

## **Please note the updated instructions below for public participation**

Pursuant Governor Baker’s June 16, 2021 signing of “An Act Relative to Extending Certain COVID-19 Measures Adopted During the State of Emergency” into law extending remote open meeting measures under the “Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20,” has been extended by Governor Healey until March 31, 2025. The **Hudson School Committee sessions will continue to be conducted via in-person and remote participation. Committee members will participate in person and/or 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’s and livestream <https://vimeo.com/showcase/9964109>

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

- **Persons wishing to make public comment remotely** will send an email to the School Committee’s email address [hps\\_schoolcommittee@hudson.k12.ma.us](mailto: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 will be muted again by Hud TV.
- **For persons wishing to make public comment in-person**, the School Committee meeting is held at Hudson High School, Room F101.

**HUDSON SCHOOL COMMITTEE**  
**March 12, 2024**  
**Hudson High School - F101**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

School Committee Meeting February 13, 2024

**III. Public Participation**

**IV. Reports and Presentations**

- a) Student Presentations (if any)
- b) Report of the Superintendent
  - 1. District Updates
  - 2. Enrollment Updates
- c) 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)
  - Student Advisory Subcommittee (if any)

**V. Matters for Discussion:**

- a) **Old Business**
  - 1. FY25 Budget Development Update
- b) **New Business**
  - 1. Superintendent's Entry Finding Report
    - i. Curriculum Department Restructuring
  - 2. Memorandum of Agreement with Hudson Educator Association
  - 3. Memorandum of Agreement with Hudson Paraeducator Association

**VI. Matters for Action:**

- a) **Old Business**
  - 1. Second Reading and Approval of HPS District Calendar 2024-2025
- b) **New Business**
  - 1. Awarding FY25 Bus Contract
  - 2. Consent Agenda:
    - i. Approval of Grant: FY2024 School Nutrition Equipment Assistance for Schools in the amount of \$20,000.00 to be used to purchase equipment needed to serve healthier meals in Hudson High School.
    - ii. Approval of Grant: 25-461 Early College Planning Grant in the



amount of \$22,500.00 to be used for early collage applicants in Hudson High School.

- iii. Approval of Bid in the amount of \$317,745.00 with Aalanco Service Corp., and to allow Len Belli, Director of Facilities, to sign and enter into contract to remove and replace heating plant boilers at Farley Elementary School. (This project is funded through Article 4 of the May 1, 2023 Annual Town Meeting.)
- iv. Approval of Bid in the amount of \$31,500.00 with Greenleaf Environmental Inc., and to allow Len Belli, Director of Facilities, to sign and enter into contract for asbestos abatement for exterior window replacements in 22 classrooms at Mulready Elementary School. (This project is funded through Article 10 of the May 2, 2022 Annual Town Meeting.)
- v. Approval of Bid in the amount of \$509,992.00 with Suburban Glass and Mirror and to allow Len Belli, Director of Facilities, to sign and enter into contract for exterior window replacement in 22 classrooms at Mulready Elementary School. (This project is funded through Article 10 of the May 2, 2022 Annual Town Meeting.)
- vi. Approval of Bid with Mass Insight Education & Research Institute in the amount of \$25,950.00 for consulting services to be implemented in the District for FY23.

3. Reclassification of Funds

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

**VIII. Executive Session**

**IX. Adjournment**

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

I.

Call to Order

## II.

### Approval of Minutes Regular Meeting February 13, 2024

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** Feb 13, 2024

**Location:** Hudson High School and GoogleMeet

**Members present:**

**Members present participating remotely:** Erica Ankstitus, Molly MacKenzie, Chris Monsini, Steven Sharek, Steven Smith, Mark Terra-Salomão, Christopher Yates

**Members absent:**

**Others present participating:** Brian Reagan, Superintendent; Kathy Provost, Assistant Superintendent; Ellen Schuck; Dan Gale; Cathy Kilcoyne

**I. Call the Meeting to Order: 7:08PM**

**II. Approval of Minutes:**

- Regular School Committee Meeting January 23, 2024

A motion to approve the 1/23/24 minutes was made by Mr. Terra-Salomão and seconded by Ms. MacKenzie. The 1/23/24 SC minutes were approved unanimously.

- Budget Subcommittee Meeting January 11, 2024

A motion to approve the 1/11/24 Budget Subcommittee minutes was made by Ms. MacKenzie and seconded by Mr. Terra-Salomão.

Ms. MacKenzie	Yes
Mr. Monsini	Abstained
Mr. Sharek	Yes
Mr. Smith	Yes
Mr. Terra-Salomão	Abstained
Mr. Yates	Yes
Ms. Ankstitus	Yes

With 5 yes, 0 no, and 2 abstentions the 1/11/24 Budget Subcommittee minutes were approved.

- Budget Subcommittee Meeting January 30, 2024

A motion to approve the 1/30/2024 Budget Subcommittee minutes was made by Ms. MacKenzie and seconded by Mr. Smith. The 1/30/24 Budget Subcommittee minutes were approved unanimously.

**III. Public Participation**

- none

**IV. Reports and Presentations**

**a) Student Presentation**

Julian Ehlke, Hudson High School student , shared updates from the student body with the committee:

1. Previous Sports Events
2. Previous School Events
  - a. During the recent community building block, students worked together to decorate their ARC mentors door.
  - b. HHS has welcomed Paul Maiorano as our Assistant Principal for grades 10-12.
3. Upcoming School Events
  - a. Wednesday, February 14: Professional Development Day
  - b. Monday, February 19 - Friday February 23: February Vacation
4. Community Council
  - a. DodgeBall Tournament
    - i. The council is working to organize the annual school wide dodgeball tournament. On March 8th, teams of six will compete against each other to fundraise for a specific cause.
  - b. Kiss Your Crush Fundraiser
    - i. From February 5-13, students were able to purchase Hershey Kisses that will be delivered to a student of their choice during the school day.
  - c. ARC Enrichments
    - i. The council is working hard to establish new ARC enrichments for students in the gym. Our main ideas are a basketball enrichment and a nap time enrichment.
5. Concerns of the Student Body:
  - a. The council is creating a Community Council Newsletter where students can access information about the council and directions to where they can make suggestions.

**b) Report of the Superintendent**

- **District Updates, Enrollment Updates, Mid-Year Progress Report on Goals**

Dr. Brian Reagan, Superintendent, presented updates to the committee. Topics included: School Bus Storage Follow-Up, Racial Equity Advancement and Collaborative Hub (REACH), Literacy Curriculum Review Committee, Enrollment, and Dr. Reagan's Mid-Year Goals Progress Report. A copy of his memo and presentations were included in the packet.

Discussion ensued.

**c) Subcommittee Reports:**

- **Budget Subcommittee**  
Met on 1/11/2024
- **Policy Subcommittee**

- none
- **Strategic Goals Subcommittee**  
Met on 1/16/2024
- **Buildings and Grounds Subcommittee**  
none
- **Superintendent’s Evaluation Subcommittee**  
none
- **Student Advisory Subcommittee**  
Met on 2/12/2024

**V. Matters for Discussion**

**a. Old Business**

**1. District Improvement Plan: Mid-Year Update**

Dr. Reagan introduced Dr. Kathy Provost, Assistant Superintendent, who participated in the presentation. Discussion ensued.

**2. FY25 Budget Development Update**

Dr. Reagan introduced Mr. Dan Gale, Director of Finance and Operations, who participated in the next two presentations. Discussion ensued.

**b. New Business**

**1. Q1 and Q2 FY24 Financial Reports**

**VI. Matters for Action**

**a. Old Business**

**1. None**

**b. New Business**

**1. First Reading: HPS District Calendar 2024-2025**

**2. Approval of Overnight Trip: Hudson High School Baseball Team - Varsity to Plymouth, MA from March 28, 2024 to March 30, 2024**

A motion to approve the Overnight Trip was made by Mr. Yates and seconded by Mr. Smith.

Mr. Sharek	Yes
Mr. Smith	Yes
Mr. Terra-Salomão	Yes
Mr. Yates	Yes
Ms. Ankstitus	Yes
Ms. MacKenzie	Yes
Mr. Monsini	Yes

On a unanimous vote the HHS Baseball Team Overnight Trip was approved.

**3. Consent Agenda:**

- a. Approval of Contract with Next-Gen Supply Group for three (3) carpet extractor units for \$20,389.89 to be used in the District.
- b. Approval of Contract with Finbarr Mechanical, LLC for on-call boiler service and inspection, from Jan-1-2024 to Jan-1-2027, in the amount of \$22,300.00 per year plus hourly rate for the District.
- c. Approval of Contract with Cross Cultural Communication Systems for \$10,399.00 for 10 hours of consultation , classroom visits, coaching, and preparation for the Medical Interpretation Program at Hudson High School.
- d. Approval of Grant Project Bread School Meal Support in the amount of \$3,750.00 to be used in Hudson High School.
- e. Approval of Grant FY24 Emergency Assistance Shelter Reimbursement Program from DESE in the amount of \$83,283.00 to cover costs to support instructional and any other services to eligible students and their families in The District.
- f. Approval of Grant VHS Learning in the amount of \$194.00 to cover the costs of AP Exam Enrollment Fees for students in the District.
- g. Approval of Grant FY24 Project Lead the Way in the amount of \$5,000.00 to provide support for efforts to increase participation in PLTW offerings in the District.
- h. Approval of Grant 24-344 Homeless Emergency Support in the amount of \$18,000.00 to provide funding for programs that ensure students who are homeless enroll in and attend school in the District.

A motion to approve the Consent Agenda was made by Mr. Terra-Salomão and seconded by Mr. Sharek.

Mr. Smith	Yes
Mr. Terra-Salomão	Yes
Mr. Yates	Yes
Ms. Ankstitus	Yes
Ms. MacKenzie	Yes
Mr. Monsini	Yes
Mr. Sharek	Yes

On a unanimous vote the Consent Agenda was approved.

#### 4. Reclassification of Funds

A motion to approve the Reclassification of Funds was made by Mr. Smith and seconded by Mr. Terra-Salomão.

*Not Approved*

Mr. Terra-Salomão	Yes
Mr. Yates	Yes
Ms. Ankstitus	Yes
Ms. MacKenzie	Yes
Mr. Monsini	Yes
Mr. Sharek	Yes
Mr. Smith	Yes

On a unanimous vote the Reclasses were approved.

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

Ms. MacKenzie reminded folks there is a Math Night at Farley Elementary on Thursday 2/15/24.

**VIII. Executive Session**

Mr. Smith made a motion to go into executive session, and not return to open meeting, pursuant M.G.L. c. 30A section 21(a) for the following purposes:

Purpose (3): to discuss strategy with respect to collective bargaining with both the Hudson Paraeducator Association and the Hudson Educator Association if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.

Ms. MacKenzie seconded the motion.

Mr. Yates	Yes
Ms. Ankstitus	Yes
Ms. MacKenzie	Yes
Mr. Monsini	Yes
Mr. Sharek	Yes
Mr. Smith	Yes
Mr. Terra-Salomão	Yes

Approved unanimously.

Public Meeting Ended at 8:48PM.

**IX. Adjournment**

Respectfully submitted,  
Mark Terra-Salomão, Secretary  
Hudson School Committee



### III.

## Public Participation

## IV.

### Reports and Presentations

Student Presentation (if any)

## IV.

### Reports and Presentations

#### Report of the Superintendent

1. District Updates
2. Enrollment Updates

# Memorandum

Hudson Public Schools

Office of the Superintendent of Schools



**TO:** Hudson School Committee  
**FROM:** Brian K. Reagan, Ed.D., Superintendent of Schools  
**DATE:** March 12, 2024  
**RE:** Report of the Superintendent

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I am pleased to provide information on the items below under the Report of the Superintendent for the regular School Committee meeting on March 12, 2024.

## School Bus Storage Follow-Up

We are continuing to pursue options for bus storage on private property in Hudson. The information below summarizes where we are currently with respect to this issue:

- We recently learned that securing a lease for property requires the School Department to follow procurement procedures outlined in Massachusetts General Laws Chapter 30B.
- There are multiple properties in Hudson that we believe have the potential for bus storage. The bid process needs to play out before we discuss these options.
- Storing buses on the Mulready School property remains a last resort. If we do find ourselves needing to explore that option, we will engage Mulready families in discussions before making a final determination.
- Storing buses at the new DPW facility is not an option and the town does not have any readily available land for bus storage at this time.
- We expect it will take several months to secure a lease. We do have a plan for this spring when the construction project begins for the new DPW facility. There may be a cost for spring storage, but we are prepared to cover this cost if necessary. The bus vendor will store buses at their facility in Marlboro over the summer months without a surcharge.
- It is our hope that a private lease is secured for the start of the school year.

## School and District Leadership Appointments

I am pleased to announce the following leadership appointments within the district:

- Paul Maiorano has joined the Hudson High School Leadership team as an interim assistant principal. Mr. Maiorano will remain in this position through the remainder of this school year. He is a retired educator who most recently was the principal of Waltham High School.
- Alise Budny, the district's current Coordinator of Elementary Special Education, has been selected to be the next Assistant Director of Student Services. Ms. Budny has been with

the Hudson Public Schools since 2017. She will start in her new role on July 1 when Tanya O’Connell begins her well-deserved retirement.

- Cindy Prockett has been selected to be the district’s new Coordinator of Elementary Special Education, effective July 1. Ms. Prockett is currently a preschool teacher at Mulready Elementary. She has been with the Hudson Public Schools since 2003.

A search for a permanent assistant principal at Hudson High School will commence later this month.

## Enrollment

I have included an enrollment report for February in the School Committee packet. Once again, this report shows no significant changes to enrollment across all schools. K-12 enrollment is the same (2,324 students) as of March 6, 2024 as it was for my last report on February 7, 2024. The tables below provide a month-to-month enrollment comparison by school and grade.

