

HUDSON SCHOOL COMMITTEE
December 3, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: November 12, 2019

III. Public Participation:

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

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

IV. Reports and Presentations

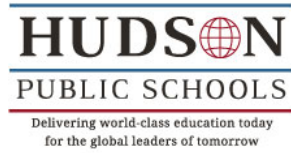
- a) Report of the Superintendent: Climate Survey
- b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
 - Buildings and Grounds Subcommittee (if any)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 - 1. Assabet Valley Collaborative Report
 - 2. Discussion of Administration Building Proposal

VI. Matters for Action:

- a) Old Business
 - 1. Second Reading and Approval of Proposed Adoptions and Revisions of School Committee Policies J Section and GCBDB
- b) New Business
 - 1. Approval of FY20 increase of \$17,968 to the Adult Learning Center Grant
 - 2. Reclassification of Funds



VII. Items of Interest to the School Committee

VIII. Executive Session

IX. Adjournment

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

Approval of Minutes

Regular Meeting: November 12, 2019

**Hudson School Committee
Open Session Minutes**

Meeting Date: November 12, 2019

Location: 155 Aspley Street

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

Members absent: Adam Tracy

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

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

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

II. Approval of Minutes:

Regular Meeting: October 22, 2019

A motion to approve the minutes of October 22, 2019 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

III. Public Participation:

Ms. Diane Maillett spoke to the committee requesting their personal appearance and vocal support at the upcoming Board of Health meeting on November 20 at Hudson High School. The Board of Health in Hudson has proposed a regulation to limit flavored products to adult only shops. Ms. Maillett asked the committee and Dr. Rodrigues to speak at this meeting showing support for the proposed regulation.

Ms. Liz Jackson spoke as a representative from Hudson Youth Football and Cheer (HYFC). She spoke of how the changes in the facilities use policy has had a negative impact on HYFC. The cheerleaders require indoor practice space and this year due to changes in the policy, cheerleaders were charged a fee to be able to practice in the schools. This has resulted in reducing the number of practices per week from 3 to 2. The cost for renting the space is currently \$1300.00. She went on to say that with this fee, the organization cannot send cheerleaders to clinics or purchase updated music. Additionally, when looking at securing Hudson High School for the end of the year banquet the organization was quoted 900.00. These changes make it difficult to keep the costs low and result in increasing registration fees. Ms. Jackson cited parts of the policy KF and KF-R, which states that rates can be modified or suspended by the Superintendent. She requested that the policy be reviewed.

IV. Reports and Presentations

Report of the Superintendent: Dual Language Program Update, Cultural Competency Training update, ALICE training, EL Director search

Dr. Rodrigues presented the following updates on a number of things that are happening in the district.

Dual Language Program

The La Siembra retreat for the dual language program was held last week. There were 22 participants who spent two days to learn the why, what, and how of dual language programs. One important part of the retreat was to define the program and outline the non-negotiables. A committee will now be put together the details of the program. Farley and Forest were represented at the retreat. Farley is where the dual language program will start in September with Portuguese as the partner language. Forest may could open in a year with a partner language of Spanish.

Cultural Proficiency Training

As part of strategic objective #4 of the District Improvement Plan, the leadership team identified the need for cultural proficiency training to be provided. Initially, phase 1 was to include administration and all the counselors. Through conversations with the Assabet Valley Collaborative who is providing the training, we were able to include the school secretaries and the nurses. There are three cohorts of 20 people. The first two cohorts have completed two days. Within a 30 day period there will be a third day to put into practice things they learned in day 1 and day 2. The third cohort will participate in the training sometime in January.

ALICE Training

Last week there was the roll out of the ALICE training. Two successful drills were performed, one at Quinn Middle School and one at Hudson High School. Dr. Rodrigues thanked Resource Officers Crogan and Veo who were instrumental in creating and monitoring this opportunity.

EL Director Search

The first set of interviews have been conducted. Two candidates have emerged. Dr. Rodrigues has met them and the process of checking references and credentials is happening. Dr. Rodrigues went on to say he was happy with the pool of candidates and looks forward to announcing a new English Language Director very soon.

Mr. Maston expressed his interest in getting a modified version of the cultural competency training for the school committee members.

Dr. Rodrigues stated that there are three cohorts now and we would like to expand the training to the teaching and non-teaching staff in phases. He said he would look into options for training for the School Committee. There was discussion at La Siembra about cultural competency being one of the pillars of dual language program.

Subcommittee Reports

Budget Subcommittee

none

Policy Subcommittee

Mr. Smith stated that the next policy subcommittee meeting would be before the December 3, 2019 School Committee meeting.

Strategic Goals Subcommittee

none

Superintendent's Evaluation Subcommittee

Mr. Maston stated that the subcommittee had met and reviewed the superintendent's evaluation goals. These goals will be brought forward as an agenda item later this evening.

Buildings and Grounds Subcommittee

Mr. Maston stated this subcommittee had met. He reported that Mr. Belli reviewed the information on Aspley Street building. The subcommittee is working to put together a report that summarizes that information and will bring the report to the full committee.

Student Report

Caitlin Reagan, presented the student report highlighting the following:

- Penny Wars raised \$167.00
- Hudson High School is currently having another spirit week with another scheduled for the 2-day week before Thanksgiving. The pep rally is scheduled for November 26.
- Community Council is supporting the Holiday Coalition again this year.
- Stress free break has been presented to faculty. There are plans to advertise it as it gets closer.
- Haunted physics lab on October 30 was a success
- *The Importance of Being Earnest* had 2 very well attended shows.
- The fall show *Mamma Mia* will be presented 11/22-24 and 11/26.
- The Hawksgiving Homecoming dance will be held on November 16.
- There is a mandatory meeting on November 14 for any athlete looking to participate in winter sports. Registration for winter sports is open until November 25

V. Matters for Discussion:

- a) Old Business
- b) New Business

1. Discussion Athletic Funding

Ms. Patricia Lange introduced the Athletic Revolving fund. Funds collected remain in the account year after year. She presented a history of the fund balances. The revenues come from athletic fees and gate receipts and are fairly consistent. Charges to the fund include athletic supplies and officials. The balance in the revolving account has diminished over time and there has been an effort to not let the balance in the account get too high. We have been increasing the amount used from the revolving account and decreasing the amount used from the general fund. Spending on athletics from the local funding is about 0.5 million. The total spending for athletics for FY20 is \$721,000 which is a 13% increase from FY17. The budget for athletics has increased steadily every year. 76% of the funds for athletics come out of the local budget and 24% come out of the revolving account.

Mr. Smith asked why the revolving account got so high. Discussion ensued about what the target balance in the revolving account should be. Ms. Lange stated that she set a goal of about \$135,000 for this fund. Discussion ensued about expenses around equipment and the correct way to spend this fund.

Ms. Tousignant expressed her concern that public perception is that the district has made cuts to the athletic budget. Dr. Rodrigues shared that this is the reason for the discussion this evening. He stated that when people see a cut in the general expenses that there is the perception that there is a cut in athletics. He went on to say that it does not make sense to have a large amount in the revolving account not contributing to the needs of the district. He reiterated that we are not cutting funding to athletics and that the percentage of spending from the revolving account and the general fund has remained constant.

Discussion ensued about the drop in the athletic fees receipts and the reason for this.

2. First Reading of Proposed Adoptions and Revisions of School Committee Policies J Section, GCBDB

Mr. Smith stated that the subcommittee is continuing through the J section of the policy manual. He went on to say that, a lot of these are recommending the MASC language with a few edits.

Ms. Ryan wanted to clarify that the addition of the policy on gangs and secret societies is because we did not have a policy on this and not because this is needed in Hudson

Mr. Maston asked about the student conduct on school busses policy. He asked if the reason the new policy does not enumerate on discipline as much as old policy is due to the desire for flexibility. Dr. Rodrigues confirmed this and went on to say that more would be contained in the student handbooks. This provides the principals with latitude for interpretation.

Dr. Weksner commented that the wording in policy JICH should be substance use disorder not substance abuse disorder. Dr. Rodrigues stated that change would be made.

Dr. Weksner asked about the language around vaping and e – cigarettes and where that is captured. Dr. Rodrigues stated that there are more policies to come.

Ms. Ryan asked for clarification around the School Committee membership on the sick bank. Dr. Rodrigues stated that the same committee is used for all of the sick banks. Dr. Rodrigues stated he would clarify the requirements for school committee members on sick banks.

3. FY20 Quarter1 Financial Report

Ms. Patricia Lange shared the projection for the first quarter. She reported that we had a savings of \$682,000 from the FY20 budget, of which \$388,000 is personnel savings, \$ 230,324 is savings in general expenses and \$63,560 in transportation savings. The personnel savings come from hiring variances, leaves of absences, difficulties in hiring ABA's and paraprofessionals, turnover in world language teachers, administrative positions open, and open EL Director, Nurse Director, and Research and Accountability Specialist positions. The general expense savings is assuming that there is no budget freeze. At this time, the projection is savings in special education tuitions, utilities, and building maintenance. The savings in transportation are a result of the new contract with First Student combined with and overage in out of district special education transportation.

Revenues consist of the town appropriation of \$39,043,303, School choice carry forward of \$726,851, \$500,000 in anticipated school choice receipts, and circuit breaker of \$1,106,000. Ms. Lange reported that this leaves us a FY21 school choice carryover that allows us to meet the stabilization plan.

Dr. Rodrigues reiterated that there would be no budget freeze this year. He also reported that the circuit breaker number for FY21 has been certified.

4. EdGar Grant Manual Updates

Ms. Lange stated that old policies GCCAD and GCCAE had been included and the manual will need to be republished. These will be removed and the manual will be republished.

Mr. Maston stated that there was one minor edit on page 5. The word audible should be auditable.

VI. **Matters for Action:**

- a) Old Business
- b) New Business

1. **Approval of 2019-2020 Superintendent's Goals**

Mr. Maston reported that these goals were discussed in the Superintendent's Evaluation Subcommittee and are being brought forward to the full committee. He stated that there was good discussion about many of these including the communication goals. Mr. Maston stated that with the NEASC accreditation visits they are moving to a lot of classroom visits. Dr. Rodrigues' goals align with this.

Mr. Smith asked if there is something in the goals around High School start times. Mr. Maston suggested that this is something that could be taken up in the strategic goals subcommittee since this is a long term goal.

Mr. McDowell asked about surrounding districts and if there were targets for implementation. Discussion ensued.

Dr. Rodrigues will be putting all the information he has gathered into the google drive for the committee. He went on to say that we need to spend time on the impacts to families in Hudson.

Ms. Ryan asked if there has been research done with districts who have flipped the high school and elementary start times. Discussion ensued about impact on transportation and child care.

A decision was made to move the high school start time discussion to the strategic goals subcommittee.

A motion to approve the Superintendent's goals was made by Ms. Tousignant Dufour and seconded by Mr. McDowell. On a vote of 6-0, the motion passed.

2. **Approval of addition of HAM Radio Club to the list of authorized Hudson High School Student Activities**

A motion to approve the addition of the HAM Radio Club to the list of authorized Hudson High School Student Activities was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

3. **Approval of Contract with Konica Minolta Business Solutions USA Inc. in the amount of \$29,207.52 for BizHub 558e leases.**

A motion to approve the contract with Konica Minolta Business Solutions in the amount of \$29,207.52 for BizHub 558e leases was made by Mr. McDowell and seconded by Ms. Tousignant Dufour. On a vote of 6-0, the motion passed.

4. **Approval of contract with the Madison Corporation – DBA Warren Security in the amount of \$20,600.00 for labor to install Linear emerge 5000 Access Control System at Hudson High School.**

A motion to approve the contract with the Madison Corporation DBA Warren Security in the amount of \$20,600.00 for labor to install Linear Emerge 5000 Access Control System at Hudson High School was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

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

Ms. Tousignant Dufour made note of the vaping session coming up on November 20.

Ms. Tousignant Dufour also made note of the upcoming town meeting.

Dr. Weksner stated she would be interested in a Board of Health presentation on vaping.

Mr. Maston gave an update on the state school committee conference he recently attended. He reported that all resolutions were passed by the delegate assembly. The one submitted by Hudson went through with minor amendments from Assabet and Marlborough.

He also reported that the award dinner where George Luoto was presented with his lifetime membership was fantastic.

Not Approved

Mr. Maston also went to a presentation on the NEASC process and is sharing the information with Dr. Rodrigues and Mr. Medeiros, principal of Hudson High School.

Mr. Maston spoke of the dedication of Susan Menanson library. Many current teachers and former colleagues spoke kind words about her.

VIII. Executive Session

At 8:37 p.m., Committee Chair Glenn Maston noted that Executive session was not needed.

IX. Adjournment

A motion to adjourn was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 6-0, the motion passed.

Respectfully submitted,

Michele Tousignant Dufour, Secretary
Hudson School Committee

Report of the Superintendent

- Climate Survey

DISTRICT IMPROVEMENT PLAN

2019 CLIMATE SURVEY RESULTS AND ACTION PLAN

The Hudson Public Schools’ mission is to *Deliver World-Class Education Today for the Global Leaders of Tomorrow*. In order to fulfill this mission, a positive, healthy, and supportive climate must exist throughout the school district.

The District Improvement Plan’s Strategic Objective #4: Climate and Culture calls for the development of a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

The District goal is that 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%.

