:				12,174.96	
Subgroups:	As sports become active during school year; additional subgroups will be added as necessary.			0.00	
Athletics Baseball	Money collected from the students for special activities, clinics or clothing is deposited. Associated expenses are paid from this account.	Active	Jessica Winders	92.85	
Athletics Boys Tennis		Active	Jessica Winders	725.95	
Athletics Cross Country		Active	Jessica Winders	116.74	
Athletics Boys Soccer		Active	Jessica Winders	375.00	
Athletics General		Active	Jessica Winders	3,404.95	
Athletics Boys Basketball		Active	Jessica Winders	408.00	
Athletics Girls Basketball		Active	Jessica Winders	120.00	
Athletics Girls Soccer		Active	Jessica Winders	2,037.34	
Athletics Girls Track		Active	Jessica Winders		
Athletics Ice Hockey		Active	Jessica Winders	1,998.43	
Athletics Girls JV Tennis		Active	Jessica Winders	974.80	
Athletics Softball		Active	Jessica Winders	1,136.61	
Athletics Volleyball		Active	Jessica Winders	563.75	
Athletics Football		Active	Dan McAnespie	97.90	
Athletics Gymnastics		Active	Jessica Winders	122.64	
Band		Collection of money for purchase of "team" clothing and registration fees for several adjudicated festivals in which the band participates.	Active	Jason Caron	3,581.46
Bus Account		Collection of money from students to cover bus fees for field trips and payment of invoices for those buses.	Active	Brian Reagan	1,646.81
Chorus	Fundraising and collection of funds for Chorus trips and registration fees for adjudicated festivals.	Active	Jeannette McLellan	2,973.23	

**Hudson High School**  
**SY 2018-2019 Active Student Activity Accounts**  
**June 12, 2018**

Account	Description	Status for SY 2018-19	Advisor	Balance at 04/30/2018
Class of 2018	Money collected from students for special class activities and fund-raisers including dances, proms, game night, the ring breakfast, etc.	Active	Mike Nanartowich/Erin Cothran	9,578.74
Class of 2019		Active	Mike Nanartowich/Erin Cothran	16,096.72
Class of 2020		Active	Bruce Hedison/June Murray	9,187.79
Class of 2021		Active	TBD	3,626.83
Class of 2022		Active	Denise Carter	2,626.90
Class of 2023 - 8th Grade		Active	Jacqueline Patton/Andrea Lackey	0.00
Class Field trips	Collection of money and payment for fieldtrips throughout school year	Active		3,056.82
<b>Subgroups:</b>				
Athletic Training Field Trip	Class trip to Springfield College Athletic Training Department	Active	Mike Nanartowich	580.00
MacBeth Field Trip	Grade 10 English trip to Babson College performance of MacBeth	Active	Carol Hobbs	2,326.00
Physics Class Field Trip	Collection of money and payment of expenses for annual trip for juniors in physics to Six Flags Physics Day	Active	Rebecca Whitesel/Reed Prior	150.82
Community Council	Student government meetings and initiatives.	Active	Leah Vivirito	922.25
CPR	Fee collected from students for CPR certification card issued by American Heart Association after successful completion of CPR course	Active	Dee Grassey	316.85
Earth Council	Planting and other environmental projects	Active	Julie Snyder	516.35
Friday Night Out Activity	Payment for expenses related to the Friday Night Out Program for the Life Skills Class	Active	Joan Marchese/Molly McCarley	1,411.53
Gay Straight Alliance	Work to improve school climate for all students, regardless of sexual orientation or gender identity/expression.	Active	Caitlin Murphy	0.00
General Fund	Funds used to cover field trip expenses. To assist students in financial need.	Active	Brian Reagan	5,833.05
Germany Trip	Collection of money and payment of travel expenses for exchange trip to Germany	Active	Gretchen Houseman/Whitney Neilsen	1,088.45
Guidance	The guidance department collects money from students for transcripts students request for sending to colleges. The money is used for students' attendance at leadership conferences, as well as to pay for busses for college fair field trips..	Active	Angela Flynn	1,248.93
Interest Earnings	Agency Account interest - net of any bank charges / fees	Active	Brian Reagan	3,822.34
Journalism Club	Conferences and other activities related to journalism.	Active	Amy Vessels	877.26
Junior Honor Society	Fundraising, community service projects, and dues	Active	Debbie Lazaros	1,045.22
National Art Honor Society	Fundraising, community service projects, and dues	Active	Erin Yates	856.04
National Honor Society	Fundraising and community service projects	Active	Rebecca Appel	1,035.33

**Hudson High School**  
**SY 2018-2019 Active Student Activity Accounts**  
**June 12, 2018**

Account	Description	Status for SY 2018-19	Advisor	Balance at 04/30/2018
Outdoor Club	Outdoor activities including canoeing on the Assabet River, local hikes, and archery.	Active	Jon LeSage	747.20
Peer Mediation	Peer-to-peer program to address issues of student conflict.	Active	Caitlin Murphy	0.00
S.A.D.D.	Students Against Destructive Decisions - fundraising to pay expenses for educational programs run by this group.	Active	Tammy Murphy	1,540.45
Sao Tome Trip	Collection of money and payment of travel expenses for trip to Sao Tome	Active	Anibal Serra	437.73
School Store	This account supports the "Hawks Nest" that is run by the Retail Class at HHS. The school store is open during lunches, which allows students and staff to purchase Hawks' gear, clothing, and school supplies.	Active	Patty Bouvier	3,830.14
Senior Class Parking	Collection of fee from students in the Senior class for parking tags to park in the senior parking lot.	Active	Bruce Hedison	2,087.01
Ski Club	Collection of participation fees from students and payment of expenses for buses and lift tickets.	Active	Cam Ceisluk	187.14
Spain Trip	Collection of money and payment of travel expenses for trip to Spain	Active	Andrea Bore	0.00
Spirit Committee	Collection of money for annual Turkey Day T-shirts from staff and students and payment of expenses associated with the Homecoming Pep Rally and Spirit Week activities.	Active	Chelsea Silva	4,100.96
Strive	Receipt of payments from customers for purchase of student-made items in the woodshop. Payment of expenses for purchase of supplies.	Active	Paul D'Alessandro	1,127.06
TV Studio	Receipt of money for purchases made by the public for copies of concerts, games and other student activities filmed by the studio. Payment of expenses associated with the TV studio are paid from this account.	Active	Lynda Chilton	1,463.90
Ultimate Frisbee	Collection of money for members to enter tournament	Active	Mark Krans	1,235.00
UNESCO Trip	Collection of money for travel expenses to Portugal, where students have been invited to present at the UNESCO Conference.	Active	Judy Pavao	227.95
Yearbook	Receipt of money from parents for purchase of ads in the yearbook. Yearbook expenses are also paid from this account.	Active	Sherry Sleeper	2,702.12
			<b>Total Active Funds</b>	<b>131,931.96</b>

# HUDSON PUBLIC SCHOOLS

## DISTRICT IMPROVEMENT PLAN

2018-2021

Element	Definition
<b>Mission</b>	Delivering World-Class Education Today for the Global Leaders of Tomorrow
<b>Our Values</b>	<p>We create a culture of:</p> <p><b>Excellence</b> We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions.</p> <p><b>Strong Relationships</b> We build a strong sense of community based on clear communication and partnerships.</p> <p><b>Educating the Whole Child</b> We recognize students as unique individuals and frame decisions with all students in mind.</p>
<b>Vision</b>	Every student feels nurtured, challenged, and confident to embrace the future.
<i>Are the foundation of the...</i>	
<b>Theory of Action</b>	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
<i>Which leads to the development of the...</i>	
<b>Strategic Objectives</b>	<p><b>1. High Quality Instructional Practices</b> Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p> <p><b>2. Educating the Whole Child</b> Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p> <p><b>3. Innovative Educational Practices</b> Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs.</p> <p><b>4. Climate and Culture</b> Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>
<i>Which will be achieved by the...</i>	
<b>Strategic Priorities</b>	<p><b>High Quality Instructional Practices</b></p> <p>1.1 Build capacity through a reflective cycle of inquiry.</p> <p>1.2 Build experiences that demonstrate diverse student-centered instructional practices.</p> <p>1.3 Increase the effective use of data.</p>