C.A. Farley Elementary School				
Grade	Enrollment 2.7.2024	Enrollment 3.6.2024	# Change (30 days)	% Change (30 Days)
Kindergarten	94	92	-2	-2.2%
G1	83	83	–	–
G2	93	93	–	–
G3	84	83	-1	-1.2%
G4	77	79	+2	+2.5%
<b>Total</b>	<b>431</b>	<b>430</b>	<b>-1</b>	<b>-0.2%</b>

Forest Avenue Elementary School				
Grade	Enrollment 2.7.2024	Enrollment 3.6.2024	# Change (30 days)	% Change (30 Days)
Kindergarten	58	59	+1	+1.7%
G1	59	58	-1	-1.7%
G2	50	50	–	–
G3	45	45	–	–
G4	65	66	+1	+1.5%
<b>Total</b>	<b>277</b>	<b>278</b>	<b>+1</b>	<b>+0.4%</b>

J.L. Mulready Elementary School				
Grade	Enrollment 2.7.2024	Enrollment 3.6.2024	# Change (30 days)	% Change (30 Days)
Kindergarten	48	47	-1	-2.1%
G1	44	42	-1	-2.3%
G2	40	40	–	–
G3	49	48	-1	-2.1%
G4	43	43	–	–
Total	224	221	-3	-1.4%

D.J. Quinn Middle School				
Grade	Enrollment 2.7.2024	Enrollment 3.6.2024	# Change (30 days)	% Change (30 Days)
G5	212	215	+3	+1.4%
G6	186	186	–	–
G7	180	180	–	–
Total	578	581	+3	+0.5%

Hudson High School School				
Grade	Enrollment 2.7.2024	Enrollment 3.6.2024	# Change (30 days)	% Change (30 Days)
G8	187	187	–	–
G9	128	128	–	–
G10	167	167	–	–
G11	178	179	+1	+0.6%
G12	154	153	-1	-0.7%
Total	814	814	–	–

Enrollment Activity by Month								
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB
New Student Enrollments	0	242	46	15	16	8	15	15
Re-Enrolled Students	5	443	4	7	4	4	4	10
<b>Total Enrolled for the Month</b>	<b>–</b>	<b>–</b>	<b>50</b>	<b>22</b>	<b>20</b>	<b>12</b>	<b>19</b>	<b>25</b>

Withdrawal Activity by Month and Type								
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB
Withdrawn to AMSA	37	0	0	0	0	0	0	0
Withdrawn to Assabet	41	9	0	0	0	0	0	0
Withdrawn to Homeschool	0	6	1	0	1	0	1	0
Withdrawn to Public	13	34	17	2	6	4	4	11
Withdrawn to Private	5	4	0	0	0	0	1	1
Withdrawn to Out-of-State	5	7	3	1	0	4	1	1
<b>Total Withdrawn for the Month</b>	<b>101</b>	<b>60</b>	<b>21</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>13</b>

## IV.

### Reports and Presentations

#### 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)
- Student Advisory Subcommittee (if any)



V.

## Matters for Discussion

Old Business

V.

## Matters for Discussion

New Business

**SUPERINTENDENT'S  
REPORT OF ENTRY FINDINGS  
MARCH 2024**

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**BRIAN K. REAGAN, ED.D.  
SUPERINTENDENT OF SCHOOLS**



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## Superintendent's Message

To the Hudson Community:

I am pleased to present to you this *Report of Entry Findings*, which summarizes strengths and areas for inquiry and growth identified during my transition to the role of Superintendent for the Hudson Public Schools. The elements of this transition were formally shared with the Hudson School Committee on July 25, 2023. Transition activities, however, began in the spring of 2023, shortly after my appointment, and continued through January 2024.

I came to my new role with a significant amount of contextual knowledge of the Hudson Public Schools. I have been a resident of Hudson since 1998, my two children were students in the Hudson Public Schools from kindergarten through graduation, and I served as the Principal of Hudson High School from 2011 to 2018. That said, I felt it was important to fully engage in an entry process in order to gain a better understanding of the central elements of the Hudson Public Schools and build and strengthen relationships among stakeholders. Additionally, I recognize that my return to the district came after a five-year absence, which included a pandemic that impacted teaching and learning as well as the social and emotional health of educators, students, and caregivers across the globe.

The goals of my three-phase *Entry Plan* included:

- Gathering information about the community and district
- Establishing a strong presence as an educational leader within the community
- Assessing strengths and focused areas for improvement for the district
- Advancing the mission, vision, core values, theory of action, and objectives outlined in the District Improvement Plan
- Celebrating and enhancing positive teaching and learning environments

I achieved the goals above through a series of activities summarized later in this document that gave me the opportunity to engage and build relationships with stakeholders and review relevant data, documents, policies and protocols. I look forward to collaborating with the School Committee, school leadership, faculty, and staff, students and caregivers, and community partners in the months and years ahead to further celebrate the strengths of the Hudson Public Schools and incorporate areas for growth into future iterations of the District Improvement Plan.

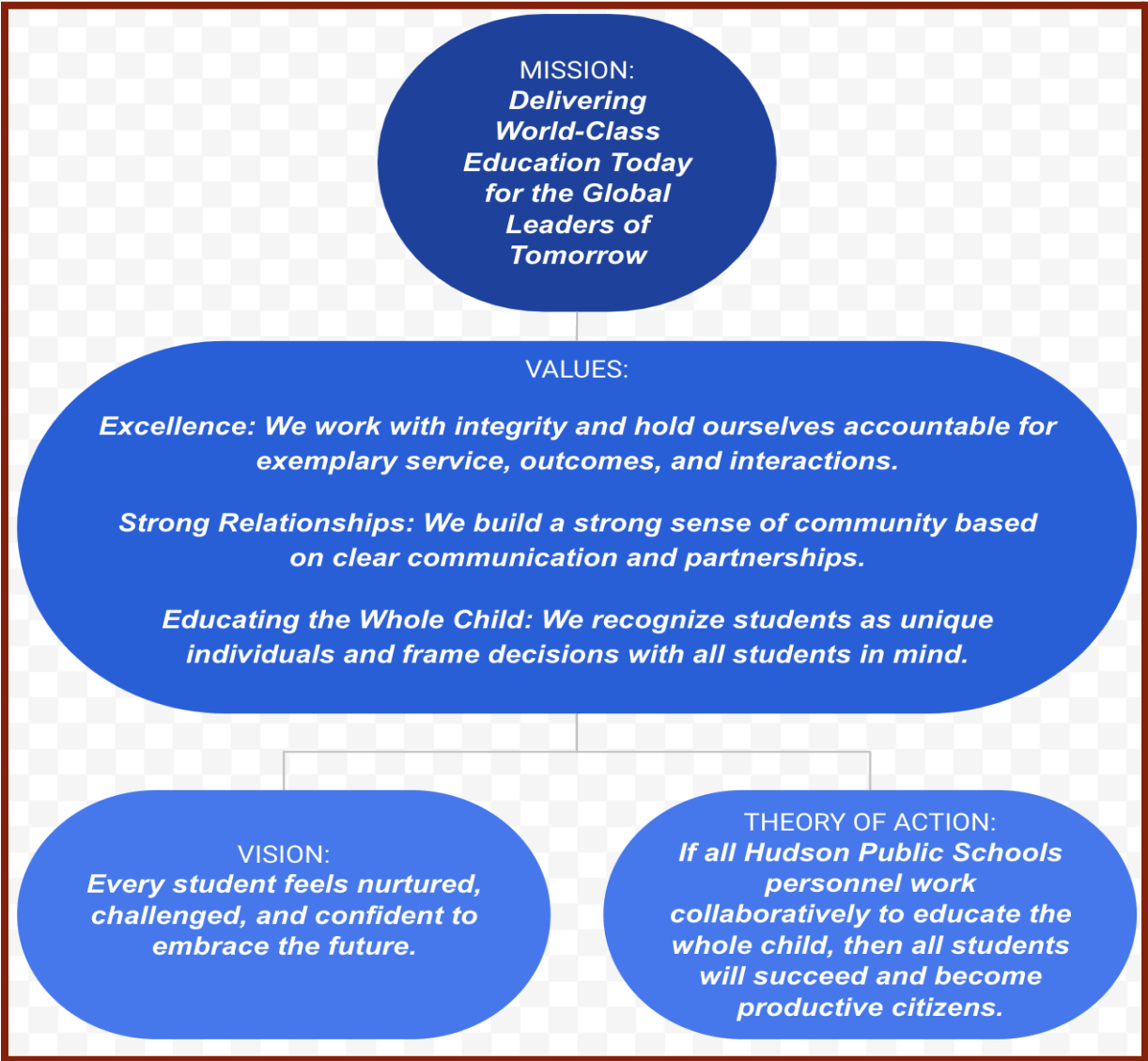
Respectfully submitted,



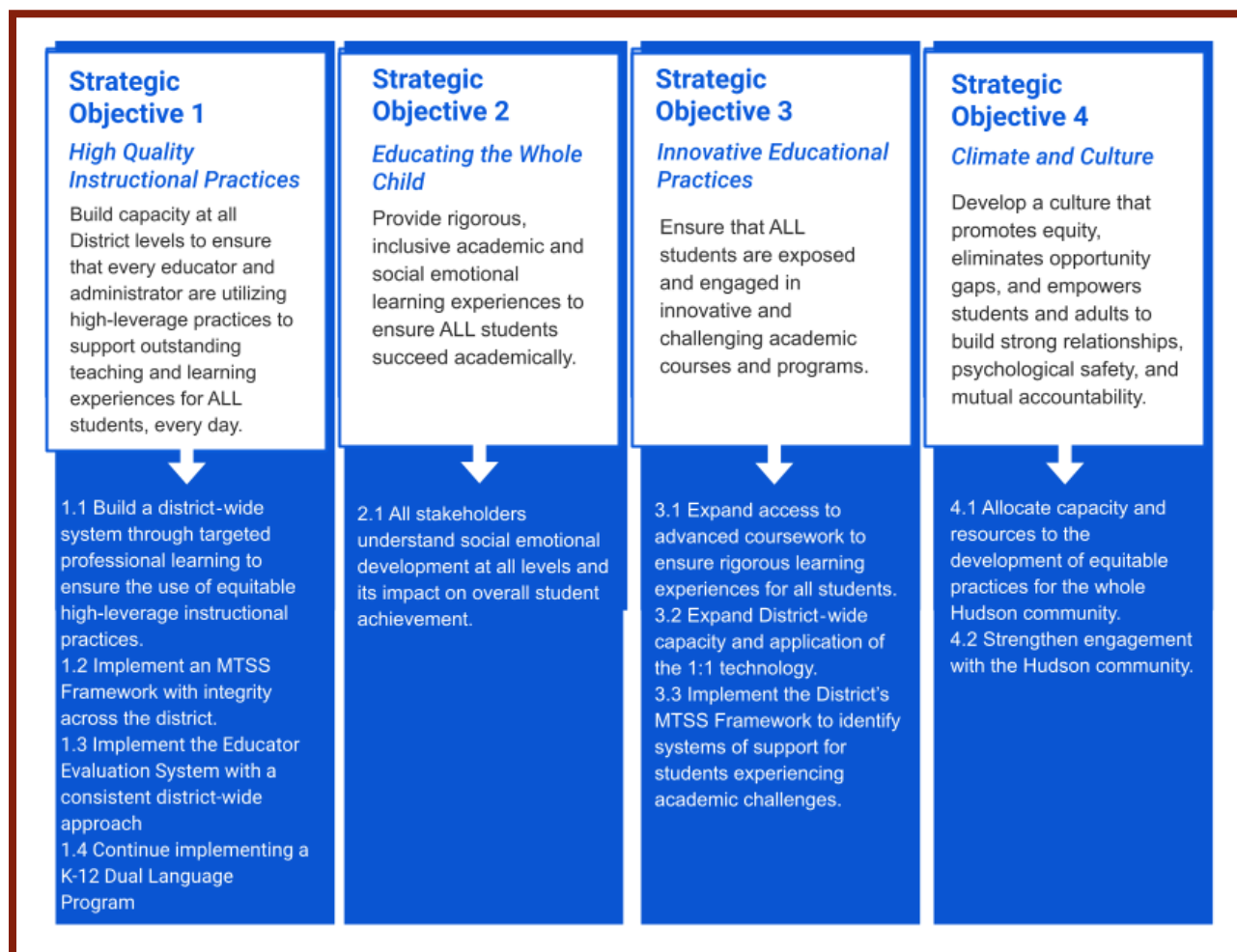
Brian K. Reagan, Ed.D.  
Superintendent of Schools

# Mission, Vision, and Strategic Priorities

As an organization, the Hudson Public Schools functions in accordance with an established mission statement, vision, and a set of strategic priorities that help to guide the annual District Improvement Plan (DIP) as well as the five school improvement plans. The current DIP was published in 2022 as a 3-year plan with strategic priorities designed to frame the work of the district through the end of the 2024-2025 school year. Findings outlined in this report will shape the final year of the current DIP and set parameters for the next iteration of the document beginning in the 2025-2026 school year.



The four strategic objectives below are intended to carry over from year to year for the life of the DIP. Each year, strategic priorities are identified for each objective. These priorities have historically been the product of the annual Summer Leadership Institute attended by the District Leadership Team. There is an opportunity for the Leadership Team to refine the work completed over the summer before a final set of strategic priorities are shared with the School Committee in October.



## Entry Plan Activities

My Entry Plan was organized into three phases with activities beginning in May of 2023 and concluding in January of 2024. These activities are outlined below:

### Phase 1: May - June 2023

During Phase 1, I spent three full days in the district meeting with members of the Leadership Team. I also met with each member of the School Committee during this timeframe. These meetings provided me with the opportunity to personally connect with key individuals within the organization and to begin discussing:

- (1) The strengths of our district
- (2) What systems and traditions should be protected or enhanced
- (3) Our most important and acute challenges
- (4) Individual priorities

Below represents a list of meetings held during my three days in Hudson in May and June:

Full Day in District #1 May 19, 2023	Full Day in District #2 May 26, 2023	Full Day in District #3 June 16, 2023
<b>Jennifer Allard</b> <i>Director of Human Resources</i>	<b>Daniel Gale</b> <i>Director Finance &amp; Operations</i>	<b>Wendy Anderson</b> <i>Director of EL Education</i>
<b>Jeffrey Gaglione</b> <i>Principal, Quinn Middle School</i>	<b>Cathy Kilcoyne</b> <i>Director of Student Services</i>	<b>David Champigny</b> <i>Principal, Forest Avenue</i>
<b>Paulo Murta</b> <i>Executive Assistant &amp; Registrar</i>	<b>Scott Kurposka</b> <i>Director of Facilities</i>	<b>Jason Medeiros</b> <i>Principal, Hudson High School</i>
<b>Kathy Provost</b> <i>Assistant Superintendent</i>	<b>Kelly Sardella</b> <i>Principal, Mulready Elementary</i>	<b>Allyson O'Malley</b> <i>Coordinator of Health Services</i>
<b>Marco Rodrigues</b> <i>Superintendent</i>	<b>Rachel Scanlon</b> <i>Principal, Farley Elementary</i>	<b>Ana Pimentel</b> <i>Coordinator of World Languages</i>
	<b>Ellen Schuck</b> <i>Director of Technology</i>	<b>Marco Rodrigues</b> <i>Superintendent</i>

I also facilitated the following meetings during phase 1:

Individual	Position	Date
Steven Smith	School Committee	5/18/23, 6/8/23
Steven Sharek	School Committee	5/23/23
Christopher Yates	School Committee	5/24/23
Erica Ankstius	School Committee	5/30/23
Marco Rodrigues	Superintendent	6/1/23, 6/8/23, 6/28/23
Molly Mckenzie	School Committee	6/12/23
Kathy Provost	Assistant Superintendent	6/23/23, 6/28/23
Dan Gale	Director of Finance & Operations	6/23/23
Christopher Monsini	School Committee	6/27/23
Mark Terra-Salomão	School Committee	7/7/23



## Phase 2: July - September 2023

Phase 2 of my entry plan took place during the summer months. In addition to facilitating the meetings listed below, I also facilitated two transition meetings for staff and two transition meetings for families. I met with staff at 9:00 am on July 26, 2023 and at 3:00 pm on August 9. Both of these sessions were voluntary. Twelve staff members attended the session on July 26 and 9 staff members attended the session on August 9. All levels and buildings were represented across both of these forums. I met with families at 6:30 pm on July 26 and at 9:00 am on August 9. Fourteen parents were present on July 26 and ten parents were present on August 9.

