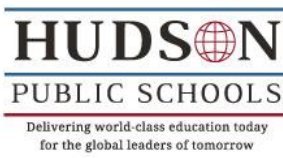


Please note the updated instructions below for public participation

Pursuant to Governor Baker's March 12, 2020 Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, §18, and the Governor's March 15, 2020 Order imposing strict limitation on the number of people that may gather in one place, this meeting of the Hudson School Committee will be conducted via remote participation only. Committee members will participate using the online Google Meet platform, and the proceedings will still be broadcast live on the Public Cable Access Channel – Comcast Channel 8, Verizon Channel 47 and Hud TV.

For the public participation item on the agenda, the following process will be used.

- Persons wishing to make public comment will send an email to the School Committee's email address hps_schoolcommittee@hudson.k12.ma.us indicating that they would like to make a public comment at the School Committee meeting. This email must be received by 3:00 pm on the day of the meeting
- The School Committee will submit the list of names and emails wishing to make public comment to HUD TV no later than 5:00 p.m. the day of the meeting.
- Hud TV will send a meeting invite to those community members on the School Committee list for Public Comment.
- Hud TV will accept them into the Google Meet and mute their microphone.
- When the School Committee Chair recognizes someone wishing to make public comment, Hud TV will unmute that person's microphone and they will have two minutes to speak.
- When public comment is finished their microphone would be muted again by Hud TV.



HUDSON SCHOOL COMMITTEE
May 26, 2020
155 Apsley Street – Administration Building
7:00 p.m.
Virtual Meeting – Google Meet

AGENDA
REVISED 05/22/2020

- I. Call to Order**

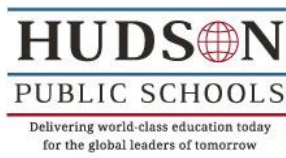
- II. Approval of Minutes**
Regular Meeting May 12, 2020

- III. Public Participation:**

- IV. Reports and Presentations**
 - a) Report of the Superintendent: Updates
 - b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent’s Evaluation Subcommittee(if any)
 - Buildings and Grounds Subcommittee (if any)
 - c) Student Presentation (if any)

- V. Matters for Discussion:**
 - a) Old Business
 - 1. High School Graduation Update
 - b) New Business
 - 1. First Reading of Proposed Revisions and Additions to Policies- FF Naming and Dedicating School Facilities, MASC updates of various policies

- VI. Matters for Action:**
 - a) Old Business
 - 1. Second Reading and approval of Proposed Revisions and Additions to J Section Policies
 - b) New Business
 - 1. Approval of 2020-2021 School Committee Meeting Dates
 - 2. Approval of Superintendent’s End of Year Evaluation
 - 3. Approval of a one year amendment to Food Service Contract with Chartwells
 - 4. Approval of contract with Central Restaurant Products in the amount of \$18,411.00 for three convection ovens for Hudson High School (2) and Mulready Elementary School (1).
 - 5. Approval of contract with American Reading Company in the amount of \$22,550.00 for the assessment and instructional materials and software to support the Dual Language classroom



CONSENT AGENDA

6. Approval of FY21-345 Adult Community Learning Center Grant in the amount of \$402,721 for Hudson's Adult Evening Classes for the 2020-2021 year
7. Approval of Reclassification of Funds

VII. Items of Interest to the School Committee

VIII. Executive Session

To conduct a strategy session in preparation for discussions pursuant to section 2.a (annual compensation) of the Employment Agreement between the Hudson School Committee and Marco Rodrigues ("the Superintendent"), whereby an open session may have a detrimental effect on the legal position of the School Committee.

IX. Adjournment

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

Approval of Minutes

Regular Meeting: May 12, 2020

**Hudson School Committee
Open Session Minutes**

Meeting Date: May 12, 2020

Location: Remote Participation
Google Meet

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

Members absent: None

Others present participating remotely: Dr. Marco C. Rodrigues, Superintendent

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

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

Mr. Maston stated that this meeting will be conducted virtually pursuant to Governor Baker's March 12, 2020 order suspending the provisions of the Open Meeting Law and the March 15, 2020 order imposing strict limitations on the number of people gathering in one place. This meeting will be conducted via google meet.

Mr. Maston noted all members of the committee were present.

II Approval of Minutes: Regular Meeting April 28, 2020

A motion to approve the minutes of April 28, 2020 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. The vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motion passed.

III. Public Participation:

Mr. Maston stated the committee had not received any requests from anyone to speak. Mr. Maston also reviewed the process for public participation.

IV. Reports and Presentations

Report of the Superintendent: School Closure Updates

Dr. Rodrigues gave a recap of what has happened since the last meeting. One important feature of remote learning in the recent guidelines released is the introduction of the standards for new learning. Last Friday, parents received the lesson plans, structure, and the way teachers can communicate through google meet and google classroom. Teachers, curriculum directors, and coaches are all actively involved in creating these lesson plans. On Fridays, families can expect they will receive the packet for the following week.

Ms. Kathy Provost, Assistant Superintendent, spoke about her work with the coaches and their teams. A template was created for teachers to use to keep things as organized as

possible. We used the standards DESE recommended and prioritized them looking at what has already been taught and the standards that are most necessary for students to be successful with next year's learning. These were shared with classroom teachers in common planning time. The teachers then created their own lessons. They are using live videos as well as recorded lessons. Many of the teams are working together to create lessons. This has been a little more challenging in grades K-2. Not all families have devices. Teachers are also supplying non-online material so these students can access new learning. Teachers are available for some office hours. Teachers are planning with Special Education teachers and EL teachers so they can support all students.

Dr. Rodrigues stated that another thing DESE released is a letter to parents detailing the four phases of work. We are in phase 3 now, which is new learning. Phase 4 will be the return to school.

Elementary report cards were mailed to families this week.

Events were organized at elementary schools for students and families to gather their materials. Mr. Dave Champigny, Principal at Forest Avenue Elementary, spoke about the no contact pickup that took place. Shopping bags were packed for each student with materials they had left behind as well as things they would need for remote learning. The bags were prepared by classroom teachers and the specials teachers added to the bags. At Forest Avenue, there were 31 bags left to be picked up out of the 364 packed for students. A plan is being developed to get those remaining bags to students.

Ms. Melissa Provost, Principal at Farley Elementary School, spoke about the class placement protocols elementary families will be receiving. She stated that every year a form is distributed looking for feedback from families that schools can use for class placements for the following year. This will be done through google forms this year. Parents will be able to upload the information and we will have the information back by May 19.

Quinn Middle School has developed a grading system to be in place through June. This is modeled after the system developed at Hudson High School. Mr. Jeff Gaglione, Principal at Quinn Middle School, stated that they are in the process of finalizing the grading system. Grading for quarter 4, which officially started yesterday, will be on a 5 point scale. Students will receive a 5 for work completed at grade level, a 3 for some participation, or a 0 for work not turned in. The final grade for quarter 4 will be pass-fail based on work completed. Scores will be in Aspen so families can see them. A decision was made to issue grades for quarter 3 since we were already 7 ½ weeks into quarter 3 when school was closed. There will be no make-up work for quarter 3 as we want students to focus on quarter 4. There will be an emphasis on effort.

Dr. Rodrigues stated that school psychologists and clinicians are in the process of developing videos for families to support students with social-emotional learning. Ms. Cathy Kilcoyne, Director of Student Services, stated that they started to think about how to reach parents in a quick way. Each week, we will send home a short video on a topic. The first was released this week. Topics include bedtime routines, organization, coping skills for parents, and supporting our youth through the closure.

Dr. Rodrigues gave an update on the meals we continue to prepare and deliver to families. We are delivering to 13 locations three times per week. We are averaging about 600 meals per week. Dr. Rodrigues reiterated that this is for any Hudson resident who is age 18 and under. Meal distribution will continue to June 30 except for Memorial Day. We are looking at approaches to possibly deliver some meals through the summer.

Dr. Rodrigues stated that we would get an update from Mr. Jason Medeiros, Hudson High School Principal later this evening on the planning for graduation at Hudson High School.

Ms. Tousignant Dufour asked if there are any plans for small group breakout sessions for support or intervention. Dr. Rodrigues stated that teachers this week are experimenting with remote learning for the first time and we are seeing differences in upper and lower levels. He said we need to allow teachers the time to experiment and calibrate what we are able to do. Ms. Kathy Provost and Dr. Rodrigues spoke about involvement of Curriculum Directors, Coaches, EL teachers, and Reading and Math specialists. Ms. Kilcoyne stated that Special Education teachers have been and continue to provide services. Teachers will be inquiring with families on whether they need additional services.

Ms. Tousignant Dufour asked what was in the bags distributed to the elementary students. Mr. Champigny stated that teachers packed up what students had left behind as well as things they could need for remote learning. The math specialists added manipulatives, whiteboards, and things from the classroom. Every student's bag was different but everything went home to support learning moving forwards.

Dr. Weksner asked if there has there been any planning on the district side for different contingencies for next year so we are ready when the directive comes from the state. Dr. Rodrigues stated that he and Kathy Provost are putting a small group of administrators together to look at blended learning or a tiered approach for return to school.

Dr. Weksner stated that she appreciates the fact that there are targeted supports for social-emotional supports.

Ms. Ryan asked if we had enough Chromebooks for grade K-2 families that may need them. Ms. Kilcoyne is working to identify students with disabilities that need a device. Very soon, we will provide internet access for families that do not have it. We are identifying families that might need a device. Next year, we want to be more deliberate in technology for all of our students. Discussion ensued about prioritizing the needs.

Mr. Smith stated that he had a conversation with Cheryl Langill, SEPAC representative, who had good things about the special education services that are being provided.

Mr. Smith stated he was surprised that we still do not know who needs devices or internet access. Dr. Rodrigues stated we did not decide to send Chromebooks home to grades 3 and 4 until we knew school would be closed for the remainder of the school year. He went on to say it was not an easy task to remove, sanitize, and distribute them. When teachers first contacted families, there was a question asked about internet access at home. This data we got was not accurate. The principals have worked to clean up the list. We now have about 60 families on the list. Dr. Rodrigues went on to say we have contacted Comcast, Sprint, and Verizon for hotspots for internet access. We have decided on Verizon and are in the process of ordering the equipment. For next year, we will be expanding what we have.

Discussion ensued about being reactive not proactive and planning for the worst.

Ms. Ryan commented that it has been made clear to her that there is frustration about being isolated. The guidance from DESE that the new learning is going to be graded was put out 2 weeks ago. She went on to say it is extremely difficult for parents to get younger children on the computer to do graded work. Dr. Rodrigues stated grading needs to be defined for the elementary level. He went on to say this is a learning curve for teachers as well. Discussion ensued about teaching and grading at the elementary level.

Ms. Ryan asked when grading be going into writing in the district. Dr. Rodrigues stated that principals would be communicating with their families.

Subcommittee Reports

Budget Subcommittee

None

Policy Subcommittee

Mr. Smith stated that this subcommittee had met earlier that evening and there would be some policies in the next packet.

Strategic Goals Subcommittee

none

Superintendent's Evaluation Subcommittee

Mr. Maston stated that the superintendent's evaluation is actively being worked on and will be on the agenda for the next meeting.

Buildings and Grounds Subcommittee

none

Student Report

V. **Matters for Discussion:**

- a) Old Business
- b) New Business

1. First Reading of Proposed Revisions and Additions to J Section Policies

Mr. Smith stated that these policies revolve around attendance. Dr. Rodrigues stated that there had been a committee to look at the attendance piece. The committee included parents, principals, teachers, and support staff. There was a presentation at the parent forum in February.

Ms. Ryan asked if there has been talk about how attendance and remote learning could work. Dr. Rodrigues said attendance is not being counted by DESE for any days after March 13. Discussion ensued.

Mr. Smith pointed out a missing word in policy JH. The word age should be inserted between early and negatively affects.

Mr. Maston asked about the policies that were removed and had no replacement. Dr. Rodrigues stated that most are no longer supported by MASC and are incorporated into other policies.

Mr. Maston stated there would be a second reading and vote at the next committee meeting.

2. Hudson High School Graduation Plan

Mr. Jason Medeiros, Hudson High School Principal, acknowledged and thanked the Hudson High School community for their patience during this process. Mr. Medeiros stated that Dr. Rodrigues and he have been in touch with their job alike and collaborating with them to look at options. We are looking at the option and evaluating our capacity as a district to deliver a creative model.

Mr. Medeiros went on to say he looks at a graduation ceremony in three parts, the student experience, the family experience, and a community event. It is really hard to do all of these with social distancing. He said we are looking at models where we can be as flexible as possible.

He said other districts are using varying approaches for graduation. Some communities are postponing things and some are choosing to have students walk one at a time. We feel it is important to give our students closure before the school year ends. We also hope to bring the class of 2020 back to celebrate them when it is safe to do so.

We are advocating pushing graduation off a week to June 13 so we can use our outside space. There is a letter ready to go with a link to a survey to get feedback on the three components.

Dr. Weksner asked if we were open to all ideas and how the feedback will be vetted. Mr. Medeiros responded that part of the survey is open-ended but not entirely. The survey will ask for students and families to weigh what they value. Mr. Medeiros stated that there are other events such as awards and scholarship night attached to the commencement that we will also look for input on with the survey.

The Senior class officers are taking ownership of baccalaureate. We are trying to figure out a way to capture that in a video.

Additionally, there are logistical things such as cap and gown day and the return of school property that need to be considered.

3. DESE 2019-2020 Determinations of Need for Special Education Technical Assistance or Intervention - Hudson: Meets Requirements (MR)

Dr. Rodrigues stated that each year the district is designated by DESE through a number of indicators what type of assistance, if any, is needed for Special Education service delivery. There are 4 classifications. Hudson meets requirements and does not need any assistance from the state.