In order to measure this, the District adopted the Climate Surveys from the National Center on Safe and Supportive Learning Environments which are sponsored by the U.S. Department of Education. The surveys are designed to provide schools and Districts with information on student, parent, and staff perceptions relative to three domains of school climate: engagement, safety, and environment.

Engagement Domain	Safety Domain	Environment Domain
<p>Cultural competence The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes.</p>	<p>Emotional safety The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.</p>	<p>Instructional environment The extent students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.</p>
<p>Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.</p>	<p>Physical safety The extent students feel physically safe within the school environment.</p>	<p>Mental health environment The extent students have access to systems that effectively support their social, emotional and mental health well-being.</p>
<p>Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.</p>	<p>Bullying/Cyber-bullying The extent students report bullying behaviors occurring in the school and the extent that school, staff, students try to counteract bullying.</p>	<p>Discipline environment The extent discipline is fair, applied consistently and evenly, and is a shared responsibility among staff, teachers, and students.</p>

According to the National Center on Safe and Supportive Learning Environments, school climate reflects how members of the school community experience the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement.

A positive school climate reflects attention to fostering social and physical safety, providing support that enables students and staff to realize high behavioral and academic standards as well as encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. A positive school climate characterizes a school that effectively attends to all the social, emotional, and academic support needs of its students.

The surveys were administered, during the months of May and June 2019, to four respondent groups: Students, Parents/Guardians, Teachers/Instructional Staff and Non-Instructional Staff. Below is the breakdown of respondent groups.

Respondent Groups	# of Respondents	Respondent Range
Students	1101	Grades 5 through 11
Parents/Guardians	699	All Grade Levels
Teachers/Instructional Staff	175	All Grade Levels
Non-Instructional Staff	37	High School Staff Only

The results from these surveys are presented in two modalities:

- Modality I – Benchmark Scale Score
- Modality II – Item-Level Data

Modality I – Benchmark Scale Score

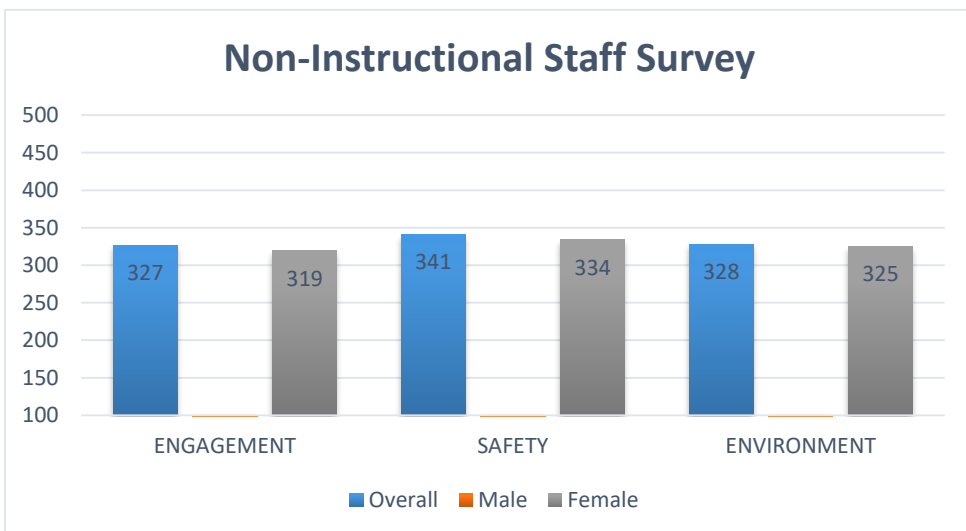
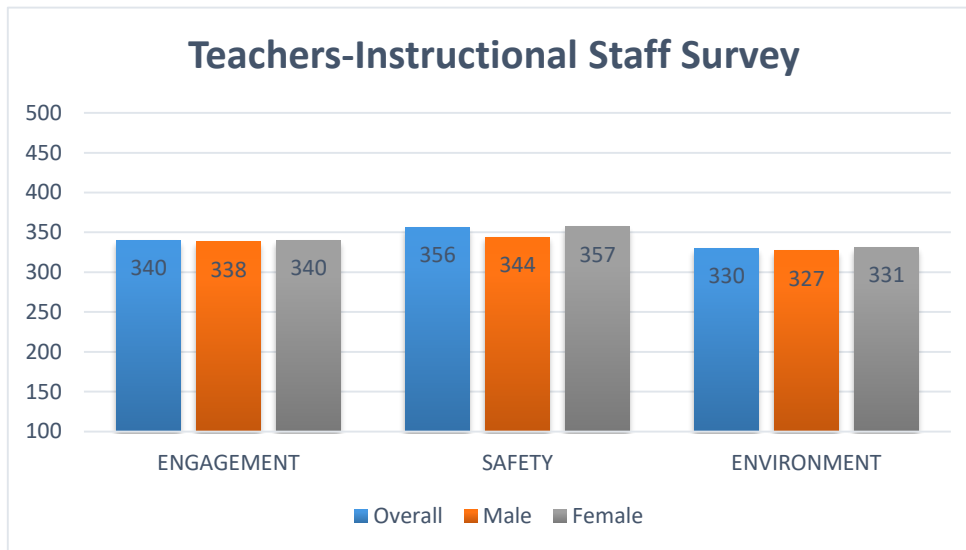
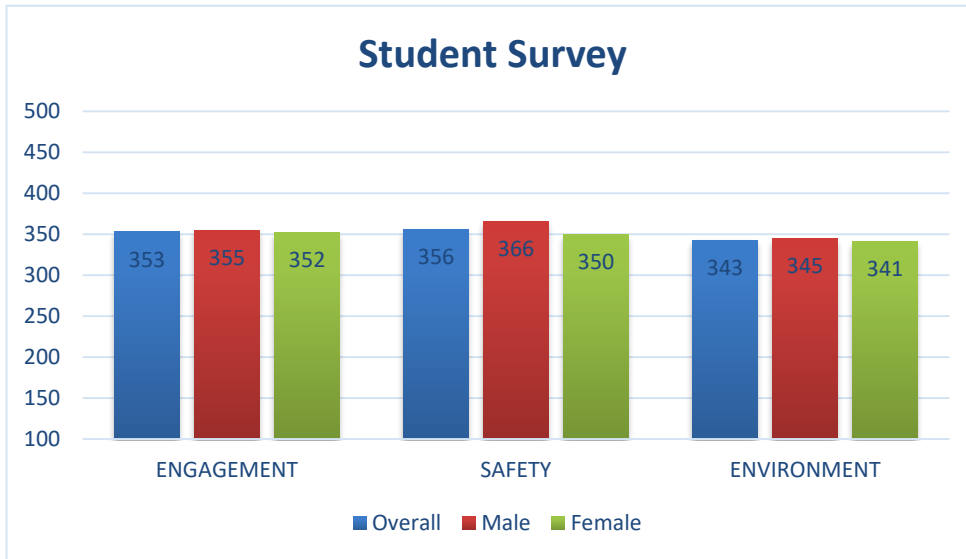
A scale score combines results for multiple survey questions related to a particular aspect of school climate, such as school participation or safety. It indicates how well a school or district performed according to the perceptions of respondents.

The aggregate scale scores are categorized into three benchmarked performance levels:

Performance Level		Scale Score Range	Description
3	Most Favorable	Score is more than 400	The most favorable perception of the school climate domain or topic area
2	Favorable	Score between 300 and 400	A favorable perception of the school climate domain or topic area
1	Least Favorable	Score is less than 300	The least favorable perception of the school climate domain or topic area

The benchmark scale score charts below are not available for the Parent/Guardian respondent group. For the Student, Teacher/Instructional Staff and Non-Instructional Staff respondent groups, the overall scale scores registered consistently in the 300 to 400 range or within the level 2 – favorable category. This benchmarked performance level indicates that respondents have a favorable perception of a school climate domain or topic area. It also means that the most likely answer to each positively valenced question in the scale is Agree. Likewise, the most likely answer to each negatively valenced question in the scale is Disagree.

Benchmark Scale Score Charts



Modality II – Item-Level Data

Item-level data provide districts or schools the opportunity to dig deeper into the data to target specific areas or issues. Item-level results can often provide schools with concrete examples of the underlying topic area construct that may be more actionable.

Overall, the respondents feel that their respective school has a favorable climate culture as it relates to:

1. Engagement
 - a. Cultural and Linguistic Competence
 - b. Relationships
 - c. School Participation
2. Safety
 - a. Emotional Safety
 - b. Physical Safety
 - c. Bullying/Cyberbullying
 - d. Substance Abuse
 - e. Emergency Readiness and Management
3. Environment
 - a. Physical Environment
 - b. Instructional Environment
 - c. Physical Health
 - d. Mental Health
 - e. Discipline

Some positive highlights from the respondent groups are:

Teachers/Instructional Staff and Non-Instructional Staff agree/strongly agree that:

- Their school emphasizes showing respect for all students' cultural beliefs and practices.
- They feel safe at their school.
- Their school has an inviting work environment.
- The staff at their school work together to ensure an orderly environment.
- At their school, students get along well with the staff.
- Students are encouraged to get involved in extra-curricular activities.

Parents/Guardians agree/strongly agree that:

- Their school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).
- At their school, their child feels he/she belongs.
- Their school encourages them to be an active partner in educating my child.
- Their school notifies parents or guardians effectively in the case of a school-wide emergency.
- Their school takes effective measures to ensure the safety of students.
- Their child's teachers make themselves available to them.

Students agree/strongly agree that:

- People of different cultural backgrounds, races, or ethnicities get along well at their school.
- If they are absent, there is a teacher or some other adult at school that will notice their absence.

- There are lots of chances for students to get involved in sports, clubs, and other school activities outside of class.
- They feel safe at their school.
- Their teachers expect them to do their best all the time.
- They can talk to a teacher about problems they are having in class.

The District Leadership Team analyzed the item-level data during the Summer Leadership Institute and has worked collectively to develop an Action Plan to target some of the most salient issues identified in the surveys by the students, parents, and staff.

It is important to note that the District Leadership Team acknowledges the importance of every item in the surveys and values the voice of each respondent group. As such, the Team selected three areas from each domain in which to focus and has identified actionable steps to address each area.

Most areas selected by the Leadership Team are congruent with the areas for growth and improvement previously identified under the District Improvement Plan. In addition, these selected areas are interconnected across respondents and domains.

The following documents provide detailed information relative to:

1. the interconnection across respondents and domains
2. the action plan

Below is the link to each item-level survey results:

- [2019 Student Survey Results](#)
- [2019 Parent/Guardian Survey Results](#)
- [2019 Teacher/Instructional Staff Survey Results](#)
- [2019 Non-Instructional Staff Survey Results](#)

The color-coded highlighted areas below are interconnected and they are being addressed by the same action step.

2019 CLIMATE SURVEY – ACTION PLAN ITEMS AT-A-GLANCE

	Teacher/Instructional Staff (N=175)	Non-Instructional Staff (N=37)	Parents (N=699)	Students (N=1101)
ENGAGEMENT	Area 1: This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity and identity.	Area 1: This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity and identity.	Area 1: This school helps me figure out what social and emotional skills my child needs to develop (e.g., self-control, problem solving, or getting along with others).	Area 1: Boys and girls are treated equally well.
	Area 2: This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures.	Area 2: This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures.	Area 2: The school has quality programs for my child's talents, gifts, or special needs.	Area 2: Teachers understand my problems.
	Area 3: Administrators involve staff in decision-making.	Area 3: At this school there is a feeling of trust among the staff.	Area 3: The school has culturally inclusive practices for programming, materials, and instruction.	Area 3: Students respect one another.
SAFETY	Area 1: I feel satisfied with the recognition I get for doing a good job.	Area 1: I feel satisfied with the recognition I get for doing a good job.	Area 1: Bullying of students at school or school activities is a problem at this school.	Area 1: At this school, students talk about the importance of understanding their own feelings and the feelings of others.
	Area 2: The following types of problems occur at this school often: student verbal abuse of teachers.	Area 2: The following types of problems occur at this school often: student verbal abuse of teachers.	Area 2: Bullying of students via electronic means or devices is a problem at this school (cyberbullying).	Area 2: I am happy to be at this school.
	Area 3: I think that bullying is a frequent problem at this school.	Area 3: I think that cyberbullying is a frequent problem among students at this school.	Area 3: At this school, how much of a problem is student use of electronic cigarettes.	Area 3: Students are teased and/or bullied based on their identity.
ENVIRONMENT	Area 1: Once we start a new program at this school, we follow up to make sure that it's working.	Area 1: My work is hindered by poor heating, cooling, and/or lighting systems at this school.	Area 1: This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others).	Area 1: My teachers often connect what I am learning to life outside the classroom.
	Area 2: This school provides the materials, resources, and training necessary for me to support students' social or emotional needs.	Area 2: This school places a priority on making healthy food choices.	Area 2: When my child does something good at school, I usually hear about it from the school.	Area 2: Students at this school stop and think before doing anything when they get angry.
	Area 3: School rules are applied equally to all students.	Area 3: Discipline is fair.	Area 3: School rules are applied equally to all students.	Area 3: Adults working at this school reward students for positive behavior.

