

HUDSON SCHOOL COMMITTEE
October 22, 2019
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: October 8, 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

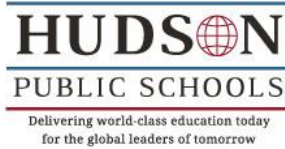
- a) Report of the Superintendent: School Improvement Plans
- b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 1. Staff and Parent Listening Sessions
 2. Leadership Team Communication Plan

VI. Matters for Action:

- a) Old Business
 1. Approval of 2019 MASC Resolutions
- b) New Business
 1. Approval of Contract with New England School Services, Inc. in the amount of \$13,660.00 for contracted services for removal and replacement of outside double- door, frame, and transom at the Farley Elementary School.



2. Approval of Contract with the Madison Corporation – DBA Warren Security in the amount of \$44,500 to upgrade the Door Access Control Security System at Hudson High School.
3. Approval of Contract with Signet Security Systems Inc. in the amount of \$19,250.00 for equipment and installation of additional security cameras at Quinn Middle School.
4. Approval of FY20 Mass Cultural Grant in the amount of \$250.00 for Forest Avenue Elementary and \$250.00 for Quinn Middle School.

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: October 8, 2019

**Hudson School Committee
Open Session Minutes**

Meeting Date: October 8, 2019

Location: 155 Aspley Street

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

Members absent: Rebecca Weksner

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

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

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

II. Approval of Minutes:

Regular Meeting: September 24, 2019

A motion to approve the revised minutes of September 24, 2019 was made by Ms. Tousignant Dufour and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

III. Public Participation:

none

IV. Reports and Presentations

Report of the Superintendent: District Accountability, Data Report & MCAS Results

Dr. Rodrigues described the new accountability system, now in its second year. He stated that it was important to remember that the achievement results reflect a new cohort of students. This was the first year of computer based testing in Grade 3. This was the first year of the next generation test for Grade 10 ELA and Math, therefore comparisons may not be made to last year's results. There is a new categorization of schools and districts, previously there were two categories and now there are four categories each having a band of 25 percentage points. The performance toward target is calculated on two years of data (2018 and 2019). The District and each of our schools have been classified as "Not Requiring Assistance or Intervention".

Dr. Rodrigues presented the results with the following highlights:

District Accountability Report

Accountability Results for 2018 and 2019 were presented. The cumulative of the two years based on the formula was 47%. This is a broad overview and uses indicators such as

attendance, Advanced Placement courses taken, and high school completion rates. In each area if there is a decline, a score of 0 is given, no change a score of 1, improvement a score of 2, meeting target a score of 3, and exceeding target a score of 4.

Discussion ensued about the extended engagement rate and 4 and 5 year cohort graduation rates. Mr. Tracy asked if there has been clarification from the state on how absenteeism is tracked. Dr. Rodrigues stated that we only provide excused and unexcused. He went on to say that anything over 10% (18 days) is characterized as chronic. The district has a significant number of students with 18+absences. We are working through SIMS to ensure that the state gets the correct data.

Transitions Threshold

We have examined students close to moving from one level of achievement to the next. There were 205 students in ELA, 217 students in Math, and 23 students in Science that scored in the range of 461-469. This falls into the not meeting expectations range. With just a few more points, these scores would have been bumped into the partially meeting expectations range. Dr. Rodrigues stated that these are pockets that need to be looked at to find the main reasons these students did not achieve the next level.

Mr. Smith asked if we look at groups low in the range to make sure they are not sliding back. Dr. Rodrigues stated that the state prepares a report for us on the bottom quartile. We will be using this to digest the data properly so we know who these students are and what their needs are.

2019 MCAS Results Grades 3-8

Dr. Rodrigues presented bar graphs comparing three years of data for grades 3-8. He reported that there were marginal changes in ELA and Math.

Subgroups Analysis

For students with disabilities, there was a slight improvement in ELA, but a decline in Mathematics.

For English Language Learners, there was some forward movement in ELA, and decline in Mathematics for English Language Learners.

For the High Needs group, which consists of English Language Learners, students with disabilities, and low-income students combined, there was some forward movement in both ELA and Mathematics.

2019 MCAS results grade 10

Dr. Rodrigues stated that this year cannot be compared to last year because these are results for two different tests. He went on to say there were consistent levels of achievement.

For students with disabilities and the high needs subgroup the results were similar. English Learner results were not reported because there were less than 20 students.

This was the first year of implementation of the next generation test in Science for Grades 5-8, so comparisons cannot be made between 2018 and 2019.

Grade 10 science is still using the legacy test and results are comparable to last year.

For students with disabilities there was a decline in science particularly in Grade 10. For the high needs group there was decline in science scores in Grade 10.

Mr. Tracy asked how much the data tells us about the program versus the students when you have different cohorts of students moving through. Dr. Rodrigues stated that our approach is to identify the gaps in the standards. If there is a pattern of standards that are areas of difficulty, we need to dissect and understand the reasons why.

Discussion ensued about the difficulty of digesting the data because we do not have the history since it is a new test. Dr. Rodrigues stated that dissecting last year's data allows us to inform this year's practices.

Mr. Smith asked if we use other districts' data to inform changes we may make. Dr. Rodrigues stated that we do not go looking for this and that each district has its own makeup. For us, we look internally at our practices and curriculum model. He went on to say that our Curriculum Directors do network with their colleagues in other districts.

Grade 3-8 Highlights

- 51% of students met or exceeded expectations in ELA with grades 3 and 4 having highest proportion of meeting and exceeding expectations, 57% and 53% respectively
- Grade 3 experienced an 11 percentage point increase in the average scaled scores since 2017
- In Mathematics, students in grades 3, 4, and 7 had the highest proportion of students meeting or exceeding expectations.

Elementary Highlights

- At Farley, there was the following highlight:
 - 53% of students in grade 4 met or exceeded expectations, a 7% increase from 2018
- At Forest Ave, there were the following highlights:
 - 74% of students in grade 3 met or exceeded expectations in ELA (16% increase from 2018)
 - 56% of students in grade 4 met or exceeded expectations in ELA (10% increase from 2018)
 - 72% of students in grade 3 met or exceeded expectations in Mathematics (6% increase from 2018)
- At Mulready Elementary, there were the following highlights:
 - 54% of students in grade 3 met or exceeded expectations in ELA (7% increase from 2018)
 - 65% of students in grade 3 met or exceeded expectations in Mathematics (5% increase from 2018)

Discussion ensued about tracking cohorts from grade to grade.

Secondary Highlights

- At Quinn Middle School there were the following highlights:
 - 49% of student in Grade 5 met or exceeded expectations in ELA (2% increase from 2018)
 - Students in grades 5-7, demonstrated as a cohort, an increase in meeting or exceeding expectations in Mathematics from 36% to 54%
 - 50% of students in grade 5 met or exceeded expectations in Science. Additionally, they superseded the State.

- At Hudson High School there were the following highlights:
 - 51% of students in Grade 8 met or exceeded expectations in ELA
 - 64% of students in Grade 10 met or exceeded expectations in ELA
 - 60% of students in Grade 10 met or exceeded expectations in Math
 - Average scaled scores in Grade 10 superseded State averages in both ELA and Math

Dr. Rodrigues reported that there is a discrepancy in most of the graphs of one percentage point. After interacting with the state, we were informed the discrepancy it is due to rounding. This will be fixed over time.

There is also a discrepancy in the Student Growth Percentile (SGP) graphs. When the data is downloaded to an excel spreadsheet the data changes.

Dr. Rodrigues presented Student Growth Percentile (SGP) charts for English Language Arts and Mathematics. The Student Growth Percentiles look at how students are growing over time. This looks at cohorts of students of the same profile who achieve particular scaled scores at different times. Dr. Rodrigues reported that we continue to see a variation of high growth the low growth. In mathematics, students in grades 5 and 8 had the greatest proportion of students with very low growth. We will be exploring why these grades are in the low range of growth percentile.

Mr. Maston asked if there was something significant about Grade 8.

Discussion ensued about transition years, whether there are other districts with a similar grade setup, and if this is a factor.

Discussion ensued about the next steps for the data dive, and how the Committee will get visibility to the output.

Subcommittee Reports

Budget Subcommittee

none

Policy Subcommittee

Mr. Smith stated that the Policy Subcommittee would meet in 2 weeks.

Strategic Goals Subcommittee

none

Superintendent's Evaluation Subcommittee

None

Mr. Maston noted that there is a Buildings and Grounds Subcommittee scheduled for the end of the month to start the conversation about what to do about the Apsley St. building.

Student Report Caitlin Reagan

Caitlin Reagan, student representative, gave the student report with the following highlights:

- Colorcycle Program: The community council will be working with the principals at the other schools to try to implement this program across the other schools in the district.
- Activities bulletin board: Space has been found in the cafeteria. Community council would like to alter the Educator of the Month program. In November, they would like to use the board for students to write notes of Thanksgiving on turkeys to teachers. The community council would review all notes before they are posted. This could also be a fundraiser. Repeating this in May for teacher appreciation has also been discussed.
- This week is Spirit week at Hudson High School.
 - Each day has a different team.
 - Penny Wars is going on during spirit week again this year. The goal is to build community and proceeds raised would go to another water fountain in G pod.
 - The Homecoming Rally is this Thursday.
- Homecoming dance is now scheduled for Nov 16.
- The Junior and Senior classes now have class advisors.
- The Junior Prom is scheduled for May 15, 2020.
- The Community Council would like to get a new electronic marquis for outside the High School.
- Math center is starting after school on Tuesdays 2-3 p.m. This is open to any student who needs help in any math class.
- There will be a Principal's Coffee Thursday at 6:30 p.m. in the library.
- There will be a Red Cross Blood Drive at Hudson High on October 15.
- The yearbook committee has begun work on the class of 2020's yearbook.
- ARC is still a concern of the student body. They are happy that negotiations are ongoing and are hopeful that ARC will happen.

V.

Matters for Discussion:

a) Old Business

b) New Business

1. **Discussion of 2019 MASC Resolutions**

Mr. Maston stated that we would be presenting the resolutions this week and vote on them at the next meeting.

Mr. Maston asked Mr. Smith if he was comfortable with the revisions to the Transportation Resolution. Mr. Smith stated the

only addition was a reference to Massachusetts General Law. He went on to say he did not have any major concerns.

Discussion ensued about the general nature of the resolutions.

Discussion ensued about Resolution 2, eliminating the MTEL exam. Dr. Rodrigues stated that MTEL has been an issue in getting dedicated, qualified people. He went on to say it could be modified and have a different slant of expectations, with more emphasis on teaching and learning.

Discussion ensued about the test and the discrepancies on what is tested on for different licenses.

Mr. Smith asked if there is data on diversity. Dr. Rodrigues said that data does exist. Discussion ensued about bias on standardized tests. Dr. Rodrigues stated that currently this is not a problem for Hudson but could potentially be one next year when we start to hire for the Dual Language Program.

VI. **Matters for Action:**

a) Old Business

1. **Approval of FY20 Budget Stabilization Plan**

Dr. Rodrigues stated that there had been two different scenarios provided for how to utilize the balance. Scenario A would split the overage between FY21 and FY22 equally. Scenario B would frontload FY21 to take care of the carry over and the balance would go to FY22.

Dr. Rodrigues recommended Scenario A. Discussion ensued.

A motion to approve the FY20 Budget Stabilization Plan Scenario A was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 6-0, the motion passed.

b) New Business

Approval of Quinn Home and School Gift to the Hudson SEPAC/ Best Buddies Program in the amount of \$2000.00

Dr. Rodrigues recognized Ms. Cheryl Langill for her hard work in making this happen. Mr. Smith commended everyone working together to support the students.

A motion to approve the Quinn Home and School Gift to the Hudson SEPAC/ Best Buddies Program was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

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

Not Approved

Ms. Ryan stated that the Mulready fun run was held last Thursday. The original goal was \$20,000. She reported that \$35,000 was raised. She expressed a big thanks to everyone involved.

Mr. Smith asked if we can dive in on the absenteeism issue. He asked specifically about how to clarify chronic absences versus students that are traveling and/or sick. He asked if there could be an opportunity to earn time back. Discussion ensued about the intent of the DESE absenteeism. Dr. Rodrigues stated that we are reviewing the attendance policy, procedures, and guidelines associated with it. He also stated that we are paying very close attention to how absences are coded.

Mr. Smith asked if the Parent Forum scheduled for October 15 is still on. Dr. Rodrigues confirmed that it was and that there would be a quick presentation on student discipline.

VIII. Executive Session

At 8:28 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. Ryan. On a vote of 6-0, the motion passed.

Respectfully submitted,

Michele Tousignant Dufour, Secretary
Hudson School Committee

Report of the Superintendent

- School Improvement Plans

**C.A. FARLEY
ELEMENTARY SCHOOL**



**School Improvement Plan
2019-2020**

C.A. FARLEY ELEMENTARY SCHOOL IMPROVEMENT PLAN

2019-2020

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal # 1: Build experiences that demonstrate diverse student centered instructional practices</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Identify and learn 3-5 research based instructional practices that involve all content areas. • Create a targeted professional development plan building expertise in selected evidence-based practices. • Create an internal accountability system (inspect what we expect).
	<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • 3-5 evidence based instructional practices will be identified by December, 2019 • Buy-in for an internal accountability system that all stakeholders will use
	<p><i>Short-Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences • Professional development needs identified for year 2 of implementation • Accountability system created by February, 2020 to monitor the effectiveness of instructional practices
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>
<ul style="list-style-type: none"> • All stakeholders will identify, learn and begin to use effective evidence-based instructional practices, in all areas of the school, to meet the needs of each student. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #1 High Quality Instructional Practice Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal #2: Build the capacity of staff to analyze data, through a reflective cycle of inquiry, to inform instruction for all students.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Define what data is and how to explicitly use it to drive instruction. • Develop methods of reflection using the specific protocol, “cycle of inquiry,” developed by ELEVATE • Internal and External SMARTe goals will be developed to measure student growth • Identify protocols to review data sources • Provide staff with the necessary professional development on how to adjust instruction based on student data
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Creation of data sources that support evidence based practices by December, 2019 • A central place, will be identified, where data will be displayed for staff
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • All staff will regularly reflect on data during all meetings by February, 2020 • Staff will be able to identify areas of need for students based of reflection of data throughout the 2019/2020 school year
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • Educators will adjust their instructional practices based on the reflection of data, to meet the needs of all students. • Additional structures for student improvement will be decided, based on student growth towards building instructional focus as measured by SMARTe goals. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #4 Climate and Culture Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>
	<p>Goal #3: Effective Communication and collaboration amongst all staff</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> Professional development for understanding how effective teams collaborate Understanding and participating in the deeper norms of collaboration Build trust and develop strategies to work through vulnerabilities Communication protocol, based on feedback from district Climate and Culture Survey, will be developed
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> Norms of collaboration practiced at all Common Planning Time, Data teams, principal's meetings, and coaching meetings Communication to all stakeholders delivered in a timely manner
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> Embedded norms in collaborative discussions throughout the 2019/2020 school year Teams will hold each other mutually accountable for meeting norms and outcomes at all meetings during the 2019/2020 school year Communication relevant to select groups will be evident throughout the 2019/2020 school year
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> Staff will openly and effectively communicate and collaborate to improve instructional practices to increase student achievement in relation to the 3-5 research based instructional practices All stakeholders will have received updates regarding relevant information needed for their specific role in the school community 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective#2: Educating the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal #4: Establish a social-emotional curriculum to ensure a positive learning community</p>
	<p>Activities: (Steps to be taken to implement plan)</p> <ul style="list-style-type: none"> • Identify individual students' needs from data gathered using ISS form • Develop a plan to implement specific changes to existing school structures to make them more comprehensive for students • Through the work of MTSS engage in a discussion of tiers of support • Provide staff with professional development around best practices for providing supports for all students around social/emotional concerns • Clinician provided through 366 Grant will provide in school therapeutic support for students in need
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p> <ul style="list-style-type: none"> • Staff will share best practices around the use of social emotional learning in their own classrooms • Students will participate in small group and individual therapeutic sessions
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p> <ul style="list-style-type: none"> • December 2019/March 2019 staff will implement new strategies around social emotional learning in their classrooms learned through sharing of best practices • Students receiving therapeutic interventions will show growth in positive social emotional interactions with peers and adults by December 2019
	<p>Final Outcomes (annual targets for student performance outcomes)</p> <ul style="list-style-type: none"> • All staff will have developed a repertoire of skills to support students social emotional growth • Students will develop appropriate strategies to promote healthy peer and adult relationships in all areas of the school

Forest Avenue School Improvement Plan 2019 - 2020



Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal # 1: Maintain a high functioning building level Instructional Leadership Team to support the implementation of the school-wide measurable instructional focus.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Meet 2 times per month as an ILT with the goal of looking at school-wide data to inform next steps. • Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. • Create a School Improvement Plan that matches the District Improvement Plan. • Implement a school-wide instructional focus. • Create a targeted professional development plan which builds expertise in selected evidence-based practices. • Identify 3-5 evidence-based instructional practices which support our school-wide instructional focus • Implement at least one of the evidence-based practices in every classroom with every student • Create an internal accountability system. • Create at least one school-wide SMARTe goal. One around a state-wide measure and possibly a second one around a local, internal measure of student performance. • Create a targeted plan to engage families and the community to support the school-wide instructional focus.
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • ILT agenda, meeting notes and newsletter • Whole staff participation (staff meetings) • Identified SIP with school-wide instructional focus • Identified professional development plan • Identify internal accountability system
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • From winter-spring, school-wide focus is evident throughout the building in at least 50% of experiences. • Professional development needs identified for implementation • Implement accountability system
	<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>
	<ul style="list-style-type: none"> • All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student.

Strategic Objective: #2 Educating the Whole Child

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

Goal #2: To decrease student chronic absenteeism at Forest Avenue School by 20% during the 2019 – 2020 school year. Improving student daily attendance will ensure participation in rigorous academic instruction with social emotional supports.

Activities: (Steps to be taken to implement plan)

- Educate all families about the importance of school attendance during meetings (Home & School, School Improvement Council) and via the Falcon Focus, email & phone blasts
- Identify the subgroups of students who are chronically absent
- Contact families of chronically absent students and identify potential challenges associated with the student’s lack of attendance.
- Identify the times of year when chronic absenteeism spikes and establish a plan to address it
- Regularly share school-wide attendance data with parents and staff at the completion of each trimester
- Notify parents when their student has been absent or tardy every 5 times via email or letter
- Meet with parents whose children have been absent or tardy more than 5 times due to non-illness related reasons to establish a course of action to improve their attendance

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

- Subgroup data
- Parent presentations, meeting notes, newsletter articles, & email messages
- Trimester attendance data
- Sample attendance letters and student attendance plans

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

- Comparison of FY20 ASPEN trimester attendance data with FY19 trimester attendance data

Final Outcomes (annual targets for student performance outcomes)

- We will see a decrease of 20% or more during the 2019 – 2020 school year. .

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #3 Innovative Educational Practices Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs</p>
	<p>Goal #3: To analyze the 2019 MCAS Mathematics data of the Lowest Performing, Economically Disadvantaged, EL & Former EL subgroups and identify a course of action so that these students show growth on the 2020 MCAS Mathematics test.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Identify the cohort of Lowest Performing, Economically Disadvantaged, EL & Former EL students in grade 4 who performed in Partially Meeting Expectations and/or Not Meeting Expectations on the 2019 MCAS Mathematics Test • Analyze the mathematics data of these subgroups to identify trends, patterns, or gaps that have contributed to the decline in their scores. • Develop intervention plans to ensure student support and success
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Identified the students in subgroup cohorts • Identify trends, patterns, and gaps • Develop student intervention plans
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Data of growth as illustrated on student success plans
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
	<ul style="list-style-type: none"> • Evidence based best practices in support of Show What You Know will be successfully implemented with at least one best practice being used in every classroom with every student. • Implement best practices to help these students show improvement of the 2020 MCAS Mathematics Test

Strategic Objective: # 4 Climate and Culture
Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability

Goal # 4: To continue to develop a working environment that values a cohesive staff and a positive building culture, creating a community of mutual trust and respect by promoting a common vision and adhering to agreed upon norms of collaboration

Activities: (Steps to be taken to implement plan)

- Begin to establish and agree upon building-wide staff values and norms
- Investigate and identify new protocols that foster trust within the building.
- Create and establish new ways to collaborate among multidisciplinary staff members.
- Establish system for staff to give positive feedback, express gratitude, and recognize each other.