4. Director of Human Resources - Search Process and Timeline

Dr. Rodrigues stated that Ms. Cindy Fensin, Director of Human Resources, is retiring. He stated that the search process will be one that is familiar to the committee. Summer is a very busy time for the Human Resources Department. The posting will be open until June 5. There will be screening, second interviews, and reference checks. We hope there will be qualified candidates and we can announce a new director by the end of June.

Mr. Maston asked if we were still going to have the Evening of Recognition. Dr. Rodrigues stated we would postpone this event to the fall.

VI. **Matters for Action:**

- a) Old Business
- b) New Business

1. **Approval of available School Choice slots for 2020-2021**

Dr. Rodrigues stated that each year, the School Committee needs to vote on School Choice availability before June. He said that the regulations have changed and it is assumed every district will participate in school choice unless they vote to not participate. This will need to be changed in the policy at some point. We will vote on the number of seats at each grade at each school. School Choice will not be available for seniors at the high school or the Dual Language program. Dr. Rodrigues presented a chart with his recommendation for the number of seats available for each grade for 2020-2021. For next year, there are very few seats at the elementary level. Dr. Rodrigues went through the application process for school choice. He stated that once a student is admitted to Hudson for school choice there is no need to reapply each year. These students are grandfathered until grade 12.

Mr. Smith asked about grade 6 capacity. He stated that AMSA has offered more seats to Hudson students. Dr. Rodrigues said that we will be between 190-200 students in grade 6 and this is at or close to capacity.

Mr. Tracy asked if we could take another look at availability in August at the elementary level should we have an influx of students over the summer and have to increase staff. Dr. Rodrigues stated this would be possible.

A motion to approve the available School Choice slots for 2020-2021 was made by Mr. Smith and seconded by Mr. Tracy. The following roll call vote was taken:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motioned passed

2. **Approval of modifications to the employee vacation carryover policy for FY20**

Dr. Rodrigues stated that one challenge we have encountered with the closure for all non-contractual, administrators, some secretaries, and custodians is vacation time carryover.

Currently, employees are allowed to carry over 5 unused vacation days to the next year. Employees are asked to expend any excess

days over the summer.

Dr. Rodrigues presented an allowance for one year which allows employees to spend their time in the next year without impacting the operations.

Mr. Tracy asked about the preferred times in the document. He asked if it was too restrictive. Dr. Rodrigues stated it is preferred and there is another line in the document that allows for time used to be mutually agreed upon with the employee's supervisor.

Ms. Ryan asked why the time had to be used by the end of December. Dr. Rodrigues said that the employee will be accruing vacation time and it would impact the following year.

A motion to approve the modifications to the employee vacation carryover policy for FY20 was made by Mr. Smith and seconded by Ms. Tousignant Dufour. The following roll call vote was taken:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Dr. Weksner	yes

On a vote of 7-0, the motioned passed

CONSENT AGENDA

1. Approval of FY20 Safer Schools and Community Grant in the amount of \$24,770.00 for phase 2 of the update of security access at Hudson High School
2. Approval of gift from Benevity Causes- Intel Corporation Grant in the amount of \$10,781.66 for MA Coronavirus donation and company match to support Hudson Public Schools and continued Student Learning, Engagement during the Coronavirus pandemic.
3. Approval of Reclassification of Funds

A motion to approve by consent agenda, the FY20 Safer Schools and Community Grant in the amount of \$24,770.00 for phase 2 of the update of security access at Hudson High School, the gift from Benevity Causes- Intel Corporation Grant in the amount of \$10,781.66 for MA Coronavirus donation and company match to support Hudson Public Schools and continued Student Learning, Engagement during the Coronavirus pandemic, and the reclassification of funds as presented was made by Ms. Tousignant Dufour and seconded by Mr. McDowell. The following roll call vote was taken:

Mr. Maston	yes
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Report of the Superintendent

- Updates

Matters for Discussion
Old Business

1. High School Graduation Update



HUDSON HIGH SCHOOL

SENIOR CALENDAR 2020

Revised 5/22/2020

Friday, May 29

**Senior Obligations Drop Off and Cap & Gown Pickup
Starting at 8:00 AM**

Senior Report Time for Locker Clean-out and Return of Material(s):

8:00 - 8:45 am

Akum Toh - Colbert

10:00 - 10:45 am

Gogan - Medeiros

9:00 - 9:45 am

Collins – Giancola

11:00 - 11:45 am

Melvin - Santos

1:00 - 1:45 pm

Scraggs - Zompetti

Seniors will be asked to return their Chromebooks, textbooks, athletic uniforms, and any other school property. Letters are being mailed this week with a list of each family's remaining financial and textbook obligations only. The letter will include a copy of the schedule included above. Upon receipt of these items, students will be issued their Cap & Gown.

Students will also be able to access their school and athletic lockers to retrieve any remaining personal items still inside Hudson High School.

Wednesday, June 3

Operation Bus Stop

Starting at 10:00 AM

We are rolling out five buses in order to make a stop at every senior household to deliver yearbooks and other special gifts to the Class of 2020.

A more detailed bus schedule will be made available in the coming days.



Tuesday, June 2
Virtual Baccalaureate Ceremony

7:00 PM

Watch a pre-recorded feed streamed through Hud-TV of the class of 2020 Baccalaureate Ceremony. If you have not already submitted a baby photo, please do so ASAP to hhs.slideshow@hudson.k12.ma.us

Thursday, June 4
Virtual Scholarship and Awards Ceremony
7:00 PM

Watch a live feed streamed through Hud-TV as we announce scholarship and award winners for the 2019-2020 school year. Recipients will be notified in advance via email and postal mail.

Thursday, June 11
5:30-9:30 PM
HHS Lights

Luminous Letters has been shining some light on hospital workers (see sample on right) and school buildings during this pandemic. Drive by HHS and check out the lights dedicated to the Class of 2020.

If you want to take an individual or family picture with the sign, please sign up for a time [here](#) in order to help preserve social distancing.

Rain date will be Friday, June 12 (5:30-9:30 PM)

Saturday, June 13
Graduation Day
Diplomas awarded starting at 10:00 AM

We will provide the opportunity for individual families to march one at a time with their graduate from the Morgan Bowl entrance to the stadium bleachers. There, the individual graduate and the family will meet Dr. Rodrigues and Mr. Medeiros who will confer the diploma. Students will hear their name called, process to receive their diploma, and they will have a professional photo taken. Hud-TV will provide a live feed of this event.

On the evening of June 12 and the morning of June 13, Hud-TV will air recordings of the speeches that accompany graduation. Together, we will use all of this footage to compile a graduation video for students.

Rain date will be Sunday, June 14 (same start times)





HHS Class of 2020 Graduation Overview

- Families will be allowed 6 guests to accompany their graduate(s).
- All attendees must wear face coverings before, during, and after the ceremony. The only exceptions are when a person is unable to wear a face covering or mask because of a medical or other disabling condition. Graduates may remove their mask while having their picture taken.
- On Cap & Gown day, families will be issued a number and an arrival time that will correspond to a parking space in the Riverside parking lot. This will enable our staff to identify student vehicles. Please remain in your vehicle until prompted to exit by an HHS Staff Member.
- After exiting the vehicle, we will provide the opportunity for individual families to march one at a time with their graduate from the Morgan Bowl entrance to the stadium bleachers. There, they will meet Dr. Rodrigues and Mr. Medeiros who will confer the diploma. Students will hear their name called, process to receive their diploma from a table, and proceed to have their picture taken with a professional photographer. HHS will have a 5x7 photograph mailed to every household. Additional photo packages will be available for purchase through GradImages.
- Hud-TV will provide a live feed of this event for those who are unable to attend. On the evening of June 12 and the morning of June 13, Hud-TV will air recordings of the speeches that accompany graduation. Together, we will use all of this footage to compile a graduation video for students.

Matters for Discussion

New Business

1. First Reading of Proposed Revisions and Additions to Policies- FF Naming and Dedicating School Facilities, MASC updates of various policies

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

SECTION F – FACILITIES DEVELOPMENT

Section	Existing Policy	Proposed Change or New Policy
FF	<p>POLICY FOR SPECIAL DEDICATIONS OF SCHOOL FACILITIES, AREAS WITHIN SCHOOL BUILDINGS, OR ON SCHOOL GROUNDS</p> <p>Absent restrictions imposed by statute, grants, and other legally binding provisions, the Hudson School Committee has full discretion in naming school buildings under its jurisdiction.</p> <p>In addition, from time to time, the Hudson School Committee may choose to recognize outstanding service to the Hudson Public Schools or the youth of Hudson by dedicating or naming an appropriate area (i.e., playground, library, gymnasium, auditorium, etc.) in honor of an individual, business, or other organization.</p> <p>Upon receipt of a request for a naming or dedication and receipt of supporting information, the Chairperson of the Hudson School Committee may refer the request to the Buildings and Grounds Sub-committee for discussion and review. If this sub-committee approves the naming or dedication, it will be placed on the agenda of a Hudson School Committee meeting. Prior to final vote, the Hudson School Committee will allow for public comment on the matter.</p> <p>In the event the Hudson School Committee approves a naming or dedication, a formal ceremony will follow, to include presentation of a Hudson School Committee proclamation and</p>	<p>FF - NAMING FACILITIES (MASC version)</p> <p>Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.</p> <p>The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.</p> <p>Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.</p>

placement of an appropriate plaque to commemorate the individual's or organization's significant contribution to the Hudson Public Schools or the youth of Hudson.

Adopted by Hudson School Committee: September 23, 1980
Amended by Hudson School Committee: January 11, 2005

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

SOURCE: MASC August 2016

<p>FFA</p>	<p>none</p>	<p>FFA – MEMORIALS (MASC version)</p> <p>The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.</p> <p>Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.</p> <p>Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.</p> <p>SOURCE: MASC August 2016</p>
<p>FF</p>		<p>FF – NAMING AND DEDICATING SCHOOL FACILITIES</p> <p>The purpose of this policy is to establish the criteria and procedures for granting naming requests in relation to the Hudson Public School’s properties. The Hudson School Committee strongly recommends the establishment of Memorial Scholarships as a means of honoring individuals whose contributions have impacted the school community.</p> <p>Dedicating a designated area within the school or its grounds is an important matter that deserves time for consideration and thoughtful attention. Personal prejudice or favoritism, political pressure or temporary popularity should not be an influence in choosing a candidate for dedication. A name with educational significance or inspiration will only be considered.</p> <p>The School Committee maintains sole discretion and authority for approval of all naming of structures, signs, equipment, wall displays, rooms, etc. owned, operated or controlled by the Hudson Public School District.</p>

The School Committee will use the following criteria for consideration:

1. Evidence of individual's educational significance, inspiration, and contribution. Evidences of such contributions may include and are not limited to:
 - a. Unusually effective and dedicated service to and/or on behalf of the students in the Hudson Public Schools.
 - b. Persistent efforts to sustain a quality system of public education for all students and to improve programs and services for them.
 - c. Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.
 - d. Strong evidence of community support for the individual's demonstrated contributions to the Hudson Public Schools.
2. The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include and are not limited to:
 - a. Superior levels of performance in strengthening and supporting the public schools.
 - b. Effective citizenship.
 - c. Community service.
 - d. Excellent character and general reputation.
 - e. High standards of ethics.

The School Committee will use the following process:

		<ol style="list-style-type: none">1. A formal petition must be submitted to the School Committee for consideration. This written petition must contain all the elements delineated in the criteria section above.2. The School Committee will have thirty-days to add the request to the School Committee agenda for deliberation.3. The School Committee will vote to advance/or not to advance the request to be reviewed by the pertinent Sub-Committee. The Sub-Committee will make a determination whether the application meets the criteria as established by policy.4. The pertinent Sub-Committee will have ninety-days to gather additional information from the petitioner(s) and members of the community on the merit of the request.5. The pertinent Sub-Committee may determine that more time is needed to vet the request. The pertinent Sub-Committee will vote to accept or reject the request, at the Sub-Committee level, and will submit their resolution to the School Committee for deliberation and final vote on the request, applying the selection criteria previously listed in this policy.6. If request is approved, all expenses related to plaques, lettering, and signage installation will be the responsibility of the petitioner.
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The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below. The new language to be adopted is in **bolded** and the language to be deleted is bolded in **red**.

SECTION A – FOUNDATION AND BASIC COMMITMENTS

Section	Existing Policy	Proposed Change or New Policy
<p>BEDH Public Comment at School Committee Meetings</p>	<p>PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS</p> <p>All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.</p> <p>The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.</p> <p>In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:</p>	<p>BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS</p> <p>All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.</p> <p>The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.</p> <p>Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.</p> <p>To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:</p> <ol style="list-style-type: none"> 1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.