TEACHER/INSTRUCTIONAL STAFF CLIMATE SURVEY

ACTION PLAN 2019-2020

DOMAIN: ENGAGEMENT

Area 1: This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity and identity (36% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Examine existing curriculum materials for cultural background and ethnicity alignment and identify areas of need. Prioritize the list of materials to be included in the FY21 budget process. 	Delta Tiered Focus Monitoring Process Librarians	<ul style="list-style-type: none"> Created a list of culturally responsive instructional materials needed for each grade level.

Area 2: This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures (56% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Use of the MTSS implementation tool to assist staff in each building to help identify the resources and training needed for teaching students with IEPs across different languages and cultures. 	Multi-Tiered System of Supports (MTSS) tool/graphic organizer Curriculum Directors Principals	<ul style="list-style-type: none"> Identified resources and areas of professional learning needed to support teachers in each building. Developed a Professional Development Plan for the 2020-2021 school year to address teachers' identified areas of needs.

Area 3: Administrators involve staff in decision-making (54% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Develop internal capacity for decision-making through the (ILT) Instructional Leadership Team (DIP Action Step 1.2). 	Building Administrators	<ul style="list-style-type: none"> Improved participation of staff in the decision-making process through the ILT.

TEACHER/INSTRUCTIONAL STAFF CLIMATE SURVEY

DOMAIN: SAFETY

Area 1: I feel satisfied with the recognition I get for doing a good job (48% of respondents disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> ● Identify opportunities to recognize staff members for their contribution and accomplishments. ● Utilize Creating Connections to feature staff members. ● Utilize the Evening of Celebrations event to recognize staff members. 	ELEVATE	<ul style="list-style-type: none"> ● Employees feeling more valued. ● Public recognition in publications and annual celebration event.

Area 2: The following types of problems occur at this school often: student verbal abuse of teachers. (53% of respondents agreed/strongly agreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> ● Review and revise the District’s student discipline policies. ● Review and revise the student handbook sections regarding student discipline and code of conduct. ● Evaluate each school’s protocols and practices to address student behavior prevention and intervention. 	Building Administrators	<ul style="list-style-type: none"> ● Revised District protocols to address student behavior prevention and intervention.

Area 3: I think that bullying is a frequent problem at this school. (28% of respondents agreed/strongly agreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> ● Review and revise the District’s anti-bullying policy. ● Review and revise the District’s Bullying Prevention and Intervention Plan. ● Evaluate each school’s protocols and practices to ensure a safe, supportive environment for vulnerable populations. ● Identify resources for parents and guardians that are focused on ways that families can support bullying prevention and intervention efforts. 	Building Administrators Parents and Guardians	<ul style="list-style-type: none"> ● Revised anti-bullying policy and bullying prevention plan. ● Evaluation of each school’s protocols and practices to ensure a safe, supportive environment for vulnerable populations. ● Identification of resources for parents and guardians to support prevention and intervention efforts.

TEACHER/INSTRUCTIONAL STAFF CLIMATE SURVEY

DOMAIN: ENVIRONMENT

Area 1: Once we start a new program at this school, we follow up to make sure that it's working. (60% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Use the Cycle of Inquiry to guide the process of new programs/initiatives and to assist building staff evaluate implementation and monitoring processes. 	Cycle of Inquiry graphic organizer Principals Directors	<ul style="list-style-type: none"> Completed Cycle of Inquiry process. Developed communication plan to periodically update the building staff.

Area 2: This school provides the materials, resources, and training necessary for me to support students' social or emotional needs. (56% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed. All teachers, staff, and administrators gained familiarity with the vision for systemic student support and are able to identify the structure that leads the process for assessing and supporting all students in the school.

Area 3: School rules are applied equally to all students. (49% of respondents agreed/strongly agreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District's student discipline policies. Review and revise the student handbook sections regarding student discipline and code of conduct. Evaluate each school's protocols and practices to address student behavior prevention and intervention. 	Building Administrators	<ul style="list-style-type: none"> Revised District protocols to address student behavior prevention and intervention.

NON-INSTRUCTIONAL STAFF CLIMATE SURVEY

ACTION PLAN 2019-2020

DOMAIN: ENGAGEMENT		
Area 1: This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity and identity. (30% of respondents disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Examine existing curriculum materials for cultural background and ethnicity alignment and identify areas of need. Prioritize the list of materials to be included in the FY21 budget process. 	Delta Tiered Focus Monitoring Process Librarians	<ul style="list-style-type: none"> Created a list of culturally responsive instructional materials needed for each grade level.
Area 2: This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. (32% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Use the MTSS Implementation tool to assist staff in each building to help identify the resources and training needed for teaching students with IEPs across different languages and cultures. 	Multi-Tiered System of Supports (MTSS) tool/graphic organizer Curriculum Directors and Principals	<ul style="list-style-type: none"> Identified resources and areas of professional learning needed to support teachers in each building. Developed a Professional Development Plan for the 2020-2021 school year to address teachers' identified areas of needs.
Area 3: At this school there is a feeling of trust among the staff. (52% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Identify specific issues that are leading non-instructional staff to identify the lack of trust as a problem at the Secondary level. Utilize the District Leadership Team Communication Plan to enhance the communication with staff for timely news and updates (DIP Action Step 4.1). 	Building Staff DELTA	<ul style="list-style-type: none"> Gained better understanding of the issue. Developed actionable plan to address the concerns relative to trust. Timely communication with staff to enhance the flow accurate news and updates.

NON-INSTRUCTIONAL STAFF CLIMATE SURVEY

DOMAIN: SAFETY		
Area 1: I feel satisfied with the recognition I get for doing a good job (35% of respondents disagreed strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Identify opportunities to recognize staff members for their contribution and accomplishments. Utilize Creating Connections to feature staff members. Utilize the Evening of Celebrations event to recognize staff members. 	ELEVATE	<ul style="list-style-type: none"> Employees feeling more valued. Public recognition in publications and annual celebration event.
Area 2: The following types of problems occur at this school often: student verbal abuse of teachers. (48% of respondents agreed/strongly agreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District’s student discipline policies. Review and revise the student handbook sections regarding student discipline and code of conduct. Evaluate each school’s protocols and practices to address student behavior prevention and intervention. 	Building Administrators	<ul style="list-style-type: none"> Revised District protocols to address student behavior prevention and intervention.
Area 3: I think that cyberbullying is a frequent problem among students at this school. (48% of respondents agreed/strongly agreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District’s anti-bullying policy Review and revise the District’s Bullying Prevention and Intervention Plan. Evaluate each school’s protocols and practices to ensure a safe, supportive environment for vulnerable populations. Identify resources for parents and guardians that are focused on ways that families can support bullying prevention and intervention efforts. 	Building Administrators Parents and Guardians	<ul style="list-style-type: none"> Revised anti-bullying policy and bullying prevention plan. Evaluation of each school’s protocols and practices to ensure a safe, supportive environment for vulnerable populations. Identification of resources for parents and guardians to support prevention and intervention efforts.

NON-INSTRUCTIONAL STAFF CLIMATE SURVEY

DOMAIN: ENVIRONMENT		
Area 1: My work is hindered by poor heating, cooling, and/or lighting systems at this school. (55% of respondents agreed/strongly agreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Address the heating, cooling, and lighting systems through the Capital Improvement Plan. 	Facilities Department	<ul style="list-style-type: none"> Improved schools' heating/cooling infrastructure.
Area 2: This school places a priority on making healthy food choices. (43% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Identify the healthy food choices offered by Chartwells, including nutrition facts and guidelines 	Chartwells Nutritionist Director of Food Services	<ul style="list-style-type: none"> Education on healthy food choices practices available at the schools
Area 3: Discipline is fair. (42% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District's student discipline policies. Review and revise the student handbook sections regarding student discipline and code of conduct. Evaluate each school's protocols and practices to address student behavior prevention and intervention. 	Building Administrators	<ul style="list-style-type: none"> Revised District protocols to address student behavior prevention and intervention.

PARENT CLIMATE SURVEY

ACTION PLAN 2019-2020

DOMAIN: ENGAGEMENT		
<p>Area 1: This school helps me figure out what social and emotional skills my child needs to develop (e.g., self-control, problem solving, or getting along with others). (30% of respondents disagreed/strongly disagreed with this statement).</p>		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1) 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed. Developed plan to partner with parents/guardians to support their child's needs.
<p>Area 2: The school has quality programs for my child's talents, gifts, or special needs (27% of respondents agreed/strongly agreed with this statement).</p>		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Utilize the District Improvement Plan to strengthen existing programs and services and expand program and services offerings for all students (DIP Action Step 3.1). 	ELEVATE Website	<ul style="list-style-type: none"> Shared understanding of what programs currently exist and whose needs are met by these programs. Shared vision of what programs are needed to meet the needs of students.
<p>Area 3: The school has culturally inclusive practices for programming, materials, and instruction (12 % of respondents disagreed/strongly disagreed with this statement). (Engagement Items 1,2,3)</p>		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Examine existing curriculum materials for cultural background and ethnicity alignment and identify areas of need. Prioritize the list of materials to be included in the FY21 budget process. Evaluate the High School inclusive practices to encourage diverse student population to participate in advanced coursework (DIP Action Step 3.1). 	DELTA Tiered Focus Monitoring Process Librarians	<ul style="list-style-type: none"> Created a list of culturally responsive instructional materials needed for each grade level. Delivered Cultural Competency training to administrators and support staff.

PARENT CLIMATE SURVEY

DOMAIN: SAFETY		
Area 1: Bullying of students at school or school activities is a problem at this school. (29% of respondents agreed/strongly agreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District’s anti-bullying policy. Review and revise the District’s Bullying Prevention and Intervention Plan. Evaluate each school’s protocols and practices to ensure a safe, supportive environment for vulnerable populations. Identify resources for parents and guardians that are focused on ways that families can support bullying prevention and intervention efforts. 	Building Administrators Parents and Guardians	<ul style="list-style-type: none"> Revised anti-bullying policy and bullying prevention plan. Evaluation of each school’s protocols and practices to ensure a safe, supportive environment for vulnerable populations. Identification of resources for parents and guardians to support prevention and intervention efforts.
Area 2: Bullying of students via electronic means or devices is a problem at this school (cyberbullying). (23% of respondents agreed/strongly agreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Same steps as Area 1 above 	Same resources as Area 1 above	<ul style="list-style-type: none"> Same Outcomes as Area 1 above
Area 3: At this school, student use of electronic cigarettes is a problem. (28% of respondents somewhat/large problem).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Identify resources for students and parents that focus on the education and awareness of the health risks associated with the use of e-cigarettes and vaping. Identify resources and supports for students’ smoking cessation associated with the use of e-cigarettes and vaping. 	ELEVATE Building Support Staff	<ul style="list-style-type: none"> Education and awareness of resources on the health risks associated with the use of e-cigarettes and vaping.

PARENT CLIMATE SURVEY

DOMAIN: ENVIRONMENT		
<p>Area 1: This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others). (37% of respondents disagreed/strongly disagreed with this statement).</p>		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed.
<p>Area 2: When my child does something good at school, I usually hear about it from the school. (56% of respondents disagreed/strongly disagreed with this statement).</p>		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Utilize the District Leadership Team Communication Plan to enhance the communication with families and staff for timely news and updates (DIP Action Step 4.1). 	Building Staff	<ul style="list-style-type: none"> Timely communication with families regarding positive student experiences and outcomes.
<p>Area 3: School rules are applied equally to all students. (28% of respondents disagreed/strongly disagreed with this statement).</p>		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District's student discipline policies. Review and revise the student handbook sections regarding student discipline and code of conduct. Evaluate each school's protocols and practices to address student behavior prevention and intervention. 	Building Administrators	<ul style="list-style-type: none"> Revised District protocols to address student behavior prevention and intervention.

STUDENT CLIMATE SURVEY

ACTION PLAN 2019-2020

DOMAIN: ENGAGEMENT		
Area 1: Boys and girls are treated equally well. (26% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Identify specific issues that are leading students to identify gender inequity as a problem at the Secondary level. 	Building Administrators Guidance Counselors	<ul style="list-style-type: none"> Developed a report and an actionable plan to address the underlying concerns of this issue.
Area 2: Teachers understand my problems. (42% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed. All teachers, staff, and administrators gained familiarity with the vision for systemic student support and are able to identify the structure that leads the process for assessing and supporting all students in the school.
Area 3: Students respect one another. (42% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed.

STUDENT CLIMATE SURVEY

DOMAIN: SAFETY

Area 1: At this school, students talk about the importance of understanding their own feelings and the feelings of others. (54% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1) 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed.

Area 2: I am happy to be at this school. (26% of respondents disagreed/strongly disagreed with this statement).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed.

Area 3: There is a perception that students are teased and/or bullied based on their identity. (On five different questions, a large percentage of students reported being teased, picked on and/or bullied).

Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Review and revise the District's anti-bullying policy. Review and revise the District's Bullying Prevention and Intervention Plan. Evaluate each school's protocols and practices to ensure a safe, supportive environment for vulnerable populations. Identify resources for parents and guardians that are focused on ways that families can support bullying prevention and intervention efforts. 	Building Administrators Parents and Guardians	<ul style="list-style-type: none"> Revised anti-bullying policy and bullying prevention plan. Evaluation of each school's protocols and practices to ensure a safe, supportive environment for vulnerable populations. Identification of resources for parents and guardians to support prevention and intervention efforts.