My entry plan indicated that I would develop a staff survey during phase 2. After reviewing information from the *Comprehensive District Report* and the *Equity Audit*, both conducted in the spring of 2023, I decided not to add a survey. These two reports gathered information from staff on topics that were aligned with my transition work.

I also facilitated meetings with the following individuals during phase 2:

Individual	Position	Date
Thomas Gregory	Executive Assistant, Town of Hudson	8/1/23
Neil Vaidya	Finance Director, Town of Hudson	8/22/23
Eric Ryder	Director of Department of Public Works	8/24/23
Steven Santos	Director of Recreation	8/22/23
Richard DiPersio	Police Chief	7/25/23
Bryan Johannes	Fire Chief	7/31/23
Steve Freitas	CHAPS	8/22/23
Mike Rugg	Boys and Girls Club	9/6/23
Lauren Antonelli	Director of Public Health	8/22/23
Aileen Sanche	Director of the Public Library	8/24/23
Janice Long	Director of the Senior Center	8/24/23
Scott Duplisea	Chair, Select Board	8/4/23
Sam Calandra	Chair, Finance Committee	8/22/23
Sandra Maiuri	Director of Adult Education	7/12/23
Ernie Houle	Superintendent, Assabet Voc-Tech HS	11/15/23
James Eldridge	State Senator	11/17/23

## Phase 3: September 2023 - January 2024

The most significant element of phase 3 of my entry plan was the completion of an intensive week-long residency at each school. These residencies gave me the opportunity to engage with students, families, staff, and administrators in each of our five schools. During each residency, I followed the school’s schedule and was an active participant in daytime and evening activities. By fully immersing myself into each school culture, I was able to gain a first-hand understanding of teaching and learning, identify facility needs, and become a familiar face to students, families, and school personnel. I spent my time in classrooms, participating in school-based meetings, hosting open office hours for staff and students, attending ILT, Home and School, and/or School Council meetings/events, riding school buses, and generally becoming acquainted with and involved in the vibrancy of each unique school community.

School Residency Schedule - Fall 2023				
Farley	Forest	Mulready	Quinn	High School
Sept 11-15	Sept 25-29	Oct 2-6	Oct 20-27	Oct 30-Nov 3

My entry plan indicated that I would develop a community survey during phase 3. As was the case with plans for a staff survey in phase 2, I decided not to add a community survey given the fact that families were surveyed in the spring of 2023 in conjunction with the *Comprehensive District Report* and the *Equity Audit*.

## Supporting Quantitative Data

### Enrollment

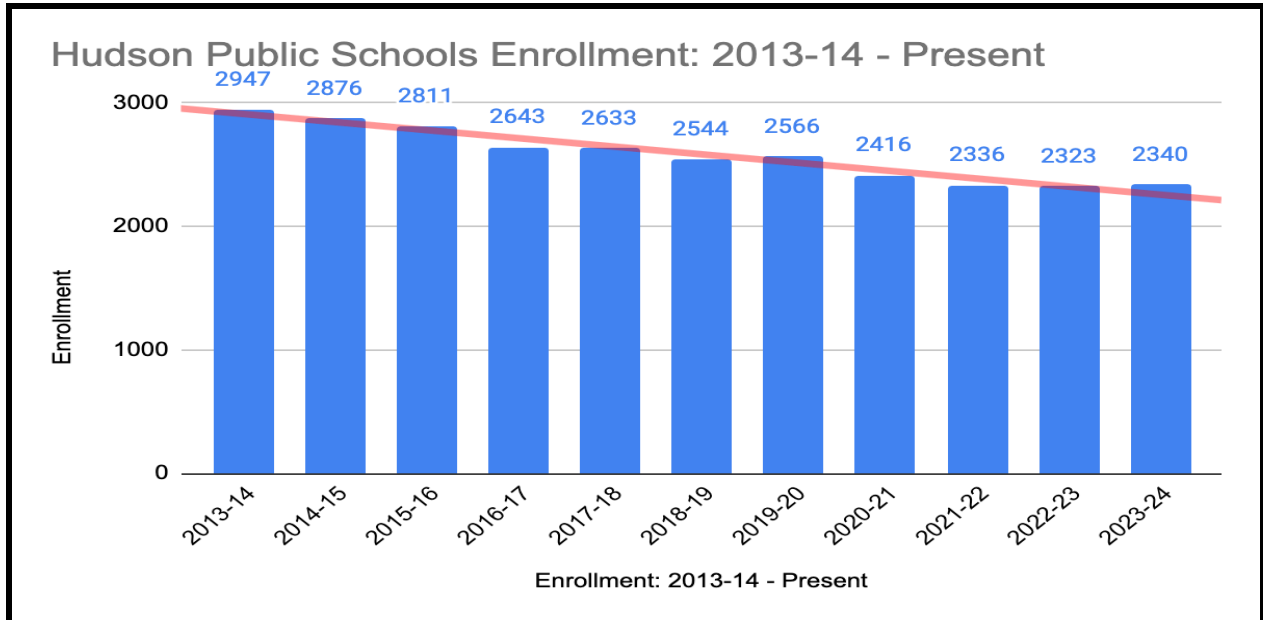
Like many districts across the Commonwealth, Hudson has experienced a decline in student enrollment over the past 10 years. Total enrollment PreK-12 was 2,947 in October of 2013 and has dropped to 2,340 students as of October 2023. This is an enrollment decline of 20.6% over an eleven year period. Enrollment declined statewide over this same period, but only by 4.3%. The decline in enrollment in Hudson can be attributed to multiple factors, including the presence of fewer school-aged children in the community, an increase in the number of Hudson students choosing to attend the Advanced Math and Science Academy Charter School and other area private schools.

Enrollment was raised as a concern among many individuals and groups spoken with during my transition to Hudson. The perceived causes and impacts of decreasing enrollment was a point of discussion throughout my entry process and will be reflected later in this report.

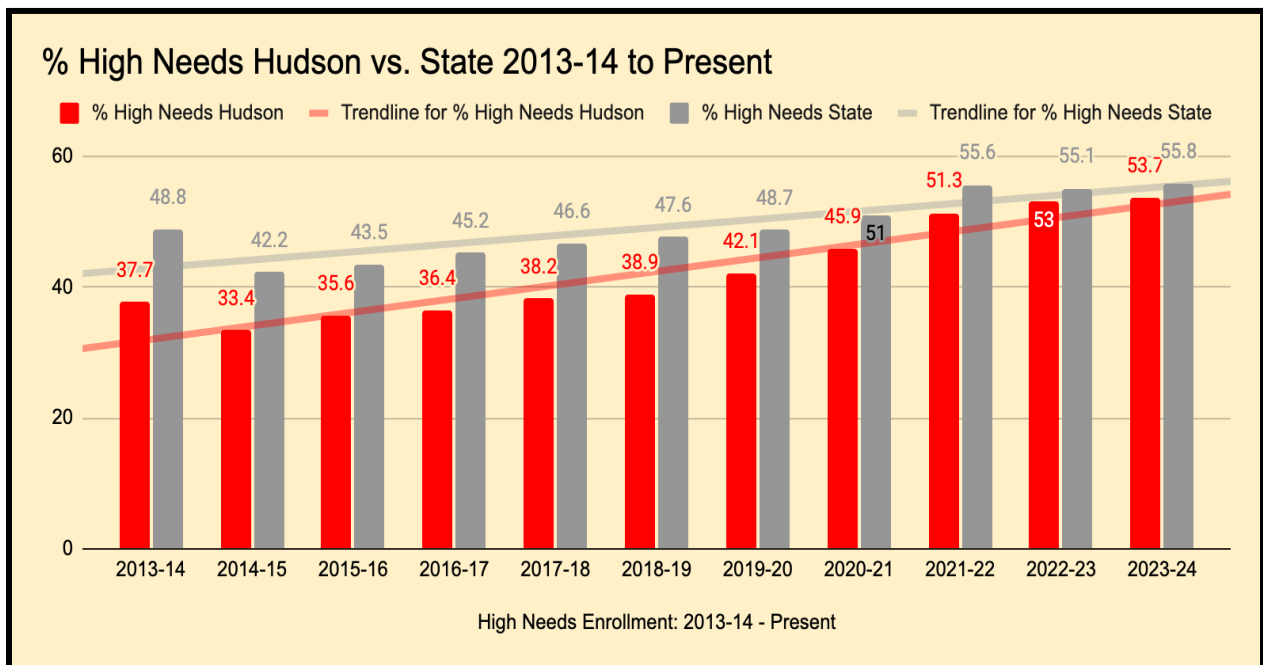
While overall enrollment has been in a steady decline since 2013, the percentage of students categorized as high needs has increased. Students are considered high needs if they are

economically disadvantaged, English learners, and/or receiving special education services. The charts below show the overall enrollment trend (decline) and enrollment trends for students considered high needs (increase).

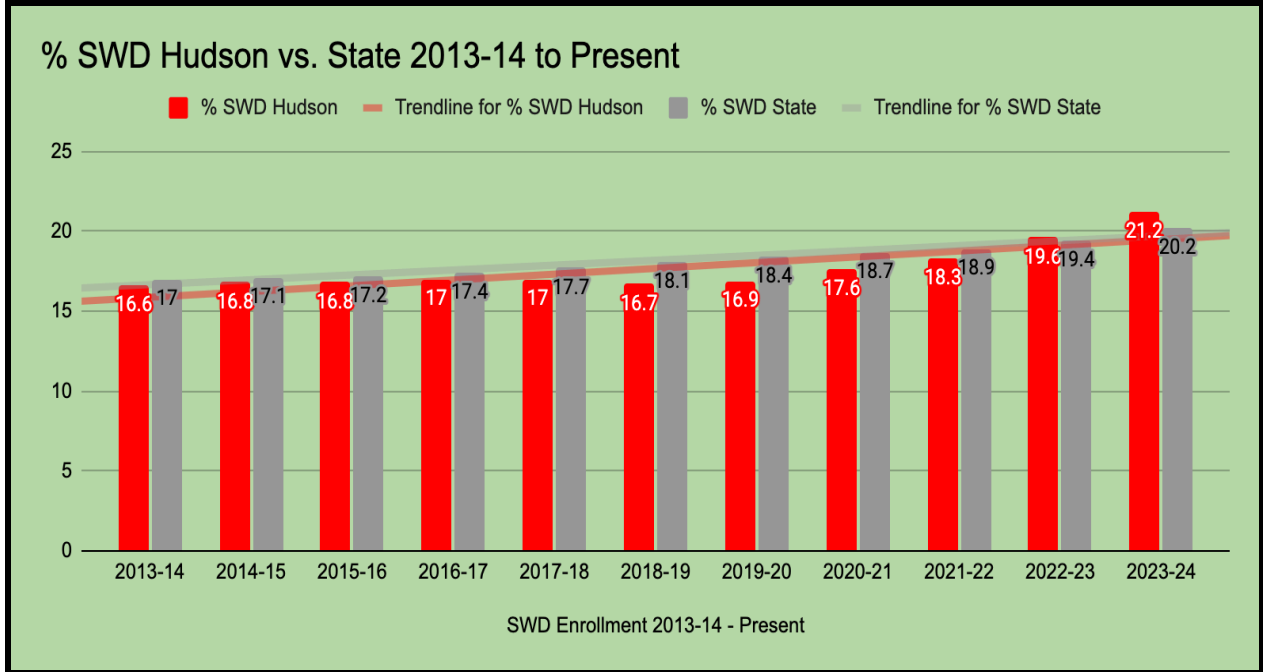
### Overall Enrollment Trend (PreK-12) 2013-Present



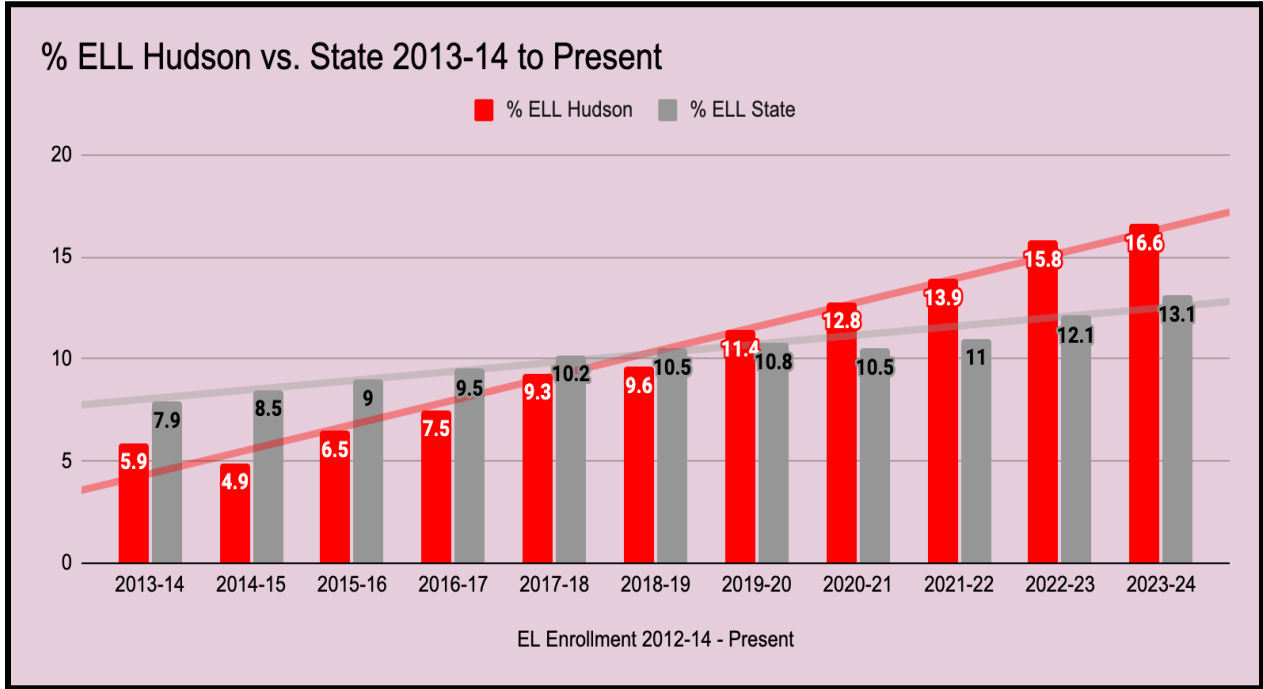
### Enrollment of High Needs Students (PreK-12) 2013-Present