<ol style="list-style-type: none"> 1. At each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. 2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair may permit extension of this time limit. 3. Topics for discussion must be limited to those items listed on the School Committee meeting agenda for that evening. 4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address. 5. All remarks will be addressed through the Chair of the meeting. 6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any 	<ol style="list-style-type: none"> 2. Speakers will be allowed up to three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances. 3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority. 4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities. 5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the Hudson School Committee. 6. Sign up instructions will be provided for those who wish to participate in Public Comment. <p>LEGAL REFS.: M.G.L. c. 30A: 18-25</p> <p>CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS</p> <p>BEC, EXECUTIVE SESSIONS</p>
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	<p>member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.</p> <p>7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.</p> <p>SOURCE: MASC 7/16 Approved by Hudson School Committee – April 24, 2018</p>	<p><u>BEDA</u>, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS</p> <p>SOURCE: MASC Revised January 2020</p>
<p>JB Equal Educational Opportunities</p>	<p>EQUAL EDUCATIONAL OPPORTUNITIES</p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the</p>	<p>EQUAL EDUCATIONAL OPPORTUNITIES</p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.</p> <p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p>

<p>Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.</p> <p>The law reads as follows:</p> <p>No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.</p> <p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p> <p>SOURCE: MASC UPDATED: March 2018 LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by</p>	<p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Title IX, Education Amendments of 1972 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)</p> <p>BESE regulations 603 CMR 26:00</p> <p>BESE regulations 603 CMR 28.00</p> <p>The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>NOTE: The cross reference is to a related statement in this manual.</p>
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	<p>E.O. 11375 Title IX, Education Amendments of 1972 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971) BESE regulations 603 CMR 26:00 BESE regulations 603 CMR 28.00 CROSS REF.: AC, Nondiscrimination Hudson School Committee Policy JB Page 2 of 2 NOTE: The cross reference is to a related statement in this manual. The change in 1993 was to add the classification of sexual orientation in the specific definitions protected by law against discrimination. Approved by Hudson School Committee – February 5, 2019</p>	
<p>JC Attendance Areas</p>	<p>JC – ATTENDANCE AREAS</p> <p>Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.</p> <p>In establishing an attendance area, the following general guidelines will also be applied:</p> <p>1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural</p>	<p>JC - ATTENDANCE AREAS</p> <p>Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.</p> <p>In establishing an attendance area, the Committee will take into consideration safe walking conditions consistent with the Committee's transportation policies.</p> <p>From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.</p> <p>The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.</p>

<p>barriers will be used for boundaries.</p> <p>2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.</p> <p>From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.</p> <p>The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.</p> <p>The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.</p> <p>SOURCE: MASC LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J 603 CMR 17.00 603 CMR 26.00 CROSS REF.: JCA, Assignment of Students to Schools NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E. The cross reference above is to a closely related category in the NEPN classification</p>	<p>The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J</p> <p>603 CMR 17.00</p> <p>603 CMR 26.00</p> <p>CROSS REF.: JCA, Assignment of Students to Schools</p> <p>NOTE: This category is for a statement on methods of establishing attendance areas. A map or written description of areas is sometimes included in a policy manual as an exhibit document coded JC-E.</p> <p>The cross reference above is to a closely related category in the NEPN classification system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements.</p>
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	<p>system. Use code JCA for any requirement for students to attend the school in their attendance area and any exceptions to the requirements. Approved by Hudson School Committee – February 5, 2019</p>	
<p>JCA Assignment of Students to School</p>	<p>JCA – ASSIGNMENT OF STUDENTS TO SCHOOLS</p> <p>Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.</p> <p>Special permission may be granted for the following reasons:</p> <ol style="list-style-type: none"> 1. If the change involves a hardship case or if there are medical considerations. 2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons. 3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school. <p>School bus transportation will not be provided for students attending schools outside their attendance area.</p> <p>Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or</p>	<p>JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS</p> <p>Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.</p> <p>Special permission may be granted for the following reasons:</p> <ol style="list-style-type: none"> 1. If the change involves a hardship case or if there are medical considerations. 2. If the change appears to be in the interests of the child, of the schools, or for disciplinary and administrative reasons. 3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school; permission will not extend beyond the current school year. 4. To permit school students to take courses not offered in their assigned schools. <p>School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules or a hardship is involved; or unless specific permission is granted by the Superintendent or designee.</p> <p>Individual school attendance areas are established by the office of the Superintendent of Schools and may be changed as population warrants or capacities of buildings require adjustment of student loads. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.</p> <p>The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level</p>

<p>capacities of buildings require adjustment of student loads. Redistricting for the purpose of equitable distribution of students based on the capacity of each school building may be implemented by the Superintendent with the approval of the School Committee.</p> <p>The Superintendent shall establish guidelines for administration of this policy that include a number of students for each class at each grade level below which intra-district applicants may be accepted by the Principal.</p> <p>The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>Kindergarten 20 Grade 1 20 Grade 2 20 Grade 3 20 Grade 4 20</p> <p>Acceptance: Applications will be accepted each year beginning June 15th. Children</p>	<p>below which intra-district applicants may be accepted by the Principal.</p> <p>The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>The first consideration will be student-teacher ratios. The following class size targets, by grade level, have been established by the School Committee and will be used by the Superintendent to determine the number of additional students that can be accommodated.</p> <p>Kindergarten 20 Grade 1 20 Grade 2 20 Grade 3 20 Grade 4 20</p> <p>Acceptance: Applications will be accepted each year beginning June 15th. Children will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be rescinded.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J</p> <p>603 CMR 17.00</p> <p>603 CMR 26.00</p> <p>CROSS REF.: JC, Attendance Areas</p> <p>NOTE: The cross reference is to a related category in the NEPN classification system.</p>
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	<p>will be accepted by order on a waiting list during the last week of August of the school year in question. Once a child is accepted, it becomes a permanent assignment. Transportation must be provided in a timely manner or transfer may be rescinded.</p> <p>SOURCE: MASC October 2016 LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J 603 CMR 17.00 603 CMR 26.00 CROSS REF.: JC, Attendance Areas NOTE: The cross reference is to a related category in the NEPN classification system. Approved by Hudson School Committee – February 5, 2019</p>	
<p>JF School Admissions</p>	<p>JF– SCHOOL ADMISSIONS</p> <p>All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.</p> <p>Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school</p>	<p>JF - SCHOOL ADMISSIONS</p> <p>All children of school age who reside in the district will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.</p> <p>Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A</p> <p>603 CMR 26.00</p>

	<p>administration. SOURCE: MASC</p> <p>LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A 603 CMR 26.00</p> <p>CROSS REFS.: JLCA, Physical Examination of Students JLCB, Inoculations of Students JFBB, School Choice JFABD, Homeless Students:</p> <p>Enrollment Rights and Services NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories: JFABD, Admission of Homeless Students Approved by Hudson School Committee – February 5, 2019</p>	<p>CROSS REFS.: JLCA, Physical Examination of Students</p> <p>JLCB, Immunization of Students</p> <p>JFBB, School Choice</p> <p>JFABD, Homeless Students: Enrollment Rights and Services</p> <p>JFABE, Educational Opportunities for Military Children</p> <p>JFABF, Educational Opportunities for Children in Foster Care</p> <p>NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:</p> <p>JFAB, Admission of Non-resident Students JFABA, Non-resident Tuition Charge JFABD, Admission of Homeless Students JFABB, Admission of Foreign Students</p>
<p>JFABD Homeless Students: Enrollment Rights and Services</p>	<p>JFABD– HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</p> <p>To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless</p>	<p>JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</p> <p>As required by law, the district will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical</p>

<p>students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.</p> <p>Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:</p> <ol style="list-style-type: none"> 1. Sharing the housing of other persons due to loss of housing or economic hardship; 2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; 3. Living in emergency or transitional shelters; 4. Being abandoned in hospitals; 5. Awaiting foster care placement; 6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings; 7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; 8. Migratory children living in conditions described in the previous examples. <p>The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students</p>	<p>education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.</p> <p>Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:</p> <ol style="list-style-type: none"> 1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; 2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; 3. Living in emergency or transitional shelters; 4. Being abandoned in hospitals; 5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings; 6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and 7. Migratory children living in conditions described in the previous examples. <p><u>Students Remaining in Schools of Origin</u></p> <p>It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.</p> <p>Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation</p>
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<p>and their families.</p> <p>To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.</p> <p>If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.</p> <p>Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the</p>	<p>services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.</p> <p><u>Students Enrolling in District Where Sheltered or Temporarily Residing</u></p> <p>Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.</p> <p>If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.</p> <p>If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.</p> <p>Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.</p>
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student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the DESE website.

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

	<p>notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.</p> <p>SOURCE: MASC</p> <p>LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015 Approved by Hudson School Committee – February 5, 2019</p>	<p>SOURCE: MASC October 2019</p>
<p>JFABE Educational Opportunities for Military Children</p>	<p>JFABE– EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</p> <p>In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment.</p> <p>Definitions</p> <p>Children of military families means school aged children, enrolled in kindergarten</p>	<p>JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</p> <p>To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.</p> <p>Definitions</p> <p>Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.</p> <p>Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.</p>

<p>through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.</p> <p>Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.</p> <p>Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.</p> <p>The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.</p> <p>The District's responsibilities to eligible</p>	<p>Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.</p> <p>Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.</p> <p>The District's responsibilities to eligible students include the following:</p> <ul style="list-style-type: none"> • Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement. • Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records. • Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress). • Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
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<p>children include the following:</p> <ul style="list-style-type: none"> • Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement. • Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records. • Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress). • Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs. • In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school. 	<ul style="list-style-type: none"> • In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states. • As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate. • Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment. • An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed. • The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions. <p>LEGAL REFS: M.G. L. 15E;</p> <p style="text-align: center;">Interstate Compact on Educational Opportunity for Military Children</p> <p>SOURCE: MASC October 2019</p>
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• **The District will exercise, as deemed appropriate,** the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

• Students of active duty personnel shall have additional excused absences **at the discretion of the District** for visitations relative to leave or deployment.

• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.

• The District high school will accept exit or end-of-year exams required from the sending state, national norm- referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E; Interstate Compact on Educational Opportunity for Military Children Approved by Hudson School Committee – February 5, 2019

<p>JFABF Educational Opportunities for Children in Foster Care</p>	<p>JFABF– EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</p> <p>The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.</p> <p>The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and</p>	<p>JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</p> <p>The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.</p> <p>Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.</p> <p>The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.</p> <p>Best Interest Determination</p> <p>Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.</p> <p>The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the</p>
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the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (**and** if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when **different**) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account **a variety of factors**. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. **However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.** The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. **Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.**

extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be **immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.**

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation

	<p>Transportation</p> <p>The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.</p> <p>Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.</p> <p>Immediate Enrollment</p> <p>If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to</p>	<p>services to school in a manner comparable to the transportation provided for all other students in the district.</p> <p>LEGAL REFS: Every Student Succeeds Act (ESSA);</p> <p>Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)</p> <p>SOURCE: MASC October 2019</p>
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	<p>obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records. To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.</p> <p>LEGAL REFS: Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) Approved by Hudson School Committee – February 5, 2019</p>	
<p>JLCC Communicable Diseases</p>	<p>JLCC – COMMUNICABLE DISEASES The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.</p> <p>The School Committee recognizes that communicable diseases which may afflict students range from common childhood conditions, acute and short-term in nature, to chronic, life-threatening conditions.</p> <p>Management of common communicable diseases shall be in accordance with the Massachusetts Department of Health</p>	<p>JLCC - COMMUNICABLE DISEASES</p> <p>The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.</p> <p>The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.</p> <p>Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.</p> <p>The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational</p>

	<p>guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.</p> <p>In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.</p> <p>SOURCE: MASC October 2016 LEGAL REF.: M.G.L. 71:55 Adopted by Hudson School Committee: January 21, 2020</p>	<p>placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.</p> <p>In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.</p> <p>Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.</p> <p>In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.</p> <p>SOURCE: MASC February 2019 LEGAL REF.: M.G.L. 71:55</p>
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Matters for Action
Old Business

1. Second Reading and approval of Proposed Revisions and Additions to J Section Policies

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

SECTION J – STUDENTS

Section	Existing Policy	Proposed Policy
JE	<p>JE-PUPIL ATTENDANCE</p> <p>Every pupil shall regularly attend all sessions of the school in which he is placed, except in case of:</p> <ol style="list-style-type: none"> 1. Personal illness. 2. Death in family 3. Approved religious holidays 4. Emergency medical or dental treatment 5. Other reasons of necessity, if approved by the principal of the school. <p>A pupil may be excused early for any of the foregoing reasons upon request of the parent or guardian who shall be responsible for the pupil's transportation and safety from the time when he leaves the school door. Ref: General Laws of Massachusetts, Chapter 76, Section I.</p>	<p>JE-PUPIL ATTENDANCE</p> <p>Every pupil shall regularly attend all sessions of the school in which he is placed, except in case of:</p> <ol style="list-style-type: none"> 1. Personal illness. 2. Death in family 3. Approved religious holidays 4. Emergency medical or dental treatment 5. Other reasons of necessity, if approved by the principal of the school. <p>A pupil may be excused early for any of the foregoing reasons upon request of the parent or guardian who shall be responsible for the pupil's transportation and safety from the time when he leaves the school door.</p> <p>Ref: General Laws of Massachusetts, Chapter 76, Section I.</p>

<p>JH</p>	<p>JH - STUDENT ABSENCES AND EXCUSES (MASC Version)</p> <p>Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.</p> <p>Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.</p> <p>A child may also be excused for other exceptional reasons with approval of the Principal or designee.</p> <p>A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians can help their children by not allowing them to miss school needlessly.</p> <p>Accordingly, parents/guardians will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.</p> <p>In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.</p> <p>Student Absence Notification Program</p> <p>Each Principal, by whatever title they may be known, will notify a student's parent/guardian within 3 days of the</p>	<p>JH – STUDENT ABSENCES AND EXCUSES</p> <p>Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also an important factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school.</p> <p>Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.</p> <p>The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.</p> <p>When a child is not in school, his/her absence will be classified as “<u>excused</u>” or “<u>unexcused</u>”. Definitions of excused and unexcused are as follows:</p> <p><u>Excused Absences</u> Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent.</p> <p>Therefore, students may be excused temporarily from school attendance for the following reasons:</p>
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student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, by whatever title they may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the

- **Illness or quarantine (with medical documentation)**
- **Bereavement or serious illness in family/family emergency**
- **Observance of major religious holidays**
- **College visits (documentation required)**
- **Other school-approved or dictated activities.**

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

Unexcused Absences

An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples of unexcused absences are:

- **Attending parental/guardian appointments (e.g. medical, dental, etc.)**
- **Attending parent/guardian court summons**
- **Family/travel vacation**
- **Staying home to take care of or visit with family members**
- **Missing the school bus**
- **Sleeping too late**
- **Undocumented illness/injury that exceeds more than three days**
- **Weather-related absences other than those when the district has canceled school**

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

Parent/Guardian Responsibilities

Parents/guardians are legally responsible for ensuring that a child

Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal, by whatever title they may be known, or designee will notify a student's parent/guardian within 2 days of the student's absence in the event the parent/guardian has not informed the school of the absence. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district's Student Information System through the Parent/Student Portal.