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

- Established structures for staff to provide positive feedback
- Schedule additional consult time (vertical teaming and EL consult time).
- The creation of a Google Doc to organize collaboration times

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

- Established protocols and norms will be regularly and effectively used during meetings
- New means of collaboration will be utilized by staff during building based meetings
- Established means of systems for staff to express positive feedback, gratitude, and to positively recognize one another will be implemented

Final Outcomes (annual targets for student performance outcomes)

- The development of a working environment that values a cohesive staff and a positive building culture, creating a community of mutual trust and respect by promoting a common vision and adhering to agreed upon norms of collaboration.

JOSEPH L. MULREADY SCHOOL



**SCHOOL IMPROVEMENT PLAN
2019 - 2020**

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal # 1: Establish a high functioning building level Instructional Leadership Team with a measurable school-wide instructional focus.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Meet two times per month as an ILT with the goal of looking at school-wide data to inform next steps. • Disseminate and retrieve feedback from all stakeholders within the building on a regular basis. • Create School Improvement Plan that matches the District Improvement Plan • Grade levels and specialty areas will each decide on a complex task • Create a targeted professional development plan building expertise in selected evidence-based practices. • Create an internal accountability system to assess learning/growth concerning the complex tasks. • Create at least one school-wide internal assessment for a SMARTe goal. • Announce school-wide instructional focus to parents
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • ILT agenda and meeting notes • Staff participation on and off team • Identified school improvement plan with instructional school-wide instructional focus • Professional Development opportunity • Complex Tasks in each grade level and in specialty areas • Buy-in for an internal accountability system that all stakeholders will use
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • From Winter to Spring, school wide-focus identified in learning walks, agendas, etc. in at least 50% of experiences • Professional development needs identified • Internal accountability system (SMARTe goal) created by June, 2020.
	<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>
	<ul style="list-style-type: none"> • All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student. • Each grade level and specialty area will have identified a complex task and corresponding assessment • Parents will share in the identification of complex tasks, habits of mind, and internal assessments that will show growth in their children.

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #2 Educating the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: Analyze 3rd grade MCAS scores and target instruction towards the needs of the children in NM in order to raise their scores on the 4th grade MCAS.</p>
	<p>Activities: (Steps to be taken to implement plan)</p> <ul style="list-style-type: none"> Analyze MCAS scores and identify students in the PM category Analyze areas in Math and ELA where students scored poorly Prepare spreadsheets depicting the information Design targeted instruction for those in the Not Meeting category in order to move them towards or into the Meeting category. Institute targeted instruction for those in the Not Meeting category in order to move them forward towards or in the “meeting” category.
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p> <ul style="list-style-type: none"> Meet with 4th grade teachers and SPED teacher, Math Specialist, Reading Specialist, and Instructional Coach to analyze the data. Designing of targeted instruction for students
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p> <ul style="list-style-type: none"> Institute targeted instruction Monitor growth of students in remediated areas and collect data
	<p>Final Outcomes (annual targets for student performance outcomes)</p> <ul style="list-style-type: none"> Targeted instruction will be designed and implemented this year and used in future years Data will show student growth Students will improve upon their MCAS scores

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #3 Innovative Educational Practices</p> <p>Ensure ALL students are exposed to and engaged in innovative and challenging academic courses and programs</p>
	<p>Goal # 3:</p> <p>Grade level and specialty area teachers will choose and implement increased use of technology into their curriculum.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Pre-teach through technology • Digital Learning Platforms/Portfolios: Seesaw, Class Dojo, Flipgrid, etc. • Google Classroom • Curriculum related apps, websites, and programs • Use of video and audio recordings (reflection and feedback) • Morning Announcements • Videotaped read alouds • Third grade keyboarding skills • Pilot a Grade 4 STEM class
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Teacher and student exploration of digital learning platforms. • Teacher exploration of apps, websites, and programs. • Morning announcements • Meet with curriculum coordinator and librarian to begin planning for STEM classes
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Embedding use of video and audio recordings into lessons, assignments, assessments, and feedback • Use of digital learning platforms by grade level teachers and specialists. • Teacher books on video to promote school themes • Lesson plans for STEM classes
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
<ul style="list-style-type: none"> • Embedded use of video and audio recordings into lessons, assignments, assessments, and feedback by teachers and students. • Increased level of student learning and engagement via digital learning platforms. • Increased performance in keyboarding skills in grade 3 • Teacher video dispersed to public 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 4 Climate and Culture</p> <p>Develop a culture that promotes equity, eliminates opportunity gaps and empowers students and adults to build strong relationships, psychological safety and mutual accountability. Ensure an environment where children feel empathetic towards others</p>
	<p>Goal # 4: Ensure an environment where ALL are accepted, through the development of understanding and respect for diversity</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Plan monthly school-wide read-alouds about diversity in any form (cultural, disability, economic, etc) • Organize Multicultural event. • Assemble readers and literature for Disability Awareness Month. • Choosing a culture of the month to highlight through various mediums (greeting/announcement, read-alouds, music, etc.) • Explore possibilities for multicultural assemblies/presentations. • On-line announcements • Hold a Math night • Multi-cultural books read by teachers on-line
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • Identify monthly themes and their corresponding books to highlight diversity and share with staff • Identify readers and order books (disabilities and cultures) • Identify a cultural presentation • Research Portuguese and Spanish language books • Research appropriate games for Math Night, assemble student volunteers, purchase supplies, invite teachers to attend • Make labels to post around school for ELL students
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Readers prepared and books ordered • Book cultural presentation/Teacher on-line read alouds • Make and distribute a monthly calendar • Order Portuguese and Spanish language books • Design brochure for Math Night, develop take-away • Place labels for ELLs around the school and in classrooms
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Present monthly school-wide read-alouds about diversity in any form (cultural, disability, economic, etc) • Host a Multicultural event • Host Math Night • Host readers and present literature for Disability Awareness Month. • Highlight a culture of the month to through various mediums (greeting/announcement, read-alouds, music, etc.) • Labels for ELLs around the school and in classrooms 	

David J. **Quinn**
Middle School



SCHOOL IMPROVEMENT PLAN

2019-2020

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal # 1: The school’s Instructional Leadership Team (ILT) will identify a measurable school-wide instructional focus. The ILT will determine research-based teaching strategies and activities that align with that focus. Staff will begin to implement these strategies and activities as part of their regular instruction so as to have a positive impact on student learning.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • ILT to meet twice per month to focus on this work • ILT will identify a school-wide instructional focus • ILT will determine research-based teaching strategies and activities that align with the identified instructional focus • Staff will implement the strategies and activities into instructional practice • ILT will identify a benchmark for teacher implementation of strategies and activities and determine how best to measure student learning outcomes
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • ILT determines an instructional focus with associated research-based teacher practices • Staff use the strategies and activities that align with the identified instructional focus • These strategies and activities lead to the desired student behaviors and outcomes
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • By the end of Quarter 1 the ILT will have identified an instructional focus • By the end of Quarter 2 the ILT will determine research-based teaching strategies and activities that align with the identified instructional focus and establish associated student behaviors • During Quarter 3 staff will use these teaching strategies and activities as part of their regular practice • During Quarter 4 ILT members will do learning walks to accumulate data regarding teacher implementation of ILT identified strategies and activities
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Teachers will begin to use effective, research-based instructional practices to meet the needs of all students every day. Students will show early evidence of being able to communicate their understanding by meeting the ILT-established benchmarks for student outcomes and behaviors. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: To implement and assess a social emotional curriculum for all students which leads to positive academic, emotional and behavioral outcomes for students.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Implement a Master Schedule that accommodates for SEL instruction for all students • Teachers given time to plan for SEL work and to establish school-wide SEL norms • Teachers implement SEL curriculum on a regularly scheduled basis – during SEL time and during regular classroom lessons leading to better connections between adults and students • All staff model established SEL norms • Develop a consistent behavior management system for students focused on positive reinforcement and logical, constructive interventions
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Master Schedule with dedicated time for SEL work is implemented • Teachers are given meeting time to discuss and plan for SEL • SEL norms developed by teachers • A behavioral management system has been created and implemented • Students can identify at least one adult at school that they feel comfortable speaking with about school-based and personal items • Staff will make positive connections with students and be seen as allies in supporting students academically, socially and emotionally • Less discipline referrals when compared to the 2018-2019 school year
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Improved student grades and social behaviors as compared to the 2018-2019 school year • SEL norms are shared with students and staff • The behavior management system is shared with students and staff
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • An SEL curriculum that ensures all students succeed academically, socially and emotionally. This will be measured by improved attendance, better grades, more involvement in clubs & activities and positive END OF YEAR student survey results compared to last year 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child</p> <p>Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 3: To reduce the number of student absences in 2019-2020 by at least 10% when compared to 2018-2019 so as to lead to better student academic performance.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Communicate with families of 2018-2019 chronically absent students about the importance of being in school • Run a weekly absence reports for cumulative absences to date and absences during the prior week • Review and discuss these absence reports with the Principal’s Advisory Team (PAT) on a weekly basis to implement a weekly intervention plan • Administration, counselors and classroom teachers to speak with individual students and their families about excessive absences • Require students to make up missed class time with teachers • Recognize students for improved attendance including perfect attendance awards
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • Communicate with families in fall 2019. • Weekly attendance reports run and reviewed by PAT with subsequent weekly intervention plan • Weekly attendance reports will show students attending school more regularly than during the 2018-2019 school year • Improved grades when compared to last year
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Weekly attendance reports will show students attending school more regularly when compared to last year • Students will report after school to teachers to make up missed class time • Students will see their teachers after school more regularly even when not required
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Student absences will decline by at least 10% when compared to last year, leading to better academic performance. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #4 Climate and Culture</p> <p>Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
	<p>Goal #4: To build an environment of collaboration and collegiality among staff so as to lead to better academic, social and emotional outcomes for students.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Create teacher SHOUT-OUT program • Recognize and share staff work being done in classrooms • Highlight one staff member per week in staff newsletter • Work with Quinn’s Sunshine Fund to establish regular staff social events • Staff will regularly attend weekly team time meetings • Coverage is arranged for teachers to attend staff and student meetings when requested • Administration will periodically attend weekly team time meetings on a regularly scheduled basis • Staff will be asked to work and interact with colleagues from across the building during staff meetings
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • Teacher recognition through SHOUT-OUT program and weekly staff newsletter • More and better attended social events • Increased staff collaboration both inside and outside of formal meeting times • Teachers using strategies, ideas and activities derived from fellow staff members • When information is shared about a student, it is shared with all of the student’s teachers
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Mid-year staff survey in which at least 50% of staff report that the they feel more connected to each other when compared to last year • More interaction between teachers from different grades and teams • Common practices between teachers seen by evaluators and directors during classroom observations and walk-throughs
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Staff are more collaborative and satisfied with their work, leading to increased student academic performance. This will be measured by improved student grades and a year-end staff survey in which at least 75% of staff report feeling that collaboration and collegiality have improved since last year. 	

Hudson High School
2019-2020
SCHOOL IMPROVEMENT
PLAN



HUDSON HIGH SCHOOL IMPROVEMENT PLAN

2019-2020

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>GOAL # 1: HHS will identify 1-3 instructional practices aligned with the school-wide instructional focus of PERSEVERANCE that the staff will commit to implementing for all students, every day.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Regular ILT meetings to plan building professional development opportunities. • Collect and analyze feedback from faculty and other stakeholders to ensure that we create learning opportunities that support the needs of all stakeholders. • Create models that staff can use to assess the extent to which students can demonstrate perseverance in their respective disciplines.
	<p><i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • By the end of October, the HHS staff will have selected a specific area of instruction from which we will narrowly define our practices related to perseverance.
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Norming the definition of perseverance so that all stakeholders understand what it is and what it looks like. • Offering resources to staff to learn about and reflect on specific elements of instructional practice related to perseverance.
<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Agree upon student performance data to examine in subsequent years by which to measure the effectiveness of our efforts to teach perseverance. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #1 High Quality Instructional Practices</p> <p>Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>GOAL #2: In conjunction with our instructional focus of PERSEVERANCE, HHS will commit to using student assessment data in order to learn and practice instructional strategies that support students in reaching mastery when they do not achieve it the first time.</p>
	<p>Activities: (Steps to be taken to implement plan)</p> <ul style="list-style-type: none"> ● Regular ILT meetings to plan building professional development opportunities. ● Use building-level student achievement data to create inquiry questions related to student learning. ● Create models that staff can use to assess the extent to which students can demonstrate perseverance in their respective disciplines. ● Offering resources to staff to learn about and reflect on specific elements of instructional practice related to perseverance.
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p> <ul style="list-style-type: none"> ● Individual, team, and department goals will establish student learning targets to create opportunities for staff to talk about student assessment strategies.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p> <ul style="list-style-type: none"> ● Staff will develop increased capacity and awareness around practicing a cycle of inquiry related to student learning and achievement
	<p>Final Outcomes (annual targets for student performance outcomes)</p> <ul style="list-style-type: none"> ● Agree upon student performance data to examine in subsequent years by which to measure the effectiveness of our efforts to teach perseverance.

Strategic Objective: #1 High Quality Instructional Practices

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

Strategic Objective: #2 Educating the Whole Child

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

Strategic Objective: #3 Innovative Educational Practices

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

Strategic Objective: #4 Climate and Culture

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

GOAL #3: Complete the New England Association of Schools & Colleges (NEASC) decennial accreditation process.

Activities: (Steps to be taken to implement plan)

- Review the accreditation collaborative conference report from May, 2018
- Establish teams to report on the goals established in that report
- Prepare accreditation summary report by February, 2020
- Prepare for and execute the NEASC summary visit in March, 2020

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

- Produce an accreditation summary report reflecting our successes and opportunities for growth as a result of the accreditation process.

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

- Establish a plan to communicate a shared understanding of what the HHS Vision of a Graduate is and how it will inform practice moving forward

Final Outcomes (annual targets for student performance outcomes)

- Receive accreditation from the NEASC
- Exit the accreditation process with suggested long-term goals for our continued success.

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #3 Innovative Instructional Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p>
	<p>Goal #4: In an effort to reflect on and refine the HHS Program of Studies, HHS will assess current strengths with the academic program and identify opportunities for growth.</p>
	<p>Activities: (Steps to be taken to implement plan)</p> <ul style="list-style-type: none"> ● Review historical enrollment data of various HHS programs ● Communicate what curriculum pathways currently exist to staff, students, and community and what role they play in understanding our academic program ● Explore possible community partnerships to anchor curriculum pathways with a field-based experience ● Publish a revised Program of Studies for SY 20-21
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p> <ul style="list-style-type: none"> ● Increased awareness of the breadth and depth of the HHS academic program
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p> <ul style="list-style-type: none"> ● Production of a course selection sheet aligned with our Program of Studies and curriculum pathways ● Creation of a short-term plan to enhance curriculum pathways through advisory boards and community partnerships
	<p>Final Outcomes (annual targets for student performance outcomes)</p> <ul style="list-style-type: none"> ● Establish a long-term curriculum vision that deepens our current offerings and meets the needs of all learners in the building

Matters for Discussion
New Business

1. Staff and Parent Listening Sessions

OCTOBER 22, 2019

HUDSON



PUBLIC SCHOOLS

Delivering world-class education today
for the global leaders of tomorrow

STAFF LISTENING SESSION SUMMARY

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC
Standard IV: Indicators A, C, D

STAFF LISTENING SESSION

Mulready Elementary Listening Session – 9/30/19

Orton-Gillingham – question regarding small group implementation with fidelity – (A: connection to MTSS framework implementation tool to identify what is being done at all tiers – discussed frontloading at earlier grades)

Class Size – K classes up to 24 students – District’s ability to keep smaller class sizes at younger grades (A: School Committee Policy average of 20 per class. The budget stabilization plan is in place and we could evaluate in the future, budget conditions to support an average of 18 students per class in lower grades)

ABA Staff – undervalued by salary and benefits and some don’t have the incentive to stay with us over time (A: This is on our radar – they don’t have similar benefits package and we are not as competitive as others around us – we need more stability and, to be more competitive with all non-contractual positions, we will complete a through market analysis for the FY21 budget)

Substitutes – lack of substitute teachers at times impact services - could we up the sub pay a bit to stay competitive with districts around us? (A: this is also on our radar – we will evaluate a scaled pay system during the FY21 the budget process)

MCAS – celebrating scores as a building

Farley Elementary Listening Session – 10/2/19

EL classes – positive comments about services for all students individualized to meet their needs – push in is working for a first grade classroom with a lot of work and co-planning (A: discussed the plans to start the Dual Language Program next year in K to improve the portfolio of options for ELs)

Substitutes – there is a lack of subs at Farley – using building sub for a long-term need – can we prioritize the need? (A: hiring of substitute teachers continues to be a challenge. We will continue to share building subs for important meetings- we are also looking at competitive salaries through the FY21 budget process)

Confidentiality- concern about parents who may sub in some programs where confidentiality is necessary (A: all employees understand the need for confidentiality and if it becomes an issue, it should be brought to the administration’s attention)

Professional Development – choice for PD days was appreciated last year and hope to continue to this year- Para-educators are excited about the online opportunity to individualize their needs.

ILT – some members feel that they are missing out on department or team time when attending ILT meetings – Is it possible for notes to be shared from Department meetings to keep in the loop? (A: we will reach out to all Curriculum Directors to request that this be done)

Forest Avenue Listening Session – 10/7/19

Celebrations - Began the meeting with a list of positive changes – felt that they were listened to regarding certain topics from last year’s listening sessions:

- Teacher Directed Day during the parent/teacher conference week is appreciated
- November and March conference days are better timed for elementary
- Genius Hour work was excellent and hope it continues this year
- Mini-courses offered in the district are well- received
- The Landscaping work done around the building has been awesome

EEE Outbreak – question about whether or not we are looking at the Department of Public Health? (A: Yes, we have been in contact with them regarding the status of EEE threat and will keep principals informed of any changes)

Class size – When a class hits 25, is it the rule to add another class at that grade level? (A: class size is monitored closely – the Superintendent views a student enrollment report every Tuesday- Kindergarten is high at Mulready right now and we monitor closely- We had approximately 40 new registered students over the summer in grades 1-4 across the district) Is needs of students also looked at when factoring class size? (A: we do look at need and composition of classes)

Staff Attendance – Is the district still concerned with staff absences? Are you tracking the data? (A: Yes, staff absences continue to be a concern. we do look at the number of substitute teachers needed on a daily basis and monitor the data so that we can provide coverage with the existing resources)

Open House and Conferences – having a Tuesday night is difficult for the rest of the week- can we switch each year? Can we start K-2 at 5:30 for open house? (A: we will discuss this issue with principals - Specialists attendance would be a concern – staying for a longer period of time)

Class Size – Are we considering the max of 20 per class? (A: 20 is the average according to School Committee Policy – we discussed this at Mulready also and will evaluate future budget conditions)

Substitute Teachers – question about coverage with shortage of subs – (A: The hiring of two permanent day-to-day subs have been positive. We are trying to avoid having specialists cover classes – we’ve discussed potentially obtaining cafeteria help so that teachers don’t have to do lunch duty.

“Tracking” of sick days – (A: we are not tracking individually but are looking at the data- we know that circumstances happen to everyone and sick days are a benefit- we need to find solutions and will continue to look at patterns and trends to do this.

Substitute Pay – are we looking to pay subs more? (A: yes, we are also looking at this and other non-contractual personnel. We need to become more competitive and will evaluate it through the budget process)

High School Listening Session 10/10/19

8th Grade Civics: mainstreamed class of 22 several “lower level” learners – increasing population - essentials classes changing - will this change preps or caseload?