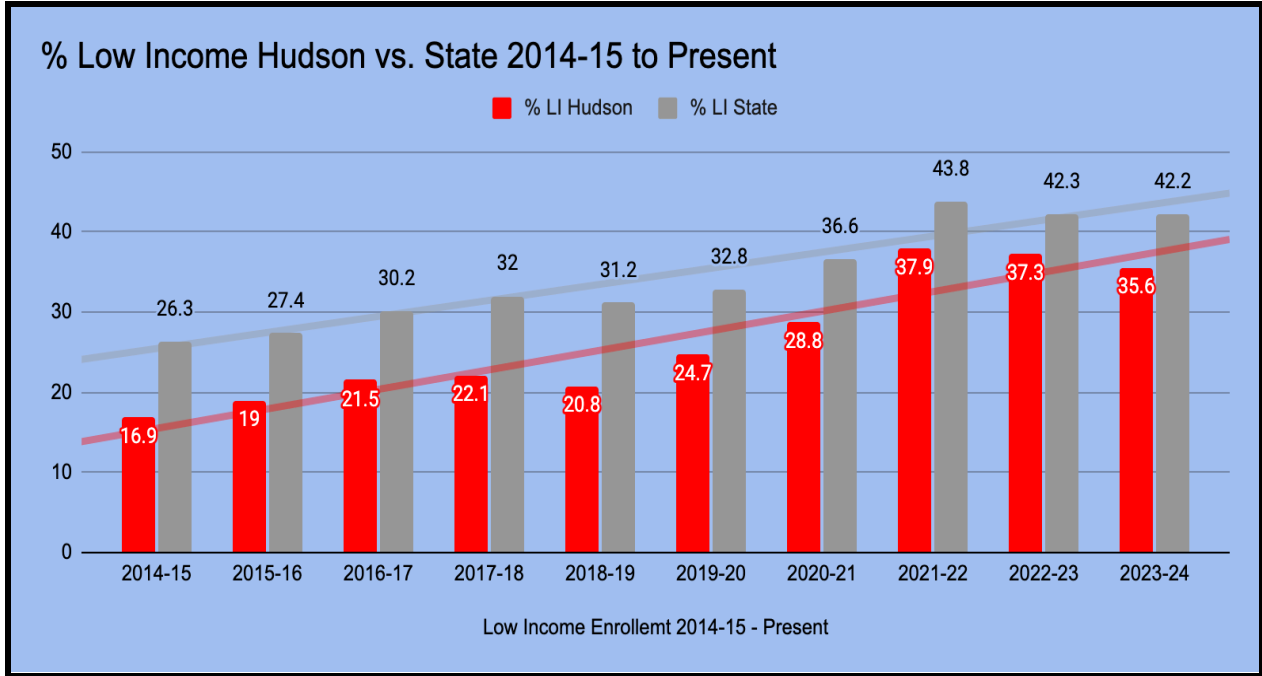
### Enrollment of Students with Disabilities (PreK-12) 2013-Present



### Enrollment of English Learners 2013-Present



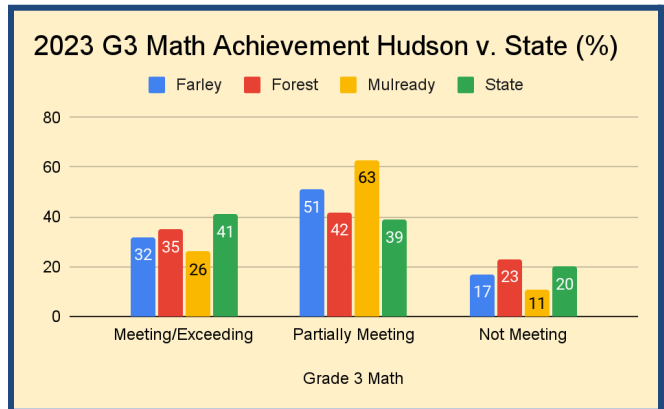
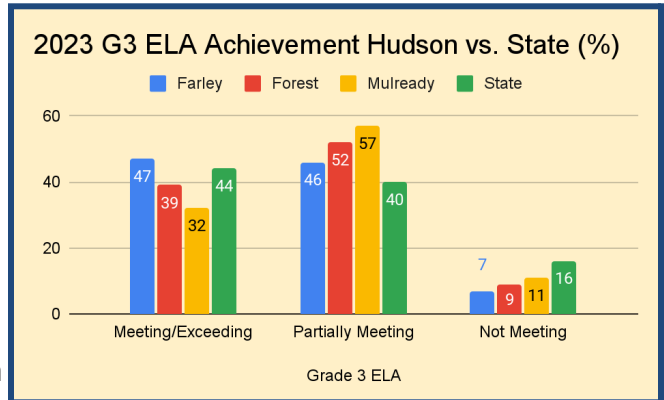
### Enrollment of Low Income Students (PreK-12) 2014-Present



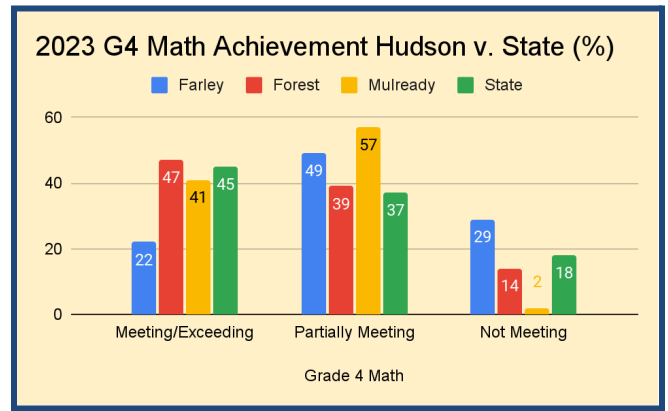
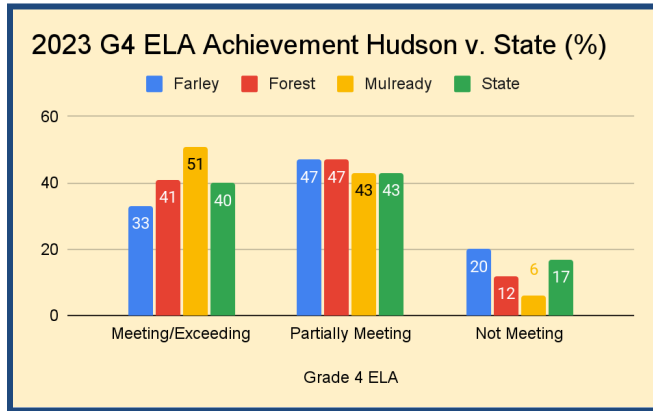
## MCAS Data

The most common way school districts in Massachusetts measure achievement and growth is by monitoring MCAS (Massachusetts Comprehensive Assessment System) and accountability data. These particular data points provide snapshots in time relative to student, school, and district performance that can be analyzed by student subgroups, compared year to year, and compared from school to school and district to district. For the purpose of my transition to the district, I completed a review of Hudson’s 2023 MCAS achievement data, historical MCAS performance, and looked at how the district performs when compared to districts in Massachusetts identified by the Department of Elementary and Secondary Education as similar to Hudson.

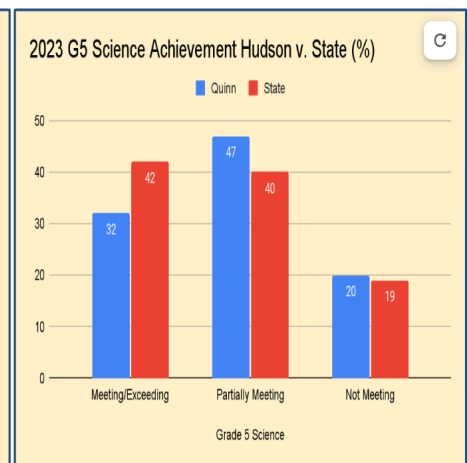
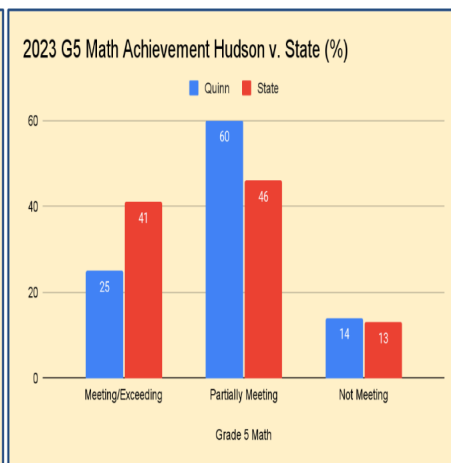
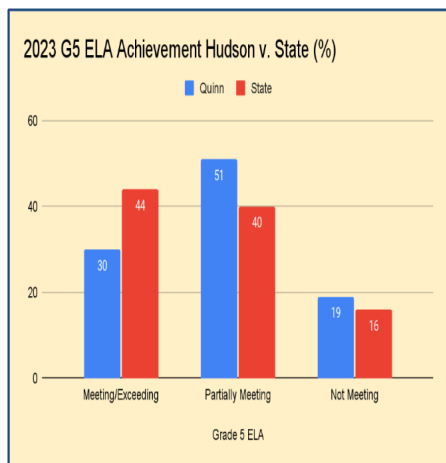
The graphs to the right and below depict spring 2023 MCAS results by grade level, subject, and performance category. Each graph shows Hudson’s performance as compared to the state, which varies depending on the content area and school. While the ultimate goal is for students



to score within the “meeting” or “exceeding” expectations categories, students who score in the “partially meeting” category are making progress towards proficiency. When you look at the “not meeting” category, Hudson elementary school students outperformed the state in 2023 with the exception of grade 3 Math at Forest Avenue and grade 4 English Language Arts (ELA) and Math at Farley.

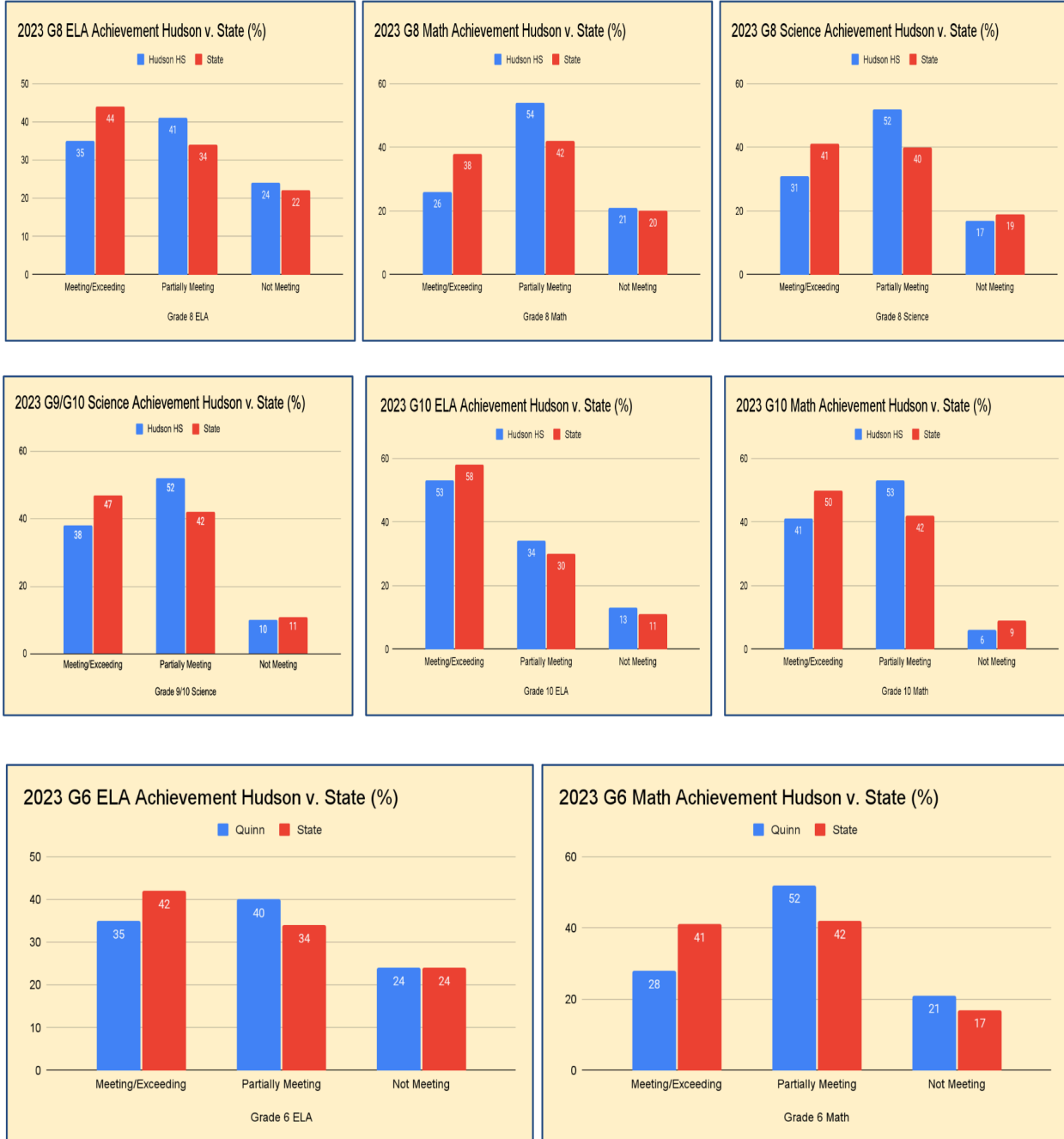


At Quinn Middle School, where students are tested in ELA, Math, and Science in grade 5, and in ELA and Math in grades 6 and 7, the percentage of students not meeting expectations in Hudson is slightly higher than or equal to the state average in grades 5 and 6 ELA, Math, and Science while the percentage of students not meeting expectations in grade 7 is lower than the state average in both ELA and Math.