	<p><b>Educating the Whole Child</b>  2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school.  2.2 Provide academic pathways K-12 that ensure rigorous learning experiences for all students.  2.3 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p><b>Innovative Educational Practices</b>  3.1 Define and expand K-12 Pathways.  3.2 Expand availability of District-wide 1:1 technology.  3.3 Engage in a cycle of curriculum refinement.</p> <p><b>Climate and Culture</b>  4.1 Build a strong community among all stakeholders.  4.2 Ensure an environment where students engage in age-appropriate social emotional learning.  4.3 Strengthen the effectiveness of the district leadership team.</p>
<b><i>For which you set...</i></b>	
<b>Outcomes</b>	<p><b>High Quality Instructional Practices</b>  <i>By 2021, 100% of our students will show growth on state standardized tests with at least 75% of all students meeting or exceeding expectations.</i></p> <p><b>Educating the Whole Child</b>  <i>By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.</i></p> <p><b>Innovative Educational Practices</b>  <i>By 2021, 100% of our curriculum will be refined and expanded to include innovative pathways integrated with digital learning.</i></p> <p><b>Climate and Culture</b>  <i>By 2021, using the results of survey data, the district will increase the stakeholders’ (students, parents, staff) positive responses for school climate and culture by 20%.</i></p>

# HUDSON PUBLIC SCHOOLS

## DISTRICT STRATEGY DEVELOPMENT PROCESS 2018

Activities	Schedule
<p>Document Review</p> <ul style="list-style-type: none"> <li>• Mission</li> <li>• Vision</li> <li>• Theory of Action</li> <li>• Values and Beliefs</li> </ul> <p>Data and Entry Findings Analysis</p> <ul style="list-style-type: none"> <li>• Student Achievement Data</li> <li>• Entry Findings</li> </ul> <p>Strategic Objectives and Initiatives</p> <ul style="list-style-type: none"> <li>• Develop Objectives and Initiatives</li> <li>• Professional Development</li> <li>• Implementation and Monitoring</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Develop Goals</li> <li>• Performance benchmarks</li> </ul> <p>Final Products</p> <ul style="list-style-type: none"> <li>• District Improvement Plan</li> <li>• School Committee Goals</li> </ul>	<p>February-18</p> <ul style="list-style-type: none"> <li>• 2/9 8 – 10 am</li> </ul> <p>March-18</p> <ul style="list-style-type: none"> <li>• 3/2 8 – 10 am</li> <li>• 3/7 8 – 10 am</li> <li>• 3/14 12:30 – 3:30pm (ELEVATE)</li> </ul> <p>April-18</p> <ul style="list-style-type: none"> <li>• 4/3 8 – 10 am</li> <li>• 4/9 8 – 10 am</li> <li>• 4/24 6 – 7 pm (Strategic Goal Sub-Committee)</li> </ul> <p>May-18</p> <ul style="list-style-type: none"> <li>• 5/10 8 – 10 am</li> <li>• 5/14 8 – 10 am</li> <li>• 5/15 6 – 8 pm (Strategic Goal Sub-Committee)</li> <li>• 5/22 School Committee 1<sup>st</sup> Read</li> </ul> <p>June-18</p> <ul style="list-style-type: none"> <li>• 6/12 School Committee Approval</li> </ul> <p>August-18</p> <ul style="list-style-type: none"> <li>• 8/14, 15, 16 Leadership Institute</li> </ul>
Committee	
<ul style="list-style-type: none"> <li>• Brian Reagan</li> <li>• Jason Webster</li> <li>• Melissa Provost</li> <li>• Kelly Sardella</li> <li>• David Champigny</li> <li>• Patty Lange</li> <li>• Denise Reid</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Knittle</li> <li>• Ellen Schuck</li> <li>• Len Belli</li> <li>• Cathy Kilcoyne</li> <li>• Cindy Fensin</li> <li>• Kathy Provost</li> <li>• Marco Rodrigues</li> </ul>

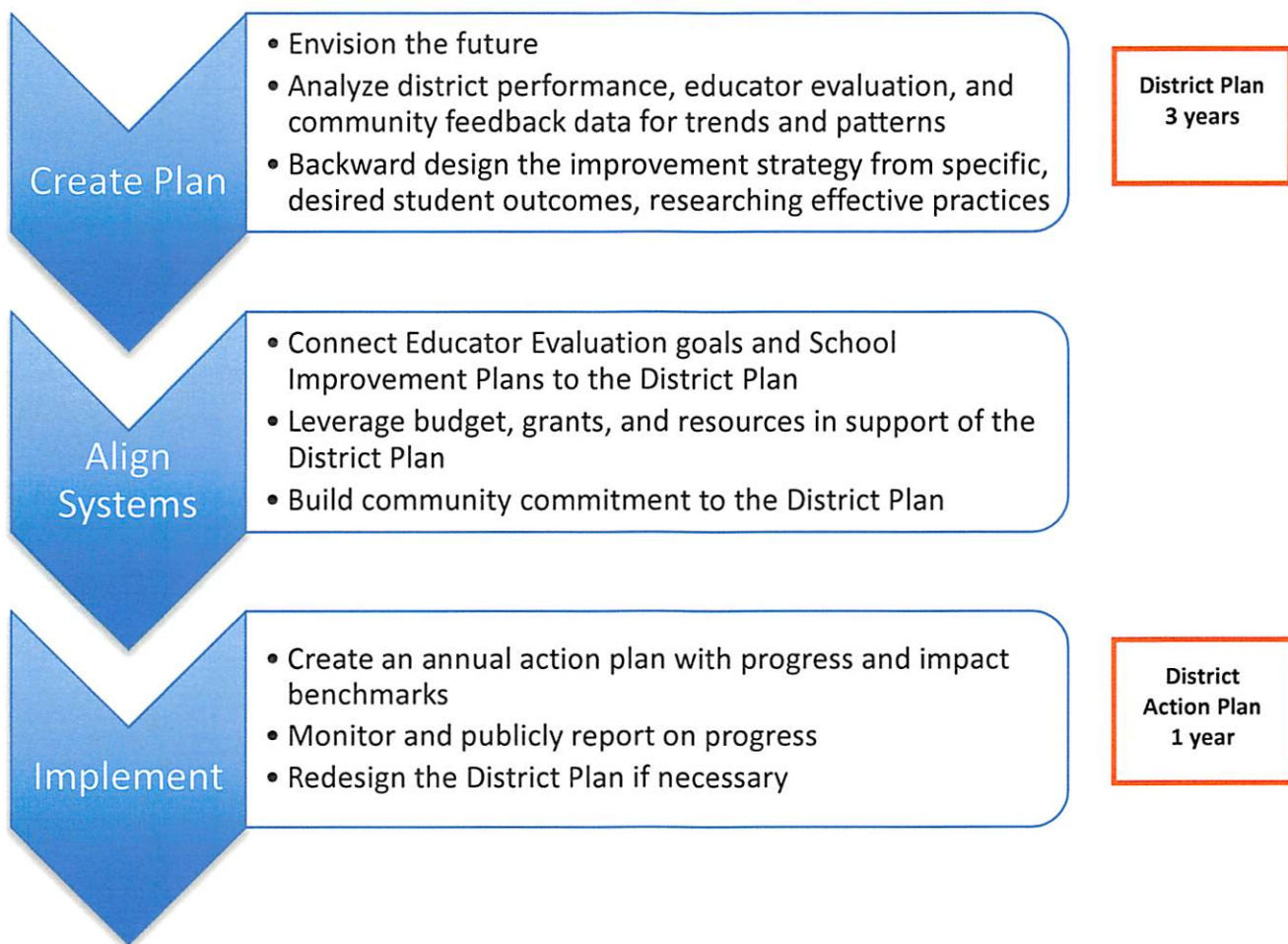
## The District Planning Process

### Create—Align—Implement

*From Data Analysis to Outcome-Driven Planning to System Alignment  
From Action Planning to Progress Monitoring to Potential Redesign*