(A: we need to work on increasing the District’s internal capacity, several programs opened throughout the district, the essentials classes need to be evaluated. Additional resources are executed through the budget process- at the building level, we look at the schedule and we will continue to develop IEPs that meet the needs of our students and have services and programs to support them)

Student writer - “heartbreaking conversation” ran out of courses to take – no humanities pathways – several ELA classes taken away. Linguistics was supposed to be this year and not next, but it wasn’t offered this year (A: Some classes did not run due to low interest/enrollment. Encouraged teachers to talk with Todd to prioritize courses for coming years)

Why is there low interest? - For example- we are published authors in Linguistics and Film Studies and those courses aren’t offered.

Community Awareness - How will the community become aware of what we are doing? Hudson used to be known for community service and humanities – teachers in the building don’t even know what is offered. (A: How can you all get involved, working together to be ambassadors for Hudson High? Do you think the rest of your colleagues could do this?)

Frequent change in leadership - principals and superintendents – the feeling is that we are playing catch up and competing with Assabet and AMSA.

Pathways - we should call it clustering.

Staff interaction: There needs to be better ways for staff to interact with each other- open opportunities like when there were teams in 8th and 9th grade years ago.

What does the HS stand for?

EL Department should be a part of the World Language department- with success plans it is important for collaboration to happen.

ELS schedules – newcomer math class is a concern.

Quinn Middle School Listening Session 10/17/19

Is the DIP more than a 1-year plan? It has lofty goals. (A: The DIP is a 3-year document and we look to make movement toward long-term goals – the 4 strategic objectives are broad, by design, and they allow schools to work independently toward them.)

Co-Teaching Model for ELs – Thank you for providing us the opportunity - the model is working well on the two teams - they are looking at writing prompts and using the WIDA rubric for all students and creating opportunities for all learners. Making this work in upper grades with one prep time per week and the teams doing more on their own time after and before school is a challenge.

Opportunity for observing colleagues in the building – (A: agreed that this can be done and we should take every opportunity to allow teachers to observe colleagues)

What is the timeline for hiring a new EL Director? (A: A small screening committee will be formed soon to look at potential candidates to be interviewed and an interview committee will conduct the interviews to determine the top 2 or 3 candidates. We are looking to do this as soon as possible.)

5th grade schedule – Thank you for listening and for creating a great 5th grade schedule. SEL opportunities, climate, Hawk Block are all positive outcomes – would be nice to consider something like this for 6th and 7th grade (A: we discussed the possibility of reducing a schedule for a day to allow for more SEL opportunities or other team needs. This could still be a possibility. It is important that the fidelity of Random Acts of Kindness is followed.)

Is there still a consideration of the Advanced Academy? (A: it is on hold for now but will be something that is considered in the future and we will have conversations about this when ready- a parent survey went out to those families who leave Hudson to go to AMSA or Assabet in regards to the reasons for leaving)

Advocate for 3 EL teachers for next year – 1 per grade level – with the number of ELs in the district increasing including the QMS population with ELs or FELs. (A: this is a conversation that is for budget deliberations – student enrollment is always a primary factor in zero-based budgeting and has been a mindset shift for budget owners – we continue to monitor our student enrollment and our subgroups, etc. - We also look at the district Accountability data and monitor the lowest quartile which is our subgroup populations – we also look at # of failing classes at the middle and high school evaluating potential root cause)

MCAS Data – who is looking at this data? Want ways to look at this data more in depth across all departments while utilizing the reading and math specialists to intervene. (A: we are recruiting for a new research and accountability specialist who will be able to customize the data for everyone and also add other data to Aspen to create internal capacity. We continue to increase the capacity of our staff to look at data and in each building's SIP, there is a component of MCAS data dives.)

Grading System – It is a problem that kids are not succeeding on MCAS but getting all “A”s in classes, or vice-versa. Some feel that grading should be standards based. Science Department is using the book *Grading For Equity* with Sarah Davis and are finding this extremely helpful. (A: we have been clear about the need to evaluate and adjust our grading system. There is currently a wide range of teacher practices regarding how their respective class composes a student final grade. I feel that our current system is negatively impacting some of our students' grades.)

OCTOBER 22, 2019

HUDSON

PUBLIC SCHOOLS

Delivering world-class education today
for the global leaders of tomorrow

PARENT FORUM SUMMARY

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC
Standard III: Indicators A, B, C, D
Standard IV: Indicators A, B, C

Parent Forum: October 15, 2019

Revision to the Discipline Policy presented – The District uses the Massachusetts Association of School Committees’ suggested policy manual language and adopted when appropriate for Hudson. Not many changes were made to the actual practice. Student handbooks will be updated to include building procedures and some policy language will be removed. Obsolete language was also removed from policies and from the handbook.

- October 22nd – revision presented to the Policy Sub-Committee
- November 12th - first read for School Committee
- December 3rd – second read and approval by School Committee

Attendance Policy will be discussed in a future listening session.

What are the current practices for discipline issues?

- Chapter 222 practices continue to be followed. Each building continues to implement existing protocols. New leadership at QMS and HHS provides opportunities to enhance and strengthen the protocols in place to ensure that all practices are consistent.

What can you tell about a student that posed a threat at QMS?

- Not able to tell the context of the incident. However, we look at individual situations and circumstances for all issues. The policy allows the principal to have latitude regarding what happens as they build an approach to keeping all students safe. Chapter 222 supports student discipline to include alternative to suspensions. It emphasizes proactive ways for the student to learn from inappropriate action.

What is happening in regards to security/lock down drills?

- Safety drills are in progress and the time bracket for the secondary level is sometime this month.
- At the elementary level we are looking at a drill that is developmentally appropriate. Elementary principals visited Westford Public Schools and will borrow some of their procedures in order to do a drill once they know it will be done appropriately- most likely in the Spring.
- The Emergency Management Team is meeting on Oct. 24th to discuss all needs of the district.

What infrastructures do we have in place for safety- are we doing anything additional?

- We are adding additional cameras at the HS with some grant funding and will also add more cameras at QMS with our own funding- all main doors at each building have locked front doors with key fob entries and security cameras.
- CHAPS has ability to allow parents to use key fobs to enter the buildings.

What do we have in place for behavioral consequences?

- It is important for us to look for prevention techniques – if a behavior is new we consider possibilities for intervention and prevention. Working with parents for consistency is a key factor.
- The district is part of an S3 Academy and we completing a Social Emotional Learning study.

- We continue to work with the Department of Health on prevention techniques for smoking cessation and vaping.

What is happening for students who are chronically late or absent?

- There are many layers of understanding why a student may be late or absent.
- We need to improve our practices using our MTSS Framework to consider what we are doing for all students (tier 1) and those who are more chronically late or absent (tiers 2 and 3).
- The accountability report for the district is real and holds us accountable for students who are absent for more than 10% of school time which is 18 days or more.
- All three elementary schools are already working on educating parents on the importance of being in school and being on time.
- QMS is also working on educating parents about the importance of attending – there will be an effort to determine the root cause.
- For every 5 absences or tardies a letter will go home to parents and a conversation will be had to discuss the reasons (individual issues such as chronic illness will be handled on an individual basis and may not receive a letter.)
- If students are out due to illness, they are coded as such – parents should contact the school nurse and should not send students to school if ill. The nurses have a brochure that includes information regarding when students should be kept home due to illness.
- Communication with the school is important as we are coding more carefully to ensure accurate information is reported to the state.

Attendance Committee – were the nurses on this committee?

- Yes, the nursing staff was represented on this committee.
- We are also collecting data about coding in each school so that we have accurate data for the state.
- The committee was formed to make recommendations to the School Committee and it will conclude its mission when the policy review is completed.
- Unexcused absences such as vacations will also be reviewed and discussed.
- Praise for the messages regarding the importance of attendance at the Elementary Open Houses was given.

How is transportation going?

- QMS – the last two weeks have been much better- buses arriving before arrival time.
- HS buses are on time and allowing them to be on time at QMS due to the slight pick-up time adjustment.
- The only buses that are late at dismissal are the Boys and Girls Club buses at Forest and Mulready which are contracted directly with the bus company from the B & G Club- HPS does not have control over this. There are shorter runs at Quinn and Farley so those buses aren't late. There is adult supervision at all schools provided by the B & G Club until the bus arrives.
- HHS- there is only one late bus with a mini-bus or two on the runs- the timing for drop off depends on the number of students taking the late bus. It is usually a 3:30 or so pick up.
- Transportation emails are being forwarded to Annamarie O'Donnell until a new secretary is hired. Concern over timing of responses was addressed.

Are there accountability measures in place according to the bus contract?

- Dr. Rodrigues met with the New England Vice-President from First Student and discussed challenges and areas for improvement. Some improvements were made after the first couple of weeks and operations are better.
- The contract contains penalties if bus runs are more than 20 minutes late.
- We have exercised accountability measures in other areas as well.
- There are still brand-new buses arriving that don't have GPS systems installed.
- All temporary drivers have been on the job since the first day of school until a permanent driver is hired.

Concern about vaping was identified.

- Parent went to the board of health and discussed need for education about the dangers.
- A grant from the state is available and it could support for district.
- Information shared with Health and Wellness Director and Curriculum and Instruction team.
- The District has been in constant contact with Hudson's Board of Health and Kelli Calo to work on the best ways to educate vaping users and to intervene.
- We have also been working with the nurses regarding best next steps.
- Curriculum is being tweaked and updated to include new concerns.
- Question about current policy regarding vaping was asked.
- The HS principal discussed the need to educate students to understand the health consequences and the educational policy for suspension if students are in possession or found vaping – the experience when they return is just as important and they have been working with the counselors to target intervention.
- Teachers need more information about what vaping products look like to help identification.
- Concerns were raised about some students who worry about going to the bathroom and being caught with others who may be vaping – students should not be concerned and the principal assured that they will “hold harmless” – important that students feel safe to go to the bathroom and to speak with an administrator or staff member.
- We continue to work with the Board of Health to create support systems through the nurses and counselors over concerns that students are going to seek alternatives to the banned substances if they are addicted.
- The HS principal warned against “everyone is doing it”- the majority of students are not vaping and we should remain careful to report the research accurately and considering how we are discussing this with kids to normalize non-use.

When will the climate survey be released?

- The leadership team worked on these this summer and into the fall and have looked at each domain to find two indicators from each domain to create action steps- work is almost done and will be shared with the School Committee along with the surveys. The entire survey results will be posted on the District's website.
- It is important that all participants recognize that the surveys had a purpose and we are creating action steps to address some of the critical areas.
- The surveys were provided by the US DOE. We could add some questions but not modify the original survey- psychometrics couldn't be changed – suggestion made to share this information with community.

Budget Process- How is it looking?

- We are starting the process soon and already have scheduled dates.
- The stabilization plan is working so far and we are on schedule.
- We constantly monitor student enrollment which drives our budget numbers- predicting a small decline over the next few years (i.e. 11th grade has about 140 students (lower enrollment) current 12th grade is larger- elementary classes – many have around 21 – 24 students per class).
- Will get official information regarding AMSA and Assabet enrollment in Feb./March – lower number of students attending there from Hudson this year as compared with previous years.
- This summer we had high enrollment of ELs – now have close to 300 ELs in the District with multiple registrations over the summer.
- We still need to grow programmatically and the resources must be re-allocated.
- We have settled a number of major budget drivers: food service, transportation, school choice.
- We shouldn't experience a budget freeze this year as we shouldn't have to save for the stabilization plan for FY21.

Are we going to offer openings for School Choice for our SEL programs or Language Programs?

- Not yet. We will continue to monitor this and make sure we have needs of our own students met first.

What is happening with the ELPAC?

- This group gained some traction this first year through Padres Comprometidos workshop for parents. Sandra Maiuri and Tiago Duarte are running two sessions this year.

Are the MCAS scores available in Aspen?

- Not yet. We are looking at the process to get them there.

Is the Galileo assessment here to stay? It seems like a lot of testing at the beginning of the year.

- Quinn is using this tool for ELA and Math and this gives us information about student progress that is different from what we get from MCAS at the end of the year which is too late to inform instruction. This has helped us calibrate instruction and we hope to eventually use this in the transition years (4th to 5th and 7th to 8th).
- MS Principal shared the ability of Galileo to address specific standards and give teacher formative information to help with instruction.
- The assessment only takes two scheduled classes of ELA and math for students to complete.

Will the QMS staff have input about the Jr. Hawk Block and if the schedule is working?

- The teachers meet weekly to plan for Hawk Block and the curriculum is a work in progress for Hawk Block.

When is Health / Wellness taught at QMS? Elementary?

- It is part of the PE block taught by both of the PE/Wellness teachers.
- Health is not taught at the elementary level.

What is happening with the district website? There is a lot of old information that isn't pertinent or accurate anymore.

- We are in the process of creating a new website – we will launch the District Website first and then the individual building websites.

- New website is being created from scratch and only some information is being migrated over to the new site. We are dedicating more time to building the new website rather than updating our current one.
- There is an app by School Messenger that will eventually sync with the new website.

What is Harbor and Pace?

- Harbor is a new program at the HHS for students with disabilities who needs greater support in a more restrictive setting to succeed. Pace is a program at QMS that has replaced the PATH program. It mirrors the Bridge program at HHS.

Why was the rollout of Chromebooks at 5th grade and 9th grade delayed?

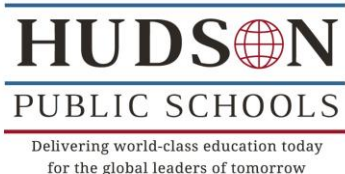
- We have a lease program that is staggered and it influences when new equipment is purchased and rotated. Some delivery trickled in during September which contributed to the delay.
- Budget start date (July 1) and procurements can also delay orders and therefore when equipment arrive.

What is the substitute teacher situation at each building?

- We hired two permanent building subs at each building. We had a few resignations and we are interviewing for the two remaining vacancies. The principals articulated the positive aspect of having these subs report to their buildings daily.

Matters for Discussion
New Business

2. Leadership Team Communication Plan



District Leadership Team Communication Plan Action Steps 2019-2020

In order to address the Priority Area 4.1 in the District Improvement Plan that requires the District Leadership Team to *Build a strong community among all stakeholders*, the Team determined that by identifying gaps in communication and developing communication protocols for internal and external audiences it would enhance the two-way communication with all stakeholders. The Team developed this communication plan to ensure that consistent and accurate communication reach all stakeholders.

The District Leadership Team followed the guidelines of the School Communication Benchmarking Project developed by the National School Public Relations Association (NSPRA) to develop this plan. The Team evaluated its communication practices against the eight areas of communication below.

1. Researching and Understanding Employee Needs, Expectations, Opinion, Attitudes, and Knowledge

Objective: Develop protocols to regularly collect data on employee needs, expectations, opinions, attitudes, and knowledge.

Goal #1: By June 2020 the District Leadership Team will present results of the protocols used to prioritize employees’ needs, expectations, opinions, attitudes, and knowledge.

Action Step	Source (School/District Leader)
1. Collect data: <ul style="list-style-type: none"> ● Surveys ● Face-to-face interviews ● Focus groups ● Exit interviews 	<ul style="list-style-type: none"> ● HR Director (Exit Interviews) ● Principals & Curriculum Directors (Face-to-face Interviews) ● Superintendent & Assistant Superintendent (Listening Sessions) ● Research and Accountability Specialist (Focus Groups)
2. Distribute Minutes following: <ul style="list-style-type: none"> ● Meetings (Team Drive) <ul style="list-style-type: none"> ○ Principals ○ Department/Curriculum ○ District ○ School Wide 	<ul style="list-style-type: none"> ● Principals (Principals’ meetings, staff meetings, ILT meetings) ● Curriculum Directors (Department meetings) ● Superintendent & Assistant Superintendent (Principals’ meetings, DELTA meetings, Curriculum and Instruction meetings, Cabinet meetings)

3. Examine data periodically to develop action steps when applicable (DELTA Team)	<ul style="list-style-type: none"> • DELTA members
2. Employee Engagement	
Objective: Develop communication approaches to foster employee engagement in support of student learning.	
Goal #2: By June 2020, the District Leadership Team will present a system of communication fostering employee engagement in support of student learning.	
Action Step	Source (School/District Leader)
1. Provide opportunities for staff to build relationships across buildings	<ul style="list-style-type: none"> • DELTA Members
2. Provide opportunities for staff to build shared leadership within smaller groups (ILT, IST, CPT)	<ul style="list-style-type: none"> • Principals and Coaches • Curriculum Directors
3. Develop opportunities for staff to share best practices (Genius Hour & Open Studio)	<ul style="list-style-type: none"> • Curriculum Directors (Genius Hour, Open Studio) • Assistant Superintendent (Professional Development)
3. Employee Alignment with Mission, Vision, and Goals	
Objective: Develop a comprehensive and integrated plan for defining and communicating the mission, vision, and goals with all employees and defining employee actions that support the mission.	
Goal #3: By June 2020, the district will have developed a comprehensive and integrated plan for defining and communicating the mission, vision, and goals and will have strengthened and/or implemented at least three forms of regularly communicating those to all employees.	
Action Step	Source (School/District Leader)
1. Improve Creating Connections by: <ul style="list-style-type: none"> • Highlighting everyday best practices in addition to special events • Highlighting themed activities 1X per month (i.e. Math at Quinn) 	<ul style="list-style-type: none"> • Superintendent and Assistant Superintendent • Communications Coordinator
2. Develop a new Website to include: <ul style="list-style-type: none"> • Features of on-going work 	<ul style="list-style-type: none"> • Technology Director • Superintendent • DELTA Members
3. Develop the definition of a “Global Leader”. <ul style="list-style-type: none"> • Define the DIP relationship to creating global leaders 	<ul style="list-style-type: none"> • DELTA Members

<p>4. Ensure that all school-based meetings consistently discuss:</p> <ul style="list-style-type: none"> • The intersection of the mission and the school practices? • The role of the ILT as the bridge between Instructional Focus and the District mission 	<ul style="list-style-type: none"> • Principals, Assistant Principals • Curriculum Directors • Superintendent and Assistant Superintendent • DELTA Members
<p>4. Leadership and Communication</p>	
<p>Objective: Develop common and consistent expectations for leaders' internal and external communications that are supported by adequate resources and training.</p>	
<p>Goal #4: By June 2020, common expectations for school and district leaders' communication with community, staff, schools, and departments will be established and all members of the leadership team will provide evidence of implementing these expectations.</p>	
<p>Action Step</p>	<p>Source (School/District Leader)</p>
<p>1. Establish expectations for school leaders' communication with community and staff</p>	<ul style="list-style-type: none"> • DELTA Members (Identify Content, Audience, Frequency, and Mode of communication by school or department)
<p>2. Establish expectations for district leaders' communication with community, staff, schools, departments</p>	<ul style="list-style-type: none"> • DELTA Members (Identify Content, Audience, Frequency, and Mode of communication by school or department)
<p>3. Establish expectations for ILT communication within each school</p>	<ul style="list-style-type: none"> • Principal and ILT Members (Newsletter, principal's meeting, CPT)
<p>5. Managing Information Overload</p>	
<p>Objective: Develop a comprehensive, integrated and aligned plan for information sharing among internal audiences with protocols to regularly review the information sharing effectiveness.</p>	
<p>Goal #5: Starting in October 2019, in order to reduce double bookings and improve coordination across the district, all schools will use a master calendar of district public events when scheduling their own school events. Starting in October 2019, on a monthly basis, we will survey school scheduling secretaries and school leaders to check for use of the district calendar. We will aim for 100% alignment according to monthly surveys.</p>	
<p>Action Step</p>	<p>Source (School/District Leader)</p>
<p>1. Create a master calendar:</p> <ul style="list-style-type: none"> • To include all meetings and events • For access by Schools and Departments • To prevent event conflicts 	<ul style="list-style-type: none"> • Superintendent and Assistant Superintendent • Executive Assistant to the Superintendent (create master schedule) • Technology Director • Principals and Curriculum Directors
<p>2. Provide resources:</p> <ul style="list-style-type: none"> • School Messenger (Training) 	<ul style="list-style-type: none"> • Technology Director