Each Principal, by whatever title they may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who

		<p>has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.</p> <p>The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.</p> <p>The Superintendent or designee shall offer to convene a team of school staff to participate in an exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.</p> <p>SOURCE: MASC October 2014</p> <p>LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20</p>
<p>JHBB</p>	<p>JHBB-HIGH SCHOOL COURSE ATTENDANCE REQUIREMENTS</p> <p>The School Committee and School Administration believe that regular and prompt attendance at each and every class session of all courses offered at Hudson High School should be a factor in the determination of credits earned for advancement to the next grade level as well as for graduation. Therefore, the School Committee hereby directs</p>	<p>JHBB-HIGH SCHOOL COURSE ATTENDANCE REQUIREMENTS</p> <p>The School Committee and School Administration believe that regular and prompt attendance at each and every class session of all courses offered at Hudson High School should be a factor in the determination of credits earned for advancement to the next grade level as well as for graduation. Therefore, the School Committee hereby directs the Superintendent of Schools to</p>

the Superintendent of Schools to supervise the preparation of administrative regulations and procedures which shall:

- a. Insure that the grade earned is entered upon the student's record without regard to attendance.
- b. Establish a firm, clear, and published formula which determines, based upon specific numbers, the amount of credit which may be deducted for non-attendance and/or tardiness.
- c. Clearly identify categories of absences and/or tardiness which may be excused or unexcused.
- d. Provide a mandatory notification system to parents which is initiated by the teacher and reviewed by the High School Administration, and
- e. Allow for an appeals process to review decisions to deduct credits because of excessive absences and/or tardiness.

Once formulated, the regulations and procedures prepared in compliance with the provisions of this policy shall be submitted to the School Committee for review and action. Copies of said regulations and procedures shall be posted at Hudson High School, distributed to all students following School Committee action, published in subsequent Student Handbooks, and placed on file as required under the provisions of Chapter 467.

Adopted by the Hudson School Committee: September 13, 1983

supervise the preparation of administrative regulations and procedures which shall:

- a. Insure that the grade earned is entered upon the student's record without regard to attendance.**
- b. Establish a firm, clear, and published formula which determines, based upon specific numbers, the amount of credit which may be deducted for non-attendance and/or tardiness.**
- c. Clearly identify categories of absences and/or tardiness which may be excused or unexcused.**
- d. Provide a mandatory notification system to parents which is initiated by the teacher and reviewed by the High School Administration, and**
- e. Allow for an appeals process to review decisions to deduct credits because of excessive absences and/or tardiness.**

Once formulated, the regulations and procedures prepared in compliance with the provisions of this policy shall be submitted to the School Committee for review and action. Copies of said regulations and procedures shall be posted at Hudson High School, distributed to all students following School Committee action, published in subsequent Student Handbooks, and placed on file as required under the provisions of Chapter 467.

Adopted by the Hudson School Committee: September 13, 1983

<p>JHCA</p>	<p>JHCA- DISMISSAL OF STUDENTS BY SCHOOL PERSONNEL</p> <p>In the event a child should be sent home during the school day due to illness, he must be accompanied by a parent or guardian, or a designated person. A child must never be left at home by the accompanying person unless an adult responsible for the child is present at the house.</p> <p>In the event a child is to be sent home for disciplinary reasons, the parent must be contacted and the reasons why the child is being dismissed explained. A parent or guardian, or a designated person must accompany the child home. He must be kept in school until the end of the session if a parent cannot be reached.</p> <p>School children are not to be sent on errands outside the school building.</p> <p>Requests to call children from classrooms during the school day may be honored at the discretion of the principal when he is satisfied that the circumstances warrant such an interruption.</p> <p>Use of private vehicles to transport students by staff is prohibited.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p>JHCA-DISMISSAL OF STUDENTS BY SCHOOL PERSONNEL</p> <p>In the event a child should be sent home during the school day due to illness, he must be accompanied by a parent or guardian, or a designated person. A child must never be left at home by the accompanying person unless an adult responsible for the child is present at the house.</p> <p>In the event a child is to be sent home for disciplinary reasons, the parent must be contacted and the reasons why the child is being dismissed explained. A parent or guardian, or a designated person must accompany the child home. He must be kept in school until the end of the session if a parent cannot be reached.</p> <p>School children are not to be sent on errands outside the school building.</p> <p>Requests to call children from classrooms during the school day may be honored at the discretion of the principal when he is satisfied that the circumstances warrant such an interruption.</p> <p>Use of private vehicles to transport students by staff is prohibited.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>
<p>JHD</p>		<p>JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE</p> <p><u>Denial of Admission</u></p> <p>Denial of admission means the withholding of the privilege of enrolling in a school of the District.</p>

		<p>The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:</p> <p>Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;</p> <p>Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;</p> <p>Not being a resident of the District and the District has opted not to participate in the School Choice Law;</p> <p>Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.</p> <p>SOURCE: MASC October 2016</p> <p>LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B</p> <p>603 CMR 26:00</p>
<p>JHDA</p>	<p>JHDA-DISMISSAL AT PARENTAL REQUEST</p> <p>A child may be dismissed from the elementary schools only to a parent, guardian, or designated representative in person.</p> <p>At the middle school and high school levels, students may be dismissed at the discretion of the principal, providing that a written, dated request, signed by a parent or guardian, is presented in advance. The principal shall verify by telephone the request for dismissal, if the written request is not presented by the parent or guardian in person.</p>	<p>JHDA-DISMISSAL AT PARENTAL REQUEST</p> <p>A child may be dismissed from the elementary schools only to a parent, guardian, or designated representative in person.</p> <p>At the middle school and high school levels, students may be dismissed at the discretion of the principal, providing that a written, dated request, signed by a parent or guardian, is presented in advance. The principal shall verify by telephone the request for dismissal, if the written request is not presented by the parent or guardian in person.</p>

	<p>Children may be dismissed from school during the school day only on the request of the parent or guardian. Requests must be approved by the principal or his representative.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p>Children may be dismissed from school during the school day only on the request of the parent or guardian. Requests must be approved by the principal or his representative.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>
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JH – STUDENT ABSENCES AND EXCUSES

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also an important factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

When a child is not in school, his/her absence will be classified as “excused” or “unexcused”. Definitions of excused and unexcused are as follows:

Excused Absences

Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent.

Therefore, students may be excused temporarily from school attendance for the following reasons:

- Illness or quarantine (with medical documentation)
- Bereavement or serious illness in family/family emergency
- Observance of major religious holidays
- College visits (documentation required)
- Other school-approved or dictated activities.

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

Unexcused Absences

An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant.

There are many reasons for unexcused absences, including, but not limited to the following examples of unexcused absences are:

- Attending parental/guardian appointments (e.g. medical, dental, etc.)
- Attending parent/guardian court summons
- Family/travel vacation
- Staying home to take care of or visit with family members
- Missing the school bus
- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

Parent/Guardian Responsibilities

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal, by whatever title they may be known, or designee will notify a student's parent/guardian within 2 days of the student's absence in the event the parent/guardian has not informed the school of the absence. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district's Student Information System through the Parent/Student Portal.

Each Principal, by whatever title they may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian. The Superintendent or designee shall offer to convene a team of school staff to participate in an exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

Adopted by Hudson School Committee: May 26, 2020

PROPOSED

JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCEDenial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [71:37H](#); [76:12](#); [76:12A](#); [76:12B](#)

603 CMR [26:00](#)

Adopted by Hudson School Committee: May 26, 2020

Matters for Action

New Business

1. Approval of 2020-2021 School Committee Meeting Dates

HUDSON SCHOOL COMMITTEE
MEETING SCHEDULE
2020-2021 SCHOOL YEAR
MEETINGS WILL BEGIN AT 7:00 P.M.

2020

2021

- | | |
|----------------------|---------------------|
| ❖ July 28, 2020 | ❖ January 12, 2021 |
| ❖ August 18, 2020 | ❖ January 26, 2021 |
| ❖ September 15, 2020 | ❖ February 9, 2021 |
| ❖ September 29, 2020 | ❖ February 23, 2021 |
| ❖ October 13, 2020 | ❖ March 9, 2021 |
| ❖ October 27, 2020 | ❖ March 23, 2021 |
| ❖ November 17, 2020 | ❖ April 6, 2021 |
| ❖ December 1, 2020 | ❖ April 27, 2021 |
| ❖ December 15, 2020 | ❖ May 11, 2021 |
| | ❖ May 25, 2021 |
| | ❖ June 8, 2021 |

Approved by School Committee: _____

Matters for Action

New Business

2. Approval of Superintendent's End of Year Evaluation

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Marco C. Rodrigues, Ed.D. May 26, 2020
Evaluator: Hudson School Committee GM, chair May 18, 2020
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

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

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators	Unsa tisfa ctory	Need s Impr ove ment	Pro fici ent	Exem plary
<i>Unsatisfactory</i> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i> , or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.				
<i>Needs Improvement/Developing</i> = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.				
<i>Proficient</i> = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.				
<i>Exemplary</i> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.				
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

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

Comments:

This year has been almost literally divided in two. Prior to the interruption caused by the COVID-19 public health crisis, a lot of great work was done in our district. Among these are continued improvement of our financial standing due to a collaborative budget process, continued improvement of our social and emotional services for students, improvements to our curriculum including the dual language program and course pathways at the high school, and the development of instructional leadership teams (ILTs) at each school building. Dr. Rodrigues showed strong leadership in guiding the district on these accomplishments. He also continued to make progress in improving communication across the district, though it is noted that the tone and style of communication were not always conducive to fostering improved relationships with the school community.

When schools closed due to the COVID-19 pandemic, great work continued to take place. Our administration did not hesitate to set up a program to help provide food to families in our district. A lot of unseen work was done to develop communication and distance learning plans, and to ensure that distance learning was accessible to all students in the district. Dr. Rodrigues took a careful and conservative approach to enacting changes in response to the closure. There were some aspects of our district response that took longer to communicate and to enact than some people desired, but the committee recognizes that this sentiment is not unique to Hudson, and the committee is confident that we have now gotten to a point where we are able to support all students and their needs while conducting distance learning.

Taking all of this into consideration, the committee gives Dr. Rodrigues a proficient overall rating for his performance this year. Looking ahead, we expect the strong focus on finances, instructional leadership, student services and curriculum improvements will continue, and progress toward goals that were unable to be completed will be picked up again as well. The committee sees an opportunity for Dr. Rodrigues to continue improving his communication with stakeholders in the district, and to learn from the many

challenges created by the COVID-19-driven school closure to help us prepare for future periods of remote learning if they should be necessary.



Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	To strengthen the District Leadership Team's ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	By June 2020, the Actions Steps for each Strategic Priority identified within the District Improvement Plan for the 2019-2020 year will be implemented.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	By March 2020, the Budget Leadership Team, in conjunction with the School Committee Members, will develop a balanced budget for the FY21 school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4	By June of 2020, I will have completed weekly standing meetings with each building principal, with at least 50% of the meetings dedicated to walkthroughs followed by debriefing sessions.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Superintendent’s Performance Rating for Standard I: Instructional Leadership



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

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

Needs Improvement

X Proficient

Exemplary

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

Dr. Rodrigues self evaluation: The District continues to make steady and deliberate strides to support ALL students. In 2019-2020, we expanded PLTW engineering courses to grades 1, 2 and 4, STEM courses at middle school, and several new courses and pathways for the high school. We developed new Social-Emotional Learning programs at the middle school (PATH) and high school (Harbor) and adopted a new online platform to assist high school students with credit recovery. All of these new programs and services align with the District Improvement Plan and resulted from deep data analysis of students’ needs.

Committee evaluation: The committee agrees on a rating of proficient for standard I. Evidence for his performance comes from the numerous improvements to our student services that continue to be added and built up, as well as curriculum enhancements made at all levels, all done within our budget. The dual language program is also noted as an exciting new program that will add value to Hudsons’ educational offerings.

Examples of evidence superintendent might provide:

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



Superintendent's Performance Rating for Standard II: Management and Operations

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

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

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 Dr. Rodrigues self-evaluation: In 2019-2020, the District took several actions to ensure safe and effective learning environments for all. We increased building security at the middle, high school, and central administration building; executed several capital improvement projects (fire alarms, electric systems, etc); successfully hired key administrators (EL Director, Finance and Operations Director); and expanded 1:1 technology program to grade 3 and provided Paraeducators with Chromebook devices to support student learning. We also fully executed the FY20 budget without cuts or freezes and built the FY21 budget which accomplishes additional staffing and services while following the District's Strategic Budget Stabilization Plan.

Committee evaluation: The committee agrees on a rating of proficient for standard II. In particular the committee recognized fiscal systems as an area of strength and gave a rating of exemplary in that area. This is the third year of zero-based budgeting and the administrative staff of the District seem to have truly bought into and executed the process very well. One committee member noted that the District FY20 budget was executed without cuts or freezes for the first time in memory, which is an accomplishment that should be recognized. One committee member observed “while we don’t yet know the full impact of the pandemic on our future funding, I am less concerned about that than I might have been, because I know we have a strong financial position and a sound approach to handling budget decisions, so I believe that we can meet any future cuts with planning and find a way to minimize the impact they will have on student learning.” It was also noted that Dr. Rodrigues continues to build a more positive relationship with other town officials, to the benefit of the district. The committee also recognizes and appreciates the efforts put in this year to update and enhance the safety and security of the operations of the district. Additionally, new principals at the high school and middle school were successfully introduced. Their integration into the District has gone well and we’ve received positive feedback on both.