At Hudson High School, students are tested in ELA, Math, and Science in grade 8. Students are also tested in Science in grades 9 or 10 depending on their science course of study and in ELA and Math in grade 10. Students must achieve a score that is categorized as “exceeding,” “meeting,” or “partially meeting” expectations on their grade 9 and 10 MCAS tests in order to be eligible for a high school diploma in accordance with state regulations. As the graphs below show, the percentage of students not meeting expectations in grades 8, 9 and 10 are similar to state averages. Students not meeting expectations on grade 9 and 10 MCAS tests, which are

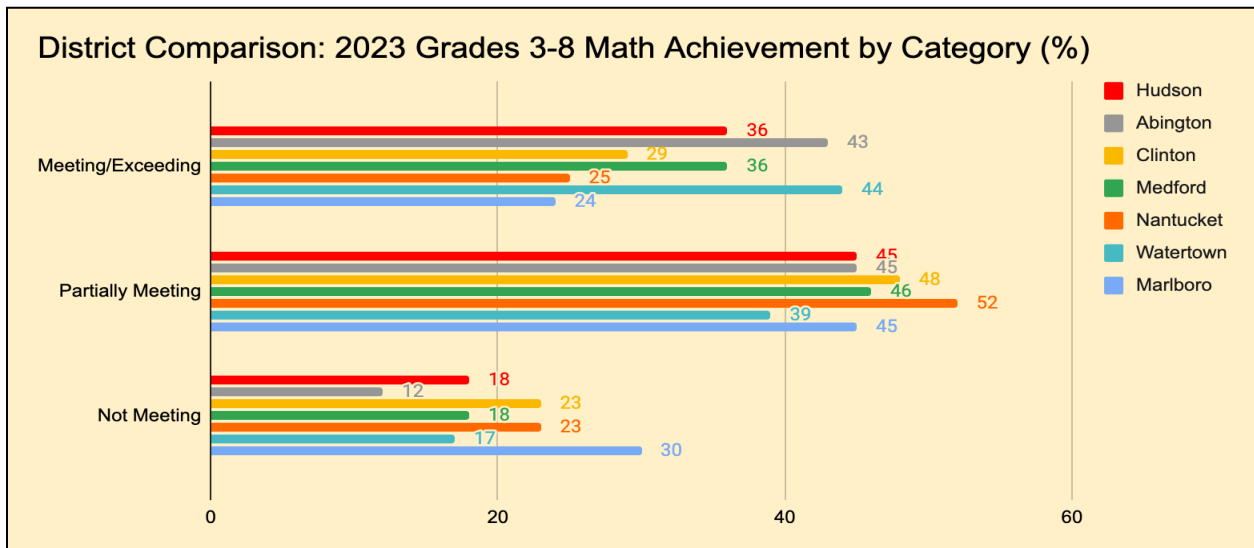
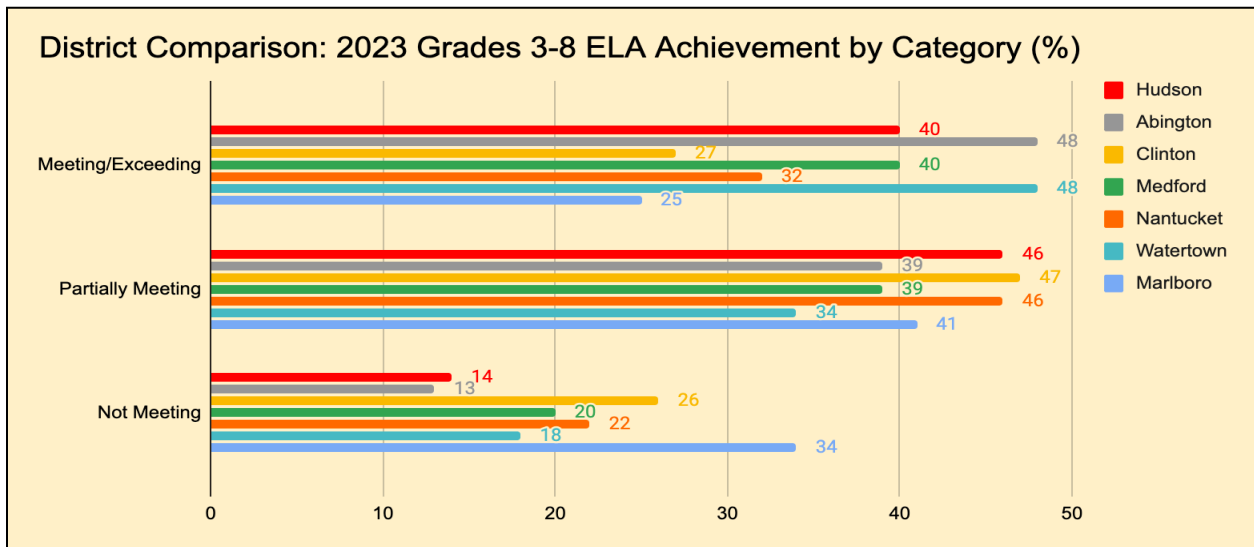
linked to graduation, have the opportunity to re-take those tests multiple times before graduation. Retakes tend to be effective over time. There are no students currently in grade 12 (Class of 2024) who will fail to earn a Hudson High School diploma because of their MCAS scores.



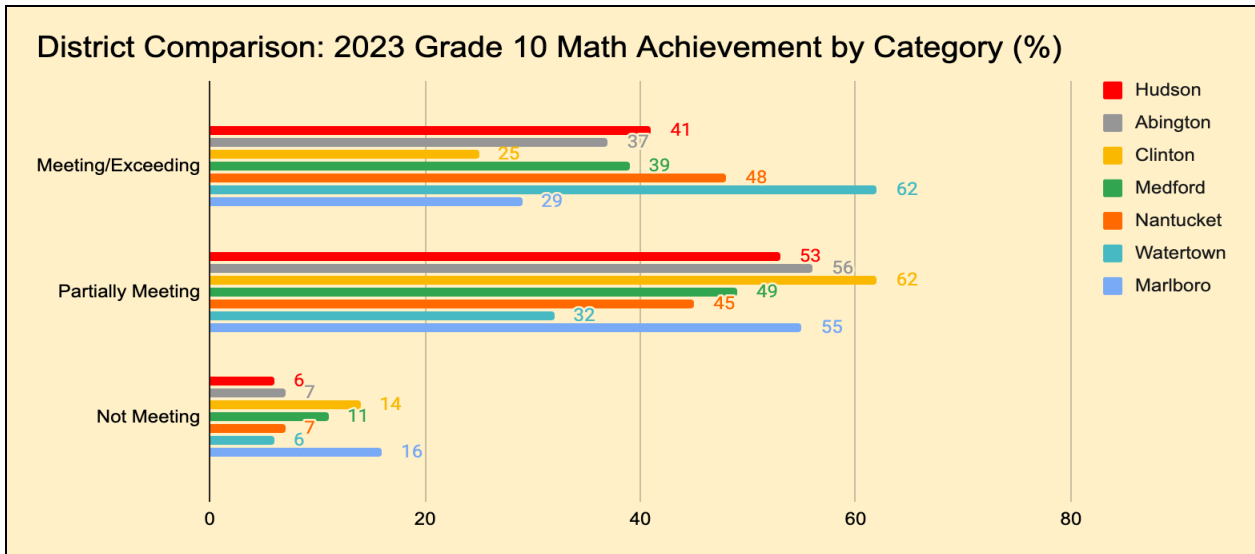
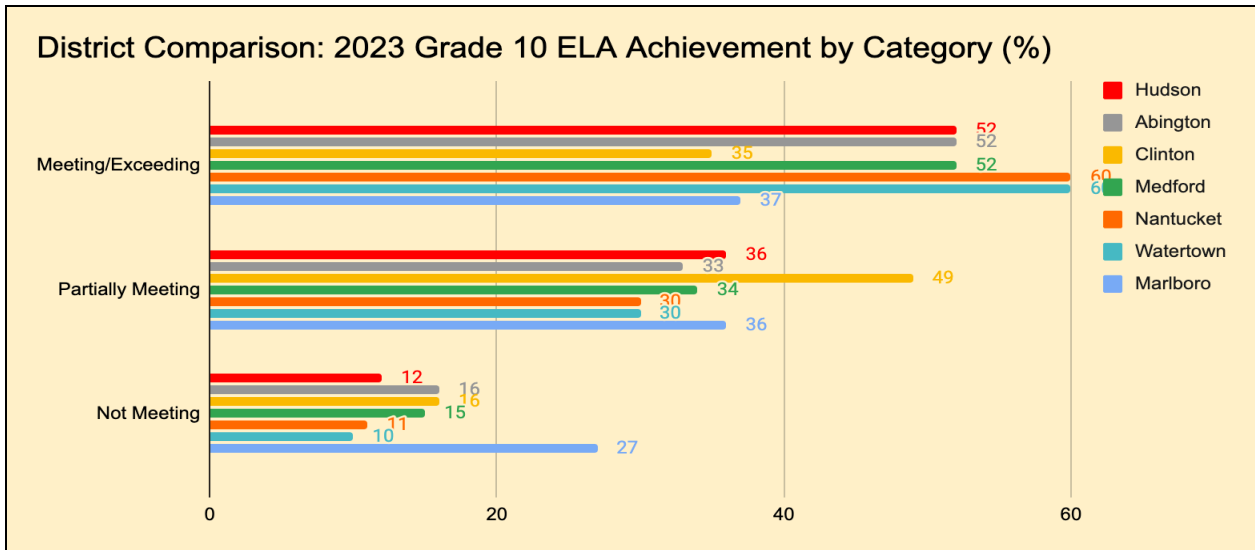
The data above represents MCAS achievement in the aggregate. When the same data is analyzed by various high needs subgroups (i.e. race/ethnicity, students with disabilities, socio-economic status, and English language level), we see lower levels of achievement among

students who identify within one or more of these subgroups. This differentiation, more commonly known as the “achievement gap” is similar at the state level. The disparate achievement among students in one or more high needs subgroups when compared to students who do not identify within a subgroup is the focus of district-wide efforts to improve instruction and tier 1 and 2 intervention strategies.

The Massachusetts Department of Elementary and Secondary Education (DESE) provides a District Analysis and Review Tool (DART) to allow districts to compare their data with ten other Massachusetts districts they identify as having similar grade spans, overall enrollment, and special populations. Hudson’s DESE-assigned DART districts are Abington, Clinton, Ludlow, Medford, Millbury, Monomoy Regional, Nantucket, Watertown, Winthrop, and Woburn. Of these ten districts, Abington, Clinton, Medford, Nantucket, and Watertown, are the most similar. These five DART districts, along with Marlborough, are represented in the MCAS data comparison graphs below.







## Advanced Placement and SAT Data

Hudson High School offers a wide array of Advanced Placement (AP) courses across multiple disciplines. AP courses are college-level classes taught following standardized curricula that are created and approved by the College Board. Colleges and Universities may base placement and/or award college credit to students who earn a qualifying score on a standardized AP exam. AP exams are administered locally but are designed, overseen, and scored (1 to 5) by the College Board. A score of 3 or higher is considered qualifying by the College Board. Hudson’s AP participation rate is relatively high, but the demographic make-up of students taking AP courses at Hudson High School does not mirror the demographic make-up of the school’s population. The need to address this issue has been identified as a

strategic priority in the District Improvement Plan. Hudson High School’s historical AP participation numbers can be seen below. There is a drop in the number of test takers in 2020-2021 which aligns with national data and is likely a result of the pandemic:

Advanced Placement Participation - 5 Year Comparison			
Year	Test Takers	% of 10-12 Enrollment	Tests Taken
2022-2023	182	37.5%	334
2021-2022	181	39%	339
2020-2021	125	25.3%	193
2019-2020	158	32.2%	286
2018-2019	194	37.5%	338

The percentage of students earning a qualifying score (3 or higher) on an AP exam can be seen below. These numbers represent all tests across as many as 16 AP courses. Exam data for each course varies. In 2023, the percentage of students earning qualifying scores ranged across courses from a low of 36% (US History) to high of 90% (Chemistry).

Advanced Placement Participation - 5 Year Comparison		
Year	Tests Taken	% Score 3 to 5
2022-2023	334	50.9%
2021-2022	339	51.3%
2020-2021	193	51.3%
2019-2020	286	75.5%
2018-2019	338	71.9%

## Graduation and Dropout Rates

Massachusetts tracks and reports high school graduation rates in four ways:

- 4-Year Graduation Rate = All students in a cohort who graduate in 4 years or less
- 4-Year Adjusted Graduation Rate = All students in a cohort who graduate in 4 years or less minus students who transfer into a school district while in high school
- 5-Year Graduation Rate = All students in a cohort including those persist beyond their original year of graduation and graduate in 5 years
- 5-Year Adjusted Graduation Rate = All students in a cohort including those who persist beyond their original year of graduation and graduate in 5 years minus students who transfer into a school district while in high school

The table below includes high school graduation rate data for Hudson and state-identified DART districts. As the table shows, Hudson's 4-year and 5-year graduation rates are lower than its 4 and 5 year adjusted rate. This indicates that students transferring to Hudson while in high school are not graduating at the same rate as those students who are already enrolled in Hudson prior to entering grade 9.

District	4-Yr (Class of 2022)	4-Yr Adjusted (Class of 2022)	5-Yr (Class of 2021)	5-Yr Adjusted (Class of 2021)
Abington	92.5%	95%	95.1%	95.6%
Clinton	93.9%	97.7%	92.4%	94.3%
<b>Hudson</b>	<b>87.5%</b>	<b>90.7%</b>	<b>87.2%</b>	<b>96.6%</b>
Ludlow	88%	89.5%	94.3%	94.5%
Medford	91.4%	93.8%	93.4%	94.9%
Millbury	88.3%	89.5%	90.6%	93.5%
Monomoy Reg.	91.9%	93%	96.6%	96%
Nantucket	92.6%	94.2%	93.1%	97.1%
Watertown	88%	93.3%	88.7%	91.7%
Winthrop	91.5%	91.8%	91%	92.5%
Woburn	93.1%	94.8%	93.9%	95.2%

Dropout rates for Hudson can be seen below both historically by grade (9-12), by student subgroup, and in comparison to state-identified DART districts. In each table, data for the 2019-2020 and 2020-2021 school years are likely impacted by the pandemic as schools were closed for the last four months of the 2019-2020 school year and largely remote and/or hybrid for the 2020-2021 school year. This impacted dropout reporting statewide.

Hudson Dropout Rate By Grade - 2017-18 through 2021-22						
Year	# Enrolled (9-12)	Dropout (9-12)	Dropout Grade 9	Dropout Grade 10	Dropout Grade 11	Dropout Grade 12
2021-22	634	2.7%	0.0%	3.2%	5.7%	2.0%
2020-21*	666	4.2%	2.9%	3.8%	8.3%	1.4%
2019-20*	681	0.9%	0.5%	0.0%	1.4%	1.6%
2018-19	679	1.6%	0.6%	1.9%	1.1%	2.8%

2017-18	724	1.5%	1.2%	1.6%	1.6%	1.6%
*Pandemic years						

Hudson Dropout Rate By Selected Subgroup - 2017-18 through 2021-22						
Year	# Enrolled (9-12)	Econ. Disadv.	% English Learners	% Studs w/ Disabilities	% Hispanic	% White
2021-22	634	5.8%	10.2%	6.8%	8.6%	1.8%
2020-21*	666	8.6%	23.3%	4.9%	17.8%	1.9%
2019-20*	681	2.1%	0.0%	2.2%	1.2%	0.7%
2018-19	679	5.8%	11.1%	3.6%	7.9%	1.0%
2017-18	724	4.4%	9.1%	3.0%	3.4%	1.3%
*Pandemic years						

Hudson DART District Dropout Rates (9-12) 2017-18 through 2021-22					
District	2017-18	2018-19	2019-20*	2020-21*	2021-22
Abington	1.2%	0.6%	1.0%	1.3%	2.2%
Clinton	0.9%	1.2%	0.5%	1.0%	2.2%
<b>Hudson</b>	<b>1.5%</b>	<b>1.6%</b>	<b>0.9%</b>	<b>4.2%</b>	<b>2.7%</b>
Ludlow	1.8%	1.8%	0.8%	1.9%	2.2%
Medford	1.2%	2.2%	1.1%	1.4%	1.6%
Millbury	1.4%	0.9%	0.4%	1.1%	2.1%
Monomoy	0.4%	0.8%	1.0%	1.6%	2.3%
Nantucket	2.1%	0.6%	1.3%	1.0%	1.6%
Watertown	1.2%	1.5%	1.8%	2.0%	2.7%
Winthrop	4.3%	1.8%	1.1%	1.4%	3.0%
Woburn	2.1%	1.7%	1.2%	1.3%	1.5%
*Pandemic years					

## Comprehensive District Review

In accordance with Massachusetts General Laws, the Massachusetts Department of Elementary and Secondary Education (DESE) conducts a Comprehensive District Review of each public and charter school in the Commonwealth approximately every 5 years. Hudson’s most recent review was completed in the late winter and early spring of 2023. DESE contracted with American Institutes for Research (AIR) to conduct the review.