<ul style="list-style-type: none"> ● Protocol to Submit ● Google Drive ● Clarify School Messenger as internal 	<ul style="list-style-type: none"> ● Executive Assistant to the Superintendent
<p>3. Identify operational protocols:</p> <ul style="list-style-type: none"> ● Point person for calendar and communication ● Protocol Training <ul style="list-style-type: none"> ○ Ensure the right audience ○ Similar across buildings 	<ul style="list-style-type: none"> ● Executive Assistant to the Superintendent (Point Person) ● Technology Director and Executive Assistant to the Superintendent
<p>4. Monitor process:</p> <ul style="list-style-type: none"> ● Effectiveness of system 	<ul style="list-style-type: none"> ● DELTA Members
<p>5. Monitor individual meetings and deadlines</p> <ul style="list-style-type: none"> ● Keep personal calendar 	<ul style="list-style-type: none"> ● DELTA Members
6. Customer Service	
Objective: Develop protocols to regularly review the quality of customer service and relationship families have with schools and district.	
Goal #6: By June 2020, in order to improve family access and relationships, we will use a family survey to identify key areas of need for parent communication for each school. There will be at least 80% participation in the survey at each school.	
Action Step	Source (School/District Leader)
1. Survey families – DIP Goal# 4	<ul style="list-style-type: none"> ● Superintendent and Assistant Superintendent ● Research and Accountability Specialist
<p>2. Access to multi-language information:</p> <ul style="list-style-type: none"> ● Website language accessibility ● Language Line access in all buildings ● Pamphlets translated (QR Code) 	<ul style="list-style-type: none"> ● Technology Director (Website) ● Executive Assistant to the Superintendent ● Parent Liaisons – Portuguese and Spanish
3. Provide Cultural Competency training for staff (AVC, Anti-Defamation League)	<ul style="list-style-type: none"> ● Superintendent and Assistant Superintendent
4. Include financial resources in District budget to support action steps	<ul style="list-style-type: none"> ● Superintendent ● Director of Finance ● DELTA Members

7. Employee Ambassadors	
Objective: Develop effective means for employee communication to support them in their role as district ambassadors.	
Goal #7: By the spring of 2020, 100% of the employees will receive consistent communication regarding School Committee meetings, District Improvement Plan updates, Awards for Excellence, and events in schools.	
Action Step	Source (School/District Leader)
1. Dissemination of School Committee meeting highlights to staff, via e-mail, after each School Committee meeting	<ul style="list-style-type: none"> ● Superintendent ● Executive Assistant to the Superintendent
2. Reintroduce Creating Connections to all staff, each fall, with the purpose and the process to contribute content/ideas	<ul style="list-style-type: none"> ● Superintendent ● DELTA Members
3. Continue to hold Awards for Excellence events to recognize staff and other stakeholders	<ul style="list-style-type: none"> ● HR Director ● Superintendent
4. Promote the District's Mission, Vision & DIP by connecting all media of communication (meetings, PD, written, verbal)	<ul style="list-style-type: none"> ● DELTA Members
5. Present to all staff, each year, an in-depth overview and progress on D.I.P. (by building principals)	<ul style="list-style-type: none"> ● Principals
8. Communicating with Employees During a Crisis	
Objective: Develop a comprehensive communication plan with procedures and strategies for all district personnel.	
Goal #8: All HPS employees will receive an emergency communication plan through building principals by December 2019	
Action Step	Source (School/District Leader)
1. Develop an emergency communication plan in September (District's Emergency Management Committee)	<ul style="list-style-type: none"> ● Director of Facilities ● EMS Committee
2. Introduce/Disseminate the EMC's plan to all employees	<ul style="list-style-type: none"> ● Director of Facilities ● Principals

Matters for Action
Old Business

1. Approval of 2019 MASC Resolutions

report of the resolutions committee

The members of the Resolutions Committee met on June 27, 2019 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2019 Annual Meeting of the Association. Members present were: Margaret Hughes, Narragansett Regional; Denise Hurst, Springfield/MASC Secretary-Treasurer; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; Mildred Lefebvre, Holyoke/MASC Minority Caucus Chair; Barbara Davis, Holbrook; Kim Hunt, Plymouth; Wendy Rua, Agawam; Bill Fonseca, East Longmeadow/MASC Division V Chair; Denise Schultz, Franklin; Jake Oliveira, Ludlow/ MASC President-Emeritus; Beverly Hugo, Framingham/MASC Past President; Paul Schlichtman, Arlington/ MASC Past President; Devin Sheehan, Holyoke/MASC President; Deborah Davis, Northeast Metro Voc. Tech./ MASC President-Elect and Chair of the Resolutions Committee

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: Banning Polystyrene from Schools

(Submitted by the Silver Lake Regional School District, including the School Committees of Kingston, Plympton, and Halifax)

WHEREAS: The United States Department of Education Green Ribbon Schools was created in 2011 to recognize schools efforts to reduce environmental impact and cost, improve the health and wellness of schools students, and staff, and provide effective environmental and sustainability education; and

WHEREAS The Commonwealth of Massachusetts in conjunction with twenty other states joined together to form the United States Climate Alliance to support the Paris Agreement and through continued legislative and executive actions has demonstrated the Commonwealth's commitment to environmental protection; and

WHEREAS: Expanded polystyrene foam manufacturing process releases pollution into the atmosphere, expanded polystyrene foam has been shown to be non-biodegradable and has the ability to be persistent in the environment for thousands of years, expanded polystyrene foam breaks down into "pearls" which are often ingested by marine life and introduced into the food chain; and

WHEREAS: Expanded polystyrene foam is made with styrene, a chemical the Department of Health and Human Services has deemed as reasonably anticipated to be a human carcinogen, and the use of expanded polystyrene foam in food and beverage containers, especially containers holding hot or acidic food, have been shown to leach styrene into food and beverages;

THEREFORE BE IT RESOLVED THAT: MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

RATIONALE Proponents cite the presence of toxins, including carcinogens in polystyrene and note that containers manufactured with this substance can be found in food and beverage containers that might pose a risk to students and others.

RESOLUTION 2: Pertaining to Educator Diversity and Professional Licensure

(Submitted by the Arlington School Committee)

WHEREAS: Current research clearly demonstrates that public school students benefit from a diverse teaching staff; and

WHEREAS: Massachusetts districts are challenged to attract a diverse teaching staff; and

WHEREAS: Attracting diverse candidates often involves recruiting candidates from outside Massachusetts; and

WHEREAS: Massachusetts licensure requirements, including the Massachusetts Tests for Educator Licensure (MTEL) requirements, serve as a disincentive for candidates looking to relocate to take a teaching position; and

WHEREAS: Test administration is conducted in centers that are often inaccessible without a car; and

WHEREAS: The cost of testing can be a barrier to potential applicants; and

WHEREAS: There is no evidence the MTEL is a reliable or valid measure of successful practice as an educator; and

WHEREAS: School districts are capable of selecting qualified candidates for teaching positions, as well as supervising, evaluating, and deciding on whether to retain the services of probationary candidates; and

WHEREAS: The Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and

WHEREAS: Practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS: The teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board;

THEREFORE BE IT RESOLVED: that the Massachusetts Association of School Committees calls for the elimination of the MTEL and the MA Performance Assessment for Leaders (MaPAL) as licensing requirements for educators; and

BE IT FURTHER RESOLVED: that the Massachusetts Association of School Committees calls for the governance and licensure of professional educators to be vested in a board comprised of licensed educators.

RATIONALE: The licensure of Massachusetts educators is governed by the Board of Elementary and Secondary Education. The oversight of licensure by non-educators has resulted in a complex, difficult licensure system that discourages qualified candidates from applying for licensure and employment in Massachusetts. Recruiting a diverse, qualified cohort of new educators will be enhanced if the barriers presented by MTEL are removed, and if licensure regulations and standards are placed in the hands of a committee of educators. An expanded explanation in support of this resolution can be found on the MASC web site.

RESOLUTION 3: School Transportation

(Submitted by the Hudson School Committee and revised by the Resolutions Committee)

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

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

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

WHEREAS: M.G.L. c. 71, § 7C prohibits certain uses of regional transportation authorities to provide school district transportation services, and

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

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

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

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

WHEREAS: Elimination of M.G.L. c. 71, § 7C would free the school districts and Regional Transportation Authorities to collaborate on plans to provide safe and efficient transportation alternatives that lessen the financial impact on both the districts and the Commonwealth, and

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

THEREFORE BE IT RESOLVED THAT: In order to promote greater competition for bus service contracts and improve performance, MASC calls for the creation of a working group to advise the Legislature on the best solutions to support greater competition and higher performance from transportation companies.

BE IT FURTHER RESOLVED THAT: In order to promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis into the lack of bidders on school transportation contracts.

RATIONALE: Additional information can be found on the MASC web site.

RESOLUTION 4: Climate Change

(Proposed by the Resolutions Committee)

WHEREAS: We believe America is a great nation and has a proud heritage of addressing humanity's most pressing problems;

WHEREAS: We believe it is important to advocate for climate action leading to climate restoration to curtail one of the greatest threats facing communities throughout the world; and,

WHEREAS: We believe that climate change is not a partisan issue and that local, state, and national policies should be guided by the best available science; and,

WHEREAS: There is a broad scientific consensus among climate scientists that human activities, contributing to increases in greenhouse gas emissions, are the dominant cause of climate change;

WHEREAS: Children represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and,

WHEREAS: MASC recognizes climate change as a generational justice and human rights issue; and,

WHEREAS: Climate change is a social justice and equity issue. While climate change impacts all people and disproportionately impacts all young people and future generations, it disproportionately affects people of color and people in poverty, thereby exacerbating existing inequities and limiting equality of opportunity which is a foundational aspiration for modern America;

WHEREAS: The global impact, urgency, and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, all institutions and all elected leaders; and,

WHEREAS: National and state elected leaders working in a bipartisan fashion to enact carbon pricing policies could quickly and substantially reduce human-made greenhouse gas emissions; and,

WHEREAS: MASC recognizes and understands the significant negative impact that rapid and ongoing climate change has on America's schools, students, and their communities.

THEREFORE BE IT RESOLVED THAT: MASC calls on Congress to take swift and effective action on climate change to protect current and future students.

BE IT FURTHER RESOLVED THAT: MASC advocates for funding for school infrastructure need and emergency funding for disaster relief caused by natural catastrophes and extreme weather events.

RATIONALE: This resolution represents a call by advocates for action on climate change at the federal level and for state funding to anticipate the climatological implications and the emergencies they might cause.

RESOLUTION 5: Full Funding of Transportation Costs for Students in Foster Care And State Care

(Submitted by the MASC Board of Directors)

WHEREAS: FY18 was the first year Massachusetts added the category of transportation for foster children educated in the school or district of origin and subject to transportation to its reporting of education expenses by district, and the reported total was over \$3.2 million; and

WHEREAS: Federal and state law require the ability for students in foster or state care to stay not just in their districts of origin but also in their schools of origin; and

WHEREAS: The nature of foster care and state care placements has changed significantly within the past several decades; and

WHEREAS: School districts do not have control over whether a foster care student is placed into or removed from the district; and

WHEREAS: Section 7 of Chapter 76 of the Massachusetts General Laws, established over a century ago, obligates the Commonwealth to reimburse districts for the cost of educating students in foster care and state care;

THEREFORE BE IT RESOLVED THAT: the Commonwealth should fully reimburse transportation funding for children in foster care and state care. DCF and DESE must complete the process to provide proper documentation for the Commonwealth to receive reimbursement for transportation expenses under Title IV-E of the Social Security Act.

BE IT FURTHER RESOLVED THAT: MASC advocate the Massachusetts General Court to properly calculate and assume the full expense of providing educational services to

students in foster care and state care including the costs of assessments, regular day and special education services as well as out-of-district placements, transportation and mental health services.

RATIONALE: Because the foster care population is fluid, it is difficult for a school district to budget properly for unexpected transportation costs of students in foster care or state custody. Direct and full funding of transportation will remedy these problems while equitably and accurately allocating costs. The State Auditor notes the Commonwealth's failure to provide funding for the transportation of foster care students may be an unfunded mandate under the Local Mandate Law, G.L. c. 29, § 27c. This is a similar situation to that of the McKinney Vento finding by Auditor Bump in 2011-2012. As the requirement is tied to federal funding under Title I, the need to provide transit to these students means this could potentially be a requirement passed by the state to local districts without offsetting funding. Massachusetts received over \$220 million in Title I, Part A grants in each of the fiscal years 2016, 2017, and 2018.

While the reimbursement only offers a portion of the funds expended, it could help offset some of the expenses incurred by school districts to comply with state and federal laws. We applaud DCF and DESE for the effort underway to modify the federal plan to allow for reimbursement to Massachusetts for expenses incurred by school districts.

This resolution explicitly recognizes that "education expenses" include all education-related costs associated with the imposition of federal requirements and the decision-making of the Department of Children and Families (DCF) regarding each foster child's residential situation. Direct state funding of these services will allow for a more accurate allocation of funds to affected communities. Funding from the state will also lessen the administrative time lost by central office staff trying to determine the district financially responsible for each student and seeking reimbursements after the fact. Estimated total costs less the estimated existing payments would net to approximately \$56 million annually. More accurate data on student placements would sharpen this estimate.

RESOLUTION 6: Universal Quality Pre-Kindergarten Access in Massachusetts

{NOTE: This Resolution is a reaffirmation of a 2014 Resolution, submitted by the Framingham School Committee}

WHEREAS: In Massachusetts as many as four out of ten students lack access to a formal, early education and care program; and

WHEREAS: Advocates have cited as many as 25,000 low income children are in need of financial assistance for early education and care; and

WHEREAS: Low income students who participate in quality early education and care programs are 40% less likely to be held back a grade or need Special Education, and 30%

more likely to graduate high school twice as likely to attend college; and

WHEREAS: Better language, social and behavioral skills are obtained by attending a quality pre-school; and

WHEREAS: Children that attend pre-schools are shown to demonstrate tangible lifelong results for future success;

THEREFORE BE IT RESOLVED THAT: MASC file or support legislation that will provide a sufficient appropriation for universal pre-K in Massachusetts and will achieve the actions necessary to provide access to good, quality universal pre-K for all children in Massachusetts.

RATIONALE: This resolution would help ensure that our underserved population of 3 and 4-year-olds will be provided with the supports and services necessary for school readiness and lasting success in the classroom and for future success. Knowing that these strategies are documented in increasing student success, our resolution will level the playing field by helping to ensure equity and beginning the process of closing the achievement gap for this vulnerable cohort of children.

RESOLUTION 7: Poverty and Children

(Note: This Resolution is a reaffirmation of a 2015 Resolution. Submitted by the Framingham School Committee.)

WHEREAS: One third of the children in Massachusetts are living in or near poverty; and

WHEREAS: The perils of poverty include putting students and families at risk for health, social and emotional and educational disadvantage; and

WHEREAS: Students in poverty and at social and emotional risk face obstacles and impediments to their success that other students do not confront; and

WHEREAS: There is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address them; and

WHEREAS: The eradication of poverty among children is essential to generating a strong economy and vibrant society;

THEREFORE BE IT RESOLVED THAT: The Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation to support the eradication of poverty among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state program and services that serve children at greatest social and emotional risk which are easily accessible to students and families.

- Advocacy for nutrition programs that eradicate hunger among children.

- Advocacy for healthcare including vision, hearing, dental and mental health through accessible service providers.

- Support for pre-kindergarten programs for all children.

- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

RATIONALE: This resolution would help ensure that our underserved population of school children will be provided with the supports and services necessary for lasting success in the classroom and in their future. Knowing that by eliminating the ravages of poverty, these strategies have been proven to increase positive student outcomes, this resolution will level the playing field by helping to ensure equity and to close the achievement gap for this vulnerable cohort of children.

RESOLUTION 8: Resolution for Access to Menstrual Supplies

(Submitted by the MASC Resolutions Committee)

WHEREAS: Schools have an obligation to serve all students equitably. Every student deserves the reassurance that their school restrooms are outfitted with necessities to accommodate their biological needs. Yet, for roughly half the US student population, there is a glaring exception to this commitment: menstrual hygiene products; and

WHEREAS: Menstrual hygiene products are basic necessities, and the inability to access them affects a student's freedom to study, be healthy, and participate in society with dignity. Studies have shown that when students lack access to menstrual hygiene products they skip or miss class, face embarrassment or objectification because of period stains, and are limited both academically and socially; and

WHEREAS: Access to menstrual products could be cost prohibitive to many students and menstruating is not a luxury but a biological process that necessitates the use of costly products; and

WHEREAS: No student should miss a day of school because they feel ashamed or they do not have access to menstrual products; and

THEREFORE BE IT RESOLVED THAT: MASC work with state and federal legislatures to provide additional funding to provide free access to menstrual products from the school nurse and in restrooms and locker rooms.

RATIONAL: Proponents assert that menstrual supplies are basic necessities which some students may not have on hand in school at any particular moment or may not be able to afford in general. They view these items, similar to other products found in nurses' offices or in restrooms, as basic, essential commodities for everyday use that should be available to all students without charge.

RESOLUTION 9: Charter School Reform
(Submitted by the MASC Board of Directors)

WHEREAS: In many cities and towns, Commonwealth charter schools are imposed upon communities or subject to expansion over their objections, without local representative oversight, and without regard to the impact such a charter school would have on the education of children in the public schools; and

WHEREAS: Charter schools are always fully funded by the sending districts enrolling students there while the charter school mitigation fund is subject to appropriation and has not been fully funded in years; and

WHEREAS: Charter schools may retain up to 20 percent of their operating budget and capital costs in reserve funds, regional schools may retain only 5 percent of any surplus funds in reserve, while district schools must return 100 percent of any unspent funds to their municipality; and

WHEREAS: Without substantial reform of Commonwealth charter school financing, recruitment of students, equitable charter school enrollment of representative segments of the population of economically disadvantaged, special education, and disabled students remediation of the adverse impact of charter schools cannot be addressed;

THEREFORE BE IT RESOLVED THAT: the Massachusetts Association of School Committees seek legislative action to both address the deleterious effects of charter school funding on certain municipalities and school districts across the state and approve a comprehensive set of reforms that includes:

1. Establishment of strict guidelines or regulations to require that charter schools enroll representative cross sections of students residing within the school service areas.

2. Reporting of accurate numbers of students who leave charter schools to return to the sending districts or district of residence.

3. Requiring the MA Department of Elementary and Secondary Education to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.

4. State requirements that all charter schools be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.

5. State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools.

RATIONAL: This resolution addresses several areas where charter school critics note that school districts are disadvantaged by current policy. Among these issues are failure to recruit and retain a fair proportion of students at risk, English Language Learners, or clients of special education services. The resolution also recommends that charter schools should be funded as a discrete budget line item rather than by having sending district Chapter 70 funding diverted to charter schools and that the current mitigation program to offset temporary losses of district funds be fully funded.

Critics of this resolution may argue that “the money follows the child” and that charter schools represent choices for parents and students. They might also cite efforts by some charter schools to recruit students at risk.

proposal to amend the masc by-laws

The Board of Directors of the Association has recommended to members that the by-laws of the Association be amended as follows:

It is proposed that Article VII (Election of Officers), subsection 2 (Nominating Committee) be updated to reflect the addition of the Minority Caucus representative on the Board of Directors and as a representative on the Nominating Committee.

Current language reads as follows:

A Nominating Committee of ten persons shall be appointed by the President with the advice and consent of the Board of Directors, on or before May 1 of each year. One of such persons shall be a past President, who shall serve as Chairman of the Nominating Committee, four shall be Division Officers and five shall be members of school committees which are

active members of the Association. The four Division officers and the five others shall be so appointed that each Division of the Association is represented.

Proposed language reads as follows (new language in bold face)

A Nominating Committee of ten persons shall be appointed by the President with the advice and consent of the Board of Directors, on or before May 1 of each year. **A Past President shall serve as a non-voting chair of the committee.** Five members shall be Division Officers and five shall be members of school committees which are active members of the Association. The **five** Division officers and the five others shall be so appointed that each Division of the Association is represented.

Matters for Action

New Business

1. Approval of Contract with New England School Services, Inc. in the amount of \$13,660.00 for contracted services for removal and replacement of outside double- door, frame, and transom at the Farley Elementary School.

HUDSON PUBLIC SCHOOLS
Office of the Superintendent of Schools
155 Apsley Street
Hudson, Massachusetts 01749

Funding Source: General Fund

Account Number: 20.4264.15.5.065.0570.4220.4.6.99 (Doors & Hardware Contracted Svs Farley)

Contract for Goods

Company Information

Company Name: New England School Services, Inc.