In terms of management during the public health related closure period, the committee recognizes that this was an unexpected situation that has been evolving over time. The committee is appreciative of the district efforts to help provide food for families in our district during the pandemic. The committee also acknowledges that a lot of work needed to be done to enact distance learning, and believes we are finally now in good shape to deliver distance learning and meet the needs of all of our students during this time. However, the committee still feels there could have been some more proactive steps taken at earlier times, such as delivering chromebooks to the 3rd and 4th graders, engaging teachers with students at least for social and emotional needs if not for academic needs, and helping families get internet access. The school closure this spring also brings to light the need to accelerate our efforts to bring technology more into our youngest grades to truly become a 1:1 district so as to be better prepared for any such need for distance learning in the future.

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

X Needs Improvement

X Proficient

Exemplary

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

Dr. Rodrigues self-evaluation: In 2019-2020, we enhanced the District’s capability to communicate with our EL families by developing a new protocol for communication and interpretation which includes the Language Line service. We conducted Parent Listening Sessions, held forums on vaping, Dual Language Program, and revisions to the attendance and student discipline policies. I held bi-monthly meetings with HSA members, and made efforts to roll out the ELPAC group.

Committee evaluation: The committee was split between ‘proficient’ and ‘needs improvement’ for standard three. The committee well recognizes the effort that was put into improving communication, as evidenced by the continued use of listening sessions, the Creating Connections newsletter and district updates for staff, and parent forums held on specific topics. All of these are valuable and should be continued. However, in addition to that, it was also generally felt that communication to the district was too often business-like and sometimes withheld too long before sharing. While the committee sees what appears to be a tendency on the part of Dr. Rodrigues to want to have information complete before sharing widely, this often backfires in that it creates the perception that information is either being withheld or issues are not being addressed fully by the administration. This challenge was brought into focus with the COVID-related school closings. There is no doubt the superintendent and leadership team has worked hard and there has been communications to the district, but they have not always been providing the personal connection and information about developing plans needed to alleviate some of the stress and concerns felt throughout the district. It would be worth recommitting to stronger communications with families in general, especially as we enter the phase of the “new normal” after COVID restrictions are lifted. We suggest that Dr. Rodrigues give consideration to his style of communication, and look for ways it could be improved so as to foster a deeper connection to people he interacts with in the district.

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture



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

Overall Rating for Standard IV (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
---	---

Unsatisfactory

Needs Improvement

X Proficient

Exemplary

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

Dr. Rodrigues self-evaluation: The Leadership Team implemented the Action Steps for year-two of the District Improvement Plan to the extent possible prior to the closure of schools. We continued revisions to the Policy Manual, held labor management meetings with HEA, HPA, and HSSA, held listening sessions for staff at each school, and the Leadership Team concentrated efforts on data analysis relative to student learning and achievement. The District's professional development offerings continue to be strong. The ILTs are strengthening their capacity to identify and devise their own PD plan to support their respective schools.

Committee evaluation: The committee agrees with an overall rating of "proficient" for standard 4 (professional culture). The committee recognized evidence of a commitment to high standards and continuous learning in the district through all the work done to implement ILTs this year, the review of district policies, and the continued strengthening of the professional development activities over previous years. One committee member observed that Dr. Rodrigues takes an 'intentional, systematic and strategic' approach to promote professional culture in the district, and this creates stability and promotes the growth of other leaders

in the district. The committee also appreciates the use of the climate survey with various stakeholder groups in the district and expects that the continued use of this tool will provide opportunities to continue growth in this area.

Examples of evidence superintendent might provide:

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

Matters for Action

New Business

3. Approval of a one year amendment to Food Service Contract with Chartwells

RENEWAL AND AMENDMENT NUMBER TWO

THIS AMENDMENT NUMBER TWO, effective July 1, 2020, is between Compass Group USA, Inc., by and through its Chartwells Division (“Chartwells”) and Hudson Public Schools (the “School Food Authority” or “SFA”) (individually, the “Party” and collectively, the “Parties”).

WHEREAS, the SFA and Chartwells are parties to that certain Food Service Agreement, dated July 1, 2018, as amended by that certain Amendment Number One dated July 1, 2019 (collectively, the “Agreement”), whereby Chartwells manages the SFA’s food service operation and facilities; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Pursuant to Section 2.1 of the Agreement, the Parties mutually agree to renew the Agreement for one (1) year beginning on July 1, 2020 and continuing until June 30, 2021.
2. Section 10.3. The first sentence is deleted and replaced with the following:

10.3 Administrative Fee. Chartwells shall charge the SFA an Administrative Fee of \$5,464.00 per month for ten (10) months during the 2020-2021 academic year through June.

3. Section 10.4. The first sentence is deleted and replaced with the following

10.4 Management Fee. Chartwells shall charge the SFA a Management Fee of \$1,093.00 per month for ten (10) months during the 2020-2021 academic year through June.

4. Section 10.6. This section is deleted and replaced with the following:

10.6 Guaranteed Surplus. The FSMC guarantees that the bottom line of the operational financial report for the 2020-2021 school year will be at a surplus of \$1,617.00 to the bottom line of the SFA. In the event that the costs of operating the food service program costs exceed total revenues (from all sources), the FSMC will be responsible for any losses (shortfalls) incurred but in no event shall the reimbursement obligation exceed the amount of the FSMC’s earned Management Fee. The Guaranteed Surplus is based on the following conditions and assumptions remaining in effect for the school year or contract year, as applicable.

CONDITIONS

- a) Cash and/or reimbursement levels from State and Federal sponsors do not fall below the levels estimated in the FSMC’s proposed budget.
- b) The value of USDA donated foods will not be less than the value of USDA donated foods estimated in the FSMC’s Proposal.

- c) The number of days meals are served during the school year will not be less than 180 days for breakfast, 167 days for high school lunch, 169 days for middle school lunch and 170 days for elementary school lunch.
- d) Changes in district policies, practices and serving requirements including but not limited to changes in bell schedules, meal service periods or proposed staffing may result in an adjustment.
- e) The student enrollment for the current year will not be less than 2,556 students.
- f) The level of wages, salaries and fringe benefits will not exceed those included in the Chartwells Projections, attached hereto as Exhibit A. In the event of an increase in wages or fringe benefits payable to employees as a result of unionization or changes in minimum wage rates or taxes, the guarantee shall from the date of increase in wages, minimum wage rates, taxes or fringe benefits be adjusted by such actual increase.
- g) Any District employees' vacation/sick time accumulated prior to the effective date of the contract will remain the sole responsibility/liability of the District.
- h) The selling prices of Menu Pattern Lunch Meals will not be less than the prices for the 2019-2020 school year. All other Menu Pattern Meals and a la carte selections will not be less than those included in the 2019 – 2020 school year.
- i) Service will not be interrupted as a result of fire, work stoppage, strike or school closing.
- j) The District and its representatives including but not limited to, school principals, teachers and District employees shall fully cooperate with the FSMC in the implementation of the food service program. The District shall fully cooperate with the FSMC to eliminate competitive food sales in order to maximize the gross receipts and other non-cash sales of the food service program.
- k) The District shall have timely submitted all documentation for reimbursement claims, except where such failure is due to an act or omission of the FSMC.
- l) Changes in legislation (including but not limited to the Healthy Hunger Free Kids Act and the Affordable Care Act), regulation, reimbursement rates, meal components or quantities required by the National School Lunch Program or changes in the State's school nutrition policies will affect the guarantee in proportion to the impact of such change.
- m) Due to the volatile nature of raw material costs, the FSMC and the District shall review quarterly the costs associated with paper and plastic supplies and fuel surcharges on deliveries. Any changes in the FSMC's cost shall result in an adjustment to the guarantee.
- n) The following variable District expenses charged to the food service budget by the District must be identified and capped so as not to exceed the following amounts:

1. Equipment repair and maintenance costs in the amount of \$10,000.
- o) The FSMC's guarantee is based on revenue amounts and service levels/requirements set forth in Chartwells projections, attached as Exhibit A. Should a shortfall in any of these revenue amounts or service levels/requirements set forth in Chartwells Projections, attached as Exhibit A, the guarantee shall be adjusted accordingly.
- p) Make-up days due to inclement weather shall have equal or greater sales revenue as a normal day of operation for the period in which the inclement weather cancellation occurred.
- q) There are no bad debts, including losses from uncollectible accounts. In the event there are bad debts/uncollected funds, such amounts shall be factored into the guarantee as if they were collected in full.
- r) The number of students eligible for free and reduced price meals will be no less than levels in the 2019-2020 school year.
- s) USDA donated foods received by the District are useable with the menus outlined in the FSMC's proposal.

In the event the foregoing conditions are not met during the school year, the Operating Budget shall be reduced by an amount equivalent to any increased cost or loss of revenue attributable to the change in such conditions.

5. This Amendment is effective July 1, 2020. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect.
6. Confirmation and Integration. Except as expressly amended by this Amendment, the parties hereby confirm and ratify the Agreement in its entirety. The Agreement, as amended hereby, constitutes the entire agreement between the parties and their predecessors pertaining to the subject matter of the Agreement, as so amended, and supersedes all prior and contemporaneous agreements and understandings of the parties and their predecessors in connection therewith.
7. Counterparts. This Amendment may be executed in any number of counterparts, each of which shall constitute an original and all of which together shall constitute but one and the same original document.
8. Headings. The section headings herein are for convenience only and do not define, limit or construe the contents of such sections.

SIGNATURES ON FOLLOWING PAGE

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be signed by their duly authorized officers, all done the day and year first above written.

HUDSON PUBLIC SCHOOLS

COMPASS GROUP USA, INC.

BY AND THROUGH ITS CHARTWELLS DIVISION

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: Belinda Oakley

Title: CEO, Chartwells K-12

Date: _____

Hudson Public School District			
FY 2020-2021 Food			
Service Program Projection	YTD - April 2019-2020	YE-Projected 2019-2020	Projected 2020-2021
Service Days	109	174	174
Meals			
<i>Lunch Type A Meal - Paid</i>	55107	87969	87037
<i>Lunch Type A Meal - Reduced</i>	12468	19903	20301
<i>Lunch Type A Meal - Free</i>	54381	86810	88546
<i>Type A Adult</i>	1142	1823	1766
<i>Student A La Carte</i>	30973	49443	50432
<i>Breakfast Type A Meal - Paid</i>	8020	12803	13059
<i>Breakfast Type A Meal - Reduced</i>	2902	4633	4725
<i>Breakfast Type A Meal - Free</i>	19578	31253	31878
Total Meals	184,571	294,636	297,744
Revenue			
<i>Cash Sales</i>	\$ 303,386	\$ 484,304	\$ 484,111
<i>Federal & State Reimbursements</i>	\$ 299,917	\$ 478,767	\$ 508,022
Total Revenue	\$ 603,303	\$ 963,071	\$ 992,133
Expenses			
<i>Product Costs (Food)</i>	\$ 242,925	\$ 384,631	\$ 400,132
<i>Paper Costs</i>	\$ 14,608	\$ 23,129	\$ 24,061
<i>National Volume Discount Allowances</i>	\$ (52,257)	\$ (82,740)	\$ (86,075)
<i>Net Product Cost</i>	\$ 205,276	\$ 325,020	\$ 338,119
<i>Hourly Wages</i>	\$ 192,892	\$ 305,412	\$ 317,720
<i>Hourly Frindge</i>	\$ 50,453	\$ 79,884	\$ 83,103
<i>Salaried Wages</i>	\$ 63,161	\$ 100,005	\$ 105,065
<i>Salaried Frindge</i>	\$ 20,739	\$ 32,837	\$ 34,160
<i>Direct Expenses</i>	\$ 28,682	\$ 45,413	\$ 46,785
<i>Administrative Expense</i>	\$ 30,900	\$ 51,500	\$ 54,636
<i>Management Fee</i>	\$ 6,180	\$ 10,300	\$ 10,927
Total Expenses	\$ 598,283	\$ 950,371	\$ 990,516
Profit	\$ 5,020	\$ 12,699	\$ 1,617

Assumptions

Enrollment Flat

Cash Sales Flat -

Reimbursement Increase at 2%

Product cost Increase at 3%

Wage Increases by 3%

Other Direct Expense Increases 2%

Fees as contracted at CPI 3%

Certification Regarding Debarment, Suspension, Ineligibility
and Voluntary Exclusion – Lower Tier Covered Transactions

SFAs are required to ensure that all sub-contractors and sub-grantees are neither excluded nor disqualified under the suspension and debarment rules found at 2 CFR 200.212 by doing any **one** of the following:

- Checking the Excluded Parties List found at the **System for Award Management www.SAM.gov**;
- Collecting a certification that the entity is neither excluded nor disqualified. Since a Federal certification form is no longer available, the grantee or sub-grantee electing this method must devise its own;
- Including a clause to this effect in the sub-grant agreement and in any procurement contract expected to equal or exceed \$25,000, awarded by the grantee or a sub-grantee under its grant or sub-grant;
- Sub-grantee and contractors must obtain a DUNS Number. All Federal Government awards are required to have a DUNS number. To obtain a DUNS number, contact Dun and Bradstreet at 1-866-705-5711 or visit their website at <https://eupdate.dnb.com/requestoptions.asp>. There is no charge for a DUNS number. The DUNS number serves as a means of tracking and identifying applications for Federal assistance and is required on all applications for Federal assistance...