The review focused on DESE’s District Standards and Indicators:

Standard	Indicators
<b>Leadership and Governance</b>	<ul style="list-style-type: none"> <li>❖ <i>School Committee Governance</i></li> <li>❖ <i>District and School Leadership</i></li> <li>❖ <i>District and School Improvement Planning</i></li> <li>❖ <i>Budget Development</i></li> </ul>
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>❖ <i>Curriculum Selection and use</i></li> <li>❖ <i>Classroom Instruction</i></li> <li>❖ <i>Student Access to Coursework</i></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>❖ <i>Data and Assessment Systems</i></li> <li>❖ <i>Data Use</i></li> <li>❖ <i>Sharing Results</i></li> </ul>
<b>Human Resources and Professional Development</b>	<ul style="list-style-type: none"> <li>❖ <i>Infrastructure</i></li> <li>❖ <i>Recruitment, Hiring, and Assignment</i></li> <li>❖ <i>Supervision, Evaluation, and Educator Development</i></li> <li>❖ <i>Recognition, Leadership Development, and Advancement</i></li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>❖ <i>Safe and Supportive School Climate and Culture</i></li> <li>❖ <i>Tiered Systems of Support</i></li> <li>❖ <i>Family, Student, and Community Engagement and Partnerships</i></li> </ul>
<b>Financial and Asset Management</b>	<ul style="list-style-type: none"> <li>❖ <i>Budget Documentation and Reporting</i></li> <li>❖ <i>Adequate Budget</i></li> <li>❖ <i>Financial Tracking, Forecasting, Controls, and Audits</i></li> <li>❖ <i>Capital Planning and Facility Maintenance</i></li> </ul>

The Comprehensive District Review consisted of four components:

- ❖ *A self-assessment* that was submitted prior to the review where the District evaluated its strengths and areas for growth across the standards listed above;

- ❖ A *document review* that allowed AIR to request and review documents including but not limited to strategic plans, financial files, and sample educator evaluations;
- ❖ A series of *interviews* including conversations with School Committee members, district and school leaders, union leadership, teachers, families, and students;
- ❖ A random sample of *classroom observations* to give AIR a sense of the general themes within the district’s instructional practices.

The review culminated in a final report that was made public in the summer of 2023. This report was a valuable resource when considered in concert with the data gathering efforts completed for the *Superintendent’s Entry Plan*. The table below includes selected strengths and areas of growth from the *Comprehensive District Review* that align with *Entry Plan* data gathered through meetings, interviews, focus groups, and observations.

<b>Leadership and Governance</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>❖ Strong communication between School Committee and Superintendent</li> <li>❖ Positive relationships between School Committee and teacher’s association</li> <li>❖ Regular communication with families in multiple languages</li> </ul>	<b>Areas of Growth</b> <ul style="list-style-type: none"> <li>❖ Promoting collaboration between district and municipal leaders</li> <li>❖ Ensuring that School Improvement Plans connect to the work of the school staff</li> <li>❖ Increasing transparency between finance team and budget owners</li> </ul>
<b>Curriculum and Instruction</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>❖ District Curriculum Accommodation Plan identifies strategies for ensuring inclusive learning environments</li> <li>❖ New social-emotional curriculum selected</li> <li>❖ Rigorous learning experiences are provided through various programs and activities at all levels</li> </ul>	<b>Areas of Growth</b> <ul style="list-style-type: none"> <li>❖ Providing middle and high school teachers with coaching opportunities</li> <li>❖ Embedding diversity, equity, and inclusion into the curriculum</li> <li>❖ Ensuring all students have equitable access to various learning opportunities available across the district</li> </ul>
<b>Assessment</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>❖ Use of multiple data sources when looking at student performance</li> <li>❖ Well-defined data meetings at the elementary level</li> <li>❖ Transparently sharing data with the School Committee and other stakeholders</li> </ul>	<b>Areas of Growth</b> <ul style="list-style-type: none"> <li>❖ Examining grading policies for consistency</li> <li>❖ Allocating more time for teachers to discuss and examine student data</li> <li>❖ Implementing a formal mathematics screening assessment</li> </ul>
<b>Human Resources and Professional Development</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>❖ Utilizing various mechanisms to diversify the workforce</li> <li>❖ Standardizing HR documents</li> </ul>	<b>Areas of Growth</b> <ul style="list-style-type: none"> <li>❖ Addressing challenges with evaluator caseloads</li> <li>❖ Creating accountability system to ensure</li> </ul>

❖ PD that general aligns with the District Improvement Plan and School Improvement Plans	evaluations are completed and include feedback
<b>Student Support</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>❖ Families have access to information in their native language</li> <li>❖ Well defined documents that outline MTSS framework</li> <li>❖ Encouraging families to engage through parent organizations and school events</li> </ul>	<b>Areas of Growth</b> <ul style="list-style-type: none"> <li>❖ Providing teachers with more PD on diversity, equity, and inclusion</li> <li>❖ Making sure school communications are timely and relevant</li> <li>❖ Working with SEPAC and ELPAC to ensure online resources are current and relevant</li> </ul>
<b>Financial and Asset Management</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>❖ Clear, accurate, complete, and user-friendly budget documents</li> <li>❖ Well-defined budget process</li> <li>❖ Comprehensive facilities department</li> </ul>	<b>Areas of Growth</b> <ul style="list-style-type: none"> <li>❖ Developing a written agreement with the Town around shared costs</li> <li>❖ Planning for when ESSER funds expire</li> <li>❖ Implementing a tracking system to maintain salary information</li> </ul>

## Equity Audit

The Hudson Public Schools contracted with Mass Insight Education and Research for an Equity Audit, which was completed in April 2023. This process was initiated by the Hudson Public Schools in an effort to better understand how the District could build upon its strengths and better align resources to meet the needs of its diverse and marginalized populations. The objectives of the Equity Audit were identified as:

- ❖ To gather information about the District’s current strengths and areas for growth relative to diversity, equity, and inclusive practices and policies;
- ❖ To prompt reflective conversations about the current status of diversity, equity, and inclusivity compared to its desired state; and
- ❖ To identify opportunities to improve equitable practices throughout the district by providing recommendations designed to focus attention and resources to fully support its diverse students, staff, and community.

The audit included a review of relevant data and artifacts, interviews, focus groups, phone calls, and surveys of students, families, community partners, and school and district staff. Findings were organized against the nine domains of Mass Insight’s District Equity Framework. Highlights from these findings can be found in the table below:

Domain	Highlights from Hudson Report
<b>Vision, Strategy, and Culture</b>	<ul style="list-style-type: none"> <li>❖ <i>Administration has been intentional about creating a culture aligned to the district's vision and mission</i></li> <li>❖ <i>The District Improvement Plan (DIP) and School Improvement Plans (SIP) contain data-driven and student-centered strategic objectives, priorities, and outcomes</i></li> <li>❖ <i>School-level cultures have become increasingly welcoming, and more is needed to be inclusive of all aspects of identify and supportive of students' success</i></li> </ul>
<b>Equitable Student Access and Outcomes</b>	<ul style="list-style-type: none"> <li>❖ <i>Policies, practices, and mindsets reflect a commitment to equity as evidenced by disaggregated data monitoring practices and resulting actions. However, not all data structures are proven effective</i></li> <li>❖ <i>The recommendation process for advanced or honors courses results in limited access for students of color and marginalized students</i></li> </ul>
<b>Student Readiness to Learn</b>	<ul style="list-style-type: none"> <li>❖ <i>The District has social-emotional learning (SEL) programs, specialized staff, community resources, and a curriculum to support students' SEL needs</i></li> <li>❖ <i>The Choose Love curriculum includes topics that some students and teachers may not yet be ready to engage in together.</i></li> </ul>
<b>Culturally and Linguistically Sustaining Instruction</b>	<ul style="list-style-type: none"> <li>❖ <i>District stakeholders report recent progress in classroom instruction that connects with a diverse learner population</i></li> <li>❖ <i>Structures are in place to support students academically, though intentional systems for struggling students are underdeveloped, especially at upper levels</i></li> <li>❖ <i>The teacher evaluation structure does not yet consistently support productive, align developmental feedback</i></li> </ul>
<b>Family and Community Engagement</b>	<ul style="list-style-type: none"> <li>❖ <i>District communication structures are developing and seek to include and amplify the voices of the community</i></li> </ul>



	<ul style="list-style-type: none"> <li>❖ <i>There remain further opportunities to further engage families in decision-making, feedback, and implementation</i></li> </ul>
<b>School Instructional Leadership</b>	<ul style="list-style-type: none"> <li>❖ <i>Staff has a desire for ongoing and sustained PD aligned with their school priorities</i></li> <li>❖ <i>School budgets are aligned with SIP priorities and the needs of marginalized student populations</i></li> <li>❖ <i>School staff report limited opportunities to collaboratively monitor student data and a lack of appropriate student data</i></li> </ul>
<b>Talent Development</b>	<ul style="list-style-type: none"> <li>❖ <i>There are some clear HR systems and structures, but not yet systems and strategies to fully support recruitment, development, and retention of staff from historically marginalized groups</i></li> <li>❖ <i>The staff evaluation process does not currently fully support priorities or staff strengths and opportunities to improve their professional practice</i></li> </ul>
<b>Conditions</b>	<ul style="list-style-type: none"> <li>❖ <i>The district prioritizes the success of marginalized student populations, and individual school needs in its goal-setting and decision making processes</i></li> <li>❖ <i>The district has a strong foundation for developing and implementing equitable structures, systems, policies, and practices that address the needs of schools and students</i></li> <li>❖ <i>Communication structures and feedback protocols are developing and seek to incorporate stakeholder feedback to inform decisions and measure programmatic effectiveness</i></li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>❖ <i>The School Committee is engaged and active in district improvement efforts through planning and implementation of the strategic plan</i></li> <li>❖ <i>There is not yet a shared understanding of equity or equitable practices within the existing school committee structure, directly impacting the related policy and decision-making process</i></li> </ul>

Through an analysis of the findings above, Mass Insight presented four main recommendations:

- ❖ Build collective awareness and responsibilities for equitable practices;
- ❖ Leverage flexible academic blocks at the secondary level (ARC and WIN) to build out Tier II academic interventions for students needing extra support;
- ❖ Infuse dedicated time for relationship building into the current SEL structure at the middle and high schools; and
- ❖ Provide professional development opportunities and ongoing support for stakeholders to develop their skills and comfort in engaging in courageous conversations about DEI and equity based practices while aligning staff feedback and evaluation structures to district priorities.

## High Quality Instructional Practices

### Introduction

The District's strategic objective for **High Quality Instructional Practices** is to build capacity at all levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for all students, every day. To achieve this, the following priorities have been identified:

- ❖ Build a district-wide system through targeted professional learning to ensure the use of equitable high-leverage instructional practices.
- ❖ Implement the district's Multi Tiered System of Support (MTSS) Framework with integrity across the district
- ❖ Implement the Educator Evaluation System with a consistent district-wide approach
- ❖ Continue Implementing a K-12 Dual Language (DL) Program

Strong instructional practices that are engaging and diversified to meet the needs of a variety of learners are the foundation of any effective school district. Hudson has made significant progress in recent years, despite the interruption of a global pandemic, with respect to teaching and learning. There are also opportunities for inquiry and growth, some of which are already in the process of being addressed.

### Strengths

- ❖ **Math Curriculum:** New math programs have been introduced at all levels. The High School Math Department is in its second year utilizing *Carnegie Learning* with *MATHia*. Middle School math teachers are in their second year using *Reveal*. When schools opened this year, elementary teachers began using *iReady Math*. All of these programs are standards-aligned and provide students with flexible learning options that include traditional classroom math instruction and individualized practice modules they can access online at any time from anywhere.

❖ **Locally Developed Curriculum:**

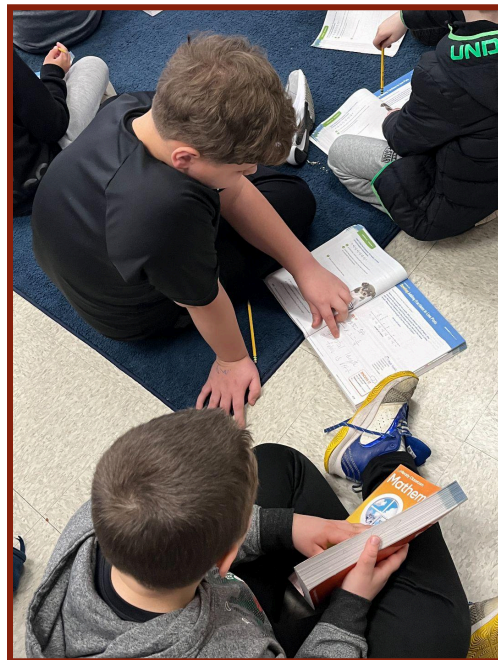
There is evidence of a strong locally developed curriculum across different disciplines. This includes but is not limited to the ELA curriculum for the Dual Language Program (currently K-2), interactive and hands-on elementary science units, and science and/or social studies units at the elementary and middle levels that integrate WIDA standards in support of the district's English learners.