Address: 98 Hicks, Ave, Medford, MA 02155

Social Security #/ Federal Tax Identification #:

Terms of Contract:

A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:

- Contracted services for the removal and replacement of an outside double-door, frame, and transom at the C.A. Farley Elementary School for \$13,660.00 as outlined in Quote # RV3928 dated October 2, 2019 (see attached)

Timeline for Shipping: on or before November 1, 2019

Payment Schedule: The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

Termination: 1. **Termination for Cause:** If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents shall become the property of the Town.

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination.

2. **Termination for Convenience:** The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor:

Signature of Vendor

Date: _____

U Bell

Hudson Public Schools

Patricia Lutz

School Business Manager

Date: *10/8/19*

Superintendent of Schools

Date: _____

Hudson School Committee

Date: _____

SUPPLY/SERVICE PROCUREMENT FORM

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$2999. Procurements over \$4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department: Hudson Public Schools	Date: 10/2/2019	Department Head: (signature)
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary): New England School Services, a trusted and longtime vendor to Hudson Public Schools will remove and replace an outside double-door, frame and transom at Farley Elementary School. This door has become a security/safety issue since it is a steel frame which has deteriorated to the point that the doors no longer close unless forced. N. E. School Services holds a MHBC contract for door repairs and sales. The former contract number was Contract #MC13-E05 valid through 03/31/2017. Recently renewed, the new contract number is #MC14-E05, valid through 08/31/2022.

Recommended Quote or Bid

Date Quote Received: 10/2/2019	Quote: \$13,660.00
Company Name: New England School Services, Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 98 Hicks Avenue Medford, MA 02155	
Quote Issued By: Vance Smith	Tel: 617-776-4780 FAX:
Special Conditions/Notes: MHBC contract #MC14-E05, valid through 8/31/22	

Second Quote or Bid

Date Quote Received:	Quote: \$
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel: FAX:
Special Conditions/Notes:	

Third Quote or Bid

Date Quote Received:	Quote: \$
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel: FAX:
Special Conditions/Notes:	

Chief Procurement Officer Action

Approved:	Date: 10/4/19
Comments:	

Please attach special conditions, notes, specifications or related documentation to this form.

MHBC VENDOR -

New England School Services, Inc.

88 Hicks Avenue
Medford, MA 02155

Voice: 617-776-4700
Fax: 781-396-8088

QUOTATION

Quote Number: RV3928
Quote Date: Oct 2, 2019
Page: 1

<p>Quoted To: HUDSON PUBLIC SCHOOLS 165 Apsley Street Hudson, MA 01749</p>

<p>Ship To: 155 Apsley Street Hudson, MA 01749</p>

Customer ID	Quote #	Payment Terms	Notes
HUDSON	11/1/19	Net 30 Days	SMITHROB
Quantity	Description	Description	
1.00	FRAME	Special Lite 2" x 6" heavy tube wall clear aluminum transom frame, prepped and reinforced for hardware	
1.00	DOOR-SL-17	One pair of Special Lite SL17 FRP doors with 6 1/2" x 58" exposed glass visions, prepped and reinforced for hardware	
2.00	HINGES-SL11x CLRx83"	Select SL11 HD x CLR x 83" full mortise continuous hinges	
2.00	CLOSER	Sargent 351 - UH - EN closers with hold open feature	
1.00	EXT DEVICE	Sargent 8804F x 32D rim exit device with key access	
1.00	EXT DEVICE	Sargent 8810F x 32D rim exit device (exit only)	
1.00	MULLION	Sargent L980S x PC keyed removable mullion	
2.00	PULL	Don Jo #1157 x 32D x 10" CTC x 1" dia offset door pulls	
4.00	GLASS	4 pcs of 5/8" clear tempered insulated glass (doors and transom)	
2.00	WEATHER-PERIMETER	Perimeter Weather Kits	
1.00	ASTRAGAL KITx CLR	Adjustable door edge brush astragal (mortised into doors at the factory)	
2.00	SWEEP	Adjustable bottom door sweeps (mortised into doors at the factory)	
1.00	THRESH	6" x 6" x 1/2" threshold	
1.00	MISC	Misc wood to trim out the inside of frame	
1.00	freight	Freight and misc materials	
1.00	LABOR	Labor to furnish and install material.	
<p>* Installation is based on work performed Monday through Friday during normal business hours</p>			
<p>FARLEY ELEMENTARY - SIDE ENTRANCE</p>			
<p>Hi Wayne, We will reuse the existing electric strike and the cylinders for the exit device and the keyed removable mullion. Special Lite doors and frames have a 10 year warranty.</p>			

Please note that we are vendors under MHEC and Comm Buys

Mass Higher Education Collaborative Vendors ID : MC 13-E05

Combuys Operational Services Division Vendor ID 3000183

Subtotal	Continued
Sales Tax	Continued
Freight	
	Continued

New England School Services, Inc.

88 Hicks Avenue
Medford, MA 02165

Voice: 817-778-4700
Fax: 781-398-8088

QUOTATION

Quote Number: RV3928
Quote Date: Oct 2, 2019
Page: 2

Client:
HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, MA 01749

Ship To:
155 Apsley Street
Hudson, MA 01749

Customer ID	Quote Date	Payment Terms	Salesperson
HUDSON	11/1/19	Net 30 Days	SMITHROB
Quantity	Unit	Description	
		It was a pleasure meeting you yesterday, and if you have any questions please give me a call. Thanks, Vance	

Please note that we are vendors under MHEC and Comm Buys
Mass Higher Education Collaborative Vendors ID : MC 13-E05
Combuys Operational Services Division Vendor ID 3000183

Subtotal	13,660.00
Sales Tax	
Freight	
Total	13,660.00

New England Fire and Security	Located in West Springfield, MA, this small business provides Fire Alarm, Clock and Emergency Communication Systems including parts and service.
New England School Services Inc	Located in Medford, MA, this third generation family owned and operated small business offers Security Door/Exit Devices, Security Locks, Security Glass including parts, installation and service.
Pasek Corporation	Established in 1876, located in South Boston, MA, Pasek Corporation offers a variety of access control, security and surveillance solutions.
SecureTech Systems, Inc.	Located in Irving, TX, this small woman owned business providing wireless instant notification systems.
Setronics Corporation	Established in 1988, Setronics a small business provides security integration solutions. They offer access control, surveillance, security and fire systems including design, project management, installation and service.
Siemens Industry Inc	Established in 1891 this world wide corporation is headquartered in Buffalo Grove, IL. They are supported by their local Canton, MA office. They offer integrated solutions for security and fire applications including service, design and engineering service
Signet Electronic Systems Inc	Founded in 1974, SIGNET is a privately held system integrator located in Norwell, MA. They offer complete integration solutions for security and fire applications including engineering, installation, training and service.
SimplexGrinnell	Located in Westminster, MA, Simplex Grinnell an international company provides fire detection, sprinkler and suppression system, security and building communications solutions and services.
Scitrol New England	Located in Rocky Hill, CT, Scitrol New England is a full service design, installation, maintenance and monitor of intelligent verified security systems.
Stone and Berg Company	Located in Worcester, MA Stone and Berg a small woman owned business, distributes a full range key and key systems, locks and exit devices and access control accessories.
Systematics Inc	A small business located in Westborough, MA, offers a comprehensive line of storage and asset management solutions to solve your asset security, and firearms storage needs.
Vulcan Security Technologies, Inc.	Established in 1984 this small business located in South Windsor, CT provides mechanical and electrical sales service and installation of locks, key systems, card access, doors and door hardware.
Wright Communications	Established in 1982, this woman owned small business located in Pembroke, NH, product lines include two-way radio systems, dispatch consoles, indoor/outdoor mass notification systems.
New on Contract	No Longer on Contract
Acoustic Technology, Inc. dba ATI Systems American Service Company Ayscht Technology Solutions BCM Controls Corporation Cintas Corporation Clark Security Products FTG Technologies	Anbster Wright Communications





Massachusetts Higher Education Consortium
100 University Drive, Suite 1
Amherst, MA 01002

MC14-E05

09/01/2019 through 08/31/2022

Rika Monzillo
monzillo@mhec.net
Phone: (413)892-2508
FAX: (413) 577-0882

**Fire/Security/Emergency
Communication: Equipment,
Service & Supplies**

Instructions and information pertaining to the use of this contract

- 0 All Terms & Conditions contained in the IFB for MC13-E05, the bidder's response to the IFB and subsequent negotiation shall carry forward to this contract in their entirety without exceptions.
- 0 Contractors must make every effort to identify purchasers contacting them to determine MHEC membership and extend the MHEC pricing and any benefits. Any customer who meets the MHEC criteria for membership will be afforded the opportunity to join the MHEC prior to finalizing the sale.
- 0 Contractors are required to market products and services to the MHEC membership directly and continue to promote sales volume through quality and superior service.
- 0 If provided by the bidder, specific details and instructions pertaining to each awarded contractor and their brands, products or services will be located following the pricing pages for each individual contractor.
- 0 The contractor will ship and bill the material requested on each purchase order directly to the respective school.
- 0 Use of the contract is left to the discretion of each respective school. No guarantee of volume has been made to the contract holder(s).
- 0 Some contractors awarded may require that members enter into agreements including but not limited to exclusivity, multi-year or multi product. Due to the specific nature of these agreements, the MHEC has not vetted these agreements and members considering entering into these agreement are strongly encouraged to submit these document to their legal counsel for review.



Awarded Vendors and Brands

Brands, Lource, Panasonic, Quam Nichols, Sapling, Seneca, TeKTona

-
- 16 Integrated Security Group**
AMAG, DMP, Verint Systems
-
- 17 Integrated Security Inc**
Allerton, Avigilon, Galaxy Control Systems, Integrated Security Labor Rates, Saïto
-
- 18 Island Tech Services, LLC**
-Island Tech Services, OPS Public Safety, Safina, TruckVault
-
- 19 Johnson Controls**
Axa, Code Blue, Johnson Controls Inc Labor Rates, Saïent, Software House, Verint Systems
-
- 20 Johnson Controls Fire Protection Lp**
American Dynamics, American Signal, Ansol, ASCOM, SimplexGrinnell, SimplexGrinnell-Tyco, Software House/Kantech
-
- 21 Massachusetts Fire Technologies Inc**
Amarox, Ansol, Badger, Buckeye, Kilde, MA Fire Tech Labor Rates, Massachusetts Fire Technologies, Inc., Pyro Cham
-
- 22 Mercier Electric & Communications Inc.**
Atronix, American Dynamics, Code Blue, DSC, Exaco, Kantech, Mercier Labor Rates, Stonelock
-
- 23 Minuteman Security Technologies Inc**
Adams Rita, Alphons, AMAG, American Dynamics, AnyVision, Armoured ONE, Avigilon, Axa, Bosch, Building Intelligence, Command, Corbin Russwin, Detect 360 Active Shooter Response, Exaco, Feenick, Folger Adams, Genetec, HES, Indigo Vision, Middle Atlantic Products, Milestone, Minuteman Labor Rates, Openpath Security, Inc, Panasonic, Palco, Philips, Pivot 3, S2 Security, Saïto, Samsung, Sargent, Schlage, Seneca, Sixel, Software House, Stanley, Stantonon, Talkphone, Traka, TransiSentry, Von Duprin, WaveLynx Technologies Corp, Winsted
-
- 24 New England School Services Inc**
Corim, De la Fontaine, Domakaba, Kowner, Lambton, New England School Services, Inc, New England School Services, Inc., NGP, Special Life
-
- 25 New Era Technology NE**
Atronix, APC, Avigilon, Axon Tek, Chatsworth, Commscope, Comnet, Corning, Cyber Extruder, Dynalock, Extreme Networks, Genetec, Idemia, Indigo Vision, Ionodes, Kantech, KBC Networks, KeeDEX, Locknetics, Magicard, New Era Labor Rates, New Era Servers, NVT, Philips Signage, Pivot 3, RCI, Ruckus, S2 Security, SDC, Seneca, STI, Superior Essex, TrippLite, UTC, Verkada, Vingtor-Stantonon, Windy City Wire, Winsted
-
- 26 Norel Service Co., Inc**
AES, Autocall, Avigilon, Bosch, Criticom, DSC, DSX, Eaton/Cooper Wheelock, Identiv, Kantech, Kaltron, NOREL, Rath
-
- 27 Oak Security Group**
Detex, Medeco, Oak Security
-
- 28 Ockers Company**
American Dynamics, Bosch, Brivo, Fir, Ilustra, Kantech, Ockers Labor Rates, Telecor, Verkada
-
- 29 Pasek Corporation**
Adams Rita, Alarm Lock, AMAG, Arrow Lock, Axa, BEA, Best Access, CompX Fort, Corbin Russwin, Detex, Don Jo, Domakaba, Glyn Johnson, HES, HID, Honeywell, Iico, Ives, Labor Rates, LCN, Master Lock, National Guard, Norton, Record, Ribson, Rockwood, Sargent, Schlage, Select, Stanley, Vanderbilt, Von Duprin, Yale
-
- 30 Siemens Industry Inc**
Asrotum, Alphons, American Dynamics, Arecont, BCD, Bosch, Code Blue, Command, FireSide, HID, Panasonic, Saïto, Siemens, SIPass, Software House
-



Matters for Action

New Business

2. Approval of Contract with the Madison Corporation – DBA Warren Security in the amount of \$44,500 to upgrade the Door Access Control Security System at Hudson High School

HUDSON PUBLIC SCHOOLS
Office of the Superintendent of Schools
155 Apsley Street
Hudson, Massachusetts 01749

Funding Source: MA Exec. Office of Public Safety - Safer Schools and Communities Initiative Grant

Account Number: 55.0010.15.2.079.3746.7400.6.1.20

Contract for Goods

Company Information

Company Name: The Madison Corporation - DBA Warren Security

Address: 181 Boston Post Rd East – Suite 4, Marlborough, MA 01752

Social Security #/ Federal Tax Identification #:

Terms of Contract:

A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:

- (1) Linear eMerge 5000 Main Network Control Panel \$5,000
- (27) Linear eMerge Access Control Modules (controls 2 doors each) \$25,000
- (7) Linear eMerge Network Nodes \$12,000
- (14) SMP3 Power Supplies \$1,500
- (14) 7 AMP Hour 12 VDC Batteries \$500
- (14) 16VAC 40VA Transformers \$500

Timeline for Shipping: delivery before November 30, 2019

Payment Schedule: The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

Termination: 1. Termination for Cause: If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents shall become the property of the Town.

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination.

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in

the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor:

Signature of Vendor

Date: _____

W. Balli

Hudson Public Schools

School Business Manager

Date: 9/30/19

Superintendent of Schools

Date: 10-10-19

Hudson School Committee

Date: _____

SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B

 Ch. 149

 Ch. 30 §39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$4999. Procurements over \$4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department: HPS Facilities	Date: 9/24/2019	Department Head: (signature) <i>UP Balli for P. Lenge 27 Sept 2019</i>
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Purchase parts and labor to upgrade the failing/discontinued Door Access Control Security System at Hudson High School.

- (1) Linear eMerge 5000 Main Network Control Panel \$5,000
- (27) Linear eMerge Access Control Modules (controls 2 doors each) \$25,000
- (7) Linear eMerge Network Nodes \$12,000
- (14) SMP3 Power Supplies \$1,500
- (14) 7 AMP Hour 12 VDC Batteries \$500
- (14) 16VAC 40VA Transformers \$500
- Parts \$44,500.00

To be paid out of the Safer Schools and Communities Initiative Grant Funds we received for \$60,000

Recommended Quote or Bid

Date Quote Received: 9/24/2019	Quote: \$44,500.00
Company Name: The Madison Corporation DBA Warren Security	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 181 Boston Post Road East – Suite 4 Marlborough, MA 01752	
Quote Issued By: Nick Martines	Tel.: 508-485-5141 FAX: 508-480-9595

Special Conditions/Notes: Warren Security is the contracted security provider for Hudson Public Schools and Town of Hudson, they currently maintain our outdated/discontinued system at Hudson High School. They are able to sell us the necessary parts to upgrade the old system and merge it with a new Nortek Linear eMerge 5000 system where other vendors want us to replace the entire system at a cost of over \$93,000.00. Utilizing Warren Security is a cost-effective approach that will allow us to replace the system in stages over time, as funds permit, without disruption to the current security system at Hudson High School as we cross taper off of that old system. Nortek Linear lists five dealers in Massachusetts that sell eMerge 5000 Access Control Systems. One listed authorized dealer (Eastern Garage) does not sell this system, another dealer (FB Electrical) will only sell us the parts if they can install the entire system. A third dealer (Parker Fence) called back to inquire but did not submit a quote. The final two dealers (Roy Fence and Salem Overhead Door) would not return our request for a quote. None of the vendors listed on COMMBUYS/OSD ITC71 sell Nortek Linear parts or software.

Second Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel.: FAX:
Special Conditions/Notes:	

Third Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel.: FAX:
Special Conditions/Notes:	

Chief Procurement Officer Action

Approved: <i>[Signature]</i>	Date: 9/27/19
Comments: <i>only 1 of 3 quotes received</i>	

Please attach special conditions, notes, specifications or related documentation to this form.

Posted
 Central Register
 COMMBUYS
 Website

UP Balli

PROPOSAL
THE MADISON CORPORATION
d/b/a/ Warren Security
181 Boston Post Road East ~ Suite 4
Marlborough, MA 01752
Phone: 508-485-5141~Fax: 508-480-9595
Email: info@warren-security.com

September 26, 2019

Denise A. Reid
Bradlee Parker
Hudson School Department
155 Apsley Street
Hudson, MA 01749
Phone: 978-567-6105
Email: dareid@hudson.k12.ma.us
Email: bparker@hudson.k12.ma.us

We hereby submit specifications and estimates for: Hudson High School

Install

(1) Linear eMerge 5000 Main Network Control Panel - \$5,000.00
(27) Linear eMerge Access Control Modules - (Each Module Controls (2) Doors) - \$25,000.00
(7) Linear eMerge Network Nodes - \$12,000.00
(14) SMP3 Power Supplies - \$1,500.00
(14) 7 Amp Hour 12 VDC Batteries - \$500.00
(14) 16VAC 40VA Transformers - \$500.00
Program and Test
Parts: \$44,500.00
Labor: \$20,600.00
Total Cost: \$65,100.00

Note

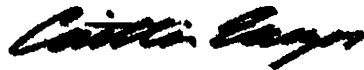
By using the Linear eMerge 5000, we will be able to seamlessly integrate the new hardware into the existing system. Utilizing existing equipment and access cards.

*Includes one-year warranty on all equipment and labor

We propose to furnish material and labor - complete in accordance with the above specifications.

Payment to be made as follows: *1/2 Down – Balance Due upon Completion.*

All material is guaranteed to be as specified. All work to be completed in a 'workman-like' manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workman's Compensation Insurance.