*Create—Align—Implement* represent the three phases of a planning process that is designed to strengthen district coherence and support district success. This planning process centers on the creation of a multi-year District Plan that is grounded in analysis of a wide array of district data; sets specific, measurable outcomes and identifies the objectives and initiatives to accomplish them; and serves as the foundation and guide for all other district systems.

This planning process also centers on the creation of an annual action plan that supports success of the District Plan by identifying benchmarks districts can use to monitor progress and measure impact while implementation is underway. The activities and resulting plans for each phase are depicted in the graphic below.



## The Massachusetts Planning and Implementation Framework

Element	Definition
<b>Mission</b>	Your purpose: why the organization exists.
<b>Core Values</b>	What you believe in: the principles that guide decision making and action.
<b>Vision</b>	Your aspirations for students: what you value and why, and what future success will look like.
<i>Are the foundation of the...</i>	
<b>Theory of Action</b>	The beliefs and assumptions you hold about why certain actions will lead to the vision you seek. Framed as an “if...then” statement.
<i>Which leads to the development of the...</i>	
<b>Strategic Objectives</b>	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
<i>Which will be achieved by the...</i>	
<b>Strategic Initiatives</b>	The projects and programs that support and will achieve the strategic objectives.
<i>For which you set...</i>	
<b>Outcomes</b>	<p>The expected results: what they will be, how they will be measured, when they will occur. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p><b>Final outcomes</b> set targets for improvement achieved at the end of plan implementation. For example, in Year 3, reduce the MCAS achievement gap for English language learners by 25% as measured by the Composite Performance Index (CPI).</p> <p><b>Interim outcomes</b> set targets for improvement during plan implementation.</p>
<i>Which you evaluate progress toward attaining by setting...</i>	
<b>Implementation Benchmarks</b>	<p>The planned action steps and their impact. Two different types of implementation benchmarks are required to determine whether you did what you had planned, when you planned to do it—and whether early evidence indicates effectiveness.</p> <p><b>Process benchmarks</b> specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.</p> <p><b>Early evidence of change benchmarks</b> identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers’ classrooms between October and May.</p>
<i>Which you consistently monitor and use as indicators for assessing whether the plan is on track to achieve desired change, or requires adjustment.</i>	



## Create—Align—Implement

### District Plan and Action Plan Components

#### The Massachusetts Planning and Implementation Framework

The *Massachusetts Planning and Implementation Framework*, displayed on the previous page, was developed by the Department of Elementary and Secondary Education to support plan creation. The framework provides a common planning language and supports the shared understanding critical to successful planning and execution. The framework defines all improvement and action plan components.

#### District Plan

An effective District Plan is developed with input from staff, families, students, and community partners. The outline below identifies a proposed structure for the multi-year District Plan. These components reflect legislative requirements, educator evaluation expectations, and best practices in planning.

- I. District Mission, Vision, Core Values
  - a. The district's **core values**
  - b. The district's **mission**
  - c. The district's **vision**
- II. Data analysis and theory of action for improvement
  - a. **Data analysis** of student achievement and gaps between student groups in core subjects
  - b. The district's **theory of action** for improvement
- III. Strategic Objectives and Initiatives
  - a. **Strategic objectives** for improvement (3-5 recommended, to support focus)
  - b. The **strategic initiatives** that will achieve these objectives
  - c. The **professional development** that will support each initiative
  - d. **Teacher induction and mentoring activities** that support successful implementation
- IV. Outcomes
  - a. Performance benchmarks—**interim and final outcomes**—and processes for evaluating initiative effectiveness

#### District Action Plan

The annual Action Plan supports the implementation of the multi-year District Plan. The outline below identifies action plan components.

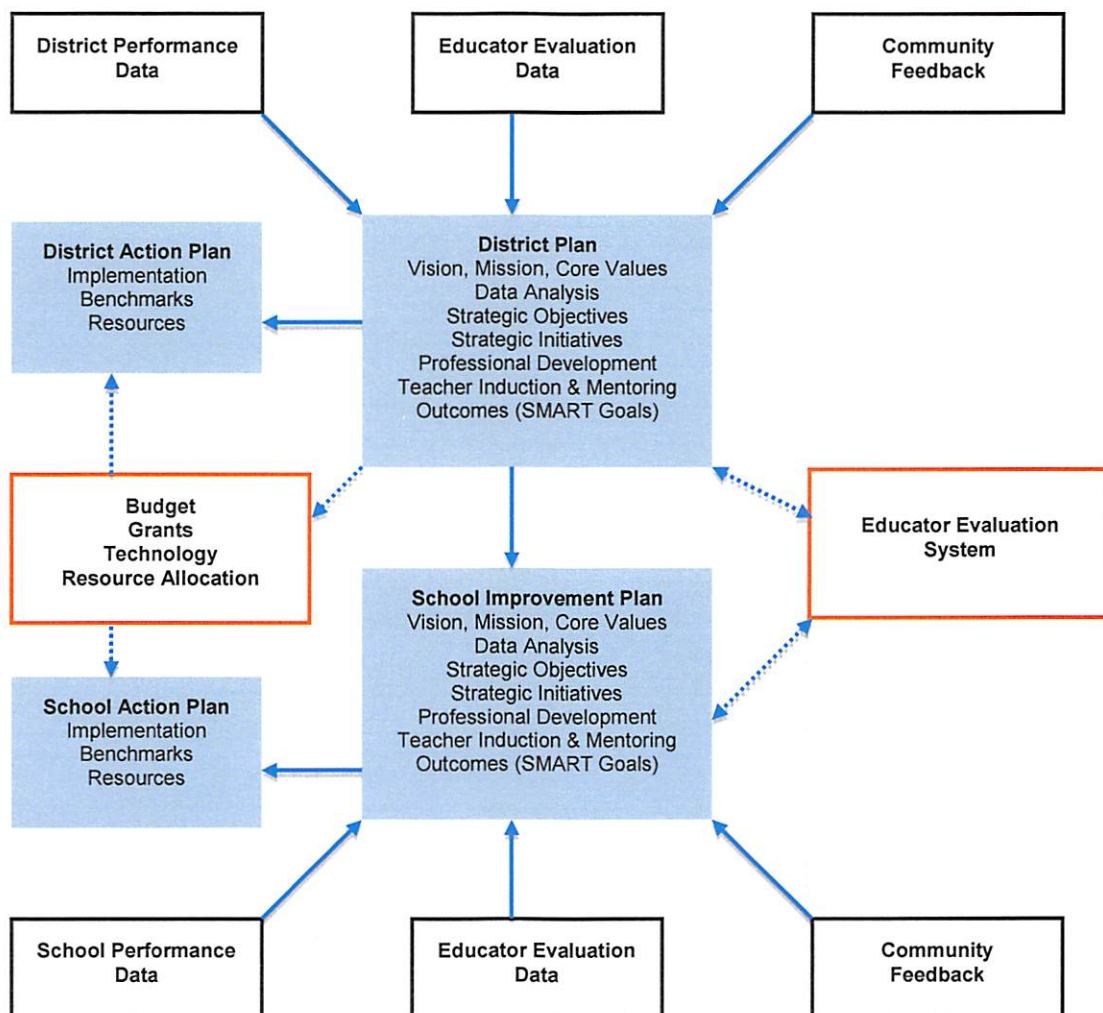
- I. Implementation Benchmarks
  - a. **Implementation benchmarks** for the year, defining specific activities, persons responsible, and timelines for action to be taken to accomplish the initiatives in the District Plan
- II. Resources Supporting Implementation
  - a. The staff and financial resources allocated to support these initiatives