STUDENT CLIMATE SURVEY

DOMAIN: ENVIRONMENT		
Area 1: My teachers often connect what I am learning to life outside the classroom. (44% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Evaluate the curriculum at the high school and middle school for inclusion of authentic tasks. 	Building Administrators Teachers Curriculum Directors	<ul style="list-style-type: none"> A revised curriculum that appropriately includes authentic tasks.
Area 2: Students at this school stop and think before doing anything when they get angry. (68% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed.
Area 3: Adults working at this school reward students for positive behavior. (48% of respondents disagreed/strongly disagreed with this statement).		
Action Steps	Resources	Outcomes
<ul style="list-style-type: none"> Implement the District and Schools Systemic Student Support Plan (DIP Action Step 2.1). 	S3 Committee Building Administrators Parent/Guardian Students	<ul style="list-style-type: none"> Comprehensive review of all student's strengths and needs in social emotional, behavioral, health, and attendance. Identified needs and developed a tailored plan with steps to monitor the implementation and adjustments as needed.

Matters for Discussion
New Business

1. Assabet Valley Collaborative Report

School Committee Update – 1st Report (1 of 4)

October 25, 2019

HIGHLIGHTS

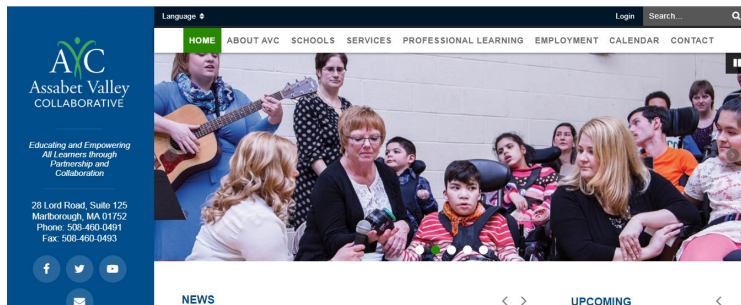
Collaborative Statutes, Regulations, and Oversight

- Legislative Update: [NEW COLLABORATIVE LAW](#) signed by Governor Baker in January 2019.
 - improve *Chapter 43 of the Acts of 2012*
 - remove DESE Appointee to Board
 - enable services to adults beyond age 22 if other state agency approves
 - Next steps: Regions for MA Collaboratives and partnerships with DESE

DESE Guidelines

- [Duties & Responsibilities of Collaborative Board Members & Boards of Directors](#)
- [Responsibilities of School Committees as Members of a Collaborative](#)

AVC's website – www.avcollaborative.org



AVC [Collaborative Agreement](#) amended 2018. Membership Map (Auburn joined 2018)

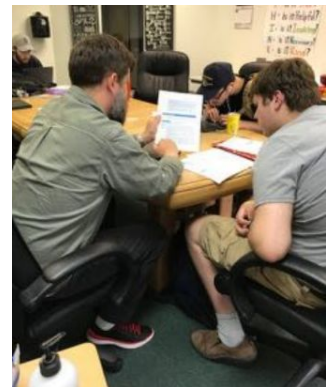


FY19 Accomplishments

- AVC was awarded a \$100,000 contract with MA DESE to provide a yearlong professional blended learning series for 100 educators in “[Developing Cultural Proficiency](#).” AVC consultants had the opportunity to design and deliver the project in partnership with renowned author [Zaretta Hammond](#)
- AVC was awarded a \$25,000 capacity-building grant from the [Sudbury Foundation](#) which funded a contract with social innovation firm [Design Impact](#) to train AVC consultants to apply the principles of Design Thinking to leadership and consulting work at AVC
- AVC published Commitments to Educational Equity and new position of Educational Equity Specialist which led to the design of new services to school districts.
- AVC added new position of Information Systems Specialist to improve utilization of information technology

Major Priorities & Challenges for AVC in FY20

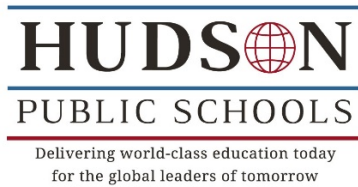
- New home for REACH 1 at Woodward Elementary School in Southborough
- New contract with Acton Boxborough Public Schools for wraparound services with FSP
- Technology Audit to support improved infrastructure and capacity
- Locate community-based home for Evolution 2020
- Installation of incline platform lift and new roof at Orchard Street Academy
- Educational equity - internally and externally - including organizational redesign toward shared leadership.
- Deep inquiry with member district leaders regarding needs, capacity, and ideas for their collaborative
- Expand consulting and professional development to diversify services and to leverage use of PD space
- Stabilize and strengthen enrollment in AVC programs



Matters for Discussion

New Business

2. Discussion of Administrative Building Proposal



Re: Administration Building Envelope Study / Building Replacement

For December 3, 2019 meeting – Your Packet includes:

- Administration Building Envelope Study dated 12/5/2017 summarizes estimated repair costs and the accumulative effects that would trigger ADA compliance and the addition of fire suppression sprinklers.
- Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023 to accommodate the approval and bidding process time lines.
- Administration Building Space Programming lists all current employees, and anticipated ancillary space needs estimated at 15,500 SF with no consideration for growth to answer questions raised by the Board of Selectmen regarding the validity of the request.
- 2018 Calendar of School Committee Room Utilization to address concerns over the 1,000 SF allocated for a school committee room and the validity of that need. Calendar shows all usage for a one-year period.

12/5/2017 **Administration Building Envelope Study**

155 Apsley Street

Equalized Assessed Value*

\$1,435,213

Item	Estimated Cost	Cumulative
Building Envelope Items		
Chimney Repairs / Removal	\$ 19,800	19,800
Replace Roof with Fiberglass Shingles	\$ 361,500	381,300
Cornice Repair (ornamental wood at eaves)	\$ 60,000	441,300
Window Replacement	\$ 173,280	
Masonry Restoration (repointing brick veneer)	\$ 268,800	
Misc. Siding Replacement	\$ 18,000	
Replace Basement Bulkhead	\$ 24,000	
Repair Basement Side Access	\$ 29,040	
Repair Existing Ramps	\$ 97,080	
General Conditions	\$ 100,000	
Sub Total	\$ 1,151,500	
ADA and Fire Code		
ADA Compliance Items (elevators, ramps, entrance)	\$ 958,200	
Fire Protection (sprinklers)	\$ 218,250	
Contractor General Conditions 8 mos.	\$ 218,000	
Soft Costs - arch design, contingency, relocation	\$ 1,170,444	
Contingency for unforeseen items	\$ 381,893	
Escalation for multi year phased project	\$ 351,341	
Sub Total	\$ 3,298,128	
Grand Total	\$ 4,449,628	
30% Triggers ADA Items	\$430,563.90	
33% Triggers Sprinklers	\$473,620.29	

Hudson School Administration Building

20,000 SF

\$6,300,000	Cost of Building (Trade Work)	\$ 310/SF (Assumed Number for 2019)
	Cost of General Contractor	
	General Conditions	9.0%
	Insurance	3.0%
	Bldg Permit	1.5%
	Construction Contingency	7.5%
	OH + P / Fee	<u>4.0%</u>
\$1,575,000	TOTAL	25.0%

\$7,875,000 THIS TOTAL ABOVE IS WHAT WE WOULD CALL THE COST OF CONSTRUCTION

ADDED TO THIS VALUE WOULD BE THE OWNER'S INDIRECT COSTS BELOW:

\$ 35,000	Land Survey	Allowance	\$25-35,000
\$ 35,000	Geotechnical	Allowance	\$25-35,000
\$ 20,000	Peer Reviews	Allowance	\$15-20,000
\$ 315,000	OPM		4.0%
\$ 790,000	A/E Fees (includes \$50k Civil Allowance)		10%
\$ 50,000	Reimbursables/Add'l Services	Allowance	\$30-50,000
\$ 20,000	Reproduction Costs	Allowance	\$15-20,000
\$ 25,000	Testing	Allowance	\$20-25,000
\$ 240,000	Furnishings		\$12/SF
\$ 15,000	Legal	Allowance	\$10-15,000
\$ 50,000	Utility Backcharges	Allowance	\$25-50,000
<u>\$ 790,000</u>	<u>Owner Contingency</u>		<u>10%</u>
\$ 2,385,000			

\$10,260,000 4th Qtr 2019 Bid Price
\$ 1,051,650 Escalation 5% / year (4th Qtr 2021 Bid Price) 2 Years
\$11,311,650

\$10,260,000 4th Qtr 2019 Bid Price
\$ 1,617,233 Escalation 5% / year (4th Qtr 2022 Bid Price) 3 Years
\$11,877,233

\$10,260,000 4th Qtr 2019 Bid Price
\$ 2,211,094 Escalation 5% / year (4th Qtr 2023 Bid Price) 4 Years
\$12,471,094

11/1/2019		Administration Building Space Programming				
Department	Title	Last Name	First Name	SF Req'd	Sub	GSA Avg.
Executive						
PO	Superintendent	Rodgriues	Marco	375		
	Executive Assistant	O'Donnell	AnnaMarie	300		
PO	Assist. Super./Curriculum	Provost	Kathy	150		250
PO	Conference Room Super	Rodgriues	Marco	200		
PO	Exec. Director Finance	Lange	Patty	175		250
PO	Director HR	Fensin	Cindy	150		150
PO	Research/Accountability		Vacancy	150		
	Receptionist/Waiting	Coughlin	Tammy	300		
	File/Storage Space	150 SF		150		
					1,950	
Finance						
PO	Payroll	Anderson	Sue	120		115
PO	Accts Payable	Breen	Yvonne	120		115
PO	Grants Specialist	Gooch-Zebal	Sharon	120		115
PO	Senior Accountant	Morrison	Cristy	120		115
PO	HR Coordinator	Murphy	Rebecca	120		115
SP	Admin Assist.	TBD	TBD	100		
PO	Registrar/ Medicaid	Mansfield	Denise	120		115
	File/Storage Space	150 SF		150		
					970	
Student Services						
PO	Director	Kilcoyne	Cathy	175		250
PO	Asst. Director	O'Connell	Tanya	120		115
PO	SPED Coordinator	Hayes	Denise	120		115
PO	SPED Coordinator	Wells	Alise	120		115
PO	Admin. Assist. Finance	Graca	Renee	120		115
SP/OO	Secretary	Parker	Maureen	100		
SP/OO	Secretary	Gebo	Michelle	100		
SP/OO	Secretary	Bianchini	June	100		
	File / Storage	375 SF		375		
					1,330	
Curriculum						
PO	Director Science	Davis	Sarah	120		115
PO	Director Math	Knittle	Bob	120		115
PO	Director ELL	Anderson	Wendy	120		115
PO	Director Humanities	Wallingford	Todd	120		115
PO	Curriculum Coord	TBD	TBD	120		115
SP	Meeting Space	Shared		144		
SP/OO	Interpreter	Duarte	Tiago	100		
SP/OO	Secretary	Tallent	Deliah	100		
	File / Storage	275		275		
					1,219	
Nursing						
PO	Director Nursing	TBD	TBD	150	150	
Mail Room						
	Custodian / Mail Courier	Stacey	Mike			
	Mail Room/Copier/Sorter			200		
	Receiving Area			200	400	

July 2018

June '18							August '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2			1	2	3	4	
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31 School Committee 5-10pm	1	2	3	4
5	6	Notes Hudson Public Schools' - School Committee Room Calendar 2018-2019				

August 2018

July '18							September '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	31					23	24	25	26	27	28	29
							30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21 School Committee 5-10pm	22	23	24	25
26	27	28	29	30	31 <i>No School Labor Day</i>	1
2	3	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

September 2018

August '18							October '18							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	21	22	23	24	25	26	27	
26	27	28	29	30	31		28	29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3 <i>No School - Labor Day</i>	4	5 Math Dept. Mtg. 8-10am	6	7	8
9	10 <i>No School - Prof. Dev.</i>	11 School Committee 5-10pm	12 Curriculum/Inst. 3-4:30pm	13 Asst. Super. 3:10-4:10pm	14	15
16	17	18 D.E.L.T.A. Mtg. 10am-1pm Superintendent 1-2pm	19 Superintendent 8-10am Prof. Dev. 2-4pm	20 D.I.P. Mtg. 2:30-3:30pm	21	22
23	24 D.E.S.E. 9am-3pm	25 School Committee 5-10pm	26 D.E.L.T.A. Mtg. 8-10am Curriculum/Inst. 3-4:30pm	27	28	29
30	1	Notes Hudson Public Schools' - School Committee Room Calendar 2018-2019				

October 2018

September '18							November '18							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1						1	2	3
2	3	4	5	6	7	8	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	25	26	27	28	29	30		
						30								