Authorized Signature X _____

Caitlin Eagan - Office Manager

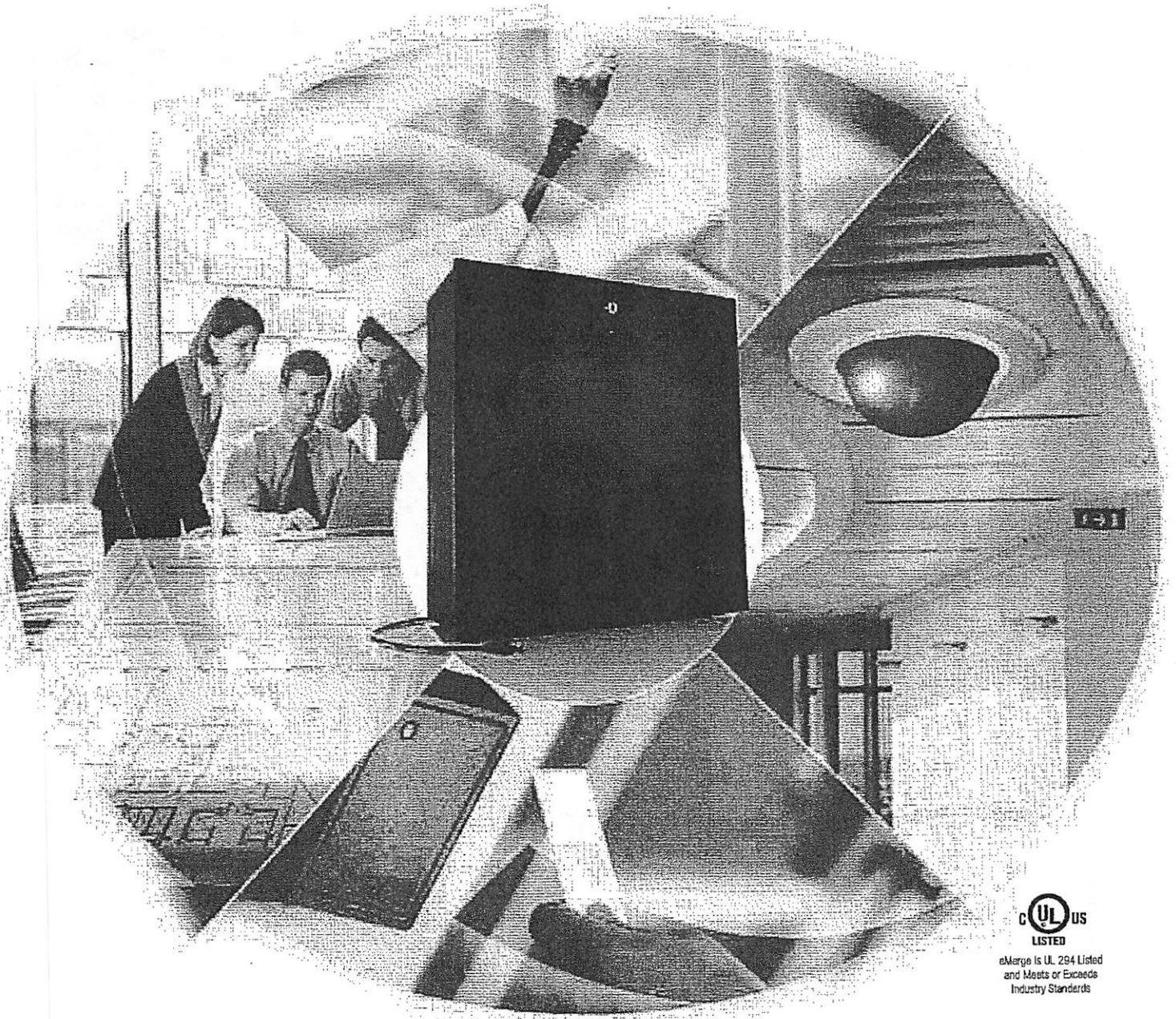
Note: This proposal may be withdrawn by us if not accepted within 30 days.
Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted.
You are authorized to do the work as specified. Payment will be made as outlined above.

Signature _____

Date _____

Access Control Solutions For A Changing World™

Linear[®]
Building On Innovation.



eMerge Is UL 294 Listed
and Meets or Exceeds
Industry Standards

eMERGE™ 50
Browser Managed Security Platform

eMERGE™ 5000
Browser Managed Security Platform

The Integrated Security Management Solutions
With Embedded Software

Innovative Architecture

Network Controller

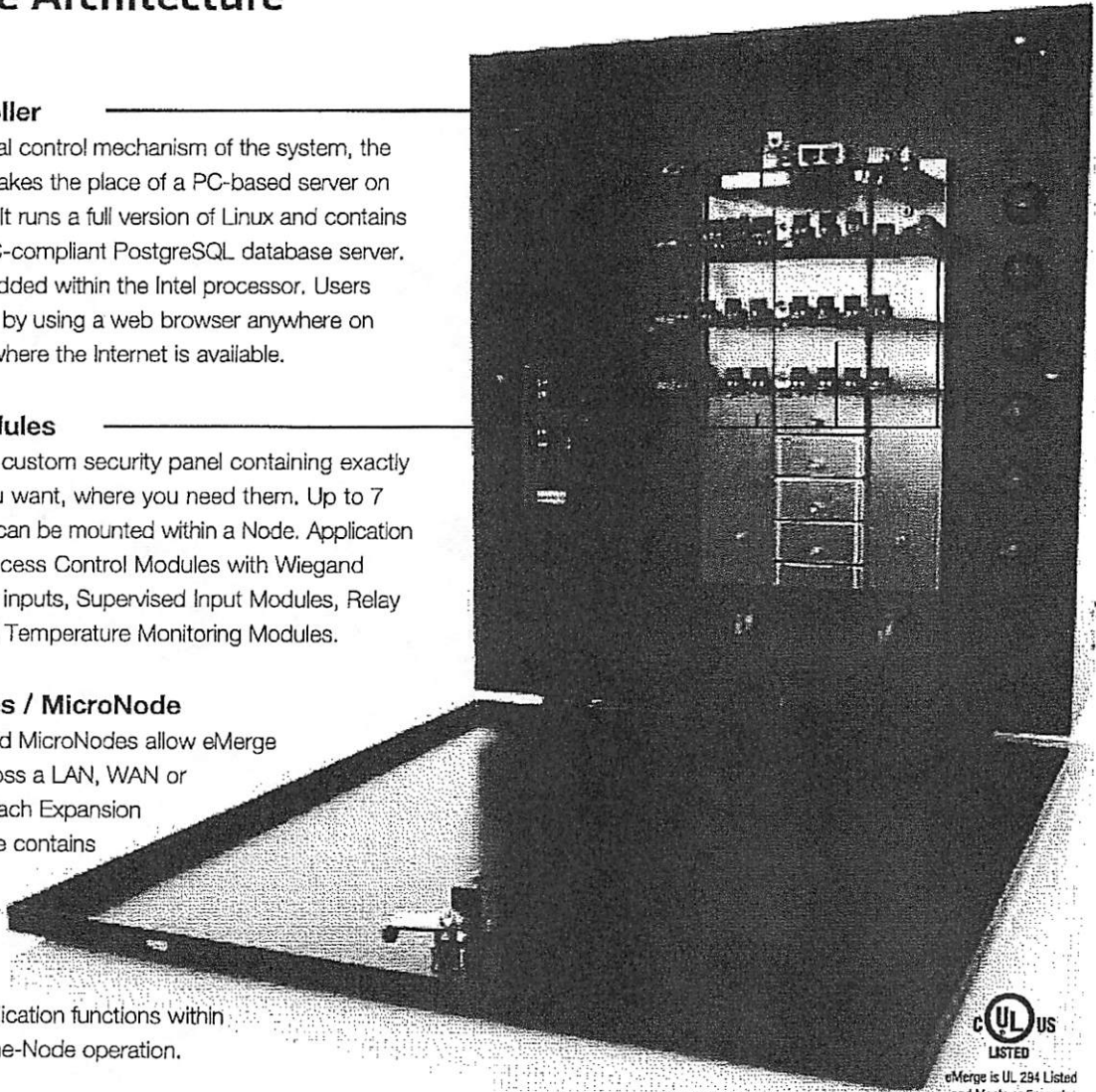
Serving as the central control mechanism of the system, the Network Controller takes the place of a PC-based server on older style systems. It runs a full version of Linux and contains a web server, ODBC-compliant PostgreSQL database server. All software is embedded within the Intel processor. Users access the software by using a web browser anywhere on the network, or anywhere the Internet is available.

Application Modules

Allow you to build a custom security panel containing exactly the components you want, where you need them. Up to 7 application modules can be mounted within a Node. Application modules include: Access Control Modules with Wiegand protocol card reader inputs, Supervised Input Modules, Relay Output Modules and Temperature Monitoring Modules.

Expansion Nodes / MicroNode

Expansion Nodes and MicroNodes allow eMerge to communicate across a LAN, WAN or the public Internet. Each Expansion Node and MicroNode contains a Node Card that communicates securely with the Network Controller and manages all application functions within the Node for fail-to-the-Node operation.



eMerge is UL 294 Listed
and Meets or Exceeds
Industry Standards

The Convergence of Security and IT

In today's world, the same person frequently manages IT, physical security and networking. That's because the technologies of encryption, bandwidth, network integrity, firewall access and physical security have converged into a new and powerful networked environment.

Security managers today must understand network edge topology, zero footprint software, high speed networking, and the integration of databases, video and other related subsystems.

The complexities of today's security environments also create special opportunities for a product such as eMerge, with its native IP hardware technology. eMerge simplifies your IT security environment rather than complicating it.

Because eMerge does not require you to install any software or pull new wiring to any computer – you simply connect components to your data network and eMerge will recognize them – it has a zero footprint and provides control of a complete physical security environment through a web browser that is already on your PC.

eMerge changes the age-old equation of inflexible low-end security systems or over-featured, expensive high-end systems. Designed from the ground up to be a cost-effective complete solution, eMerge is a complete, scalable security management system compact enough to fit in a panel-sized box, yet powerful enough to integrate your access control, alarm monitoring and video in one system.

The eMerge™ 50 and the eMerge™ 5000 Browser Managed Security Platform from Linear, a trusted name in access control solutions, can lower the cost of ownership while increasing the value and functionality of your access control installation.

A Dramatic Leap Forward in Security Management

The time has come for a totally new innovation in the management and control of your security environment. Faster installations. No software. Geographic independence. Leverage existing network infrastructures. State-of-the-art communications.

Browser Managed

With its impressive array of powerful features, eMerge is a configurable, integrated security management and access control system. Now you can manage security functions for multiple facilities anywhere with an Internet connection.

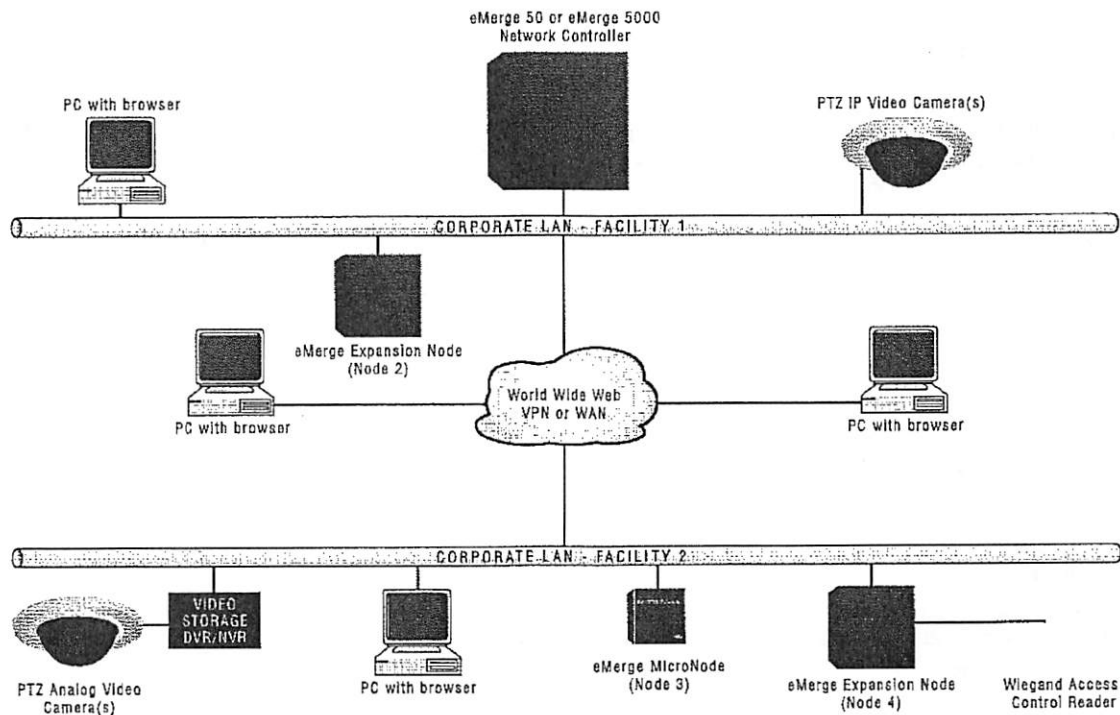
Because eMerge is a browser managed system, it has the enormous advantage of geographic autonomy. You are able to monitor and control multiple facilities from any web browser by connecting securely to the Internet. From any location in the world you can view live event logs, video and interactive floor plans in one view, remotely lock or unlock doors, arm or disarm burglar alarm systems, and initiate system-wide changes through Threat Level status. You can also lock down the system so that control is available only from inside a facility.

Network Appliance

eMerge is a network appliance. Everything you need to install and manage the system is embedded within the Network Controller. There's no server software, no client software, no gateways, no new communication wiring to install, no plug-in hardware adapters for connectivity, and no software compatibility issues to deal with.

The eMerge 50 is designed to bring the benefits of network architecture to basic access control applications. The eMerge 5000 handles a broad range of functions such as real time monitoring, elevator control and photo ID in one integrated package.

Installations for eMerge range in size from small, standalone facilities to distributed enterprises of remote sites.



Systems Integration with Browser Interface

eMerge provides powerful systems integration with an easy to use web browser interface. The Linux operating system, PostgreSQL database and web server, all embedded in eMerge, make it both easier to use and more powerful than legacy access control and security systems. eMerge employs state-of-the-art encryption and authentication technology to ensure secure communications. Standard industry wiring is employed throughout the system.

A Robust Feature Set

Real-time Monitoring

Monitoring Desktop allows real-time monitoring of critical system functions including interactive floor plan, live event log, event acknowledgment, video monitoring, user image verification and control of doors.

User Records

Easy and complete management of all system users is accomplished from one screen including access levels, card assignments, photo ID, personal information and password protected web access.

Access Control

All standard access control parameters are easily created and managed in a single view.

Regional Anti-passback with Occupancy Counting

eMerge now allows users to define access controlled regions that enforce either conventional timed anti-passback or hierarchical regional anti-passback with software tailgate detection. Occupancy counts are kept for each region, and users can program alerts when a region becomes empty or exceeds capacity.

Roll Call Reporting with Mustering Function

To aid in evacuation management. Version 3 includes a region-by-region roll call report. Any card reader or user with a Web browser can be used as a mustering station and multiple mustering stations can be used.

Live Video Monitoring

eMerge 5000 allows real-time video to be viewed. Cameras can be viewed individually, in quad views or picture-in-picture format. Cameras at different locations can easily be managed by the system and combined for viewing on a single screen. Version 3 significantly improves performance when large numbers of cameras are present on integrated video systems from Milestone Systems and ONSSI.

Log Annotations

System operators may now insert text annotations into the activity log as well as tag individual specific log entries with commentary.

LDAP Authentication

Version 3 supports authentication of system users via LDAP (Active Directory on Microsoft systems). Users may be selected on a person-by-person basis to be authenticated through LDAP or through the system's own password authentication method.

Interactive Information and Reports

eMerge includes many predefined reports along with an easy-to-use interface for generating custom reports. The proprietary English-based free-form report language makes the retrieval of specific information easy for inexperienced users. Other reports are even easier to specify, and many require no typing at all.

Custom Reports

Version 3 supports the creation of a variety of custom reports, allowing users to specify, add, change, or delete reports and choose a number of fields and range of events to create reports. Prompts can be added to any report, requiring the user to input data, such as a name. Reports can be automatically generated for designated users.

Threat Level Management

System parameters and business rules can be quickly changed with one click using Threat Level Management, including control of doors and access privileges.

PostgreSQL Database

An object-relational database designed to have much lower maintenance and tuning requirements than proprietary databases. Has outstanding scalability and performance. Its SQL implementation strongly conforms to the ANSI-SQL 92/99 standards. It has full support for subqueries (including subselects in the FROM clause), read-committed and serializable transaction isolation levels.

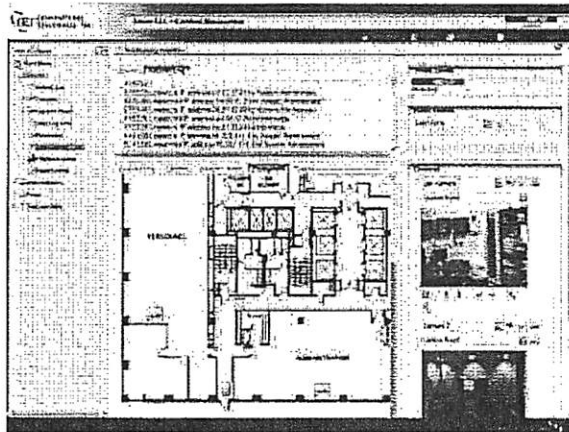
CompactFlash Memory

Allows for full database backups rather than partial backups. Because CompactFlash (CF) is a non-volatile memory that does not require a backup battery, data is retained indefinitely. This type of memory provides faster, more robust, and a more scalable method of database backup.

The eMerge Advantage ...

- A user interface securely accessed with a standard web browser under password control.
- Integrated management of access control, video, alarm and temperature monitoring from anywhere the Internet is available.
- Proven Red Hat Linux operating system embedded in the Intel processor ensures a stable platform.
- Pre- and post-image video capture at designated access control and alarm monitoring points.
- Intuitive dynamic floor plans for easy monitoring and control over complex facilities.
- Communications over existing networks or the Internet using easy to obtain, inexpensive equipment commonly found in most offices.

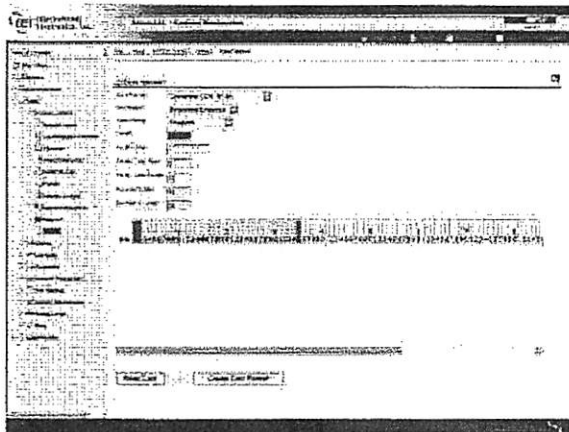
Actual Browser Screen Shots



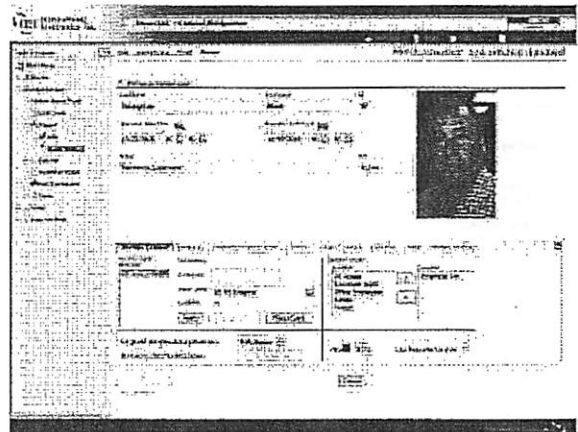
Real-time Monitoring



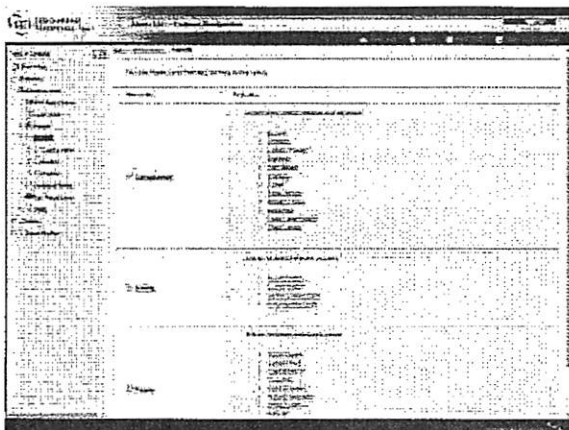
Live Video Monitoring



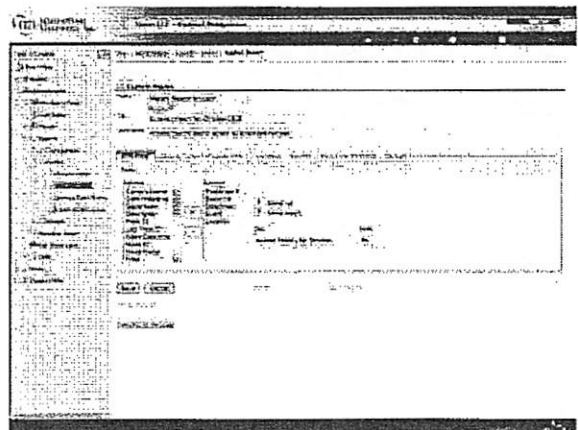
Built-in Card Decoder



User Records with Photo ID



Extensive Reporting Capabilities



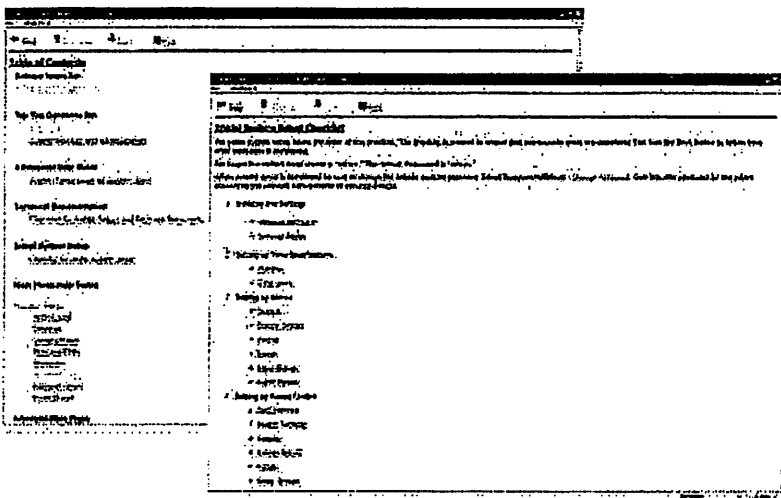
Generate Custom Reports

... Becomes Your Advantage

- Authenticated and encrypted information flow to protect system operation even over public network segments.
- Remote update of software to every level of the system, keeping all components up-to-date.
- Easy-to-configure panel architecture combining access control input and output modules.
- Powerful predefined and ad-hoc reports delivered from the integrated ODBC-compliant embedded database.
- Alerts delivered via e-mail, and even cell phones.
- Totally solid state construction for years of trouble-free service.
- Lower long-term cost of ownership.
- UL & ULC 294 Listed.