The *Massachusetts Planning and Implementation Framework* identifies two types of implementation benchmarks: process and early evidence of change. Process benchmarks help monitor progress, specifying what will be done when and by whom. Early evidence of change benchmarks help monitor impact during implementation, specifying changes in practice, attitude, or behavior one should begin to see if the plan is having its desired impact.

## Create—Align—Implement

### Connecting Existing District Systems to Create Coherence

The graphic below depicts the data sources that inform District and School Improvement Plans; the contents of improvement and action plans and the relationships between these plans; and the connections between these plans and district systems. District and School Improvement Plans are living documents that should guide district systems and respond to changes in the district context, including data about plan implementation and impact gathered through action plan monitoring.



# Hudson Public Schools

## STRATEGIC BUDGET STABILIZATION PLAN



*Art Work by Gemma Grant – Grade 7*

**Marco C. Rodrigues, Ed.D.**

**Superintendent of Schools**

**May 30, 2018**



# HUDSON PUBLIC SCHOOLS

## STRATEGIC BUDGET STABILIZATION PLAN

### Statement of the Problem

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For the past several years, the District has faced funding challenges associated with the rising costs of programs and services. The increase in the annual expenditures necessary to provide level services to Hudson has consistently superseded the total revenue from Town Appropriation, Circuit Breaker, and School Choice receipts, creating annual budget gaps.

	FY19 Proposed Budget	FY18 Proposed Budget	FY17 Proposed Budget	FY16 Proposed Budget	FY15 Proposed Budget	FY14 Proposed Budget
<b>Expenses</b>						
Personnel	32,303,843	31,811,557	31,123,139	30,297,402	29,481,484	28,730,767
General Expenses	7,923,729	7,669,283	7,791,295	7,399,382	6,749,245	7,342,415
Transportation	2,084,000	2,014,759	2,124,850	2,012,513	1,931,342	1,814,720
<b>Total Expenses</b>	<b>42,311,572</b>	<b>41,495,599</b>	<b>41,039,284</b>	<b>39,709,297</b>	<b>38,162,071</b>	<b>37,887,902</b>
<b>Revenue</b>						
Town Appropriation	38,091,026	37,161,977	36,433,311	35,372,147	34,239,994	33,370,280
Circuit Breaker	955,565	1,559,949	1,519,700	818,098	1,041,336	798,817
School Choice Transfer	1,807,949	1,120,875	1,811,896	1,539,495	1,605,914	1,969,160
<b>Total Revenue</b>	<b>40,854,540</b>	<b>39,842,801</b>	<b>39,764,907</b>	<b>37,729,740</b>	<b>36,887,244</b>	<b>36,138,257</b>
<b>Difference</b>	<b>-1,457,032</b>	<b>-1,652,798</b>	<b>-1,274,377</b>	<b>-1,979,557</b>	<b>-1,274,827</b>	<b>-1,749,645</b>

One main reason for the persistent gap in revenue is the District's reliance on the School Choice account to balance the budget. School Choice revenue is predicated on the number of students enrolled in the District who do not reside in Hudson.

The expected annual School Choice revenue is about \$500,000, which represents 1.2% of the total budget revenue. Any revenue accumulated in the School Choice account, beyond the \$500,000, should be used for a one-time expenditure. Instead, the District has relied on School Choice transfers (6% on average) to the following fiscal year as a means to balance the budget.

	FY19 Proposed Budget	FY18 Adopted Budget	FY17 Adopted Budget	FY16 Adopted Budget	FY15 Adopted Budget	FY14 Adopted Budget
Personnel	32,303,843	31,882,508	31,132,286	30,020,564	29,082,413	28,635,052
General Expenses	7,923,729	7,839,283	7,590,686	7,335,764	7,016,777	6,682,465
Transportation	2,084,000	2,047,516	2,124,850	1,839,513	1,931,342	1,715,720
<b>Total</b>	<b>42,311,572</b>	<b>41,769,307</b>	<b>40,847,822</b>	<b>39,195,841</b>	<b>38,030,532</b>	<b>37,033,237</b>
% Budget Increase	1.30%	2.26%	4.21%	3.06%	2.69%	4.24%
Town Appropriation Increase	2.50%	2.00%	3.00%	2.50%	3.11%	2.80%
<b>Town Appropriation</b>	<b>38,091,026</b>	<b>37,161,977</b>	<b>36,433,311</b>	<b>35,372,147</b>	<b>34,509,411</b>	<b>33,468,385</b>
Circuit Breaker	955,565	1,521,471	1,535,585	787,638	1,129,671	875,964
School Choice	1,807,949	3,085,859	2,878,926	3,036,056	2,391,450	2,601,000
<b>Total Funding</b>	<b>40,854,540</b>	<b>41,769,307</b>	<b>40,847,822</b>	<b>39,195,841</b>	<b>38,030,532</b>	<b>36,945,349</b>
Underfunding	1,457,032					87,888.00
<b>School Choice Carryover</b>	<b>2,764,981</b>	<b>2,585,859</b>	<b>2,378,926</b>	<b>2,536,056</b>	<b>1,891,450</b>	<b>2,101,000</b>
% School Choice Carryover	6.77%	6.19%	5.82%	6.47%	4.97%	5.69%
<b>School Choice Revenue</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>	<b>500,000</b>
% School Choice Revenue	1.22%	1.20%	1.22%	1.28%	1.31%	1.35%

The budget practice of using all school choice funds to balance the budget is not fiscally prudent. The District needs to develop a sustainability plan that only allocates the annual revenue from school choice in the budget and draws down the accumulated balance for one-time investments in the schools.

## Budget Stabilization Process

The Hudson Public Schools provides outstanding programs and services for our students and we are proud of our educators and support personnel who care for our students each and every day. Yet, the District is facing a hard reality: student enrollment continues to decline; the achievement gap among student subgroups persists; and the cost associated with high needs population continues to rise.

The path ahead is challenging but achievable with prudent allocation of resources. We must simultaneously be more efficient with the resources we have and more effective in the way we spend. We must develop greater accountability for spending that makes the most of our resources. Together, we must take courageous, strong, and consequential actions that right-size our District finances while delivering excellent educational programs for ALL students.

The Strategic Budget Stabilization Plan proposes steps to narrow the revenue gap by consolidating and reducing current and future expenditures. Through the Zero-Based Budget approach, the

District will continue to analyze all expenses generated by personnel, programs, and services and by allocating resources aligned with the priorities of the District Improvement Plan. The District will also accurately track and analyze student enrollment, resource allocations, Special Education services costs, and forecast cost increases for the next three years. This process will assist the District to better project future revenues and control expenditures to help stabilize the budget and maintain fiscal solvency.