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension. 2 CFR 200.212 Suspension and Debarment. The regulations were published as Part III of the December 26, 2013, Federal Register (pages 78590-78691). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON NEXT PAGE)

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

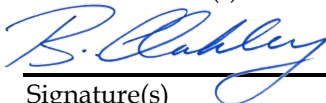
Compass Group USA, Inc., by and through its Chartwells Division

Organization Name

PR/Award Number or Project Name

Belinda Oakley, CEO, Chartwells K12

Name and Title(s) of Authorized Representative(s)



4/20/2020

Signature(s)

Date

Debarment/Suspension

CERTIFICATION REGARDING LOBBYING

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding \$100,000 in Federal Funds.

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Compass Group USA, Inc., by and through
its Chartwells Division

2 International Drive, Rye Brook, NY 10573

Name/Address of Organization

Belinda Oakley, CEO, Chartwells K12

Name/Title of Submitting Official


Signature

4/20/2020

Date

Matters for Action

New Business

4. Approval of contract with Central Restaurant Products in the amount of \$18,411.00 for three convection ovens for Hudson High School (2) and Mulready Elementary School (1).

SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B

 Ch. 149

 Ch. 30 §38m

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 FOOD SERVICE	Date: 4/15/2020	Department Head (signature) <i>Patricia Longe</i>
-----------------------------------	--------------------	--

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

Food Services: Replace the **THREE (3)** Convection oven (Gas) at the following Hudson Schools.
TWO (2) Ovens @ Hudson High School – 69 Brigham Street, Hudson MA
ONE (1) Oven @ Farley Elementary School – 119 Cottage Street, Hudson MA

Recommended Quote or Bid

Date Quote Received: 3/19/2020	Quote: \$ 19,411
Company Name: Central Restaurant Products	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address: 7750 Georgetown Road, Indianapolis, IN 46268-4135	
Quote Issued By: Paul Murphy, (317) 238-8339	Tel.: 800-222-5107 FAX:
Special Conditions/Notes: This quote is for 3 units, including delivery, set-up and removal of old equipment	

Second Quote or Bid

Date Quote Received: 3/23/2020	Quote: 22,544
Company Name: Denver Equipment Co. of Charlotte, INC	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address: 5922 Harris Technology Blvd., Charlotte, NC 28269	
Quote Issued By: James Poole	Tel.: (704) 597-2688 FAX: (704) 597-2677
Special Conditions/Notes: This quote is for 3 units including delivery, set-up and removal of old units.	

Third Quote or Bid

Date Quote Received: 3/23/2020	Quote: \$ 19,721.37
Company Name: Ken's Beverage Inc.	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address: 7527 Connelley Drive, Suite D Hanover, MD 21076	
Quote Issued By: Perry Wright	Tel.: (443) 517-6694 FAX:
Special Conditions/Notes: This quote is for 3 units including delivery, set-up and removal of old units.	

Chief Procurement Officer Action

Approved: <i>[Signature]</i>	Date: 5/11/20
------------------------------	---------------

Comments:

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

Posted
 Newspaper
 Central Register
 CommBuys
 Website

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:
FOOD SERVICES

Date:
4/15/2020

Department Head:

(signature) _____

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

PAGE 2 --- REPLACE CONVECTION OVEN (GAS)

Recommended Quote or Bid

Date Quote Received:

Quote:

Company Name:

Written Verbal

Address:

Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

*****SEE PAGE 1 for RECOMMENDATION *****

Additional Quote or Bid

Date Quote Received: 3/23/2020

Quote: 12,645.61

Company Name: Douglas Equipment

Written Verbal

Address: 301 North St, Bluefield, WV 4701-4048

Quote Issued By: Alisha Bell

Tel.:(301) 327-0149

FAX:

Special Conditions/Notes:

*** This quote is for only 1 unit and therefore does not meet bid requirements.
With extension to three units, total cost would be\$ 37,936.83 and highest of all quotes received. ***

Additional Quote or Bid

Date Quote Received:

Quote:

Company Name:

Written Verbal

Address:

Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

Chief Procurement Officer Action

Approved:

Date:

Comments:

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

Central[®]

RESTAURANT PRODUCTS

7750 Georgetown Road • Indianapolis, IN 46268-4135

Quote

03/19/2020

Project:
Hudson Public School District

From:
Central Restaurant Products
Paul Murphy
7750 Georgetown Rd.
Indianapolis, IN 46268-4135
800-222-5107
317-238-8339 (Contact)

Job Reference Number: 15839

Item	Qty	Description	Sell	Sell Total
1	3 ea	CONVECTION OVEN, GAS Blodgett Model No. ZEPH-200-G DBL Zephaire Convection Oven, gas, double-deck, bakery depth, capacity (5) 18" x 26" pans per compartment, (SSI-D) solid state infinite controls with digital timer, two speed fan, flue connector, dependent glass doors, interior light, stainless steel front, sides and top, 6" stainless steel legs, 120,000 BTU, ETL, CE, NSF	\$6,137.00	\$18,411.00
	3 ea	2 year parts, 2 year labor and 1 additional year door warranty (parts only), standard		
	3 ea	Natural gas		
	6 ea	115v/60/1-ph, 6.0 amps, 2-wire with ground, cord & plug, 1/2 hp (per deck), standard		
	3 ea	SSI-D Top Oven: Solid State infinite with digital timer, standard		
	3 ea	SSI-D Bottom Oven: Solid State infinite with digital timer, standard		
	3 ea	Venting to be determined		
	3 st	6" legs, adjustable, stainless steel (set), standard		
			ITEM TOTAL:	\$18,411.00
2	1 ea	INSTALL Custom Model No. WHITEGLOVE Inside delivery, uncrate and set in place. Dispose of old units	\$1,000.00	\$1,000.00
			ITEM TOTAL:	\$1,000.00
			Total	\$19,411.00

By signing below you are agreeing all product and totals are accurate. If purchase is to be made via credit card, signature by cardholder is required indicating authorization to charge card and process order. All prices above are in US dollars. All payments to Central are required to be made in US dollars. * * * * Upon Receipt of your Merchandise * * * * Please inspect your delivery carefully. In the unfortunate event that something is damaged or has to be returned please call your product consultant. Please save all shipping cartons and packaging. Claims must be reported within 15 days of receiving your delivery. All returns are subject to inspection before a credit is issued and may be assessed a restocking charge. Please return defective items promptly to avoid being charged for the replacement item. Custom manufactured, special orders and used items are not returnable.

*** Central is OPEN until 8:00 pm (Eastern Time) ***

Initial: _____
Page 1 of 2

Central Restaurant Products

03/19/2020

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$19,411.00

Quote

03/23/2020

To:
 Ken's Beverage, Inc.
 Perry Wright
 7525 Connelley Drive, Suite D
 Hanover, MD 21076
 443 517-6694 (Contact)

Project:
 Hudson Public Schools

From:
 Cassidy's Pro Line - IL
 Joe Wagner
 205 Eisenhower Lane South
 Lombard, IL 60148-5409
 6306277353

Job Reference Number: 4129

Item	Qty	Description	Sell	Sell Total
1	3 ea	CONVECTION OVEN, GAS MVP Group LLC Model No. SRCO Sierra Convection Oven, natural gas, single-deck, standard depth, electronic thermostat, manual timer control, electronic ignition, 2-speed 1/2 hp fan, (2) interior halogen lights, independent doors with windows, includes (5) wire racks, (11) position rack glides, porcelain interior, stainless steel front, top & sides, (4) stainless steel legs with locking casters, 54,000 BTU, cCSAus, CSA-Sanitation, CSA STAR, CSA FLAME, (ships with LP conversion kit)	\$2,150.04	\$6,450.12
	3 ea	1 year parts & labor warranty, standard		
	3 ea	120v/60/1-ph, 7.9 amps		
			ITEM TOTAL:	\$6,450.12
2	3 ea	CONVECTION OVEN, GAS MVP Group LLC Model No. SRCO-2 Sierra Convection Ovens, natural gas, double-stacked, standard depth, electronic thermostat (per oven), manual timer control (per oven), electronic ignition (per oven), 2-speed 1/2 HP fan (per oven), (2) interior halogen lights (per oven), independent doors with windows (per oven), (5) wire racks (per oven), (11) position rack glides (per oven), porcelain interior, stainless steel front, top & sides, includes: stacking kit & casters, 108,000 BTU total, cCSAus, CSA-Sanitation, CSA STAR, CSA FLAME, (ships with LP conversion kit)	\$4,172.95	\$12,518.85
	3 ea	1 year parts & labor warranty, standard		
	3 ea	(2) x 120v/60/1-ph, 7.9 amps		
			ITEM TOTAL:	\$12,518.85
3	1 ea	FREIGHT Custom Model No. SIERRA	\$752.40	\$752.40
			ITEM TOTAL:	\$752.40
			Subtotal	\$19,721.37
			Total	\$19,721.37

Acceptance: _____ Date: _____

Printed Name: _____

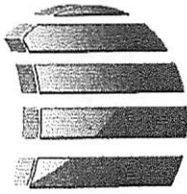
Project Grand Total: \$19,721.37

Initial: _____

Page 1 of 1

Quote

03/23/2020



DENVER EQUIPMENT CO. OF CHARLOTTE, INC.

Mailing: P.O. Box 480038 Shipping: 5922 Harris Technology Blvd. Charlotte, NC 28269
 704-597-2688 (phone) 704-597-2677 (fax) 800-447-3315 (toll free) www.dec-clt.com (website)
foodservice equipment, supplies, furnishings, design and renderings

To:
 Hudson Public Schools
 Shane Riordan

Project:
 Hudson HS

From:
 Denver Equipment Co of Charlotte,
 Inc.
 Lynn Abee
 labee@dec-clt.com

Item	Qty	Description	Sell	Sell Total
1	3 ea	CONVECTION OVEN, GAS Blodgett Model No. ZEPH-200-G DBL Zephaire Convection Oven, gas, double-deck, bakery depth, capacity (5) 18" x 26" pans per compartment, (SSI-D) solid state infinite controls with digital timer, two speed fan, flue connector, dependent glass doors, interior light, stainless steel front, sides and top, 6" stainless steel legs, 120,000 BTU, ETL, CE, NSF 3 ea 2 year parts, 2 year labor and 1 additional year door warranty (parts only), standard 3 ea Gas type to be determined 6 ea 115v/60/1-ph, 6.0 amps, 2-wire with ground, cord & plug, 1/2 hp (per deck), standard 3 ea SSI-D Top Oven: Solid State infinite with digital timer, standard 3 ea SSI-D Bottom Oven: Solid State infinite with digital timer, standard 3 ea Venting to be determined 3 st 6" legs, adjustable, stainless steel (set), standard	\$7,188.00	\$21,564.00
			ITEM TOTAL:	\$21,564.00
2	1 ea	UNCRATE Denver Equipment Co of Charlotte Model No. UNCRATE Uncrate and Set in Place	\$980.00	\$980.00
			ITEM TOTAL:	\$980.00
			Total	\$22,544.00

The following conditions apply unless specifically stated otherwise:

- Prices are valid for 30 days.
- Plumbing, electrical, and HVAC connections and components are not included (including, but not limited to, valves, traps, faucets, drain & supply lines).
- Products are furnished with standard finishes and configuration.
- Shipping charges will be added to the invoice.
- Delivery/installation service includes uncrate, assemble, and set-in-place. Final connections to be by others.
- State and local sales, use, and excise taxes and solid waste disposal fees are not included. Taxes will be collected based on the tax rate at the time of the sale regardless of any tax amount shown on this quote.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$22,544.00

DOUGLAS EQUIPMENT

*Restaurant & Food Store
Equipment*


Quote

03/23/2020

Project:
31845 Hudson Public Schools

From:
Douglas Equipment
Alisha Bell
301 North St.
Bluefield, WV 24701-4048
304-327-0149

Job Reference Number: 61416

Item	Qty	Description	Sell	Sell Total
1	1 ea	CONVECTION OVEN, GAS  Blodgett Model No. ZEPH-200-G DBL Zephair Convection Oven, gas, double-deck, bakery depth, capacity (5) 18" x 26" pans per compartment, (SSI-D) solid state infinite controls with digital timer, two speed fan, flue connector, dependent glass doors, interior light, stainless steel front, sides and top, 6" stainless steel legs, 120,000 BTU, ETL, CE, NSF	\$10,645.61	\$10,645.61
	1 ea	2 year parts, 2 year labor and 1 additional year door warranty (parts only), standard		
	1 ea	Natural gas		
	2 ea	115v/60/1-ph, 6.0 amps, 2-wire with ground, cord & plug, 1/2 hp (per deck), standard		
	1 ea	SSI-D Top Oven: Solid State infinite with digital timer, standard		
	1 ea	SSI-D Bottom Oven: Solid State infinite with digital timer, standard		
	1 ea	Venting to be determined		
	1 st	6" legs, adjustable, stainless steel (set), standard		
			ITEM TOTAL:	\$10,645.61
			Merchandise	\$10,645.61
			Installation	\$2,000.00
			Total	\$12,645.61

Free Freight

One day install
No modifications to doors
Must have clearance
Proper hookups

Douglas Equipment

03/23/2020

Acceptance: _____ Date: _____

Printed Name: _____

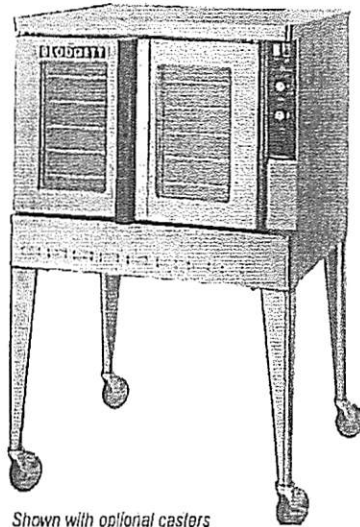
Project Grand Total: \$12,645.61



MODEL ZEPHAIRE-200-G

Full-Size Bakery Depth
Gas Convection Oven

(Formerly called Zephaire G Plus)



Shown with optional casters

OPTIONS AND ACCESSORIES (AT ADDITIONAL CHARGE)

- Legs/casters/stands:
 - 6" (152mm) seismic legs
 - 6" (152mm) casters
 - 4" (107mm) low profile casters
 - 25" (635mm) stainless steel stand w/rack guides
 - 29" (737mm) stainless steel, fully welded open stand with pan supports
- Gas hose w/quick disconnect
- Gas hose with quick disconnect and restraining device:
 - 48" (1219mm) hose
 - 36" (914mm) hose
- Extra oven racks
- SSD - solid state digital control with LED display, Cook & Hold and Pulse Plus®
- Gas manifold (for double sections)
- Stainless steel solid back panel
- Extended labor warranty

OPTIONS AND ACCESSORIES (AT NO CHARGE)

- Solid stainless steel doors
- SSI-M - solid state infinite control w/manual timer

Project _____

Item No. _____

Quantity _____

Extra depth baking compartment - accepts five 18" x 26" standard full-size baking pans in left-to-right or front-to-back positions.