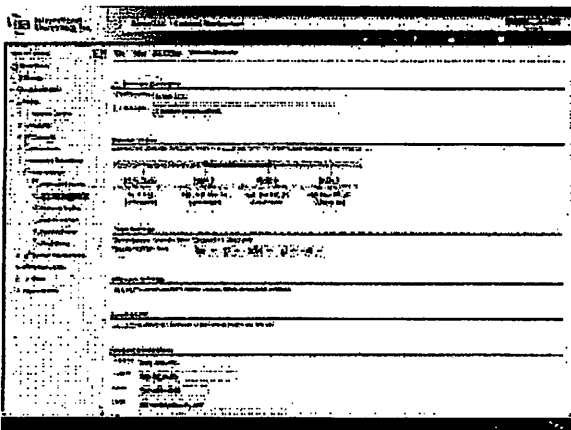
Designed for Easy Set-up and Support

The network architecture and browser interface of eMerge allow users to easily configure and service the system from in the building, across town, or across the country, using any computer with a web browser. Remote service is now a reality, permitting your service technician to troubleshoot a system without needing to travel on-site to the installation. And because eMerge has the software embedded in the system, it can be pre-programmed before installation or remotely programmed after installation.



Comprehensive Embedded Help File

The eMerge system contains a large, context sensitive help file that includes detailed information about all system features and functions with step-by-step setup instructions. Each help topic displays highlighted links to other related help file items.

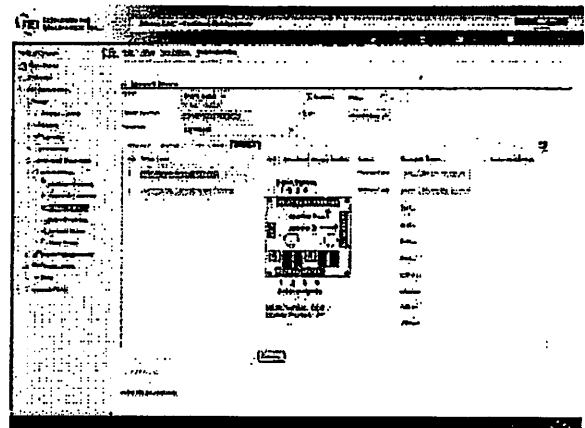


Easy Network Set-Up

IT managers are comfortable with eMerge because it's designed to work in their environment. A few pieces of information are all that are needed to put eMerge into action.

Remote Service

eMerge's network architecture allows remote service and software updates from any browser, anywhere.



Visual System Map

eMerge's system components are automatically identified and graphically displayed for easy reference and fast troubleshooting.

System Features

	eMerge 50	eMerge 5000
Access control readers	32	140
Maximum number of cameras	N/A	128
Maximum number of card holders	5,000	20,000
User photo	No	Yes
e-mail and SMS	Yes	Yes
NAS back-up	Yes	Yes
Burg interface (loops)	Yes	Yes
Video Management System (VMS)	No	Optional
Enterprise capable	Optional	Yes
Live Monitoring Bundle	No	Yes
Monitoring desktop, Floor plans, Alarm acknowledgement, Photo pop-up		
Badging	No	Optional
Elevator control	No	Yes
Threat levels	No	Yes
Application Programmable Interface (API)	Yes	Yes

eMerge Modules:

eMerge 50	Network Controller – 1 Access Control Module, power supply and enclosure
eMerge 5000	Network Controller – 1 Access Control Module, power supply and enclosure
eMerge EXN	Expansion Node – card, power supply, and enclosure
eMerge MicroNode	Compact Expansion Node – for Version 3 and later systems
eMerge ACM	Access Control Module – 2 readers, 4 inputs, 4 outputs
eMerge INP	Supervised Input Module – 8 inputs
eMerge OUT	Relay Output Module – 8 outputs
eMerge TMP	Temperature Input Module – 8 inputs



eMerge is UL 294 Listed
and Meets or Exceeds
Industry Standards

Hardware and Software Specifications

Check with Linear's Web site (www.linearcorp.com) for updated specifications, lists of supported devices, and software updates.

Readers:	The eMerge Access Control Module (ACM) supports card readers that use the Wiegand Reader Interface
Operating System:	Red Hat Linux
Database Engine:	PostgreSQL (ODBC Compliant, API Enabled)
DBMS compatibility:	SQL, ODBC
e-mail support:	POP, SMTP
Encryption:	SSL, SHA-1
Network:	NTP, TCP/IP
Web:	http, https, xml
Processor:	intel XScale-XP425
Memory:	CompactFlash (CF) 2 GB

Readers, Keypads, and Accessories

Linear manufactures and supplies a complete range of proximity readers, keypads, power supplies, cards, and access credentials to complete your eMerge system. Visit www.linearcorp.com to view the latest available options.

Part Number Cross Reference

Several eMerge parts changed part numbers with the Version 3 product release. See below for part number reference.

Old P/N	New P/N	Systems & Nodes
0587001	230219	eMerge 50 System v3.3
0589001	230227	eMerge 50 System 110V v3.3
0587003	230220	eMerge 5000 System v3.3
0589003	230228	eMerge 5000 System 110V v3.3
0587004	230221	eMerge Expansion Node (EXN) v3.3
N/A	230229	eMerge Expansion Node (EXN) 110V v3.3
N/A	230222	eMerge MicroNode

Old P/N	New P/N	Modules
0580100-L	same	eMerge Access Control Module (ACM)
0580110	same	eMerge Supervised Input Module (INP)
0580120	same	eMerge Relay Output Module (OUT)
0580130	same	eMerge Temperature Input Module (TMP)
0587008	230338	eMerge Combo Board v3.3



About Linear's IEI Brand

By addressing the demand for modern security and controlled access environments, Linear has tailored products that meet the requirements of an Internet-savvy and technology-driven marketplace. Central to Linear's philosophy is the belief that the market requires innovative access control solutions for a changing, demanding world.

In addition to the eMerge Browser Managed Security Platform, Linear produces and markets the IEI Brand of standalone access control systems and keypads, as well as access control locksets, network-based access control systems, and mobile fleet management systems. The company markets these products to the leading industry distribution, installation and vertical end-user companies worldwide.

For more information about Linear's IEI Brand, visit our Web site at:
www.linearcorp.com



USA & Canada (800) 421-1587 & (800) 392-0123
(760) 438-7000 - Toll-Free FAX (800) 468-1340
www.linearcorp.com





(<https://www.nortekcontrol.com/>)

BRANDS ([HTTPS://WWW.NORTEKCONTROL.COM/PRODUCTS/](https://www.nortekcontrol.com/products/))

SOLUTIONS ([HTTPS://WWW.NORTEKCONTROL.COM/SOLUTIONS/](https://www.nortekcontrol.com/solutions/))

NEWS

WHERE TO BUY ([HTTPS://WWW.NORTEKCONTROL.COM/SALES/DEALER-LOCATOR/](https://www.nortekcontrol.com/sales/dealer-locator/))

SUPPORT ([HTTPS://WWW.NORTEKCONTROL.COM/SUPPORT/](https://www.nortekcontrol.com/support/))

COMPANY / COMPANY / ABOUT-US /

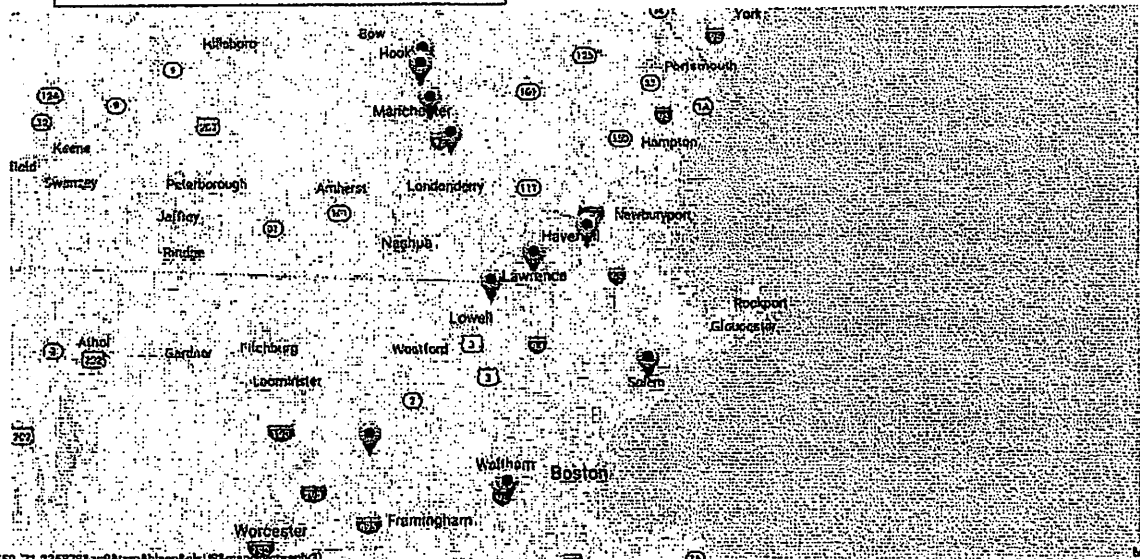
DEALER LOCATOR

The Nortek Security & Control Family of Brands
Enter the zip code you're looking for or the type of product by category (drop down) to get local results.

Zip or Postal Code

Category

Within



Google

(<https://maps.google.com/maps?ll=42.685559,-71.225878&ie=9&im=1&en=gl=US&rip=1&sc=1>)

FB ELECTRICAL SERVICES INC.

50 kearney, Suite 11 NEEDHAM HEIGHTS, MA 2494 United States

6172121708

Website

(<http://www.fbelectricalservicesinc.com>)

Email

(mailto:fbcorpinc@gmail.com)

Directions ([https://maps.google.com/maps?](https://maps.google.com/maps?saddr=01749&daddr=50%20kearney%2C%20Suite%2011%2C%20NEED))

saddr=01749&daddr=50%20kearney%2C%20Suite%2011%2C%20NEED

Access Control

X does not sell

ROY FENCE COMPANY - MA

548 MERRIMACK AVE RR110 DRACUT, MA 1826 US

978-458-6093

Directions (<https://maps.google.com/maps?saddr=01749&daddr=548%20MERRIMACK%20AVE%20RR110%2C%20DRACUT%2C%20MA%2C%201826>)

no reply

Access, Automatic Gate Openers, Radio Controls

EASTERN GARAGE DOORS

417 CANAL ST LAWRENCE, MA 1840 US

978-683-3158

Website

Email

Directions (<https://maps.google.com/maps?>)

X does not sell

(<http://www.eastern-door.com>) (mailto:cheryl@eastern-door.com) saddr-01749&daddr-417%20CANAL%20ST%2C%20LAWRENCE%2C%20MA%2C%201846
 (<https://www.nortekcontrol.com/>)

Access, Garage Door Openers, Radio Controls SOLUTIONS (<https://www.nortekcontrol.com/solutions/>)

NEWS

WHERE TO BUY (<https://www.nortekcontrol.com/sales/dealer-locator/>) SUPPORT (<https://www.nortekcontrol.com/support/>)

COMPANY / COMPANY / ABOUT US / SALEM OVERHEAD DOOR

285 DERBY ST SALEM, MA 1970 US
 978-741-3436

no reply

Website (<http://www.salemoverheaddoor.com>)

Directions (<https://maps.google.com/maps?saddr=01749&daddr=285%20DERBY%20ST%2C%20SALEM%2C%20MA%2C%201970%2C%20US>)

Access, Garage Door Openers, Radio Controls

PARKER FENCE

442 MAIN ST GROVELAND, MA 1834 US
 978-521-5333

called to inquire did not submit quote

Website (<http://www.parkerfence.com>) Email (mailto:parkerfence@aol.com)

Directions (<https://maps.google.com/maps?saddr=01749&daddr=442%20MAIN%20ST%2C%20GROVELAND%2C%20MA%2C%201834%2C%20US>)

Access, Garage Door Openers, Radio Controls

OVERHEAD DOOR OF MANCHESTER

10 LIBERTY DR LONDONDERRY, NH 3053 US
 603-434-2911

Website (<http://www.overheaddoor-manchester.com>) Email (mailto:mstjean@overheaddoorcompany.com)

Directions (<https://maps.google.com/maps?saddr=01749&daddr=10%20LIBERTY%20DR%2C%20LONDONDERRY%2C%20NH%2C%203053%2C%20US>)

Access, Garage Door Openers, Radio Controls

RAYNOR DOOR AUTHORITY

444 EAST INDUSTRIAL PARK DR #1 MANCHESTER, NH 3109 US
 603-628-3667

Website (<http://www.raynordoorauthority.com>) Email (mailto:mikeb@raynordoorauthority.com)

Directions (<https://maps.google.com/maps?saddr=01749&daddr=444%20EAST%20INDUSTRIAL%20PARK%20DR%2C%20MANCHESTER%2C%20NH%2C%203109%2C%20US>)

Access, Garage Door Openers, Radio Controls

Pro Technologies, Safety Security & Comfort LLC

1191 Hooksett Road, Suite 3 Hooksett, NH 3106 USA
 603-624-4221

Website (<http://protechnologiesllc.com>) Email (mailto:stevel@protechnologiesllc.com)

Directions (<https://maps.google.com/maps?saddr=01749&daddr=1191%20Hooksett%20Road%2C%20Suite%203%2C%20Hooksett%2C%20NH%2C%203106%2C%20US>)

Access Control, Audio, video and data

BLUE RIBBON FENCE COMPANY - NH

17 LENOUX DR PO BOX 16717 HOOKSETT, NH 3106 US
 603-624-5400

Directions (<https://maps.google.com/maps?saddr=01749&daddr=17%20LENOUX%20DR%20PO%20BOX%2016717%2C%20HOOKSETT%2C%20NH%2C%203106%2C%20US>)

Access, Automatic Gate Openers, Garage Door Openers, Radio Controls

Denise A. Reid

From: INFO <INFO@EASTERNGARAGEDOOR.COM>
Sent: Tuesday, September 24, 2019 8:12 AM
To: Denise A. Reid
Subject: RE: Door Access Control System Request

Denise,

Unfortunately, we do not sell the items you are inquiring about and have no idea why Nortek Control would have us listed as an authorized dealer.

Good Luck in your search.

Cheryl Jacklin



**5 Powers Street, Suite #1
P.O. Box 365
Lawrence, MA 01842
Ph 978-683-3158 Fx 978-794-0745**

From: Denise A. Reid [mailto:dareid@hudson.k12.ma.us]
Sent: Monday, September 23, 2019 10:22 AM
To: 'info@easterngaragedoor.com'
Subject: Door Access Control System Request

Hello Eastern Garage Door,

I found you on the Nortek Control website as an authorized dealer. We are looking to install the Nortek Linear eMerge500 System at our high school. Do you sell the network nodes, ACM cards, smp3 power supplies, and software for this system? We will be installing most parts on our own.

Sincerely,

Denise

Denise Reid
Development & Facilities Specialist
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749

Denise A. Reid

From: FB Electrical Services Inc <Admin@fbelectricalservices.com>
Sent: Monday, September 23, 2019 11:56 AM
To: Denise A. Reid
Subject: FB Electrical Services

Hello Denise,

Thank you for reaching out to us. We do not sell those parts without installing them as well.
Will you consider having us install them?

Thank you,
Despoina

FB Electrical Services, Inc.
FB Generators Services, Inc
Office 1-617-212-1708
Fax 1-781-400-2618
50 Kearney Rd, Suite 11
Needham, MA 02459

Follow us online and read our reviews!

www.FBElectricalServicesInc.com

fb_electrical_services_inc_needham_ma

www.houzz.com/pro/fbelectricalservices/

www.facebook.com/FastBostonElectrical/

<https://www.yelp.com/biz/fb-electrical-services-needham>

<http://www.homeadvisor.com/rated.FBElectricalServices.30342131.html>

<https://www.bbb.org/boston/business-reviews/electricians/fb-electrical-services-inc-in-needham-heights-ma-131445>

We appreciate your business and hope to be of service for your next sales, maintenance or service needs.

How did I do?



[Click on a face to provide feedback on my performance!](#)

Denise A. Reid

From: Denise A. Reid
Sent: Monday, September 23, 2019 10:15 AM
To: 'fbcorpinc@gmail.com'
Subject: Door Access System Request

Hello FB Electrical Services, Inc.

I found you on the Nortek Control website as an authorized dealer. We are looking to install the Nortek Linear eMerge500 System at our high school. Do you sell the network nodes, ACM cards, smp3 power supplies, and software for this system? We will be installing most parts on our own.

Sincerely,

Denise

Denise Reid
Development & Facilities Specialist
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749
978-567-6100 ext. 42123
hudson.k12.ma.us
pronouns: she/her/hers

Delivering World Class Education Today for the Global Leaders of Tomorrow

Matters for Action

New Business

3. Approval of Contract with Signet Security Systems Inc. in the amount of \$19,250.00 for equipment and installation of additional security cameras at Quinn Middle School.

PROPOSAL

Additional IP Cameras for Quinn Middle School (Formerly JFK MS)

10/10/2019

**Hudson School Department
201 Manning Street
Hudson, MA
01749**

Quote #: SESQ21746-01

**Presented by: Matt Christy
Email: matt.cristy@signetgroup.net
Phone: 781-871-5888 x1124**



**SIGNET Electronic Systems, Inc.
90 Longwater Drive, Norwell, MA 02061
(v) 781-871-5888 (f) 781-871-4757
www.signetgroup.net**

Site Address:

David J. Quinn Middle School
201 Manning Street
Hudson MA 01749

Description of Work:

The school is looking to add cameras to their existing system to cover the various entrances to the bathrooms - total quantity seven (7). In general there is a set of boys and girls bathrooms for each section of the building A, B,C & D first floor and 2nd floor except there is no 2nd floor section A.

We are fortunate to have the contract drawings from the construction period. There is an MDF and four (4) IDF's. The MDF is B107B and the IDF's are A112, A209, A200A and A208A.