## Budget Stabilization Plan

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A Budget Stabilization Plan contains a multi-year projection that should provide the School Committee, the Superintendent, and District Administrators with guidance by evaluating the long-term effects of financial decisions and should be able to be adjusted for variables that the District cannot control, such as decreasing enrollment or unexpected Special Education obligations. The multi-year projections are based on assumptions that can fluctuate, especially in the subsequent fiscal years, as projected revenue and expenditure information may change. A multi-year projection assists stakeholders in making decisions, especially regarding multi-year commitments. The District will need to continue to regularly update its Budget Stabilization Plan and reassess any factors that can have a substantial effect on the budget, including effects that are not within the District's control. Therefore, a financial projection should be evaluated as a forecast of anticipated revenues and expenditures based on assumptions for a particular time period, using prescribed standards and criteria.

### **Budget Stabilization Plan Goals:**

1. To significantly reduce the District's dependency on the accumulated School Choice revenue by FY22.
2. To establish a Special Education Stabilization Fund by FY22.

### **Revenue Sources:**

- Town Appropriation
- Circuit Breaker
- School Choice

### **Areas of Future Budget Watch:**

- Contract Bargaining Agreement
  - Teachers (FY19)
    - Negotiations Completed
  - Paraeducators (FY19)
    - Negotiations Completed
  - Secretaries (FY20)
    - CBA ends August 2019
  - Custodians (FY20)
    - CBA ends August 2019

- Food Service Contract (FY19)
  - New contract with Chartwells to start August 2018
- Transportation Contract (FY20)
  - NRT Contract ends August 2019
- Student Enrollment (FY19 – FY22)
- Class Sizes - Core and Non-Core Content Area Courses (FY19 – FY22)

## **Special Education Stabilization Fund**

Section 24 of Chapter 218 of the Acts of 2016 provides for the establishment of a Special Education Stabilization fund. The law enables municipal and regional districts to establish a reserve fund that can be used in future years for unanticipated or unbudgeted costs of special education, out of district tuition or transportation. Funds in the reserve fund can only be expended or transferred out after a majority vote of both the School Committee and Board of Selectmen.

### **Process**

The School Committee, in conjunction with the Board of Selectmen, will evaluate the establishment of a Stabilization Fund account that meets the guidelines under the Section 24 of the statute. The two Boards will identify potential revenue source to be appropriated annually. Parameters will be developed for the reserve fund account relative to the maximum balance in the fund and the limit on the amount that can be expended in a fiscal year.

## **Classroom Teacher Allocation Parameters**

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The Zero-Based Budget process allows for all building principals and department administrators to be fully engaged in budget proceedings and to work toward the development of a more collaborative approach, that tightly allocates resources to align with District priorities and the priorities of each school and department.

For each budget cycle, all programs and services start at a base of zero and are funded based on student enrollment, program needs, services and justification. **The staffing levels for next year are based solely on the future (enrollment and programs) and do not build upon staffing that already exists at the school.** It allows a budget to be built on agreed upon District goals and priorities, rather than the history of resource allocation. This budget process also assures a fair level of staffing across schools.

The following are the parameters that schools should use to develop a Zero-Based Budget for next year:

## ELEMENTARY SCHOOLS

### CLASSROOM TEACHER ALLOCATION PARAMETERS

The district is committed to an average of 20 students per classroom. Considering the fluctuation of student enrollment at any given year, the following table provides the parameters of elementary teachers provided based on grade level enrollment.

<b>Enrollment (per grade)</b>	<b>Number of Teachers</b>	<b>Average Enrollment Range</b>
Up to 24	1	Up to 24
25-48	2	12-24
49-72	3	16-24
73-96	4	18-24

- Pre-school and Kindergarten classrooms are assigned one Paraprofessional each to assist with the daily operations of these classrooms.
- For increased student enrollment, there must be an available classroom to accommodate increased teaching staff allocations. If classroom space is not available, the administration and the school principal will evaluate if co-teaching or other models to support the increased enrollment are necessary (i.e. additional Paraprofessional).

## MIDDLE SCHOOL

### CLASSROOM TEACHER ALLOCATION PARAMETERS:

The district is committed to an average of 20 students per classroom. Considering the fluctuation of student enrollment at any given year, the following table provides the parameters for the number of teams, per grade level, based on student enrollment.

<b>Enrollment</b>	<b>Number of Teams</b>
Up to 120	1
Up to 240	2
Up to 360	3

## HIGH SCHOOL

### CLASSROOM TEACHER ALLOCATION PARAMETERS:

The district is committed to an average of 20 students per classroom. To determine the number of teachers needed, the school should identify all core and non-core content areas that must be offered next year based on student enrollment, course selection, and graduation requirement



needs. For the following disciplines, the number of sections needed should be the total enrollment divided by 100.

- English
- Mathematics
- Science, Technology and Engineering
- Social Studies
- World Language
- Performing Arts
- Visual Arts
- Wellness and Physical Education

No section should be scheduled with fewer than 13 students unless justified through the budget process and approved by the Superintendent. The total number of sections within a content area, divided by 5, will determine the number of teachers needed per academic area.

In addition, all high school teachers should have student loads near 100 students. We recognize that it is nearly impossible to have all teachers at this student-load amount. Rationale and justification for teachers with student loads fewer than 100 students should be provided.

### **PARAMETERS FOR ESL INSTRUCTION FOR ENGLISH LEARNERS**

All English language development instruction (ESL) should be provided by ESL certified instructional personnel.

#### **Scheduling Students:**

- For EPLs 1 and 2: Minimum of two 45-minute periods of ESL instruction per day.
- For EPLs 3, 4 and 5: Minimum of one 45-minute period of ESL instruction per day.
- Core content teachers with ELs assigned to their classrooms require the SEI Endorsement.

#### **Additional Considerations:**

- EPLs 3, 4 and 5: May group students of two contiguous grade levels (i.e. EPLs 3 students in grades 3 and 4 together) if age/maturity level are appropriate.
- Students may have a new proficiency level next year.
- EL students with disabilities should be scheduled with ESL courses in congruence with the parameters above.

**PARAMETERS FOR SPECIAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES**

Setting	Parameter
Inclusion	All Inclusion classrooms must include ratios that promote optimal learning: The number of regular education students should be greater than the number of students with disabilities. Special Needs Teacher caseloads average: up to 25 students
Resource and Academic Centers, Substantially/Separate Special Needs Programs	Regulations 603CMR28.06(6) (c) and (d) Instructional Groupings Ratios:  8 SWD: (1) Certified Special Educator  12 SWD: (1) Certified Special Educator (1) Paraprofessional  16 SWD: (1) Certified Special Educator assisted (2) Paraprofessionals  Regulation 603CMR 28.06(6)(f) 48 Month Rule: The age of the youngest and oldest student in any instructional grouping shall not exceed more than 48 months. DOB for instructional groups must NOT exceed 48 months

In consideration of meeting the needs of Students with Disabilities (SWD) and staffing, principals shall carefully consider the general curriculum, the learning standards of the Mass curriculum frameworks, the curriculum of the district, and shall include **specialty designed instruction** or related services in the IEP design to enable the student to progress effectively in the content areas of the general curriculum.

Principals must report any findings of non-compliance to the above standards of instructional group size, to the Coordinator of Special Education Evaluation and Services who may need to take steps toward resolution or to provide notification to DESE and parents. This notification will document your schools’ decision to increase the instructional group size and the reasons for such decision. Please note that increased instructional group sizes shall be in effect only for the year in which they are initiated as your school must take all steps necessary to reduce the instructional groups to the size outlined in regulation 603CMR 28.06(6) (c) and (d) for subsequent years.