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2 A.O. 3-3:30 pm	3 Asst. Super. 3-4 pm	4 Facilities 10:30-11:30 am	5 NRT Bus Mtg. 9:30-10:30 am	6
7	8 <i>No School - Columbus Day</i>	9 <i>No School - Prof. Dev.</i> School Committee 5-10pm	10 Facilities Mtg. 10 - 11am Curriculum/Instr. 3-4:30	11	12	13
14	15	16 Asst. Super 12:30-1:30	17 Superintendent 1-2:30 pm	18 SPED Mtg. 3-4 pm	19 Science Dept. Mtg. 8-11 am	20
21	22 D.E.S.E. 9am-3pm	23 Kindergarten Mtg. 3-4pm School Committee 5-10pm	24 D.E.L.T.A. Mtg. 2-4 pm	25 Superintendent 2-3 pm Science Dept. 8:15am-4pm	26	27
28	29	30	31 Superintendent 12-4pm	1	2	3
4	5	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

November 2018

October '18							December '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6							1
7	8	9	10	11	12	13	2	3	4	5	6	7	8
14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30	31				23	24	25	26	27	28	29
							30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
28	29	30	31	1	2	3	
4	5	6	7 Curriculum/Inst. 3-4:30pm	8 SPED Mtg. 3-4pm	9	10	
11	12 <i>No School - Veterans' Day</i>	13 Math Dept. Mtg. 8am-2pm School Committee 5-10pm	14 <i>District 1/2 - Day Prof. Dev.</i>	15 D.E.L.T.A. Mtg. 8-10am	16 Math Dept. Mtg. 8am-2pm	17	
18	19	20	21 <i>No School Thanksgiving Holiday</i>	22 <i>No School Thanksgiving Holiday</i>	23 <i>No School Thanksgiving Holiday</i>	24	
25	26	27 FinCom Budget Mtg. 7pm	28 Principal Meeting 7-3 Curriculum/Inst. 3-4:30pm	29 EL Mtg. 8:15am-2:15pm Secretary Union 4:30pm Biomed Council 7-8pm	30 Budget Mtg. 8:30-11:30am D.E.S.E. 9:30am-1:30pm	1	
2	3	Notes					
Hudson Public Schools' - School Committee Room Calendar 2018-2019							

December 2018

November '18							January '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3			1	2	3	4	5
4	5	6	7	8	9	10	6	7	8	9	10	11	12
11	12	13	14	15	16	17	13	14	15	16	17	18	19
18	19	20	21	22	23	24	20	21	22	23	24	25	26
25	26	27	28	29	30		27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	1
2	3 D.E.S.E. 9am-3pm	4 School Committee 5-10pm	5 Budget Mtg. 10:30-11:30am Master Sched. 11am-1pm	6 Math Dept. Mtg. 8-11am	7 Budget Mtg. 8:30-10:30am	8
9	10 H & S Mtg 5:30-6:30pm	11 Asst. Super. 3:15-4:15pm	12 <i>District 1/2 - Day Prof. Dev.</i> Curriculum/Inst. 3-4:30pm	13 D.E.L.T.A. Mtg. 8-10am	14	15
16	17 World Lang. Interviews 8:30am-1pm	18 School Committee 5-10pm	19 Prof. Dev 2-4pm	20 Admin Staff Mtg. 12-1pm Secretary Union 5-8pm	21	22
23	24 <i>No School</i> <i>December Break</i>	25 <i>No School</i> <i>December Break</i>	26 <i>No School</i> <i>December Break</i>	27 <i>No School</i> <i>December Break</i>	28 <i>No School</i> <i>December Break</i>	29
30	31	Notes Hudson Public Schools' - School Committee Room Calendar 2018-2019				

January 2019

December '18							February '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1						1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28		
30	31												

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 <i>No School New Year's Day</i>	2	3 D.E.L.T.A. Mtg. 8-10am	4 EL Dept. 8:30-10:30am	5
6	7 D.E.S.E. 9am-3pm	8 World Lang. Dept. 8-10am School Committee 5-10pm	9 <i>District 1/2 - Day Prof. Dev.</i> Curriculum/Inst. 3-4:30pm	10 Asst. Super 1-2:30pm World Lang. Dept. 2-4:30pm Math Dept. 3-5pm	11 Liaison Mtg. 12-2pm	12
13	14 Asst. Super. 12-1pm	15 Liaison Mtg. 10am-12pm	16 D.E.L.T.A. Mtg. 8-10am	17 Liaison Mtg. 8-11am	18	19
20	21 <i>No School Martin Luther King Jr.</i>	22 School Committee 5-10pm	23 Curriculum/Inst. 3-4:30pm	24 Secretary Union 5-8pm	25 Math Dept. Mtg. 2-3pm	26
27	28	29	30 Budget Mtg. 2:30-4:30pm	31 Principal Interview 1-3pm	1	2
3	4	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

February 2019

January '19							March '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5							1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4 EL Meeting 8:30-11:30	5 School Committee 5-10pm	6	7 Superintendent 8am-4pm Budget Mtg. 7-10pm	8 Superintendent 8am-4pm	9
10	11 Superintendent 5:30-9pm	12 Exec. Asst. 10-11am	13 <i>District 1/2 - Day Prof. Dev.</i> Curriculum/Inst. 3-4:30pm	14 D.E.L.T.A. Mtg. 8-10am Finance Dept. 2-4pm	15 Custodian Union 9-11am	16
17	18 <i>No School</i> <i>February Break</i>	19 <i>No School</i> <i>February Break</i>	20 <i>No School</i> <i>February Break</i> Exec. Asst. 11am-12pm	21 <i>No School</i> <i>February Break</i> Liaison Mtg. 9:30-10:30am	22 <i>No School</i> <i>February Break</i>	23
24	25	26	27	28	1	2
3	4	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

March 2019

February '19							April '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28			28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24	25	26	27	28	1	2
3	4	5 Custodian Union 9-11am Registrar Mtg. 12:30-4pm	6	7 EL Mtg. 8:30-11:30am Registrar Mtg. 12:30-4pm	8	9
10	11 Registrar Mtg. 12:30-4pm	12 School Committee 5-10pm	13 <i>District 1/2 - Day Prof. Dev.</i> Registrar Mtg. 12:30-4pm Curriculum/Inst. 3-4pm Custodian Union 4-6pm	14 Liaison Mtg. 9-10 am Asst. Super. 12am-1:30pm	15 Registrar Mtg. 12:30-4pm	16
17	18	19 Registrar Mtg. 9am-12pm Asst. Super. 1-2pm	20 Prof. Dev. 2-4pm	21 Asst. Super. 10:30am-12pm Custodian Union 5-7pm	22	23
24	25	26 School Committee 5-10pm	27 D.E.L.T.A. Mtg. 8-10am Curriculum/Inst. 3-4:30pm	28 EL Mtg. 8:30-11:30am	29	30
31	1	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

April 2019

March '19							May '19								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2						1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	12	13	14	15	16	17	18		
17	18	19	20	21	22	23	19	20	21	22	23	24	25		
24	25	26	27	28	29	30	26	27	28	29	30	31			
31															

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 EL Dept. 3:30-4:30pm	2	3 Asst. Super. 12-3pm	4 Medicaid 8:30-11:30am	5 Finance Dept. 10-12am	6
7	8 EL Dept. 8:30-11:30am	9 SPED 10:30am-12pm School Committee 5-10pm	10 Curriculum/Inst. 3-4:30pm	11 D.E.L.T.A. Mtg. 8am-1pm	12	13
14	15	16 D.E.S.E. 9am-1pm	17	18	19	20
21	22 <i>No School - April Break</i> Bid Opening 10-11am	23 <i>No School - April Break</i> Staff Meeting 11am-1pm School Committee 5-10pm	24 <i>No School - April Break</i> D.E.S.E. 9am-3pm Curriculum/Inst. 3-4:30pm	25 <i>No School - April Break</i> SPED Mtg. 8am-4pm	26 <i>No School - April Break</i> Exec. Asst. 9-9:30am	27
28	29 D.E.S.E. 9am-3pm	30	1	2	3	4
5	6	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

May 2019

April '19							June '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6							1
7	8	9	10	11	12	13	2	3	4	5	6	7	8
14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30					23	24	25	26	27	28	29
							30						


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1 HR 7am-4pm	2	3 D.E.L.T.A. Mtg. 8-10am Humanities Mtg. 1-2:30pm	4
5	6 S-3A 3-4:30pm	7 EL Meeting 3-5pm	8 Curriculum/Inst. 3-4:30pm	9	10 Finance Dept. 10-11:30am	11
12	13	14 SPED 8:15am-1:30pm School Committee 5-10pm	15 D.E.L.T.A. Mtg. 8-10am Prof. Dev. 2-4pm	16 Liaison Mtg. 12-2:30pm	17 D.E.S.E. 9:30am-1pm	18
19	20	21 Curriculum/Inst. 3-4:30pm	22	23	24	25
26	27 <i>No School - Memorial Day</i>	28 School Committee 5-10pm	29	30	31	1
2	3	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

June 2019

May '19							July '19							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	21	22	23	24	25	26	27	
26	27	28	29	30	31		28	29	30	31				

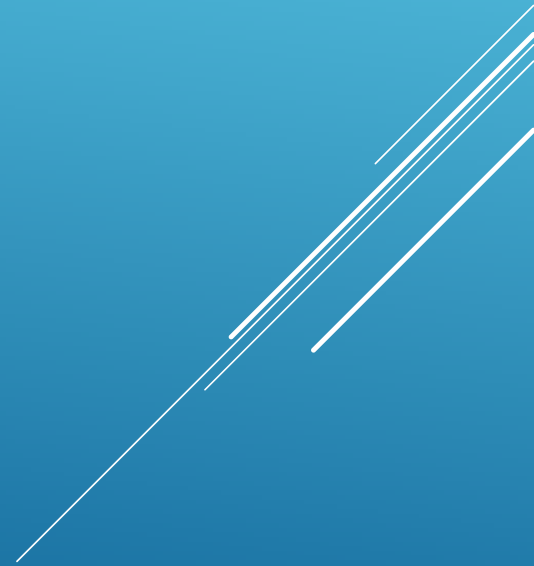
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4 Lang. Based Services 8am-3:30pm	5	6 D.E.L.T.A. Mtg. 8-10am	7	8
9	10	11 Lang. Based Services 8am-3:30pm School Committee 5-10pm	12 HR Mtg. 8am-4pm	13	14 EL Mtg. 11am-1pm	15
16	17	18	19 Liaison Mtg. 8:30-10:30am	20	21 Humanities Mtg. 2-4pm	22
23	24	25	26	27	28	29
30	1	Notes				
Hudson Public Schools' - School Committee Room Calendar 2018-2019						

SCHOOL ADMINISTRATION BUILDING 2019

The background is a solid blue gradient. On the right side, there are several white diagonal lines of varying thicknesses that create a sense of motion and depth, extending from the top right towards the bottom left.

IN YOUR MATERIALS

Original Building Envelope Assessment study by Raymond Design Associates, Inc. citing needed building repairs, construction implications and estimated hard and soft costs



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Original Building Envelope Assessment study by Raymond Design Associates, Inc. citing needed building repairs, construction implications and estimated hard and soft costs

Administration Building Envelope Study dated 12/5/2017 summarizes estimated repair costs and the cumulative effects that would trigger ADA and addition of fire suppression sprinklers.

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Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023

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Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023

Administration Building Space Programming lists all current employees, anticipated ancillary space needs estimated at 16,500 SF with no consideration for growth to answer questions raised by the Board of Selectmen regarding the validity of the request.

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Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023

Administration Building Space Programming lists all current employees, anticipated ancillary space needs estimated at 16,500 SF with no consideration for growth to answer questions raised by the Board of Selectmen regarding the validity of the request.

2018 Calendar of School Committee Room Utilization to address BOS concerns Re: need for a school committee room. Calendar shows all usage for a one-year period.