All data is shown per oven section, unless otherwise indicated.

Refer to operator manual specification chart for listed model names.

EXTERIOR CONSTRUCTION

- Full angle iron frame
- Stainless steel front, top, sides and legs
- Dual pane thermal glass windows encased in stainless steel door frames
- Powder coated door handle with simultaneous door operation
- Triple-mounted pressure lock door design with turnbuckle assembly
- Removable front control panel
- Solid mineral fiber insulation at top, back, sides and bottom

INTERIOR CONSTRUCTION

- Double-sided porcelainized baking compartment liner (14 gauge)
- Aluminized steel combustion chamber
- Dual inlet blower wheel
- Five chrome-plated racks, eleven rack positions with a minimum of 1-5/8" (41mm) spacing

OPERATION

- Dual Flow Gas system combines direct and indirect heat
- Electronic spark ignition control system
- Removable dual tube burners
- Pressure regulator and manual gas service cut-off valve located in front control area
- Air mixers with adjustable air shutters
- Solid state thermostat with temperature control range of 200°F (93°C) to 500°F (260°C)
- Two speed fan motor
- 1/2 horsepower blower motor with automatic thermal overload protection
- Control area cooling fan
- Two 50 watt commercial bake oven lamps

STANDARD FEATURES

- SSI-D - solid state infinite control w/digital timer
- 25" (635mm) adjustable stainless steel legs (for single units)
- 6" (152mm) adjustable stainless steel legs (for double sections)
- Draft diverter or draft hood for venting (select one)
- Two year parts and labor warranty*
- Three year limited oven door warranty*

* For all international markets, contact your local distributor.

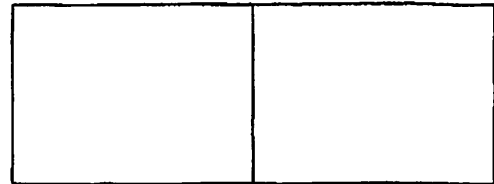


BLODGETT OVEN COMPANY

www.blodgett.com • 42 Allen Martin Drive, Essex Junction, VT 05452 • Phone: (802) 658-6600 • Fax: (802) 864-0183

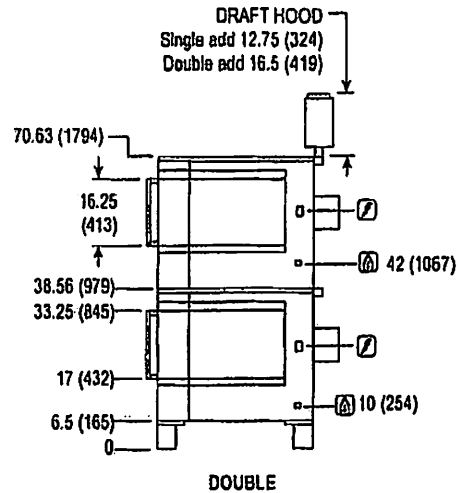
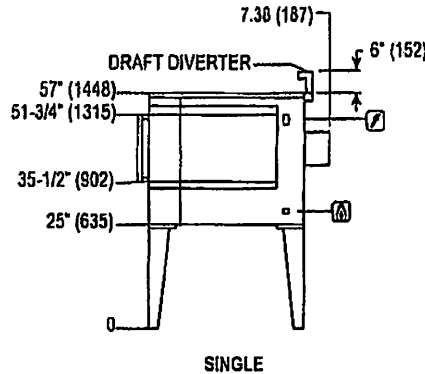
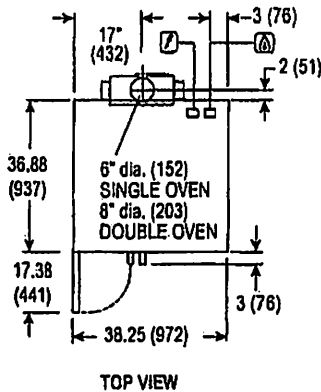


ZEPHAIRE-200-G



APPROVAL/STAMP

DIMENSIONS ARE IN INCHES (MM)



SHORT FORM SPECIFICATIONS: Provide Blodgett full-size convection oven model ZEPHAIRE-200-G, (single/double) compartment. Each compartment shall have porcelainized steel liner and shall accept five 18" x 26" standard full-size bake pans in left-to-right or front-to-back positions. Doors shall have dual pane thermal glass windows with single powder coated handle and simultaneous operation. Unit shall be gas heated with electronic spark ignition and shall cook by means of a dual-flow system combining direct and indirect heat. Air in baking chamber distributed by dual inlet blower wheel powered by a two speed, 1/2 HP motor with thermal Overload protection. Each chamber shall be fitted with five chrome-plated removable racks. Control panel shall be recessed with Cook/Cool Down mode selector, solid state manual infinite thermostat (200 - 600°F), and digital timer. Provide options and accessories as indicated.

DIMENSIONS:

Floor space	38-1/4" (972mm) W x 36-7/8" (936mm) L
Product clearance	6" from combustible and non-combustible construction.
Interior	29" (737mm) W x 20" (508mm) H x 28-1/4" (718mm) D
If oven is on casters:	
Single	Add 4-1/2" (114mm) to all height dimensions
Double	Dimensions do not change
Double Low Profile	Subtract 2-1/2" (64mm) from all dimensions

GAS SUPPLY:

3/4" IPS connection at rear of oven

Manifold Pressure:

Natural	3.5" W.C.
Propane	0" W.C.

Inlet Pressure:

Natural	7.0" W.C. min. - 10.5" W.C. max.
Propane	10.5" W.C. min. - 13.0" W.C. max.

MAXIMUM INPUT:

Single	60,000 BTU/hr
Double	120,000 BTU/hr (60,000 each section)

POWER SUPPLY:

115 VAC, 1 phase, 6 Amp, 60 Hz., 2-wire with ground, 1/2 H.P., 2 speed motor, 1120 and 1710 RPM
 230, 220/240VAC, 1 phase, 3 Amp, 50 Hz., 2-wire with ground, 1/2 H.P., 1 speed motor, 1440 RPM
 6' (1.8m) electric cord set furnished on 115 VAC ovens only.
 Blodgett recommends a Pass & Seymour, model 2097, GFCI due to the use of a variable frequency drive. Must be hard wired in some cases.

MINIMUM ENTRY CLEARANCE:

Uncrated	32-1/16" (814mm)
Crated	37-1/2" (953mm)

SHIPPING INFORMATION:

Approx. Weight:
 Single: 617 lbs. (280 kg)
 Double: 1193 lbs. (541 kg)
 Crate sizes:
 37-1/2" (952mm) x 43-1/2" (1105mm) x 51-3/4" (1315mm)

NOTE: The company reserves the right to make substitutions of components without prior notice

BLODGETT OVEN COMPANY

www.blodgett.com • 42 Allen Martin Drive, Essex Junction, VT 05452 • Phone: (802) 658-6600 • Fax: (802) 864-0183



**COMMUNITY
NEWSPAPER
COMPANY**

GateHouse Media New England

**Community Newspaper Co. – Legal
Advertising Proof**

15 Pacella Park Drive, Randolph, MA 02368
1800-624-7355 phone | 781-961-3045 fax

**Order Number: CN13877678
Salesperson: Deborah Dillon**

Annamarie O'Donnell
Hudson Public Schools
155 Apsley St.
Hudson, Ma 01749

Title:	MetroWest Daily News	Class:	Legals
Start date:	3/10/2020	Stop date:	3/10/2020
Insertions:	1	#Lines:	33 ag
Price:	\$42.24		

**IFB - CONVECTION GAS OVENS
LEGAL NOTICE
HUDSON PUBLIC SCHOOLS**

Sealed bids from qualified vendors for the following items will be received at the office of the Food Service Director, Administration Office, 155 Apsley Street, Hudson, MA 01749 until 10:00AM, **March 24, 2020** at which time all bids will be publicly opened and read:

Hudson Public Schools is seeking quotes to purchase products and equipment only for three convection gas oven from qualified vendors. A full list of equipment required is included in the bid documents.

Bid documents and specifications for bidders will be available for pick-up, **March 10, 2020** after 10:00AM at the above mentioned office or via email. Contact Shane Riordan, sfriordan@hudson.k12.ma.us for bid documents. The Hudson School Committee reserves the right to reject any and all bids if, in the opinion of the Committee, such a rejection is deemed to be in the best interest of the Town of Hudson.

AD#13877678
MWDN 3/10/20

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

Funding Source: Local Budget

Account Number: 20-1462-02-2-036-1281-7400-5-5-99 HHS (\$12,940.67)
20-1462-02-5-036-1281-7400-5-5-99 Farley (\$ 6,470.33)

Contract for Goods

Company Information

Company Name: Central Restaurant Products.

Address: 7750 Georgetown Road.
Indianapolis, IN 46268-4135

Social Security #/ Federal Tax Identification #: 03-0605365

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:

Refer to attached quote dated 3/19/2020

◆ Convection Oven Gas (3) 2 for HHS, 1 for Farley	\$ 18,411.00
◆ Delivery, Uncrate & Setup, Dispose of old units	\$ <u>1000.00</u>
◆ TOTAL	\$ 19,411.00

Timeline for Shipping:

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: _____

Hudson Public Schools

School Business Manager

Date: _____

Superintendent of Schools

Date: _____

Hudson School Committee

Date: _____

Yvonne Breen

From: Paul Murphy <paulm@centralrestaurant.com>
Sent: Friday, May 15, 2020 10:00 AM
To: Yvonne Breen
Cc: Shane F. Riordan; Patricia Lange
Subject: Contract for ovens

I have reviewed and accept the contract for goods between Central Restaurant Products and Hudson Public Schools in the amount of \$19,411.00 effective 5/15/20.

Sincerely
Paul Murphy
Product Consultant

Paul Murphy

Product Consultant
Office: 317-238-8339 • Cell: • Fax: 317-238-8769
paulm@centralrestaurant.com

Central
RESTAURANT PRODUCTS



Disclaimer

This e-mail and any files transmitted with it are confidential and intended solely for the use of the individual or company to whom they are addressed. If you have received this e-mail in error, please notify the sender immediately and delete this e-mail including all attachments from your system. Thank you.

Matters for Action

New Business

5. Approval of contract with American Reading Company in the amount of \$22,550.00 for the assessment and instructional materials and software to support the Dual Language classrooms


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: Curriculum, Instruction, Professional Learning	Date: 5/15/2020	Department Head: (signature) 
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Assessment and instructional materials for the Kindergarten Dual Language Program. Materials include reading toolkits for small group instruction, digital and core literacy books and materials in two languages, and a digital literacy platform. This company is a sole source for these materials; letter is enclosed in the packet.

Recommended Quote or Bid

Date Quote Received: 4/1/2020	Quote: \$22,550.00	
Company Name: American Reading Company	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>	
Address: 201 South Gulph Road King of Prussia, Pennsylvania 19406		
Quote Issued By: Allan Struzinski, President	Tel.: 610-992-4150	FAX: 610-992-4156
Special Conditions/Notes:		

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:
Comments:	

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

Posted Newspaper Central Register CommBuys Website

Central Administration Building
 Curriculum and Instruction
 155 Apsley Street
 Hudson, MA 01749

Tel (978) 567-6100
 Fax (978) 567-6103
 www.hudson.k12.ma.us

To: Tom Moses, Exective Assistant, Town of Hudson
 From: Wendy Anderson, Director of English Learner Education, Hudson Public Schools
 CC: Marco C. Rodrigues, Ed.D., Superintendent of Schools
 Date: May 8, 2020
 Re: American Reading Company Curricular Materials Purchase

Hudson Public Schools is implementing a district-wide Dual Language Program to be housed at Farley Elementary School, next Fall. It will begin with two Kindergarten classrooms in FY21 and will expand from there. HPS formed a Dual Language Taskforce to plan the many facets of implementation. A Curriculum and Assessment Subgroup was formed to complete the important task of defining the curriculum. Three curricular programs were thoroughly investigated including Benchmark Advance/Adelante, Utah Dual Language Materials and the American Reading Company (ARC) curriculum.