**Promote Least Restrictive Placements by Fostering Special Education Best Practices:**

- Promote inclusion opportunities for SWD noting areas where students can access instruction from content area teachers.
- Develop and/or expand inclusion options to include co-teaching and mainstreaming.
- Students in substantially separate classes/programs should have inclusion opportunities (i.e., enrichment classes/activities) regularly built into their schedules in order for students to be actively engaged and included in the life of the schools. This should include enrichment such as music and art, SWD should also have physical education and a health course at the secondary level.

- Consider the following research based models to increase inclusion opportunities for students with disabilities:
  - Learning Centers
  - Emphasis on classroom management and positive behavior interventions
  - Classroom environment that embeds visual supports and social skills
  - Clear understanding of the learning style of the students' disability
  - Flexible grouping
  - Differentiated Instruction
  - Response to Intervention
  - Assistive Technology and Augmentative Communication
  - Universal Design for Learning
  - Data and Progress monitoring
  - IEP SMART Goals [ Specific and Strategic, Measurable, Action Oriented, Rigorous, Realistic and Results-focused (the 3R's), Timed and Tracked
  - Development of student self-advocacy skills

Once these baseline staff levels are established, additional resources may be allocated to schools based on particular student needs.

## HUDSON PUBLIC SCHOOLS

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

FY19 Budget Forecast				
Expenses	Budget	Adjusted Budget	Revenue	Amount
Personnel	32,303,843	32,053,843	Town Appropriation	38,091,026
General Expenses	7,923,729	7,773,729	Circuit Breaker	893,038
Transportation	2,084,000	2,084,000	School Choice FY19	500,000
<b>Total Expenses</b>	<b>42,311,572</b>	<b>41,911,572</b>	School Choice Carry-Over	<b>2,427,508</b>
			<b>Total Revenue</b>	<b>41,911,572</b>

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)
<b>Total</b>	<b>824,239</b>	

FY20 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	32,559,245	755,402	Town Appropriation	39,043,303
General Expenses	7,199,490		Circuit Breaker	982,691
Transportation	2,300,000		School Choice FY20	500,000
<b>Total Expenses</b>	<b>42,058,735</b>		School Choice Carry-Over	
			<b>Total Revenue</b>	<b>40,525,994</b>
	<b>Expected Carry-Over</b>	<b>1,532,741</b>		

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)
<b>Total</b>	<b>468,869</b>	

FY21 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,134,151	724,906	Town Appropriation	40,019,385
General Expenses	6,880,621		Circuit Breaker	820,348
Transportation	2,300,000		School Choice FY21	500,000
<b>Total Expenses</b>	<b>42,314,772</b>		School Choice Carry-Over	
			<b>Total Revenue</b>	<b>41,339,733</b>
	<b>Expected Carry-Over</b>	<b>975,039</b>		

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

FY22 Budget Forecast				
Expenses	Budget	Salary Increase	Revenue	Amount
Personnel	33,689,505	655,354	Town Appropriation	41,019,870
General Expenses	6,880,621		Circuit Breaker	545,227
Transportation	2,300,000		School Choice	500,000
<b>Total Expenses</b>	<b>42,870,126</b>		School Choice Carry-Over	
			<b>Total Revenue</b>	<b>42,065,097</b>
	<b>Expected Carry-Over</b>	<b>805,029</b>		

<b>Grand Total</b>	<b>1,793,108</b>
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# 2017-2018 End-of-Cycle Summative Evaluation Report



Superintendent: Marco C. Rodrigues Ed.D.

5-24-18

Evaluator: Hudson School Committee

6/6/18

Name

Signature

Date

## Step 1: Assess Progress Toward Goals

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

## Step 2: Assess Performance on Standards

### Indicators

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

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

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

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

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

# End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: Add Evaluator Comments

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

### School Committee's Comments:

Dr. Rodrigues began the process of meeting with staff and learning about the district even before his contract officially began, and he continued to hold listening sessions and numerous other meetings throughout the first half of the year to develop his entry findings. Multiple committee members noted the high quality of Dr. Rodrigues' entry plan, which was developed from all of this collected input from all stakeholders, and thorough in its scope. Several committee members commented on the ambitious range of areas addressed by Dr. Rodrigues in his first year, covering "culture, systems, practices, policies and fiscal sustainability of the district". It was also recognized that many of the changes implemented by Dr. Rodrigues are of a long-term nature, and will have long-term impact. As one committee member stated, "All of these initiatives were a lot to take on at once, but with this work Dr. Rodrigues has laid a strong foundation for the District."

Building from the entry findings, Dr. Rodrigues set goals that were both appropriate and challenging goals for the year, and he met all of those goals. He made immediate adjustments to staffing to fix gaps in delivery of student services, and he also delivered a budget proposal for next year that achieves further improvements to our service delivery for all students, and all of that was accomplished in a budget-neutral way by the use of the zero-based budget process which drove an analysis of every aspect of district practices to identify areas where efficiency could be achieved with no loss of services. He has also seen us complete contract negotiations with our two largest bargaining units using the IBB process; and significantly, delivered a district improvement plan that gives us a clear picture about the areas for us to focus on as we move toward improving the growth and achievement for all students.

The committee all agrees on an overall summative performance rating of proficient for Dr. Rodrigues in his first year as Superintendent of the Hudson Public Schools. As one committee member stated, "This has been a changing and challenging year for the Committee and for the Superintendent. However, I strongly feel that the leadership is moving in the right direction. In fact, I have never felt more positive than this year, that the road map Dr. Rodrigues has given the schools will have a positive outcome at the end of a 3-year cycle." Another observed "This was a strong year under Dr. Rodrigues' leadership and will result in a lot getting accomplished in the coming years." Another noted "He has displayed an aptitude to understand complex problems within many tangled webs." Another school committee member observed "Dr. Rodrigues has had a very positive attitude, been open and approachable, and had an amazing level of energy."

# Superintendent's Performance Goals



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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	To develop skills in strategy development related to Interest-Based Bargaining (IBB) process by working with School Committee Negotiation Teams and Union representatives to ensure progressive and successful negotiations during the 2017-2018 Collective Bargaining Agreement (CBA) negotiations.				X	
<b>Student Learning</b>						
2	To keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made in the delivery of core and support services for ALL students.				X	
<b>District Improvement</b>						
3	By June 2018, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.				X	
4	By January 2018, the Budget Leadership Team and School Committee Members, will develop the FY19 Budget for the Hudson Public Schools by incorporating characteristics of the Zero-Based Budget process.				X	

# Superintendent's Performance Rating for Standard I: Instructional Leadership



Check one box for each indicator and indicate the overall standard rating below.

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

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

Needs Improvement

Proficient

Exemplary

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

**Superintendent's Comments:**

The focus on solidifying the District's Pre-K – 12 Curriculum, paired with targeted professional development offerings to support rigorous and effective instructional practices were at the center of our discussions, efforts, and actions. The District Leadership Team also focused on analyzing student data, monitoring the supervision and evaluation of staff, and developing structures such as Multi-Tiered System of Supports and Instructional Leadership Team to support and guide the District's practices in future years.

**School Committee's Comments:**

The Committee recognized evidence of Dr. Rodrigues' proficiency in Instructional Leadership (Standard I) in many areas, including the reorganization of the administrative team, the district-wide curriculum review, the creation of the Professional Development Advisory Council, the implementation of various programs of student supports, and the work to develop the instructional leadership



teams. One committee member noted: “Additionally, he has implemented a renewed focus on under-performing cohorts in order to understand and assess the challenges and gaps limiting their success. Time spent on evaluating and increasing academic rigor and opportunities for all students at all levels will ensure student enrollment returns to a more sustainable path and will continue to increase performance for all students and staff.”