SCHOOL ADMINISTRATION BUILDING 2019

- **TIMELINE – HOW WE GOT HERE**
- **EXISTING CONDITIONS – HOW WE LIVE NOW**
- **FINANCIALS – COSTS TO REPAIR & RAMIFICATIONS**
- **OPPORTUNITIES**

SCHOOL ADMINISTRATION BUILDING

EVENT TIME LINE

EVENT TIMELINE

- WINTER 2016/17 – BRICKS & ROOFING SLATES FALLING ONTO SIDEWALKS AND SIDE ENTRANCES
 - SPRING 2017 – STABILIZED CHIMNEYS BY REMOVING LOOSE VENEER BRICK
 - SUMMER 2017 – COMMISSIONED RAYMOND DESIGN ASSOCIATES FOR BUILDING ENVELOPE STUDY
 - FALL 2017 – PRESENTED REPORT FINDINGS
 - WINTER 2018 – REMOVED NARROW CHIMNEY LAKE STREET SIDE STABILIZED ROOF FLASHING
 - SPRING 2019 – WRAPPED TWO MAIN CHIMNEYS TO CONTAIN FAILING BRICK
- **\$56,000 - SPENT TO DATE ON REPAIRS**

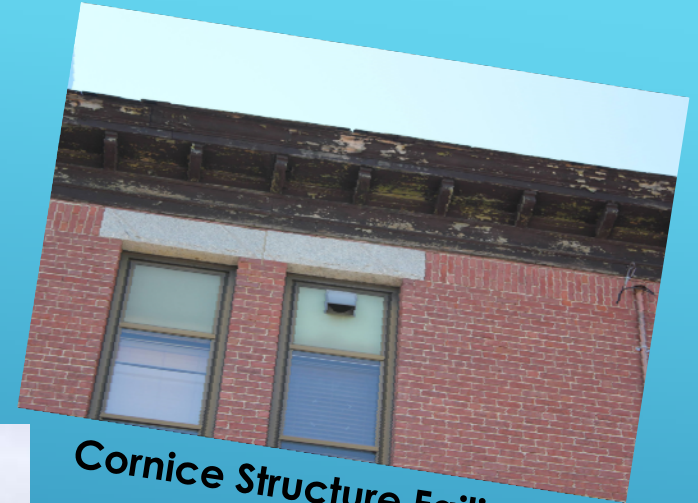
EXISTING CONDITIONS



Exterior Deterioration



Wood Trim and Masonry Deterioration



Cornice Structure Failing



Squirrel Damage to Cornice



Damaged Ice & Snow Guards



Bird and Rodent Access to Attic

Failing Chimney Brick



Leaning Chimney



Damaged Flashing



Brick Veneer Failing



Falling Slate Roof Tiles



Cracked Chimney Removed



Chimney Wrap Failing

Water Infiltration



Leaks Causing Falling Plaster



Leaks Causing Peeling Paint



Leaks Causing Drooping Ceilings



Leaks At Side Entrance Vestibule

Challenge To Control Temperature



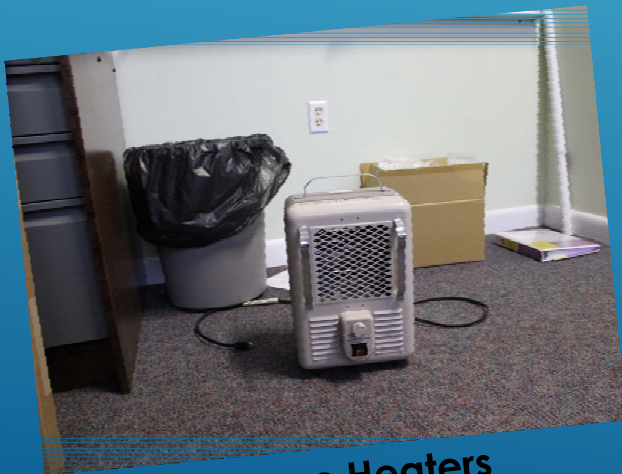
Use of many Window AC Units



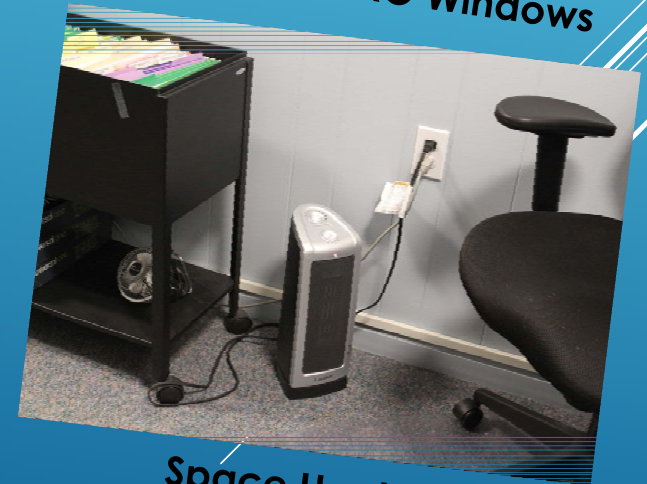
Rattling Drafting
Windows



Single Pane 123 YRO Windows



Space Heaters



Space Heaters

Poor Accessibility



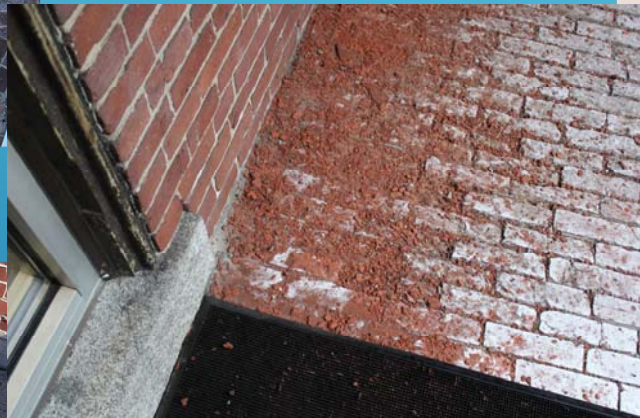
Falling Ice Snow Bricks & Slate



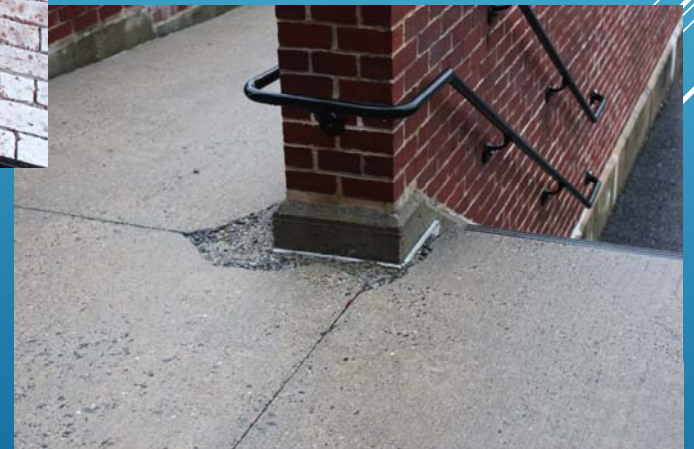
No Elevator



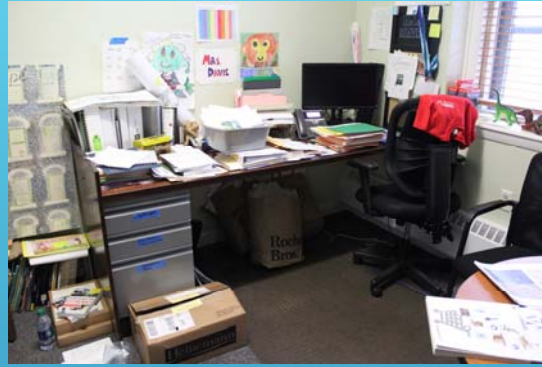
Handicap Ramp



Crumbling Brick Entry



Side Entrance



Insufficient Space & Storage – Office Sharing



Men's Room Conditions



Outdated Fixtures



Missing Tiles - Inadequate substrate



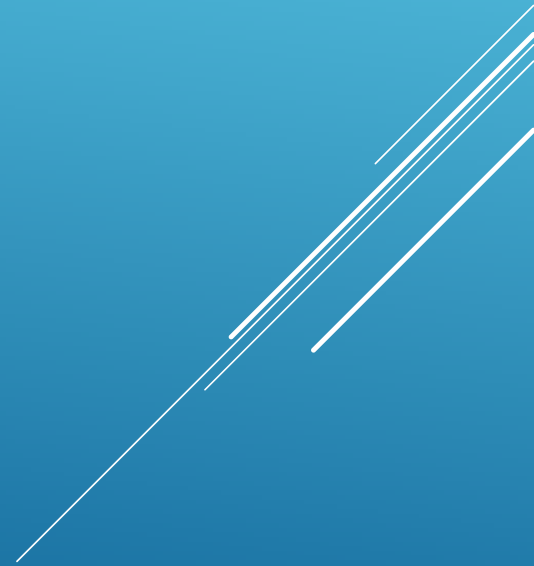
Tripping Hazards



Chipped Tile

FINANCIALS

ESTIMATED REPAIR COSTS



ESTIMATED REPAIR COSTS

	Item	Estimated Cost	Cumulative
	Building Envelope Items		
1	Chimney Repairs / Removal	\$ 19,800	19,800
2	Replace Roof with Fiberglass Shingles	\$ 361,500	381,300
3	Cornice Repair (ornamental wood at eaves)	\$ 60,000	441,300
4	Window Replacement	\$ 173,280	
5	Masonry Restoration (repointing brick veneer)	\$ 268,800	
7	Misc. Siding Replacement	\$ 18,000	
8	Replace Basement Bulkhead	\$ 24,000	
9	Repair Basement Side Access	\$ 29,040	
10	Repair Existing Ramps	\$ 97,080	
11	General Conditions	\$ 100,000	
	Sub Total	\$ 1,151,500	
*	30% Triggers ADA Items	\$430,563.90	
*	33% Triggers Sprinklers	\$473,620.29	

OPTIONS

❖ RENOVATE EXISTING FACILITY - \$4.5M

	ADA and Fire Code	Estimated Cost
12	ADA Compliance Items (elevators, ramps, entrance)	\$ 958,200
13	Fire Protection (sprinklers)	\$ 218,250
14	Contractor General Conditions 8 mos.	\$ 218,000
15	Soft Costs - arch design, contingency, relocation	\$ 1,170,444
16	Contingency for unforeseen items	\$ 381,893
17	Escalation for multi year phased project	\$ 351,341
	Sub Total	\$ 3,298,128
	Grand Total	\$ 4,449,628

OPTIONS

- ❖ **RENOVATE EXISTING FACILITY - \$4.5M**
 - ❖ Need to consider 12+ months of relocation, rental and moving expense
 - ❖ Renovation does not fix poor functionality or storage shortage
 - ❖ Addition of elevator removes usable space from footprint
- ❖ **LONG TERM LEASE / BUY EXISTING BUILDING**
- ❖ **BUILD NEW**
 - ❖ **Old Police Station discussion**

THANK YOU !

The image features a blue gradient background that transitions from a lighter shade at the top to a darker shade at the bottom. Several white diagonal lines of varying thickness and length are scattered across the right side of the image, creating a dynamic, modern feel.

Matters for Action
Old Business

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

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

SECTION J – STUDENTS

Section	Existing Policy	Proposed Change or New Policy
JI	<p>EXCLUSION FOR NON-SCHOOL RELATED CONCERNS</p> <p>No student shall be suspended, expelled, or otherwise disciplined on account of marriage, pregnancy, parenthood, or for conduct which is not connected with any school sponsored activities; provided, however, that in the case of a pregnant student, the School Committee may require that the student be under the supervision of a physician. (Added by St. 1974, c. 670; M.G.L. Chapter 71, Section 84).</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p>JI - STUDENT RIGHTS AND RESPONSIBILITIES</p> <p>The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.</p> <p>Among these rights and responsibilities are the following:</p> <ol style="list-style-type: none"> 1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others. 2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school. 3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure their rights. 4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights. 5. The right to privacy, which includes privacy with respect to the student's school records.

		<p>It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.</p> <p>Students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior.</p> <p>The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.</p> <p>SOURCE: MASC LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86</p>
JICC	<p>STUDENT TRANSPORTATION: DISCIPLINE</p> <p><u>Introduction:</u></p> <p>The purpose of this policy is to provide for safe and appropriate behavior on school buses at all times. In order to maintain safety in the vehicles, students are expected to maintain proper behavior at all times. Some school buses may be equipped with video cameras, and the video tapes may be used as evidence in disciplining students who misbehave on the bus.</p> <p><u>Misconduct:</u></p> <p>Misconduct on the school bus is prohibited at all times. Such misconduct includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Failure to remain seated when the bus is in motion • Whistling and/or shouting • Use of profanity, obscene language, or any language which harasses other students or which includes slurs based on race, religion, gender, 	<p>JICC (also EEAEC) - STUDENT CONDUCT ON SCHOOL BUSES</p> <p>The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.</p> <p>To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.</p> <p>SOURCE: MASC</p>

national origin, ethnic background or disability

- Smoking*
- Pushing, wrestling, fighting, or inflicting bodily harm
- Threatening other passengers, the driver, or disturbing their possessions
- Unnecessary talking to the driver
- Throwing objects within the bus or out of windows
- Climbing over or under seats
- Littering on the bus
- Putting anything, including body parts, out the window
- Defacing or damaging the bus
- Possession of a dangerous weapon, including but not limited to a knife or a gun
- Refusing to follow directions of the bus driver
- Possession or use of a controlled substance or alcohol

* The principal must be notified in

these cases.

Disciplinary Procedures:

When a bus driver believes that a student's behavior has violated this policy or created a safety hazard on the vehicle, the driver will take steps to stop the misbehavior immediately and to deter its reoccurrence. Such actions may include discussing the behavior with the student, assigning the student a permanent seat, and/or speaking to the student's parent(s) or guardian(s).

The driver may choose to involve the principal whenever he/she is unable to satisfactorily resolve the problem, or if the student's misconduct is serious enough to warrant action by a building principal. In such cases, the driver will complete a Bus Incident Report form provided by the school district. On

NOTE: The coding of this statement indicates that the identical policy is filed in the E (Support Services) section.

the form, the driver will note the specific violation and return it to the student's building principal for appropriate action.

First Infraction: The principal will meet with the student to discuss the violation and will keep a copy of the Bus Incident Report form on file.

Second Infraction: The principal will meet with the student to discuss the violations, will send the student's parent(s)/guardian(s) copies of the Bus Incident Report forms for this and the first infraction, and will notify in writing the student's parent(s)/guardian(s) of the violations and the consequences of a third disciplinary offense on a school bus. In addition, the principal will provide Hudson Public Schools' Administration Office with a copy of the written notification to the student's parent(s)/guardian(s).