- ❖ **Project Lead the Way®:** The Hudson Public Schools was an early adopter of the nationally recognized Project Lead the Way® (PLTW) curriculum. Originally focusing on the areas of technology and engineering, Hudson's PLTW partnership has expanded in recent years to include the biomedical pathway. PLTW curriculum is in place at both the middle and high school levels.
- ❖ **Instructional Leadership Teams (ILT):** The District has been engaged with a consultant since 2018 to support the development of building-based Instructional Leadership Teams. These teams currently exist and are tasked with identifying each school's instructional focus and to provide leadership in the development of building-based professional learning that aligns with the school's instructional focus.
- ❖ **Instructional Coaching:** Hudson is fortunate to have a full time instructional coach at each elementary school, a language acquisition coach shared across all three elementary schools, and a language acquisition coach at the high school. Instructional coaches are integral parts of each building's leadership team and ILT. They facilitate one-on-one and group coaching sessions, co-plan and co-facilitate professional learning, and support all initiatives specific to teaching and learning. Language acquisition coaches support teachers in their work to design and deliver instruction to students in their classrooms who are still learning English.
- ❖ **Positive Classroom Climate:** There is a visible and palpable level of positivity when one visits a space where adults and students are working together. This positivity was observed consistently across all schools during the residency phase of my *Entry Plan* and during subsequent building visits. Additionally, 85 classrooms were visited by outside evaluators during the *Comprehensive District Review* in March 2023 and 92.9% of these classrooms earned a positive climate rating in the middle or high range indicating that relationships among students and teachers appeared "positive and warm" and that teachers were encouraging in ways that were "sincere and personal."
- ❖ **Awareness and Responsiveness to Student Needs:** The *Comprehensive District Review* also noted that in 94.1% of classrooms visited, there was strong evidence of teachers' awareness and responsiveness to students' academic and emotional needs. This was also observed during the residency phase of my *Entry Plan* and during classroom observations conducted during regular monthly building visits.

## Opportunities for Inquiry and Growth

- ❖ **K-5 English Language Arts (ELA) Curriculum Review:** The District is in the early stages of reviewing the existing ELA curriculum in kindergarten through grade 5. The district currently utilizes the workshop model and the Lucy Calkins Units of Study for reading and writing in conjunction with Foundations and Heggerty for phonemic awareness and development. A team of 20 Hudson educators are in the process of reviewing current practices and will help the district determine next steps relative to its elementary ELA curriculum. This review aligns with discussions at the state and national levels about literacy instruction and the efficacy of a balanced literacy approach versus reading instruction that centers on phonics-based decoding.
- ❖ **Instructional Consistency:** While instruction is generally strong, there is an inconsistency in quality, strategy, and the fidelity with which the district's identified curriculum is delivered. These inconsistencies are likely related to lingering factors related to when instruction was remote and hybrid during the pandemic and the limited availability of direct content-specific curriculum leadership and oversight due to the existing structure of the curriculum department.
- ❖ **Structure of the Curriculum Department:** In 2018, curriculum directors became responsible for their disciplines from pre-K through grade 12 across all five schools. At the same time, to allow curriculum directors more time to facilitate curriculum development and implementation district-wide, their supervision and evaluation responsibilities were removed. Through discussions with staff, it became clear that the shift to preK-12 required curriculum directors to focus on breadth over depth, increased the instructional leadership responsibilities of building principals and assistant principals, and increased the evaluation caseload of some building-based administrators to over 30 educators each. Having directors responsible for curriculum in all classrooms across all buildings without the ability to evaluate, limits the amount of support they are able to provide to teachers.
- ❖ **Expand Coaching Opportunities:** Peer-based instructional coaching is a high-leverage strategy to improve teaching practices. Currently coaching cycles in Hudson are considered optional and the average number of teachers formally entering into and completing coaching cycles is low.
- ❖ **Equitable Access to Rigorous Learning Experiences:** Data, observations, and interviews show the importance of ensuring that all students, regardless of their race, ethnicity, gender, socio-economic status, acquired English skills, or disability, are consistently exposed to academic programming that is appropriately challenging and



engaging. In a survey conducted for the district's *Equity Audit*, only 43% of staff said they "agree" that their school fully supports the learning needs of English learners. The same percentage said they "agree" that their school fully supports the learning needs of students with disabilities.

- ❖ **Ensure a Culturally Responsive Curriculum:** *Equity Audit* data shows and observations and interviews support that the district has work to do to ensure that the curriculum is culturally responsive. *Equity Audit* survey data showed that only 23% of staff agree with the statement "Our curriculum reflects diverse perspectives and celebrates the voices of historically underrepresented populations or identities."
- ❖ **Engaging Students in Higher Level Thinking:** Data from the *Comprehensive District Review* shows that evidence of students engaged in higher level thinking skills, open-ended problems, tasks, and questions was present at a moderate or high level in only half (50.7%) of the 63 classrooms observed across all grades. This is consistent with what I have observed when visiting classrooms during school residencies and regular school visits.
- ❖ **Instructional Leadership Teams (ILTs):** While ILTs are mentioned under strengths in this section, conversations with staff and observations support that they also present the district with an opportunity for growth. With a strong foundation in place, there is an opportunity to better establish and perhaps expand the purpose of ILTs so they are firmly functioning as the drivers of building-based professional learning efforts as well as any other school-based goals or initiatives identified in School Improvement Plans.

## Educating the Whole Child

### Introduction

***Educating the Whole Child*** is defined in the District Improvement Plan as providing rigorous, inclusive learning experiences that integrate academics with social emotional learning so that all students are successful in all areas. The District's focus for this objective centers around one strategic priority:

- ❖ All stakeholders understand social emotional development at all levels and its impact on overall student achievement

While social emotional learning (SEL) and development are central to this objective in the current District Improvement Plan, the strengths and opportunities for inquiry and growth identified through the entry process go beyond SEL to include the diversity of academic programming, staffing, extra-curricular offerings, and funding.

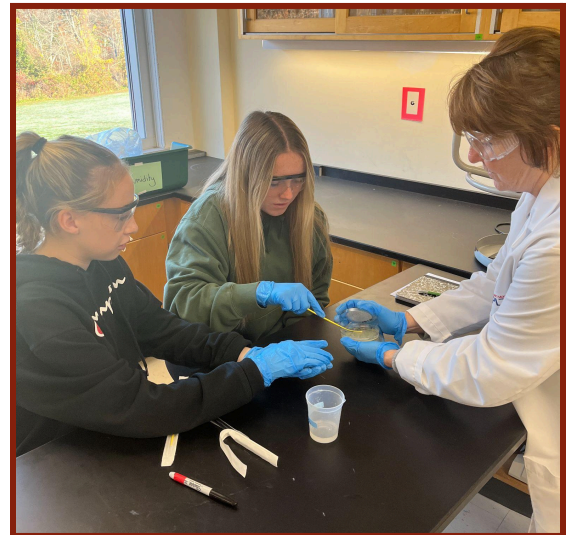
### Strengths

- ❖ **Diversification of Staff:** The diversification of the student body was discussed in many forums during the data gathering phase of my *Entry Plan* and these discussions were almost always coupled with commentary about the need for the district to intensify efforts



towards having a workforce that better mirrors the students it serves. There has been a positive change in this area over the past several years. Data from the Department of Elementary and Secondary Education shows that staff of color represented 0.45% of total staffing in 2017-18. That percentage rose to 4.09% in 2022-23. Some of this increase can be attributed to the district's commitment to hiring international educators.

- ❖ **Dual Language and Heritage Language Programs:** Hudson is one of very few Districts in the Commonwealth with a Dual Language Program. Started in the fall of 2021 with a cohort of 40 students in kindergarten, the Dual Language Program now educates 120 students in English and Portuguese in kindergarten through grade 2. This means that 21.2% of students in kindergarten through grade 2 are learning both in English and Portuguese. The program will expand to grade 3 next year and work is already underway to design a model for Dual Language to carry forward into grades 5, 6, and 7 at Quinn. Additionally, Hudson offers a sequence of courses from grades 5 through 12 in Spanish and Portuguese for heritage speakers. This course sequence provides a setting for heritage speakers to continue to develop literacy skills in Spanish or Portuguese through the study of literature, history, and culture.
- ❖ **Restorative Practices:** The District has made an important shift towards restorative practices as an alternative to punishment-based approaches to discipline and behavior management. This approach focuses on repairing harm through the lenses of relationship building, respect, and responsibility. A portion of a staff member's teaching assignment at the high school has been shifted to leading that building's restorative practices efforts.
- ❖ **Social Emotional Learning (SEL) Curriculum:** The SEL curriculum, *Choose Love*, was adopted by the District and first implemented in 2022-2023. This curriculum is evidenced-based and aligned with the CASEL (Collaborative for Academic, Social, and EMotional Learning) Framework. *Choose Love* is in full use at all three elementary schools with time built into the schedule each week. The High School and Middle School are weaving components of *Choose Love* into home-grown SEL experiences that are focusing on relationship and community building.
- ❖ **Student Support Teams (SST):** All schools have a functioning Student Support Team that works to identify and monitor students who are struggling academically and/or socially and generally not finding success at school. SSTs also play an integral role in determining appropriate interventions prior to referrals for special education services or the development of accommodations often memorialized in 504 plans.
- ❖ **In-District Special Education Programs:** Over the past several years, Hudson has developed multiple in-district special education programs designed to support students



who require services that extend beyond what a full-inclusion model can offer. These programs typically span all grade levels and some are designed to support regular education students as well as those students with Individualized Education Programs (IEPs). These in-district programs support students with cognitive disabilities, social and emotional disabilities, behavioral challenges, and students with autism.

- ❖ **Social Emotional and Clinical Staffing:** Hudson students and families are fortunate that the District is well staffed with licensed mental health specialists and clinicians. Each school has at least one dedicated school adjustment counselor and additional adjustment counselors are assigned to certain in-district special education programs. Additionally, there are school psychologists, board certified behavior analysts (BCBAs), occupational therapists, and a physical therapist on staff.

## Opportunities for Inquiry and Growth

- ❖ **ELL Model:** Teachers and administrators at all levels shared concerns with the current model in place to deliver instruction for ELL students. Concerns at the elementary and middle schools were mostly centered around when foundational ELL students were pulled out for services and when services were integrated into the regular curriculum. At the high school level, teachers expressed concerns with the support available for foundational ELL students in traditional core content sections.
- ❖ **Differentiated Instruction:** While many Hudson educators utilize instructional strategies that are differentiated to support the different learners they have in front of them every day, this is not the case in every classroom. Educators indicated that there is a need for professional development that focuses on how to differentiate content, process, assessment, and learning environments.
- ❖ **Grading Practices and Homework:** Educators and families identified these two areas as having significant variability across classrooms and grade levels. There are very few guidelines relative to grading practices and as such, grading structures are inconsistent and some are inherently inequitable. Similarly, homework expectations vary significantly across the district. Discussions are needed about equitable grading practices, including homework, as a first step towards updated policies, protocols, and expectations.
- ❖ **Middle School Leveling:** Both parents and educators raised questions as to why middle school classes are no longer leveled with a particular focus on math in grade 7. Some noted that leveling, which was once present on a limited basis at Quinn, could encourage families to consider keeping their children at Quinn instead of exploring the charter school option.
- ❖ **Expansion of the Dual Language Program:** There is a perception among some educators, families, and community members that the Dual Language Program requires more resources than traditional classrooms, which is impacting the culture at Farley Elementary School. As the program continues its expansion, it is important that the Dual Language Program be seen as a part of the fabric of our schools and not as a stand alone program occupying space within a school.
- ❖ **Performing Arts:** Hudson has a long history of supporting the performing arts. In recent years, scheduling and staffing at all levels has had an impact on access to performing

arts programming. Adjustments have been made when possible, but a more detailed analysis needs to be conducted to help determine what is impacting participation.

- ❖ **High School Athletics and Middle School Sports:** Data shows that the percentage of students participating in athletics has declined at the high school in recent years. Funding for athletics is a concern as the appropriated budget was reduced significantly approximately 5 years ago and a heavier reliance was placed on the athletic revolving account, which is funded through gate receipts and fees, and the athletic booster organization. This funding plan is not sustainable. A long-term funding plan for the athletics program is needed. Middle school sports are increasing in popularity, but funding and staffing to provide oversight is limited.
- ❖ **Utilization of WIN and ARC:** WIN (What I Need) at the middle school and ARC (Academics, Relationships, and Community) at the high school are designed to provide time for students to receive additional support or participate in enrichment programming. Student achievement, growth, and attendance data shows that work needs to continue to develop formal systems that ensure the delivery of tier 2 interventions for students who need them during these blocks.

## Innovative Educational Practices

### Introduction

To address the development of *Innovative Educational Practices*, the district has committed to ensuring that all students are exposed to and engaged in innovative and challenging academic courses and programs. There are three strategic priorities related to this objective:

- ❖ Expand access to advanced coursework to ensure rigorous learning experiences for all students;
- ❖ Expand district-wide capacity and application of the 1:1 technology program; and
- ❖ Implement the district's MTSS (Multi-Tiered Systems of Support) framework to identify systems of support for students experiencing academic challenges.

Innovation is something that, if achieved, will draw families to Hudson and the Hudson Public Schools. As the District begins what promises to be a very challenging fiscal period, it will be critical to make budgetary decisions that allow for the continued innovation of programs and the development of new pathways.

### Strengths

- ❖ **One-to-One Technology:** The District has maintained a one-to-one Chromebook program for all students in grades 2 through 12 since before the pandemic. Students in kindergarten and grade 1 have one-to-one access to iPads. Beginning next year, the Chromebook program will expand to grade 1 and kindergarten students will continue to use iPads.



- ❖ **High School Pathways:** There are multiple programs at Hudson High School organized into pathways. These include Project Lead the Way® Engineering and Project Lead the Way® Biomedical Science, medical interpreting, and early childhood and care. Students can earn college credits at selected institutions if they complete the courses in one of the Project Lead the Way® pathways. Students who meet a minimum grade requirement in both medical interpreting courses are eligible to take an exam through Cross Cultural Communication Systems and receive a certificate. Students completing the early childhood course sequence and internship are eligible to apply for certification through the Massachusetts Department of Early Childhood and Care.
- ❖ **Engineering at Quinn Middle School:** In addition to traditional related arts (music, drama, visual art, and physical education), students at Quinn Middle School take Project Lead the Way® engineering courses in grades 6 (Design and Modeling) and 7 (Automation and Robotics). Students in grade 5 take a locally developed engineering-based course (Introduction to Engineering Concepts)
- ❖ **Guided Language Acquisition and Design:** Dual Language and ELL teachers are actively participating in Guided Language Acquisition and Design (GLAD) training. GLAD strategies are research-based and require teachers to deliver academic content, especially to language learners, through an integrated, balanced literacy approach.

## Opportunities for Inquiry and Growth

- ❖ **Professional Development Coherence:** With so many important initiatives underway across the district and the need to comply with ongoing state mandates, professional learning time is in high demand. Feedback from educators consistently included a desire for professional learning that was job embedded, cohesive, and long-term.
- ❖ **Increasing Community Partnerships:** The Hudson community has a great deal to offer and as businesses and programs continue to expand, the School Department must work to strengthen existing partnerships and develop new partnerships in ways that help broaden opportunities and experiences for students.
- ❖ **School Schedules:** Through discussions and a review of relevant data, it became clear that schedules at all three levels need to be reviewed to ensure that they are providing equitable access for students to rigorous academic experiences, fine arts, engineering and technology, health and physical education, and other programs and pathways. Access to early college and internship opportunities at Hudson High School heavily rely on the schedule model in place.
- ❖ **Explore the Potential for Vocational Programming:** Opportunities exist for comprehensive high schools to include state-approved vocational-technical education programs. These programs can be credential-bearing and can provide students with additional post-high school options. Educators and parents shared their desire for



Hudson to explore the potential of opening a state-approved vocational-technical program to the district.