It has been an unusual year with regard to student performance results, as the state is going through a transition to new testing and a new district rating system. While some of the adjustments made this year in a number of areas will ultimately pay off in improvements in student achievement outcomes, it will take time for those results to be realized. A few committee members noted that there is opportunity for continued increase in the use of data to inform decision making.

Examples of evidence superintendent might provide:

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



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

*Check one box for each indicator and indicate the overall standard rating below.*

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

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

Needs Improvement

Proficient

Exemplary

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

**Superintendent's Comments:**

The District engaged in deep discussions relative to the budget process and the District's ability to manage expenditures. We must simultaneously be more efficient with the resources we have and more effective in the way we spend. The Zero-Based budget approach and the Strategic Budget Sustainability Plan serves to formalize the strong financial practices needed in future budget cycles.

**School Committee's Comments:**

With Standard II, Management and Operations, the consensus of the committee is that Dr. Rodrigues showed strong proficiency in this area as well. The Zero-Based budget approach was recognized as critical for us this year as it brought a fresh look at all aspects of our work across the district, and found many areas where efficiency could be realized. This was critical to being able to develop better therapeutic, academic, and social and emotional supports, and re-align our resources to match up to the needs of our student population, all while not cutting back on any of our range of offerings and in fact expanding our offerings in some areas. Several committee members feel Dr. Rodrigues deserves an exemplary rating on his fiscal management. One committee member noted, "I have seen a great deal of forward momentum in this area since Dr. Rodrigues joined HPS, whereas progress was slow to non-existent, in previous years." Several also note this will need to be an area of continued focus in order to achieve our goal of long-term financial stability, and the budget stabilization plan was noted as an important tool for us to use and follow in the coming years. Committee members also recognized the work started this year to improve our food service, our school environment and building safety, and in the extensive policy review, as further evidence of his management proficiency.

Examples of evidence superintendent might provide:

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

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



Unsatisfactory	Needs Improvement	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Check one box for each indicator and indicate the overall standard rating below.

<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Needs Improvement

Proficient

Exemplary

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

**Superintendent's Comments:**

Efforts to include families and community stakeholders in supporting the educational efforts of the Hudson school district is on-going and will continue to be the focus of the administration. The listening sessions, forums, SEPAC round tables, and individual parent meetings exemplify the efforts taken this year.

**School Committee's Comments:**

Many school committee members pointed to the many listening sessions held, and Dr. Rodrigues' adept handling of a difficult situation during the spring at an open budget forum, as evidence of his proficient performance in standard III (Family and Community Engagement). One committee member described this forum: "It was a difficult situation and Dr. Rodrigues took the opportunity to explain the rationale for the changes and answered questions presented by various stakeholders. I've personally gotten feedback from parents that appreciated the time taken to provide background on the decisions and the impact it will have on students. Not all stakeholders are happy with the decisions, but Dr. Rodrigues has continued to discuss the situation with anyone who has asked questions of him so they can fully understand the rationale behind the decisions". As one committee member observed, "Although the Committee has evidence of proficient communication and engagement, many in the community felt they were not informed of key decisions." This is an area where we as a committee anticipate that we will continue to work with Dr. Rodrigues in the coming year to find additional avenues of communication to improve the outward perception of open communication from the district as a whole.

Examples of evidence superintendent might provide:

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



## Superintendent's Performance Rating for Standard IV: Professional Culture

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

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

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

**Superintendent's Comments:**

The District focused on developing structures to support a professional culture of inquiry, growth mindset, and reflective practices. Opportunities for professional collaboration during structured common planning time, department meetings, and early-release days promoted dialogue and articulation among all educators.

**School Committee's Comments:**

The committee agrees on a rating of proficient for Dr. Rodrigues for his Professional Culture (Standard IV), and cite a diverse array of evidence in support of that. Several committee members cite his communication skills as an area of strength; one committee member states: "I feel I can better accomplish my job as a School Committee member since Dr. Rodrigues has come to HPS due to receiving information in a timely manner that is fully explained and receiving complete and detailed answers to all questions that are asked." A few committee members also cite the development of the District Improvement Plan as evidence of strong professional culture, both for the way it was developed collaboratively to create a shared vision, and in its goals that exemplify commitment to high standards. The District Improvement Plan also prioritizes both professional culture among staff and classroom culture that is supportive of all students. Another committee member recounts an early budget workshop: "The full leadership team (20 to 30 people) was included in the initial budget meetings with the School Committee. This allowed all affected individuals to hear the priorities of others and understand different perspectives. It had an impact on participants with some saying they were glad they became aware of other areas of need in the District because it made their needs seem like a lower priority. This open and honest dialogue helps build a professional culture in the District." Finally, one school committee member points to the Professional Development Plan as an example.

**Examples of evidence superintendent might provide:**

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

## GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

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

SAF Scholarship	GIFT Information
<b>Description:</b>	<b>Thomas M. Hamilton Memorial Scholarship</b>
<b>Purpose:</b>	This is a new Memorial Scholarship to be awarded, beginning FY19, to HHS Hudson graduating seniors.
<b>Date received:</b>	Estate settlement March, 2018
<b>Type of Gift:</b>	Memorial Scholarship
<b>Donation Amount:</b>	\$100,000.00
<b>Fiscal Admin:</b>	Brian Reagan, HHS Principal
<b>Gift Designation / Purpose:</b>	Individual student scholarship to Hudson High School Class of 20XX graduating student.
<b>School Designation:</b>	HHS – Hudson High School

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

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

## GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

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

SAF Scholarship	GIFT Information
<b>Description:</b>	<b>Robert Lloyd Corkin Charitable Foundation</b>
<b>Purpose:</b>	Renewed Scholarship funds from the Class of 2018 awarded to a graduating senior. Recipient distributions following the first completed semester of College.
<b>Date received:</b>	June 6, 2018
<b>Type of Gift:</b>	Robert Lloyd Corkin Scholarship
<b>Donation Amount:</b>	\$5000.00
<b>Fiscal Admin:</b>	Brian Reagan, HHS Principal
<b>Gift Designation / Purpose:</b>	Individual student scholarship to Hudson High School Class of 20XX graduating student.
<b>School Designation:</b>	<b>HHS – Hudson High School</b>

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

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

## GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

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

<b>Gift</b>	<b>GIFT Information</b>
<b>Description:</b>	<b>Avidia Bank for Hudson High School Reality Fair Sponsorship</b>
<b>Purpose:</b>	To support the Reality Fair and field trips for students in Career Pathways
<b>Date received:</b>	5/14/2018
<b>Type of Gift:</b>	Corporate
<b>Donation Amount:</b>	\$500.00
<b>Fiscal Admin:</b>	Brian Reagan – Kerry Bartlett, Career & School Counselor
<b>Gift Designation / Purpose:</b>	Gift to Hudson High School to support the Reality Fair and transportation expenses for Career Pathways field trips
<b>School Designation:</b>	HHS – Hudson High School