Third Infraction: The principal will meet with the student and his/her parent(s)/guardian(s) to discuss the violations and will notify, in writing, the student's parent(s)/guardian(s) that the student's bus privileges have been suspended for three (3) days and that a fourth disciplinary infraction on a school bus will result in a five (5) day suspension of the student's bus privileges. In addition, the principal will provide Hudson Public Schools' Administration Office with a copy of the written notification to the student's parent(s)/guardian(s).

Fourth Infraction: The principal will meet with the student and his/her parent(s)/guardian(s) to discuss the violations and will provide the parent(s)/guardian(s) with written notification that the student's bus privileges have been suspended for five (5) days and that a fifth disciplinary infraction on a school bus will result in the suspension of the student's bus privileges for the remainder of the school year. In addition, the principal will provide Hudson Public Schools' Administration Office with a copy of the written notification to the student's parent(s)/guardian(s).

Fifth Infraction: The principal and the Superintendent of

	<p>Schools will meet with the student and his/her parent(s)/guardian(s) to discuss the violations and will suspend the student's bus privileges for the remainder of the school year.</p> <p>Nothing in this procedure will prevent a principal from suspending a student's bus privileges for the remainder of the school year for any offense, even a first offense, if the principal determines that such action is warranted.</p> <p>All disciplinary action will be subject to appropriate due process, including one level of appeal within the school administration (i.e., from driver to principal or a designee; from principal to the superintendent or a designee.)</p> <p>Adopted by the Hudson School Committee: August 22, 1995 Amended by the Hudson School Committee: February 15, 2012</p>	
JICF	<p>No Existing Policy</p>	<p>JICF - GANG ACTIVITY/SECRET SOCIETIES</p> <p>The goal of the School Committee is to keep District schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or their designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.</p> <p>The Superintendent may establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.</p> <p>The Superintendent may provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond</p>

appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or their designee as the need for it arises at individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

SECRET SOCIETIES

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

		SOURCE: MASC
JICFA	No Existing Policy	<p>JICFA - PROHIBITION OF HAZING</p> <p>In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.</p> <p>Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.</p> <p>Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.</p> <p>Any student who participates in the hazing of another student or other person may, upon the approval of the Principal, be suspended from school for up to ten (10) school days.</p> <p>Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.</p> <p>In all cases relating to hazing, students will receive procedural due process.</p> <p>SOURCE: MASC February 2019</p>

		LEGAL REF.: M.G.L. 269:17 , 18 , 19
JICFA-E	No Existing Policy	<p>JICFA-E - HAZING</p> <p><u>CH. 269, S.17. HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED</u></p> <p>Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.</p> <p>The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.</p> <p>Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.</p> <p><u>CH. 269, S.18. FAILURE TO REPORT HAZING</u></p> <p>Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or</p>

peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. COPY OF SECTIONS 17 TO 19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

		<p>Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.</p> <p>Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.</p> <p>SOURCE: MASC July 2018</p>
JICH	No Existing Policy	<p>JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED</p> <p>A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of</p>

alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance use disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L.[71:2A](#); [71:96](#); [71:97](#); [272:40A](#)

		<p>CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited</p> <p>GBEC, Drug Free Workplace Policy</p> <p>GBED, Tobacco use on School Property by Staff Members Prohibited</p> <p>IHAMB, Teaching About Drugs, Alcohol, and Tobacco</p>
JIH	No Existing Policy	<p>JIH - SEARCHES AND INTERROGATIONS</p> <p><u>Searches by Staff</u></p> <p>The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own property and school property.</p> <p>Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.</p> <p>Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school district to provide an atmosphere conducive to the educational process.</p> <p><u>Interrogations by Police</u></p>

		<p>The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:</p> <ol style="list-style-type: none"> 1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or their designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation. 2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials. <p>SOURCE: MASC February 2019</p>
JK	No Existing Policy	<p>JK - STUDENT CONDUCT</p> <p>The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.</p> <p>The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.</p>

		<p>The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.</p> <p>Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.</p> <p>If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.</p> <p>SOURCE: MASC</p> <p>Updated July 2014</p> <p>LEGAL REF.: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 71:37L; 76:16; 76:17 603 CMR 53.00</p>
JKA	<p>CORPORAL PUNISHMENT</p> <p>The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property, shall not include the right to inflict corporal punishment upon any student.</p> <p>Legal Ref.: General Laws, Chapter 71:37G.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p>JKA - CORPORAL PUNISHMENT</p> <p>State law provides that:</p> <p>The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.</p> <p>SOURCE: MASC</p> <p>LEGAL REF.: M.G.L. 71:37G</p>

JKD	<p>STUDENT DISCIPLINE GUIDELINES</p> <p>Each principal, in consultation with the school council, will develop guidelines for disciplining students ("Code of Conduct"). Such guidelines are subject to the approval of the Superintendent and must include the following:</p> <ol style="list-style-type: none"> 1. Notice of the types of conduct that are prohibited in the school setting. 2. The range of potential discipline that may be imposed for misconduct. 3. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and 4. Standards and procedures for suspending or expelling students. <p><u>Suspension and Expulsion Procedures</u></p> <p><u>In General</u></p> <p>Administrators at the building level may suspend students for all offenses in accordance with the school's student handbook. Only the School Committee, however, may expel students, unless the offense is one governed by M.G.L. ch. 71, Sections 37H or 37H1/2 (see below). Expulsion is defined as a student's permanent exclusion from the Hudson Public Schools.</p> <p>The School Committee shall consider the expulsion of a student as provided for in M.G.L. ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools. The School Committee will</p>	

adhere to the following procedures when considering expulsion of a student:

1. Prior to any School Committee decision to expel a student, the student will be provided with written notice of the following:
 - a. Reason for the student's possible expulsion, including a statement of the evidence against the student;
 - b. Date, time and location of the hearing;
 - c. Right at the hearing to be represented by legal counsel (at the student/parent's own expense), to present evidence and witnesses, and to cross-examine witnesses.
2. Hearings before the School Committee will be held in executive session unless the student or the parent requests that the hearing be open to the public. A stenographic or audiotape record of the hearing will be made.
3. Upon request, a student and/or parent may review the student's records in accordance with the Massachusetts Student Record Regulations or other applicable law.
4. The Committee's decision will be in writing and will state the controlling facts in sufficient detail to inform the parties of the basis for the decision.
5. If the Committee decides to expel the student but to allow the student to apply for readmission in the future, the Committee's decision will state any conditions that the student must fulfill before applying for readmission as well as the permitted date of application.

M.G.L. ch. 71, Sections 37H and 37H1/2

M.G.L. ch. 71, Section 37H authorizes a principal to expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- possession of a dangerous weapon including, but not limited to, a gun or knife.
- possession of a controlled substance (including

marijuana, cocaine, heroin)

- assault on educational staff, including threats, as defined in relevant statutes.

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal complaint if the principal determines that the student's continued presence in school would have "a substantial detrimental effect on the general welfare of the school." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school."

Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

Adopted by the Hudson School Committee: May 28, 2002

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

SECTION G – Personnel

Section	Existing Policy	Proposed Change or New Policy
GCBDB	<p>SICK LEAVE BANK FOR ADMINISTRATORS</p> <p>None</p>	<p style="text-align: center;">SICK LEAVE BANK FOR ADMINISTRATORS</p> <p>I. The creation of a “Sick Leave Bank” (hereafter called “bank”) for administrators is for the exclusive use of those members who have exhausted their accumulated and annual sick leave and who were enrolled in the “bank” in accordance with the provisions listed below:</p> <p>a. Individuals are eligible to join the “bank” only once per year, on September 30th. Failure to exercise one’s opportunity to enroll on or before that date shall mean that an applicant must wait until the next September 30th first in order to enroll.</p> <p>b. Membership shall continue from year to year, unless the individual submits a written notice of withdrawal to the Superintendent of Schools on or before September 30th of any year.</p> <p>c. An individual desiring to become a member of the “bank” shall notify the Superintendent of Schools, in writing, on or before September 30th or any subsequent September 30th, that he/she authorized the transfer or donation of one (1) day of his annual sick leave in order to fund the “bank” and become a member. The transferred days become the property of the “bank” and the donor forfeits any future claim to the days donated.</p> <p>d. The “bank” shall not exceed a total of one hundred and fifty</p>

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

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

III. The “bank” shall be administered by the Superintendent of Schools or his/her designee, one (1) member of the School Committee, and one (1) administrator. Sick leave days shall become immediately available to the employee upon approval of the Superintendent of Schools.

Applications can be denied if any of the following apply:

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

In instances where a disagreement occurs, the Superintendent shall make a recommendation to the School Committee concerning the award. The decisions of the School Committee shall be final and

		<p>binding, and not subject to appeal or grievance.</p> <p>IV. The initial grant of days from the “bank” shall not exceed fifteen (15) days. Upon completion of the initial grant, the Superintendent may extend the grant by up to an additional forty-five (45) days, based upon demonstrated need by the applicant. Further grants beyond the second grant require the approval of the Superintendent of Schools and an affirmative vote of the School Committee</p>
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JI - STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure their rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.

SOURCE: MASC

LEGAL REFS.: M.G.L. [71:37H](#); [71:82](#) through [71:86](#)

Adopted by Hudson School Committee: December 3, 2019

JICC (also [EEAEC](#)) - STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC

NOTE: The coding of this statement indicates that the identical policy is filed in the E (Support Services) section.

Adopted by Hudson School Committee: December 3, 2019

JICF - GANG ACTIVITY/SECRET SOCIETIES

The goal of the School Committee is to keep District schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or their designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent may establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent may provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or their designee as the need for it arises at individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

SECRET SOCIETIES

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

SOURCE: MASC

Adopted by Hudson School Committee: December 3, 2019

JICFA - PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Principal, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC February 2019

Adopted by Hudson School Committee: December 3, 2019

JICFA-E - HAZING

CH. 269, S.17. HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. FAILURE TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. COPY OF SECTIONS 17 TO 19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or

organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

SOURCE: MASC July 2018

Adopted by Hudson School Committee: December 3, 2019

JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance use disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. [71:2A](#); [71:96](#); [71:97](#); [272:40A](#)

CROSS REFS.: [ADC](#), Tobacco Products on School Premises Prohibited

[GBEC](#), Drug Free Workplace Policy

[GBED](#), Tobacco use on School Property by Staff Members Prohibited

[IHAMB](#), Teaching About Drugs, Alcohol, and Tobacco

Adopted by Hudson School Committee: December 3, 2019

JIH - SEARCHES AND INTERROGATIONS

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own property and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school district to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or their designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC February 2019

Adopted by Hudson School Committee: December 3, 2019

JK - STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

Updated July 2014

LEGAL REF.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [71:37L](#); [76:16](#); [76:17](#) 603 CMR [53.00](#)

Adopted by Hudson School Committee: December 3, 2019

JKA - CORPORAL PUNISHMENT

State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37G](#)

Adopted by Hudson School Committee: December 3, 2019

DRAFT

GCBDB- SICK LEAVE BANK FOR ADMINISTRATORS

- I. The creation of a “Sick Leave Bank” (hereafter called “bank”) for administrators is for the exclusive use of those members who have exhausted their accumulated and annual sick leave and who were enrolled in the “bank” in accordance with the provisions listed below:
- a. Individuals are eligible to join the “bank” only once per year, on September 30th. Failure to exercise one’s opportunity to enroll on or before that date shall mean that an applicant must wait until the next September 30th first in order to enroll.
 - b. Membership shall continue from year to year, unless the individual submits a written notice of withdrawal to the Superintendent of Schools on or before September 30th of any year.
 - c. An individual desiring to become a member of the “bank” shall notify the Superintendent of Schools, in writing, on or before September 30th or any subsequent September 30th, that he/she authorized the transfer or donation of one (1) day of his annual sick leave in order to fund the “bank” and become a member. The transferred days become the property of the “bank” and the donor forfeits any future claim to the days donated.
 - d. The “bank” shall not exceed a total of one hundred and fifty (150) days by the number of days donated by new members joining as of an enrollment date, However, if the number of days in the “bank” falls below fifty (50) days, once that figure is reached, each member shall be assessed one (1) additional sick day beyond his/her initial contribution made under section (c) above. All unused days shall remain in the “bank” unless the Superintendent of Schools recommends to the School Committee that the “bank” cease to exist.
- II. Those days set aside in the “bank will be used to provide employee members of the ‘bank” extended sick leave at full pay upon exhaustion of their own individual sick leave, both annual and accumulated. No days may be withdrawn from the “bank” for use for any illness other than prolonged illness or accident of the member of the “bank”. Days may not be withdrawn to permit an individual to stay at home to care for a member in his/her immediate family. Sick days withdrawn from the “bank” will be actual working days on which the employee would have normally been working. Holidays, weekends, end vacation days are hereby specifically excluded,
- III. The “bank” shall be administered by the Superintendent of Schools or his/her designee, one (1) member of the School Committee, and one (1) administrator. Sick leave

days shall become immediately available to the employee upon approval of the Superintendent of Schools.

binding, and not subject to appeal or grievance.