- The 2nd Floor D camera will be supported by IDF A208A
- The 2nd Floor C camera will be supported by IDF A200A
- The 2nd Floor B camera will be supported by IDF A209
- The 1st Floor D camera will be supported by IDF A112
- The 1st Floor B camera will be supported by the MDF B107B
- The 1st Floor A and C camera will be supported by A200A

SIGNET did not go to each data closet and verify if there was an available PoE port for one or two cameras. The assumption is there are spare ports - if not we can provide a solution/quote at that time.

We suggest the use of the Hanwha QNV-7080R, a very cost effective 1080P camera with a varifocal lens which we can install outside the bathroom entrances and focus the viewing image to adequately cover people leaving and entering. A Category 6 Plenum Rated Cable will be utilized to support the camera and incorporate into the existing Genetec System.

QTY	DESCRIPTION	MAN	PART #	UNIT PRICE	TOTAL PRICE
7	Hanwha QNV-7080R with Genetec License - Installation and Programmign Into Existing System			\$2,750.00	\$19,250.00
*Plus applicable taxes				TOTAL	\$19,250.00

Assumptions

It is assumed that SIGNET will work during normal business hours. Please contact me if I can be of further assistance.

Terms & Conditions

Provided the client has an open account in good standing, and unless specifically set forth in this written Agreement, payment for goods or services from SIGNET is net thirty (30) days from the date of invoice. For clients without an open account, payments in advance or deposits will be required. Overdue payments shall bear interest from the due date at the rate of the lower of one and one-half percent per month (1.5%), or the maximum rate permissible under applicable law. Unless specifically set forth in this written proposal or within the project specifications, equipment will be invoiced upon delivery and labor provided will be invoiced in progress fashion. In the event that SIGNET has to engage an attorney and/or file suit to collect any unpaid Invoice, and/or in the event of any other litigation or arbitration arising out of this Agreement, SIGNET will be entitled to recover its attorneys' fees, expenses and all other costs of collection. Unless specifically set forth in this written proposal, all labor and parts will be warrantied for one year. Any other manufacturer warranties above and beyond one year are not included in this proposal. Installation services will be provided in a professional and workmanlike manner, in accordance with applicable law.

SIGNET reserves the right to observe the following days as holidays:

New Year's Day
President's Day
Patriot's Day
Memorial Day
Independence Day
Labor Day
Columbus Day
Thanksgiving Day
Day after Thanksgiving
Christmas

Any failure by SIGNET to deliver or install products or to otherwise perform caused by reason of any of the following events shall not constitute an event of default or breach of any Terms and Conditions of this Agreement or any other contractual document between the parties: strikes, picket lines, boycott efforts, fires, floods, freeze, accidents, war (whether or not declared), revolution, riots, insurrections, acts of God, acts of government (including without limitation any agency or department of the United States of America or any other country, any state or local government), acts of the

public enemy, scarcity or rationing of gasoline or other fuel or vital products, inability to obtain materials or labor, and/or any other causes which are not reasonably foreseeable at the time of execution of this Agreement, or which are reasonably beyond the control of SIGNET.

To the extent allowed by applicable law, Client will indemnify, defend, and hold harmless SIGNET from and against all direct, indirect and/or any third-party claims, liabilities, damages, and costs (including attorney's fees and all settlement costs) arising out of or relating to this Agreement and/or to Client's or Client's agents, contractors and/or employees' acts or omissions, including any unsafe worksite, building or property condition, regardless of whether or not the claims, liabilities, damages or costs were caused in part by a party indemnified hereunder. The parties agree that there are no third-party beneficiaries express or implied to this or any other contract between Client and SIGNET. To the extent allowed by applicable law, Client will also indemnify, defend, and hold harmless SIGNET from any government or third-party actions, fines and/or penalties arising from Client's failure to follow or abide by any applicable laws, including without limitation, public bidding laws and prevailing wage laws or other employment laws. Client's indemnification and defense obligations shall all survive the expiration or termination of this Agreement, irrespective of the cause, and shall extend to claims arising after all services have been fully performed. This indemnification obligation shall not be limited by any limitation on the amount or type of damages, compensation, or benefits payable by or for Subcontractor under worker's compensation acts, disability benefit acts or other employee benefit acts.

SIGNET will indemnify, defend, and hold harmless Client from and against all liabilities, damages, and costs (including settlement costs) arising out of SIGNET's gross negligence or willful misconduct, which has been finally adjudicated, including but not limited to liabilities, damages and costs arising out of: (1) defective or faulty installation; and (ii) any violations of applicable laws or code requirements related to the installation. For purposes of clarity, SIGNET will not have any obligations or liability under this Agreement arising from any hazardous, unsafe and/or unknown conditions at Client's premises. Client certification of Asbestos presence: Unless noted above, the Client hereby certifies that Asbestos and/or Asbestos-bearing materials are not present in the areas in which SIGNET's work will be performed. Work in Asbestos

hazard areas and/or Asbestos removal is not included in this Agreement and, if required, will be performed at an additional cost by an authorized, certified contractor. SIGNET shall take reasonable efforts to notify Client of any resulting delay, and Client shall grant SIGNET any reasonable time extensions and/or cost increases arising out the hazardous condition. SIGNET shall have full control and authority over the defense and resolution of any indemnified claims, except that (a) any settlement requiring the Client to admit liability or to pay any money will require Client's prior written consent, such consent not to be unreasonably withheld or delayed, and (b) Client may join in the defense with its own counsel at its own expense.

This proposal and any drawings, designs, specifications or other information provided by SIGNET in connection with this proposal shall all be considered Confidential Information and the proprietary business information of SIGNET (hereinafter, "Confidential Information"). The recipient of any Confidential Information shall not disclose any Confidential Information, except to employees, and/or agents who need to know it and who have agreed in writing to keep it confidential. The recipient shall also ensure that those employees and/or agents shall use the Confidential Information only to exercise rights and fulfill obligations under this Agreement, and shall keep the Confidential Information confidential and destroy it once it is no longer needed. The recipient may disclose Confidential Information when required by law after giving SIGNET reasonable notice and an opportunity to seek confidential treatment, a protective order or similar remedies or relief prior to disclosure.

All claims, disputes, or controversies arising out of or relating to this Agreement, including the breach thereof, shall be adjudicated via litigation in either the Superior or District Courts located in Middlesex County, Massachusetts, unless SIGNET in its sole discretion

elects to have such claims adjudicated by arbitration. Such arbitration shall be exclusively held in Boston, Massachusetts and shall be in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association then in effect. This Subcontract shall be governed by the laws of the Commonwealth of Massachusetts, without regard to its conflict of laws rules or principles. In its discretion, SIGNET may also join or consolidate any claims between it and Client with litigation or arbitration proceedings between SIGNET any other party, wherever such proceedings are located, provided the proceedings involve, in any way, this Agreement and/or SIGNET's work for Client. Client waives any objection to the jurisdiction, forum, choice of law, venue and dispute resolution procedures which govern such proceedings and agrees to be bound by the results.

In the event any claim(s) is/are brought against SIGNET in connection with this Agreement and/or SIGNET's work, SIGNET's liability shall not exceed the amount Client has actually paid SIGNET at the time either litigation or arbitration proceedings are initiated, irrespective of whether the claim(s) asserted is/are for breach of contract, tort, equitable relief, or otherwise. Client waives any claims for punitive, incidental and/or consequential damages, including delay damages of any kind, loss of use, and/or damages under chapter 93A.

SIGNET shall not be responsible for hidden conditions, defects in the work of others not reasonably observable, or conditions it was not provided the opportunity to view prior to execution of the Agreement. SIGNET has no design duties, and shall not be responsible for errors, omissions or deficiencies in the design of the Work. SIGNET shall have no responsibility for or liability arising out of any design, functionality, methodology and/or other decisions made by Client, Client's designer(s) or any third party not in Client's control.

We sincerely appreciate the opportunity to present this proposal to you. Please contact Matt Christy should you have any questions at 781-871-5888 x1124 or via email at matt.cristy@signetgroup.net.

Client:
Hudson School Department
201 Manning Street
Hudson, MA 01749

Company:
SIGNET Electronic Systems Inc.
90 Longwater Drive
Norwell, MA 02061

Signature

Matt Christy

Signature

Printed Name/Title

Matt Christy, Client Executive

Printed Name/Title

Date

10/10/2019

Date

School Committee Signature

The information contained in this document and the solution proposed by SIGNET Electronic Systems, Inc. is proprietary and confidential to SIGNET Electronic Systems, Inc. These materials can be used solely for the purpose of evaluating a possible transaction between SIGNET Electronic Systems, Inc. and its prospective client. No recipient of these materials may use them for its own commercial advantage. The recipient of these materials must hold them in confidence and shall not distribute them, in whole or in part, to any other individual or entity in any form without the prior written consent of SIGNET Electronic Systems, Inc.



SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B

 Ch. 149

 Ch. 30 §39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$4999. Procurements over \$4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department: HPS Facilities	Date: 10/15/2019	Department Head: <i>D. Lange</i> (signature)
-------------------------------	---------------------	--

Handwritten notes:
Fudge
26-7-19

Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Sole-Source Procurement for Signet Electronics Systems, Inc. for additional IP cameras at the David J. Quinn Middle School. The school is looking to add cameras to their existing system to cover the various entrances to bathrooms.
(7) Hanwha QNV-7080R with Genetec License - Installation and Programming Into Existing System
7 x \$2,750.00 = \$19,250.00

OSD ITC71 Approved Vendor - COMMBUYS Master Blanket PO-19-1080-OSD03-OSD03-16367 exp. 5/31/2024
For more information see attached Quote # SESQ21746-01 dated October 10, 2019

Recommended Quote or Bid

Date Quote Received: 10/10/2019	Quote: \$19,250.00
Company Name: Signet Electronic Systems, Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 90 Longwater Drive Norwell, MA 02061	
Quote Issued By: Matt Christy	Tel: 781-871-5888 ext. 1124 FAX: 781-871-4757
Special Conditions/Notes: matt.cristy@signetgroup.net	

Second Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel: FAX:
Special Conditions/Notes:	

Third Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel: FAX:
Special Conditions/Notes:	

Chief Procurement Officer Action

Approved: <i>[Signature]</i>	Date: 10/16/19
Comments:	

Handwritten note:
L. Bell

Please attach special conditions, notes, specifications or related documentation to this form.

Posted
 Central Register
 COMMBUYS
 Website



Contract User Guide for ITC71

ITC71: Security, Surveillance, Monitoring, and Access Control Systems

UPDATED: October 08, 2019

Contract #:	ITC71
MMARS MA #:	ITC71*
Initial Contract Term:	June 1, 2019 – May 31, 2024
Maximum End Date:	May 31, 2028
Contract Manager:	Ashish Patel, 617-720-3190, ashish.s.patel@mass.gov
This Contract Contains:	Prompt Payment Discounts (PPD) Supplier Diversity Office (SDO) Vendors
UNSPSC Codes:	46-17-00 Security surveillance and detection

*The asterisk is required when referencing the contract in the Massachusetts Management Accounting Reporting System (MMARS).

Table of Contents:

(NOTE: To access hyperlinks below, scroll over desired section and CTL + Click)

- [Contract Summary](#)
- [Contract Categories](#)
- [Benefits and Cost Savings](#)
- [Who Can Use This Contract](#)
- [Emergency Services](#)
- [Find Bid/Contract Documents](#)
- [Pricing, Quoting, and Purchasing Options](#)
- [Delivery](#)
- [Construction on ITC71](#)
- [Prevailing Wage Requirements](#)
- [Example Quoting Scenarios for Category 2 or 4](#)
- [How to Purchase From the Contract in COMMBUYS](#)
- [Additional Information](#)
- [Strategic Sourcing Team Members](#)
- [Vendor List](#)
- [ITC71 Regions Map](#)

TIP: To return to the first page throughout this document, use the CTL + Home command.

Statewide Contract ITC71 began June 1st, 2019 and replaced FAC64.

This contract award is still in process and additional vendors will be updated into COMMBUYS, the Contract User Guide, and MMARS as soon as their paperwork is completed.

Master Blanket Purchase Order PO-19-1080-OSD03-OSD03-16367

Header Information

Purchase Order Number:	PO-19-1080-OSD03-OSD03-16367	Release Number:	0	Short Description:	ITC71 - Security, Surveillance, Monitoring, and Access Control
Status:	3PS - Sent	Purchaser:	Ashish Patel	Receipt Method:	Quantity
Fiscal Year:	2019	PO Type:	Blanket	Minor Status:	
Organization:	Operational Services Division	Location:	OSD03 - OSD Strategic Sourcing	Type Code:	Statewide Contract
Department:	OSD03 - OSD - Strategic Sourcing	Entered Date:	05/21/2019 05:11:11 PM	Control Code:	
Alternate ID:		Retainage %:	0.00%	Discount %:	0.00%
Print Dest Detail:	If Different	Release Type:	Direct Release	Pcard Enabled:	No
Catalog ID:		Tax Rate:		Actual Cost:	\$0.00
Contact Instructions:	Ashish Patel, Strategic Sourcing Services Lead Address: One Ashburton Place Room 1017 Boston, MA 02108 Phone: 617-720-3190 Email: ashish.s.patel@mass.gov				

Special Instructions:

Primary Vendor Information & PO Terms

Vendor:	220095 - SIGNET Electronic Systems, Inc. Lindalee Anderson 90 Longwater Drive Norwell, MA 02061 US Email: linda.anderson@signetgroup.net Phone: (781)871-5888	Payment Terms:		Shipping Method:	
		Shipping Terms:		Freight Terms:	

PO

Acknowledgements:

Document	Notifications	Acknowledged Date/Time
Purchase Order	Emailed to linda.anderson@signetgroup.net at 05/31/2019 01:35:57 PM	05/31/2019 01:52:07 PM

Master Blanket/Contract Vendor Distributor List

Vendor ID	Vendor Name	Preferred Delivery Method	Vendor Distributor Status
220095	SIGNET Electronic Systems, Inc.	Email	Active

Master Blanket/Contract Controls

Master Blanket/Contract Begin Date:	06/01/2019	Master Blanket/Contract End Date:	05/31/2024
Cooperative Purchasing Allowed:	Yes		

Organization	Department	Dollar Limit	Dollars Spent to Date	Minimum Order Amount
ALL ORG - Organization Umbrella Master Control	AGY - Agency Umbrella Master Control	\$0.00	\$33,389.75	\$0.00

Item Information

Print Sequence # 2.0, Item # 1: ITC71 Category 2 - Security Systems Integration (Equipment and Related Services) 3PS - Sent

UNSPSC Code: 46-17-15
 Locks and security hardware and accessories

Bid # / Bid Item #: **BD-19-1080-OSD03-OSD03-36153 / 2** Quote # / Quote Item #: **QT-1080-OSD03-OSD03-62406 / 2**

Receipt Method	Qty	Unit Cost	UOM	Discount %	Total Discount Amt.	Tax Rate	Tax Amount	Total Cost
Quantity	1.0	\$0.00	EA - Each	0.00	\$0.00		\$0.00	\$0.00

Manufacturer: _____ Brand: _____ Model: _____
 Make: _____ Packaging: _____

Leonard P. Belli

From: Marco C. Rodrigues
Sent: Friday, October 11, 2019 10:19 AM
To: Jeffrey T. Gaglione; Patricia Lange; Leonard P. Belli; Matt Gaffny
Subject: RE: QMS additional cameras

Thank you Len for taking care of this. Please proceed with the purchasing of the equipment to install at QMS.
Marco

From: Jeffrey T. Gaglione
Sent: Friday, October 11, 2019 10:13 AM
To: Patricia Lange <plange@hudson.k12.ma.us>; Leonard P. Belli <lpbelli@hudson.k12.ma.us>; Matt Gaffny <mgaffny@hudson.k12.ma.us>
Cc: Marco C. Rodrigues <mcrodrigues@hudson.k12.ma.us>
Subject: RE: QMS additional cameras

While I understand that this is a bigger budget item, there has been history of problems with hallway behaviors and in bathrooms at Quinn. We have seen an uptick in these behaviors over the past several weeks. The recent violence threat against Quinn would have been "solved" in a more timely manner if we had these cameras. I did request them in July and, if possible, would like to see this happen sooner rather than later.

Jeff

Jeff Gaglione
Principal
Quinn Middle School
201 Manning Street
Hudson, MA 01749

jtgaglione@hudson.k12.ma.us
978-567-6210

From: Patricia Lange <plange@hudson.k12.ma.us>
Sent: Friday, October 11, 2019 9:45 AM
To: Jeffrey T. Gaglione <jtgaglione@hudson.k12.ma.us>; Leonard P. Belli <lpbelli@hudson.k12.ma.us>; Matt Gaffny <mgaffny@hudson.k12.ma.us>
Cc: Marco C. Rodrigues <mcrodrigues@hudson.k12.ma.us>
Subject: RE: QMS additional cameras

Unless Marco feels differently I think this should be part of our FY20 budget process.

Patty

From: Jeffrey T. Gaglione <jtgaglione@hudson.k12.ma.us>
Sent: Friday, October 11, 2019 8:25 AM
To: Leonard P. Belli <lpbelli@hudson.k12.ma.us>; Matt Gaffny <mgaffny@hudson.k12.ma.us>
Cc: Patricia Lange <plange@hudson.k12.ma.us>; Marco C. Rodrigues <mcrodrigues@hudson.k12.ma.us>
Subject: RE: QMS additional cameras

Thank you for the update Len. Over the past 2 weeks we have had issues with graffiti and kids stuffing up toilets with items. I am hoping that the cameras will act as a deterrent. If not, hopefully they will help us identify the offenders.

Jeff

Jeff Gaglione
Principal
Quinn Middle School
201 Manning Street
Hudson, MA 01749

jtgaglione@hudson.k12.ma.us
978-567-6210

From: Leonard P. Belli <lpbelli@hudson.k12.ma.us>
Sent: Thursday, October 10, 2019 3:33 PM
To: Jeffrey T. Gaglione <jtgaglione@hudson.k12.ma.us>; Matt Gaffny <mgaffny@hudson.k12.ma.us>
Cc: Patricia Lange <plange@hudson.k12.ma.us>; Marco C. Rodrigues <[mcredrigues@hudson.k12.ma.us](mailto:microdrigues@hudson.k12.ma.us)>
Subject: QMS additional cameras

Jeff,

Just received Signet's quote to add the seven cameras and associated programming into the existing system. The contract price is \$19,250.00. I will need Patty's OK to proceed.

Len

Leonard P. Belli
Director - Facilities
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749
978-567-6100 Ext 42125
508-626-6904 cell

History will record our success as a people by how we have treated the least of us, the lost of us and the last of us. Len Belli 2018

When Facism comes to America, it will be wrapped in the flag and carrying a cross. Sinclair Lewis 1935

Matters for Action

New Business

4. Approval of FY20 Mass Cultural Grant in the amount of \$250.00 for Forest Avenue Elementary and \$250.00 for Quinn Middle School.

GRANT ACCEPTANCE FORM

The following grant has been awarded to Hudson Public Schools and presented to the School Committee for Acceptance.

GRANT	Grant Information
Description:	FY20 Mass Cultural Grant
Purpose:	This grant has been awarded to support transportation costs for each school to support the Arts. For FY 20, QMS will be going to the Boston Symphony and Forest Ave. will be going to the Acton Science Museum.
Type of Funder:	Mass State - Mass Arts Endowment
Type of Grant:	Competitive
Awarded Amount:	\$250.00 Forest Ave. Elementary \$250.00 Quinn Middle School **Please note that other schools can still apply**
Start Date	10/01/2019
End Date	10/30/2019
Status	Active
Grantor	Mass Cultural Council
PROGRAM Admin	Michelle Drapeau and Kathy Nugent
PROGRAM Notes:	MA Competitive Grant - Renewable Grant General Fund use: Big Yellow Bus – Transportation Grantor Name / Address: Massachusetts Cultural Council 10 St. James Ave. 3 rd Floor Boston, MA 02116 Grantor Contact Name / Number / Email: Elsie Ambroise (617) 858-2702 Email: elsie.ambroiseo@art.state.ma.us
Program Location:	QMS and FOR

School Committee Date: _____

Vote: _____

**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
TOTAL GRANTS:					\$ 1,280,226.00

**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:					\$ 1,284,732.50