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

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



Hudson Public Schools  
FY18 Grant and Gift Presentation Summary

TYPE	Awarding Agency	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
FEDERAL	DOE	FY18 High Quality Instructional Summer Planning Grant	The purpose of this competitive grant program is to provide districts with funding to support teachers to deepen their understanding and implementation of high-quality instructional materials, methodologies and programs to support the revised 2017 English Language Arts-Literacy, 2017 Mathematics Curriculum Frameworks, and the 2016 Science and Technology/Engineering standards.	\$ 5,492.00
STATE	DOE	FY18 MA DOE – Hurricane Evacuees PR or VI Grant	This MA state grant has been awarded to offset MA school district costs for incoming Hurricane Evacuees from Puerto Rico or The Virgin Islands.	\$ 8,914.00
PRIVATE	PLTW	FY18 RIT PLTW Student Gift	This grant may be used only in support of PLTW programs and based on a student credit received from RIT.	\$ 60.00
State-Other	EEC	FY19-391 SPED Inclusive Preschool Grant	This grant will partially fund two integrated preschool teachers for the 2018-2019 academic year.	\$ 30,000.00
Private	PLTW	FY19 Project Lead The Way – HHS BIOMED GRANT	This grant may be used only for the PLTW Biomedical Science program. Grantee must offer at least one PLTW Biomedical Science course of their choosing for the 2018-2019 academic year, and offer at least three courses by the 2020-2021 academic	\$ 35,000.00
Private	PLTW	FY19 Project Lead The Way – QMS GATEWAY GRANT	This grant will be used to expand QMS PLTW Computer science programs at the middle school including APPS Creator and Computer Science for Innovators.	\$ 20,000.00
Private	PLTW	FY19 Project Lead The Way – ELEMENTARY SCHOOL LAUNCH	Three grants allocated to expand PLTW course programs to include Farley, Forest Ave. and Mulready classrooms.	\$ 32,000.00
<b>TOTAL:</b>				<b>\$ 1,157,064.71</b>

FY18 GIFTS TO HUDSON PUBLIC SCHOOLS:			School	\$ Gift Amount
PRIVATE	HAS	Farley Home & School	Provided funding support for Farley Literacy Kits.	\$ 100.00
PRIVATE	HAS	Forest Ave Home & School	Provided funding support for Forest Literacy Kits.	\$ 100.00
PRIVATE	Private	Schwab Charitable Foundation	Individual Student family donation to support Instructional Materials at QMS.	\$ 250.00
PRIVATE	TOWN	Hudson Benevolent Fund / Hudson Kids Fund	Town sponsored program to support Hudson Kids funds and students who made need additional support. Can be a back pack, shoes, jackets, etc.	\$ 700.00
PRIVATE	HHS	Gift from HHS Class of 2017 to HHS	Gift directly from a graduating class to HHS. Funds are currently allocated to purchase a new marquee sign.	\$ 3,815.68
PRIVATE	Private	Alliance Energy to HHS	Gift directly to HHS to use for instructional materials.	\$ 500.00
PRIVATE	Private	Main Street Bank	Gift to Hudson High School for Reality Fair sponsorship	\$ 500.00
PRIVATE	Private	Avidia Bank to HHS	Gift to Hudson High School for Reality Fair sponsorship	\$ 500.00
<b>TOTAL:</b>				<b>\$ 6,465.68</b>

FY18 GIFTS FOR SCHOLARSHIPS TO HUDSON HIGH SCHOOLS			School	\$ Gift Amount
Scholarship	Family	Edward Krysa Memorial Scholarship	Renewed Annually/ Awarded at Graduation	\$ 1,000.00
Scholarship	HHS	Hudson High School Scholarship Fund	Funded from residual Student Activity fund raising and the business club.	\$ 5,900.00
Scholarship	Foundation	Robert Lloyd Corkin Charitable Foundation	Renewed Annually/ Awarded at Graduation	\$ 5,000.00
Scholarship	Estate	The Thomas Hamilton Memorial Scholarship	This is a new memorial scholarship and will be award to graduating seniors beginning FY19.	\$ 100,000.00
<b>Total:</b>				<b>\$ 111,900.00</b>

Grant Total: \$ 1,275,430.39

**Hudson Public Schools  
FY18 Grant and Gift Presentation Summary**

TYPE	Awarding Agency	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
FED-OTHER	EEC	18-262 SPED EARLY CHILDHOOD	Provides a portion of Pre-School salaries for TCH and Para's.	\$ 46,613.00
STATE - OTHER	DPH	18-290 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
STATE	DESE	18-345 COMMUNITY ADULT LEARNING CTR.	Provides 100% grant funding for our Adult Education classes at HHS including admin staff, TCH's, subs, all instructional materials, family literacy partners with EL, facility rental fee's, and other expenses.	\$ 354,168.00
STATE - OTHER	EEC	18-391 SPED INCLUSIVE PRESCHOOL LEARNING	Provides a portion of Pre-School salaries for TCH and Para's.	\$ 39,832.00
STATE - OTHER	OTHER	18-541 ADL CAREER PATHWAYS ----- ***Sub-Recipient Grant ****	Provides administration support in transitioning Adult Learning students and testing required for QCC.	\$ 3,830.00
STATE	TBD	18-734 Early Grades Literacy Program	Provides Professional Development for the district	\$ 22,200.00
STATE - OTHER	TRE	TRE Credit For life	Provides funding to support a portion of expenses for the HHS Reality Fair.	\$ 2,000.00
FED-OTHER	NSA	18-YR1 NSA Startalk Portuguese Grant - 2 YEAR GRANT YR1 \$ 36,223.88 YR2 \$ 53,715.83	Provides funding to support a summer Portuguese camp for students as well as training, stipends for summer staff, supplies, and classroom support within the school year.	\$ 89,939.71
PRIVATE	FOUND.	Hudson Public Library (Adult Learning)	Provides TCH instruction to host one Adult Education class directly at the Hudson library.	\$ 3,500.00
PRIVATE	CORP	FY12 Avidia Savings Bank (Adult Learning)	Provides TCH instruction to host one Adult Education class Basic English.	\$ 3,500.00
PRIVATE	CORP	Mass Cultural Grants - Big Yellow Bus	Provides field trip expenses at \$200 per school per school year as applied by TCH's.	\$ 600.00
PRIVATE	CORP	FOREST INTEL DONATION	Corporate match for intel employees to volunteer at Hudson Public Schools.	\$ 350.00
PRIVATE	FOUND.	17-MetroWest Health Foundation-Path Program 3-YEAR GRANT ---- FY17 YEAR 1 REV \$73,526; FY18 YEAR 2 Rev \$72,066; and FY19 YEAR 3 REV \$71,475.00	Provides 100% grant funding to launch the PATH program at QMS for 3 years. This includes salary for the clinician, consultant staff to open the program and staff training, as well as specific therapeutic supplies.	\$ 217,047.00
PRIVATE	FOUND.	18-Metrowest Health Foundation - HHS TAS 3-Year Grant Program FY18 Year 1 \$9650.00; FY19 Year 2 \$5950.00; and FY20 Year 3 \$2250.00	Provides for the expansion of the existing HHS TAS program including consultant training to migrate to the Bryte program and class room equipment.	\$ 17,850.00
PRIVATE	HUDSON DPH	18-Hudson Board of Health - Big Brothers / Big Sisters	Provides funding to reimburse volunteers for finger print background checks so that they may volunteer at QMS through the BBBBS program.	\$ 350.00
PRIVATE	The Shine Initiative, Inc.	18-HHS The Shine Initiative Grant	Provides grant funds to establish a Student Wellenss Advisory Team at Hudson High School. Funding includes expenses for instructional materials, contracted services, travel to attend astudent summit and a stipend for the advisor. Adjustment: We received an additional \$500 with funding for Total award of \$2500.00	\$ 2,500.00
FED-OTHER	National Park Service	FY18 River Community Grant	Blanding's Turtle Headstarting Conservation Project and Assabet River Watershed area studies at Farley, Forest Ave., and Mulready Elementary Schools. Funds will be used for additional classroom supplies and student transportation.	\$ 2,419.00