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

Adopted by Hudson School Committee:

December 3, 2019

DRAFT

Matters for Action
New Business

1. Approval of FY20 increase of \$17,968 to the Adult Learning Center Grant



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

November 19, 2019

Marco C. Rodrigues, Ed. D.
Superintendent Hudson Public Schools
155 Apsley Street
Hudson, MA 01749

Dear Dr. Rodrigues:

I am pleased to inform you that Hudson Public Schools is eligible for an FY20 increase of **\$17,968** for your CALC program. The increase is the result of the following:

- To address working conditions, Hudson Public Schools will receive **\$10,968** which is a 3% increase to FY20 base funding of \$365,595. These funds are only for increased salary rates, fringe benefits, or increased hours and cannot be used for any other purpose.
- Your CALC grant will also receive an additional **\$2,000** to support data collection, entry, and analysis. Programs have the flexibility to use these funds for a wide range of costs, such as a new computer or staff hours to attend training or collect and enter data.
- Finally, Hudson Public Schools will receive **\$5,000** in MSG performance incentive funds. Programs whose MSG was between 101% and 149% of their FY19 MSG target will receive performance incentive funds of \$5,000. Programs with MSG of 150% and above will receive \$7,000 in incentive funds.

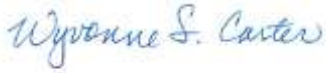
The data requirements allowance and the working conditions increase will result in a higher cost-per-seat and will be the basis for FY21 funding. There is no indication that there will be similar increases in future. MSG incentive increases apply to the current year. However, for the remainder of the funding cycle, ACLS plans to reward programs that exceed their MSG targets.

Programs can decline all or part of the award. FY21 cost-per-seat rates will increase as if you had accepted the additional funds. By accepting the increased award, you are committing to expending the funds consistent with the approved budget. If you choose to accept these funds, you must submit revised budgets to your ACLS Program Specialist for preapproval before amending in EdGrants. A revised Table 1 will be posted shortly.

While these increases may not fully offset the costs programs have absorbed this year, I trust they will

help relieve many of the pressures programs endured.

Sincerely,

A handwritten signature in blue ink that reads "Wyvonne S. Carter". The signature is written in a cursive style.

Wyvonne Stevens-Carter
Adult Education State Director

c: Dana Varzan-Parker, ACLS Program Specialist
Karl Baldrate, Hudson Public Schools AE Program Director
Sharon Gooch-Zebal, Hudson Public Schools Grants and Accounting Specialist

Hudson Public Schools
FY20 Grant and Gift Presentation Summary

AGENT	Awarding Agency	TYPE	FY20 GRANT YEAR / GRANT NAME	BRIEF DESCRIPTION OF AWARD	TOTAL AWARD
Federal	MA DOE	Entitlement	20-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 310,461.00
Federal	MA DOE	Entitlement	20-140 Title II	Title II, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	\$ 61,539.00
Federal	MA DOE	Entitlement	20-180 Title III	Title III of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English Learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,412.00
Federal	MA DOE	Entitlement	20-309 Title IV	Title IV, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity and help ensure that all students have equitable access to high quality educational experiences.	\$ 17,353.00
State	MA Office of Public Safety & Research	Competitive	20-Safer Schools and Communities	Hudson has been awarded this grant to update and / or replace the security access, locks, keypads, and software technology at Hudson High School.	\$ 60,000.00
Federal	MA DOE	Entitlement	20-240 SPED IDEA	The purpose of this Federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 719,820.00
Federal	MA DOE	Entitlement	20-262 SPED Early Childhood Education	The purpose of this Federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,616.00
State	MA DOE	Competitive	20-734 Early Grade Literacy	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farley, Forest and Mulready elementary schools.	\$ 18,000.00
Corporate	Grant	Competitive	Avidia Bank Charitable Foundation	This grant, renewable since 2012, funds an advanced ESOL class each year running from January - June @ Hudson High School as part of their Community Partnerships program.	\$ 4,000.00
Corporate	Grant	Competitive	New England Dairy & Food Council -- Fuel Up to Play 60	This grant is a joint grant with Food Services and Athletics supporting Breakfast / Exercise programs at Farley and QMS.	\$ 5,525.00
Corporate	Grant	Competitive	Mass Cultural Council - Big Yellow Bus Grants	We have received two grants, QMS and FOR, to date for FY20. Each \$250 grant is given to offset transportation field trip costs. Each individual Hudson school can apply per year.	\$ 500.00
State	Grant	Competitive	MA Adult Learning Center (ADL)	The FY20 ADL grant was previously presented to the School Committee this past spring for \$365,595. Earlier this month, we received an additional allocation of \$17,968 for the FY20 grant. Funds will be used to increase teaching and PD hours.	\$ 383,563.00
				TOTAL GRANTS:	\$ 1,663,789.00

**Hudson Public Schools
FY20 Grant and Gift Presentation Summary**

			FY20 GIFTS TO HUDSON PUBLIC SCHOOLS	DISTRICT OR PER SCHOOL ALLOCATION	\$ Gift Amount
Corporate	Sponsor	Corporate	Alliance Energy, LLC	Local Gas Station Rewards Program - Donation to be used within Hudson High School Science Program	\$ 500.00
Corporate	Corporate	Recognition	FHL Bank - Boston / New England Partnerships on Behalf of Avidia Bank.	Recommend by Avidia Bank, Hudson is presented to Hudson Adult Learning Center in recognition of the important work in the Hudson community.	\$ 1,000.00
Corporate	Foundation	Foundation	Best Buddies / Quinn Home & School	Gift to SEPAC Hudson to support stipend and program costs for Best Buddies program at Quinn Middle School.	\$ 2,000.00
TOTAL GIFTS:					\$ 3,500.00
			FY20 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
Estate	Corporate		The Thomas Hamilton Estate	Additional proceeds from The Thomas Hamilton Estate.	\$ 1,006.50
TOTAL SCHOLARSHIPS:					\$ 1,006.50
SCHOOL COMMITTEE PRESENTATIONS GRAND TOTAL:					\$ 1,668,295.50

Matters for Action
New Business

2. Reclassification of Funds

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

FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019
To: Ruifan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number 1	From:	<u>Account Number</u> <u>3305</u>	<u>Account Description</u> <u>FY19 GR240 Sped Idea Allocation</u>	<u>Amount</u> <u>(1,552.92)</u>	<u>Amount</u>
	To:	<u>Account Number</u> <u>3309</u>	<u>Account Description</u> <u>GR19-262 Sped Early Childhood Instruc Supply</u>		<u>\$ 1,552.92</u>
Payment Adjustment Number 2	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
Payment Adjustment Number 3	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
Payment Adjustment Number 4	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
				Page Total :	<u>\$ (1,552.92) \$ 1,552.92</u>

[Signature] 11/25/19
Authorized Signature

Prepared by: Sebrina Anderson

Authorized Signature(s):

Reason for reclassification:
To reclassify PO200671 from 19-240 grant to 19-262 grant

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

File: Adjustment Forms (white)

Posting Date:

Batch/Block:

FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number 1	From:	<u>Account Number</u> <u>0537</u>	<u>Account Description</u> <u>Supt General Supplies</u>	<u>Amount</u> <u>(1,299.11)</u>	<u>Amount</u>
	To:	<u>Account Number</u> <u>0562</u>	<u>Account Description</u> <u>Telephones</u>		<u>\$ 1,299.11</u>

Payment Adjustment Number 2	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>

Payment Adjustment Number 3	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>

Payment Adjustment Number 4	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>

Page Total : \$ (1,299.11) \$ 1,299.11

Boyle 11/25/19
Authorized Signature

Prepared by: Sebrina Anderson

Authorized Signature(s):

Reason for reclassification:
To reclassify PO200496 from 0537 to 0562

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

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


FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019
To: Ruifan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number	From:	Account Number	Account Description	Amount	Amount
Number 1		<u>561</u>	<u>Rental of Equipment</u>	<u>(943.83)</u>	
	To:	<u>1296</u>	<u>Rental/Lease of Equipment</u>		<u>\$ 943.83</u>
Number 2	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
Number 3	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
Number 4	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
				Page Total :	<u>\$ (943.83) \$ 943.83</u>

 11/25/19
Authorized Signature

Prepared by: Sebrina Anderson

Authorized Signature(s):

Reason for reclassification:
To reclassify PO200007 from 0561 to 1296

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

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

FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019
To: Ruifan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number	From: Account Number	Account Description	Amount	Amount
Number 1	1296	Rental/Lease of Equipment	(3,360.00)	
	To: 569	Service Contracts		\$ 3,360.00
Number 2			\$	
	To:			\$
Number 3			\$ 0.00	
	To:			\$
Number 4			\$ 0.00	
	To:			\$

Page Total : \$ (3,360.00) \$ 3,360.00

Authorized Signature

Prepared by: Sebrina Anderson

Authorized Signature(s):

Reason for reclassification:
To reclassify PO200502 from 1296 to 0569

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

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


FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019
To: Ruifan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number 1	From:	<u>Account Number 0570</u>	<u>Account Description Building</u>	<u>Amount (1,700.00)</u>	
	To:	<u>Account Number 569</u>	<u>Account Description Service Contracts</u>		<u>\$ 1,700.00</u>
Payment Adjustment Number 2	From:	<u>Account Number 0570</u>	<u>Account Description Building</u>	<u>\$ (1,000.00)</u>	
	To:	<u>Account Number 569</u>	<u>Account Description Service Contracts</u>		<u>\$ 1,000.00</u>
Payment Adjustment Number 3	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
Payment Adjustment Number 4	From:	<u>Account Number</u>	<u>Account Description</u>	<u>\$ 0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		<u>\$</u>
				Page Total :	<u>\$ (2,700.00) \$ 2,700.00</u>

 11/25/19
Authorized Signature

Prepared by: Sabrina Anderson

Authorized Signature(s):

Reason for reclassification:
To reclassify PO200500 from 0570 to 0569 \$1,000.00 and reclass PO200594 from 0570 to 0569 \$1,700.00

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

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

FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019
To: Ruifan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number 1	From:	<u>Account Number</u> <u>0540</u>	<u>Account Description</u> <u>PD Conference Expense Superintendent</u>	\$	<u>Amount</u> <u>(790.00)</u>	<u>Amount</u>
	To:	<u>Account Number</u> <u>0532</u>	<u>Account Description</u> <u>School Committee Professional Development</u>		\$	<u>790.00</u>
Payment Adjustment Number 2	From:	<u>Account Number</u>	<u>Account Description</u>	\$	<u>0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		\$	
Payment Adjustment Number 3	From:	<u>Account Number</u>	<u>Account Description</u>	\$	<u>0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		\$	
Payment Adjustment Number 4	From:	<u>Account Number</u>	<u>Account Description</u>	\$	<u>0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>		\$	
				Page Total :	\$ <u>(790.00)</u>	\$ <u>790.00</u>


Authorized Signature

Prepared by: Sabrina M. Anderson

Authorized Signature(s):

Reason for reclassification:
To reclassify a portion of PO200037 from Superintendent to school committee

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

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

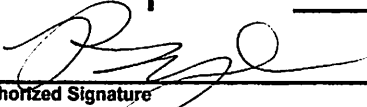
FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019
To: Rulfan Zhang, Assistant Finance Director
From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number 1	From:	<u>Account Number 1268</u>	<u>Account Description Supt Collaborative Memberships</u>	\$	<u>(300.00)</u>	Amount
	To:	<u>Account Number 534</u>	<u>Account Description Supt. Professional Dues</u>			\$ <u>300.00</u> Amount
Payment Adjustment Number 2	From:	<u>Account Number 1268</u>	<u>Account Description Supt Collaborative Memberships</u>	\$	<u>(125.00)</u>	
	To:	<u>Account Number 534</u>	<u>Account Description Supt. Professional Dues</u>			\$ <u>125.00</u>
Payment Adjustment Number 3	From:	<u>Account Number</u>	<u>Account Description</u>	\$	<u>0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>			\$ <u> </u>
Payment Adjustment Number 4	From:	<u>Account Number</u>	<u>Account Description</u>	\$	<u>0.00</u>	
	To:	<u>Account Number</u>	<u>Account Description</u>			\$ <u> </u>
				Page Total :	\$ <u>(425.00)</u>	\$ <u>425.00</u>


Authorized Signature

Prepared by: Sharon J. Gooch-Zebal

Authorized Signature(s):

Reason for reclassification:
To reclassify a portion of PO201023 and PO 200748 from collaborative to memberships

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

Posting Date:

Batch/Block :

FY20

PAYMENT Adjustment Request

Date: Tuesday, December 3, 2019

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

Payment Adjustment Number	From:	Account Number	Account Description	Amount	Amount
Number 1		<u>577</u>	<u>Day School</u>	\$ <u>(6,732.00)</u>	
	To:	<u>3701</u>	<u>20-240 IDEA Grant</u>		\$ <u>6,732.00</u>
Number 2		<u>577</u>	<u>Day School</u>	\$ <u>(12,074.00)</u>	
	To:	<u>3701</u>	<u>20-240 IDEA Grant</u>		\$ <u>12,074.00</u>
Number 3				\$ <u>0.00</u>	
	To:				\$ <u>0.00</u>
Number 4				\$ <u>0.00</u>	
	To:				\$ <u>0.00</u>
				Page Total :	\$ <u>(18,806.00)</u> \$ <u>18,806.00</u>

[Signature] 11/14/19
Authorized Signature

Prepared by: Sharon J. Gooch-Zebal

Authorized Signature(s):

Reason for reclassification:
To reclassify a portion of PO200971 & PO 200982 from Day tuitions to the 20-240 IDEA Grant

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