After researching Dual Language program requirements and curriculum standards, each vendor’s curriculum materials were reviewed. In addition, select teachers and committee members visited schools to see Benchmark Advance/Adelante and ARC curricula in action. Committee members also spoke with Dual Language Program leaders and staff in Massachusetts (Amherst, Brockton, Fall River, Framingham, New Bedford, Worcester), Rhode Island (Pawtucket, Providence), Connecticut (Windham) and Utah. These districts shared the strengths and weakness of their current curriculum. We also discussed curricular strengths and challenges with Phyllis Hardy, the Multistate Association for Bilingual Education (MABE) President/Consultant. The Districts and contacts that used the materials under consideration included:

District/Contact	Vendors
Providence, Pawtucket, Windham	American Reading Company (ARC)
Brockton, Utah Dept of Education	Utah Dual Language Materials
Brockton	Benchmark Advance/Adelante

Through this review process, the committee determined that American Reading Company is the most effective Dual Language curricular program available for Hudson Public Schools. Determinations include:

- Benchmark Advance/Adelante (viewed in action during school visit in Brockton) did not address all curriculum standards. We would still need to supplement materials and it did not align with either research or the philosophy of teaching in Hudson Kindergarten classrooms. It does not have a comprehensive culturally and linguistically responsive assessment system.

Delivering World-Class Education for the Global Leaders of Tomorrow

The Hudson Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, veteran, or housing status.

Central Administration Building
Curriculum and Instruction
155 Apsley Street
Hudson, MA 01749

Tel (978) 567-6100
Fax (978) 567-6103
www.hudson.k12.ma.us

-
- The Utah Dual Language materials were only available for grades 1 and up and were not aligned to an English literacy curriculum. The curricular materials did not align with the philosophy of teaching in Hudson Kindergarten classrooms. It does not have a comprehensive culturally and linguistically responsive assessment system.

The committee chose the ARC curricular program because it is a complete and comprehensive program which meets our requirements. It is aligned with research-based criteria for Dual Language curricular materials. It includes content-based language-embedded units that are aligned with the Standards. The ARC assessment system is the only Dual Language assessment that recognizes the differences in the ways English phonics and Portuguese phonics are learned, and measures student progress in a linguistically appropriate way.

Thank you for your attention to this matter.

Delivering World-Class Education for the Global Leaders of Tomorrow

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Hudson Public Schools

Kindergarten ARC Core

04/01/2020

Proposal Number: 110863

Submitted To:
Pimentel, Ana - apimentel@hudson.k12.ma.us
Hudson Public Schools
155 Apsley St.
Hudson, MA 01749
Phone:

Sales Consultant: Evan Glasson Email: evan.glasson@americanreading.com P: (610) 992-4150 F: (610) 992-4156
201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com



Program Proposal Summary

Materials: \$ 20,700.00

Software: \$ 1,850.00

Grand Total: 22,550.00

Please note: Prices are valid 60 days from date of proposal.

Thank you for selecting American Reading Company. Execution of this contract becomes effective upon our receipt of your company purchase order.

Returns

If you have questions regarding your order, please contact our Customer Concerns Department at customercare@americanreading.com or (866) 810-2665.

Order discrepancies and/or damaged products must be reported within 90 days of receipt of order to receive credit or replacement product.

Marked, stickered, stamped, or otherwise altered materials are non-returnable.

Please contact us prior to returning items to American Reading Company to ensure your return is processed correctly and you receive credit or replacement.

Professional Development

American Reading Company limits all workshops to a maximum of 25 participants (20 teachers and 5 support staff).

If more than 25 people attend the workshop, you agree to pay \$350 for each additional participant.

Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within 15 days will be billed for the event.

Signature: _____

Date: _____

Title: _____

Approved Amount: \$ _____

Sales Consultant: Evan Glasson Email: evan.glasson@americanreading.com P: (610) 992-4150 F: (610) 992-4156

201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com

	Qty	Price	Total
Assessment and Instruction			
IRLA/ENIL Toolkits for Small Group Instruction			
ENIL Foundational Skills Toolkit CCSS 1 Verde	1	\$500.00	\$500.00
ENIL Foundational Skills Toolkit CCSS 2 Verde	1	\$500.00	\$500.00
IRLA Foundational Skills Toolkit CCSS 1 Green	1	\$500.00	\$500.00
IRLA Foundational Skills Toolkit CCSS 2 Green	1	\$500.00	\$500.00
ENIL Foundational Skills Toolkit CCSS Amarillo	1	\$400.00	\$400.00
IRLA Foundational Skills Toolkit CCSS Yellow	1	\$400.00	\$400.00
Total: Assessment and Instruction	6		\$2,800.00
Digital Literacy Platform			
IRLA/ENIL eLibraries			
IRLA eLibrary Elementary (1-3Y) Full Year	1	\$250.00	\$250.00
IRLA eLibrary Elementary (1G) Full Year	1	\$250.00	\$250.00
IRLA eLibrary Elementary (2G) Full Year	1	\$250.00	\$250.00
IRLA eLibrary Elementary (ICP) Full Year	1	\$100.00	\$100.00
SchoolPace/eIRLA or eENIL			
2019/2020 SchoolPace/eIRLA or eENIL Full Year (per classroom)	1	\$1,000.00	\$1,000.00
Total: Digital Literacy Platform	5		\$1,850.00
Professional Development and Leadership Learning			
Professional Development			
Complimentary PD Day from Modules Purchase(Bilingual Coach Needed)	1	\$0.00	\$0.00
Total: Professional Development and Leadership Learning	1		\$0.00

Sales Consultant: Evan Glasson Email: evan.glasson@americanreading.com P: (610) 992-4150 F: (610) 992-4156

201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com

Unit 1 ARC Core en español Laboratorio de lectoescritura

Unit 1 Kindergarten: ARC Laboratorio de lectoescritura

Unidad 1 Kinder: ARC Laboratorio de lectoescritura (ARC Literacy Lab)	1	\$3,400.00	\$3,400.00
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Total: Unit 1 ARC Core en español Laboratorio de lectoescritura	1		\$3,400.00
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Unit 1 ARC Core Literacy Lab Modules

Unit 1 Kindergarten: ARC Literacy Lab Modules

Unit 1 Kindergarten: ARC Core Literacy Lab	1	\$3,400.00	\$3,400.00
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Total: Unit 1 ARC Core Literacy Lab Modules	1		\$3,400.00
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Unit 2 ARC Core en español Informational Research Lab Modules

Unit 2 Kindergarten: Zoología

Kindergarten Unit 2: Research Lab Zoología (Spanish Zoology)	1	\$1,850.00	\$1,850.00
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Total: Unit 2 ARC Core en español Informational Research Lab Modules	1		\$1,850.00
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Unit 2 ARC Core Informational Research Lab Modules

Unit 2 Kindergarten: Zoology

Kindergarten Unit 2: Research Lab Zoology	1	\$1,850.00	\$1,850.00
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Total: Unit 2 ARC Core Informational Research Lab Modules	1		\$1,850.00
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Unit 3 ARC Core en español Literature Genre Lab Modules

Unit 3 Kindergarten: Ecología

Kindergarten Unit 3: Research Lab Ecología (Spanish Ecology)	1	\$1,850.00	\$1,850.00
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Total: Unit 3 ARC Core en español Literature Genre Lab Modules	1		\$1,850.00
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Unit 3 ARC Core Literature Genre Lab Modules

Unit 3 Kindergarten: Ecology

Kindergarten Unit 3: Research Lab Ecology	1	\$1,850.00	\$1,850.00
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Total: Unit 3 ARC Core Literature Genre Lab Modules	1		\$1,850.00
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Unit 4 ARC Core Argument Research Lab Modules

Unit 4 Kindergarten: Entomology

Kindergarten Unit 4: Research Lab Entomology	1	\$1,850.00	\$1,850.00
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Total: Unit 4 ARC Core Argument Research Lab Modules	1		\$1,850.00
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Unit 4 ARC Core en español Argument Research Lab Modules

Unit 4 Kindergarten: Entomología

Kindergarten Unit 4: Research Lab Entomologia (Spanish Entomology)	1	\$1,850.00	\$1,850.00
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Total: Unit 4 ARC Core en español Argument Research Lab Modules	1		\$1,850.00
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Total: \$22,550.00

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

Funding Source: General Budget

Account Number: 20.2431.17.5.518.0549.2415.5.1.99

Contract for Goods

Company Information

Company Name: American Reading Company

Address: 201 South Gulph Road, King of Prussia, Pennsylvania 19406

Social Security #/ Federal Tax Identification #: TBD

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 per the American Reading Company Proposal number 110863 date April 1, 2020.

- ◆ Assessment and Instruction Materials for Dual Language Kindergarten Classrooms
- ◆ Software to support instruction for Dual Language Kindergarten Classrooms

Timeline for Shipping: June 2020

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

American Reading Company and Hudson Public Schools Contract

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: _____

Hudson Public Schools

School Business Manager

Date: _____

Superintendent of Schools

Date: _____

School Committee

Date: _____

Annamarie O'Donnell

From: Patricia Lange
Sent: Friday, May 22, 2020 10:25 AM
To: Annamarie O'Donnell
Subject: Email from Tom

From: Yvonne Breen <ybreen@hudson.k12.ma.us>
Sent: Friday, May 15, 2020 2:40 PM
To: Patricia Lange <plange@hudson.k12.ma.us>; Delia M. Tallent <dmtallent@hudson.k12.ma.us>
Subject: FW: Procurement for ARC Materials

The ARC Procurement has been approved by Tom but won't get signed copy until next week.

From: Thomas Moses <tmoses@townofhudson.org>
Sent: Friday, May 15, 2020 2:02 PM
To: Yvonne Breen <ybreen@hudson.k12.ma.us>
Cc: Teresa Vickery <tvickery@townofhudson.org>
Subject: RE: Procurement for ARC Materials

Approved with a notation of MGL 30B section 7 exemption.

Tom

From: Yvonne Breen [<mailto:ybreen@hudson.k12.ma.us>]
Sent: Friday, May 15, 2020 1:19 PM
To: Thomas Moses
Cc: Teresa Vickery
Subject: FW: Procurement for ARC Materials

Hello,

Attached is a procurement for our Dual Language Program. Please review, sign and return.

Thank you.
Yvonne

From: Patricia Lange <plange@hudson.k12.ma.us>
Sent: Friday, May 15, 2020 1:16 PM
To: Yvonne Breen <ybreen@hudson.k12.ma.us>
Subject: Procurement for ARC Materials

Hi Yvonne, This needs to be sent to Tom.

Thanks.

Patty

Patricia Lange
Executive Director of Business and Operations

Hudson Public Schools
155 Apsley Street
Hudson, MA 01749
978-567-6100 X128

The Hudson Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status.

Matters for Action
New Business

CONSENT AGENDA

6. Approval of FY21-345 Adult Community Learning Center Grant in the amount of \$402,721 for Hudson's Adult Evening Classes for the 2020-2021 year
7. Approval of Reclassification of Funds

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:	FY21-345 Adult Community Learning Center Grant
Purpose:	This grant funds Hudson's Adult evening education classes for the 2020-2021 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.
Type of Funder:	MA DOE
Awarded Amount:	\$ 402,721.00
Start Date	7/1/2020
End Date	6/30/2021
Status	Active
Grantor	MA DOE / Adult Education
PROGRAM Admin	Karl Baldrate, ADL Director
PROGRAM Notes:	<p>MA DOE STATE Grant</p> <p>Priorities of the grant:</p> <ol style="list-style-type: none"> 1. Assist eligible individuals to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; 2. Assist eligible individuals who are parents or family members to obtain the education and skills that- 3. Assist eligible individuals in attaining a secondary school credential and in the transition to postsecondary education and training, including through career pathways; and 4. Assist immigrants and other individuals who are English language learners <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: http://www.doe.mass.edu/acls/ Phone: (781) 338-3850 Fax: (781) 338-3394 Email: acls@doe.mass.edu</p>
Program Location:	Hudson High School

School Committee Date: _____

Vote: _____

**Hudson Public Schools
FY21 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	FY21 GRANT YEAR / GRANT NAME	BRIEF DESCRIPTION OF AWARD	FY21 TOTAL AWARD
State	MA DOE	Competitive	21-345 ADL	Hudson Adult Learning Center provides fundamental education to students including Adult Basic Education and English classes.	\$ 402,721.00
				TOTAL GRANTS:	\$ 402,721.00

			FY21 GIFTS TO HUDSON PUBLIC SCHOOLS	DISTRICT OR PER SCHOOL ALLOCATION	\$ Gift Amount
				TOTAL GIFTS :	\$ -

			FY21 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
				TOTAL SCHOLARSHIPS:	\$ -

				SCHOOL COMMITTEE PRESENTATIONS GRAND TOTAL:	\$ 402,721.00
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File/Adjustment Forms (pink)

Posting Date:

Batch/Block:

FY20

RECEIPT

Reclass Request

Date: Tuesday, May 26, 2020

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following receipt re-class adjustment (s):

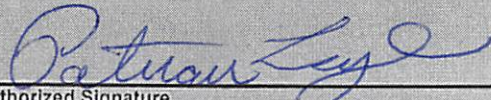
		Account Number	Account Description	Amount	Amount
Receipt Re-Class Adjustment Number 1	From:	<u>1107</u>	<u>Gifts& Grants</u>	\$ <u>(557.10)</u>	
	To:	<u>2650</u>	<u>Lunch receipts</u>		\$ <u>557.10</u>

		Account Number	Account Description	Amount	Amount
Receipt Re-Class Adjustment Number 2	From:	<u> </u>	<u> </u>	\$ <u> </u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>

		Account Number	Account Description	Amount	Amount
Receipt Re-Class Adjustment Number 3	From:	<u> </u>	<u> </u>	\$ <u>0.00</u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>

		Account Number	Account Description	Amount	Amount
Receipt Re-Class Adjustment Number 4	From:	<u> </u>	<u> </u>	\$ <u>0.00</u>	
	To:	<u> </u>	<u> </u>		\$ <u> </u>

Page Total: \$ (557.10) \$ 557.10


Authorized Signature

Prepared by: Sharon J. Goach-Zebal

Authorized Signature(s):

Reason for reclassification:

To reclassify designated donations to support a family and School Lunch

Please note:

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