## Culture and Climate

### Introduction

It is critically important that a school district have a safe, professional, and inclusive climate and culture. All stakeholders must feel seen, valued, and respected. In Hudson, we strive to develop a culture and community that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability. The following strategic priorities have been identified for this objective:

- ❖ Allocate capacity and resources to the development of equitable practices for the whole Hudson community; and
- ❖ Strengthen engagement with the Hudson community

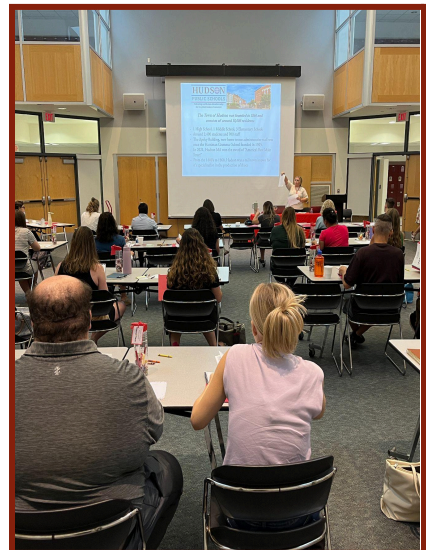
So much of what is included below speaks to the importance of trust. Not only do members within the organization need to have trust in one another, but the School Department must earn the trust of the community. We know this has been achieved when all constituencies are confident that our priorities are fully aligned to the needs of our students and that we are using the resources we are provided in support of our mission and vision to ensure that every student feels nurtured, challenged, and confident to embrace the future.

### Strengths

- ❖ **Student Attendance:** Significant efforts have been made since the pandemic to improve student attendance district-wide. Accountability data from 2023 shows that the district and individual schools exceeded targets reducing student chronic absenteeism (18 or more days absent).
- ❖ **Increasing the District's Public Relations Profile:** There were several members of the staff and community who expressed an interest in assisting the district in a public relations campaign to raise the district's public profile. Work is underway to create promotional materials to be published on the district's website and through social media.
- ❖ **Commitment and Dedication of Staff:** One of the greatest strengths of the Hudson Public Schools is its staff. I consistently find that people working in Hudson, regardless of their role, understand the importance of what they do and that they come to work every day hoping to make a difference in the lives of children. Staff members in Hudson constantly go above and beyond to ensure that our students are challenged and that they feel like they belong.
- ❖ **Support from Families and the Local Community:** Families act as strong partners in Hudson and are supportive of the public schools. This can be seen through attendance at school events as well as participation in home and school associations, booster organizations, school councils, and volunteer committees. The Hudson Community

supports its schools through various partnerships and collaborations. Students are always represented at town-wide celebrations and events when appropriate and they are regularly engaged in community service projects.

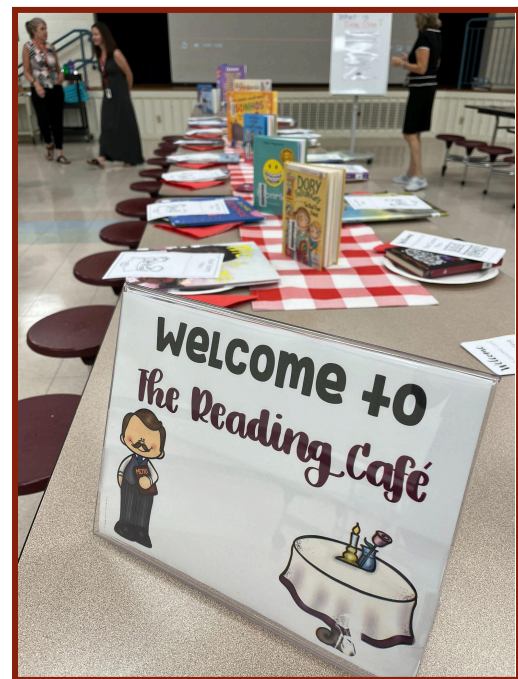
- ❖ **Facilities Department:** The Hudson Public Schools are lucky to have an in-house Facilities Department staffed by licensed trades-people and custodians who perform critical tasks that keep our facilities clean, safe, and functional. The Facilities Department plays a critical role in major building projects and upgrades. Recently, Mulready was retrofitted with air conditioning, a new roof, and boilers. Window replacement projects are in the planning stages for Mulready and Forest Avenue and an air conditioning project is scheduled for this summer at Farley.
- ❖ **Collaboration Between Town and Schools:** A positive working relationship exists between leadership at Town Hall and the School Department. Two-way communication exists between the Superintendent's office and the Executive Assistant's office. The schools and the town also work closely with respect to finance, human resources, benefits, and capital projects. Additionally, there is a strong relationship between the school department and other town departments including the Department of Public Works, Public Library, Fire Department, and Police Department. There is a School Resource Officer assigned to Hudson High School and a second community resource officer who works closely with the elementary and middle schools.
- ❖ **Diversity, Equity, Inclusion, Acceptance, and Belonging (DEI-AB):** The School Department engaged with an outside consultant to complete an *Equity Audit* in the winter/spring of 2023. This work led to a detailed report highlighting strengths and areas for growth for the district that have been woven throughout the District Improvement Plan. Efforts are currently underway to create a DEI-AB Steering Committee to establish next steps and priorities for DEI-AB work within the district and the community.
- ❖ **Support from School Committee:** The Hudson School Committee is high-functioning and supportive of the work of the Superintendent and the School Department. The School Committee is committed to ensuring that district policies are in place that promote effective and safe school environments and that town resources are allocated that promote the district's mission, vision, and strategic objectives.
- ❖ **Collaboration with Special Education Parent Advisory Council (SEPAC):** The Hudson Public Schools is fortunate to have an active and collaborative SEPAC. In partnership with the Director of Student Services, the SEPAC facilitates multiple workshops each year and functions as a resource for families. The relationship between SEPAC leadership and the Director of Student Services is built on a mutual trust that has been developed over multiple years of collaborative work on behalf of students and families.



- ❖ **Welcome Center:** The district established a Welcome Center a few years ago to provide a central location for families registering students new to Hudson. The Welcome Center strives to be a “one stop shop” for families to complete the registration process with direct assistance. The Welcome Center is staffed with individuals who speak English, Portuguese, Spanish, and Haitian Creole.

## Opportunities for Inquiry and Growth

- ❖ **Communication:** The general topic of communication was raised in a variety of forums and meetings. Parents and staff spoke about the need for more transparency from school administrators. While parents spoke about their appreciation of regular school and the district listserv message, which are available in multiple languages, they also noted the need to streamline communication efforts, make more use of social media, and to upgrade the communication systems the district utilizes (website host, phone messaging/texting system, etc.)
- ❖ **Bridging the Gap Between Central Office and Schools:** Administrators and teachers shared feelings of disconnect between the central office and school buildings. This was discussed in terms of transparency, visibility, responsiveness to issues, collaboration, and consistency.
- ❖ **Consistent Responses to Adverse Student Behaviors:** Concerns and questions were raised by parents and educators about the perceived lack of consistency of responses by school administrators to adverse student behaviors. Specifically, individuals mentioned an increase in incidents involving vaping, social media use, and physical altercations. There have been significant changes to state law governing student discipline in recent years. The district needs to review its protocols and the expectations and philosophies of school leaders in conjunction with newly enacted discipline laws and regulations.
- ❖ **School Choice:** People spoke about the impact of school choice on the Hudson Public Schools with respect to funding and school culture and climate. While state funding comes with each school choice student, the funding (\$5K per student) is far less than the average per pupil expenditure. School choice revenue is supplemented for some students who require additional special education services. The district receives approximately \$1M in school choice revenue to supplement the operating budget each year. Concerns were also raised about the impact of adverse and sometimes extreme behaviors exhibited by some school choice students. It would be beneficial to conduct an analysis of the overall impact of the



district's school choice participation as it relates to funding and school culture and climate.

- ❖ **Enrollment:** As mentioned earlier in this report, enrollment of public school students in Hudson has been steadily declining over the past decade. While this decline can be seen across the state, enrollment in Hudson has declined much more rapidly (down 21.1% since 2013) than enrollment at the state level (down 4.3% since 2013). Hudson is allotted a certain number of seats at the Advanced Math and Science Academy and Assabet Regional Vocational Technical High School each year. Both of these schools typically have students from Hudson on waitlists once the available seats are filled. We must do all we can to increase confidence in the Hudson Public Schools among families so when they are considering alternative school settings for their children, Hudson is a viable choice for them. Declining enrollment can negatively impact state aid and staffing levels. It should also be noted that while enrollment is down overall, space remains an issue in elementary buildings. These issues are largely due to how we are utilizing existing space to accommodate existing programming and the need to consider redistricting to better balance how students are assigned to each of the three elementary schools.
- ❖ **School Budget:** As the increase in operating costs continues to outpace available local and state revenue and grant funding, it has become necessary to discuss the possibility of a Proposition 2-½ override vote as early as the spring of 2025. The FY25 budget, which is currently in development, illustrates the impact that rising costs for operational items like transportation, tuitions, supplies and materials, and utilities are having on the district's ability to maintain necessary staffing and programming. It will be important over the coming months for the School Department to ensure that resources are being used efficiently and to engage with the community about the resources needed for our programs. The school budget was frequently raised in discussions during the entry plan process with families, staff, and community members and leaders.
- ❖ **“Silos” of Leadership:** Educators and school leaders noted that there are distinct “silos” that exist among the leadership structures in the district and that there is a sense that leadership exists on distinct levels with not enough collaboration. These levels include the central administration (Apsley Street), building administrators (principals and assistant principals), and curriculum directors. Concerns were also raised about the difficulty for some departments to meet together across levels for professional learning and department meetings outside of full-day professional development days. The perceived compartmentalization of the work of the Hudson Public Schools leadership was confirmed through my interactions with various leadership teams in the district during the entry plan process.
- ❖ **Deficit Mindset Around the Changing Demographic:** A deficit mindset exists among some towards the changing demographics of the community and the schools. Shifting this so that everyone embraces diversity, equity, and inclusion through a strength-based lens will help to ensure that all members of the Hudson Public Schools community have a true sense of belonging.
- ❖ **Teacher Voice:** Educators highlighted a need for more formal structures to ensure that “teacher voice” is meaningfully included in the decision-making process when possible



and appropriate. Specific examples included discussions and decisions about the school budget, professional development, selecting curriculum, and instructional priorities and expectations.

## Next Steps

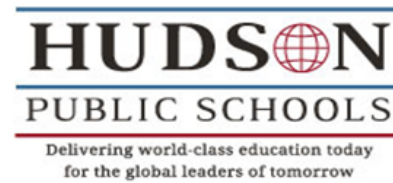
The findings included in this report do not represent a complete list of all of the strengths and opportunities for the Hudson Public Schools. Rather, they are the most common themes and ideas identified through my entry plan process. It is notable that the identified themes are aligned with many of the objectives, priorities and action steps of the District Improvement Plan. While it may not be obvious to all stakeholders, this alignment shows that there is a shared fundamental understanding of what high-leverage priorities will lead to meaningful change in student experiences and outcomes.

Over the spring and summer, the findings from this report will be used to develop our next District Improvement Plan that will outline broad areas of focus with specific and measurable action items.

I want to thank everyone who took the time to share their thoughts with me over the past nine months. The conversations, too many to count, were honest and insightful, and provided me with the space to achieve one of the most important goals of my *Entry Plan*, to build relationships critical to the success of the district.

# Memorandum

Hudson Public Schools  
Office of the Superintendent of Schools



**TO:** Hudson School Committee  
**FROM:** Brian K. Reagan, Ed.D., Superintendent of Schools  
**DATE:** March 12, 2024  
**RE:** Curriculum Office Structure

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## Introduction

As you know, my *Entry Plan* was designed to become familiar with the Hudson Public Schools and to identify areas of strength as well as areas for growth and further discussion. My time engaging with educators, school and district leaders and time spent directly observing instruction in classrooms has led me to the conclusion that a restructure of the Curriculum Office is necessary to address systemic deficiencies that are impacting the quality and consistency of instruction, the fidelity of the delivery of identified curriculum, the professional development of our educators, and the growth and achievement of our students.

## Supervision and Evaluation

The supervision and evaluation system, which is dictated by the state, is detailed and complex with non-negotiable timelines, protocols, standards and indicators. The bullets below represent an evaluator's workload for each individual educator on their caseload who is making effective progress towards proficiency or who is already experienced and considered proficient or exemplary. The procedural requirements increase when an educator is struggling and needs additional support. Because curriculum directors are not responsible for supervision and evaluation, many principals and assistant principals have over 30 educators on their evaluation caseload. Complying with the procedures listed below in a way that ensures that educators receive the feedback they need and deserve in order to be effective for students requires more manageable evaluation caseloads (18 to 20). Prior to 2017 when directors were supervising and evaluating educators, the district was able to distribute evaluation caseloads so that the average evaluator caseload was 20. The typical evaluation workflow is below:

- Each licensed educator is required to work with their evaluator to establish goals (annually if in their first three years in Hudson) and biannually (once in Hudson for four or more years)
- Each licensed educator must be observed by an evaluator a specified amount of times each year. Each observation must be followed by a written report produced by the evaluator and a meeting if necessary
  - Educators in their first year in Hudson must have 5 observations with written reports
  - Educators in their second and third years in Hudson must have 3 observations with written reports
  - Educators who have been in Hudson for four or more years must have one observation with a written report
- Educators in their first three years in Hudson must submit evidence twice per year which is reviewed by the evaluator. The evaluator must provide feedback in a written formative report in February and in a written summative report in May. Educators who have been in Hudson more than four years must receive feedback in a written report once per year. Each of these written reports must reference the educators goals and the educators performance relative to dozens of state indicators.

### **Curriculum Development and Implementation**

Curriculum directors play a large role in the development and implementation of curriculum across the district. Most recently, the district adopted a new elementary math curriculum. The process of identifying and piloting potential math curriculums and then selecting the curriculum that best suits Hudson took months and hours of research and facilitation. Since the identification of the new curriculum, the Director of Mathematics has needed to organize and facilitate hours of educator training, hours of meetings to support the implementation among building leaders and coaches, as well as non-evaluative classroom observations to ensure that the implementation phase is successful. This sequence plays out each time the district evaluates and replaces curriculum and has begun again this winter for our elementary reading and writing curriculum. When a curriculum director responsible for their discipline PK-12 is facilitating a curriculum review or implementation at one level, there is limited time to devote to other levels. For example, the Director of Mathematics is spending a disproportionate amount of time in elementary schools this year when compared to the middle and high school, who are only one year removed from implementing new math curricula and are still in need of oversight and support. This oversight and support falls to building administrators who may or may not



have expertise in math instruction. Limited oversight and support also leads to less fidelity in the implementation process which can significantly reduce the impact of a new curriculum.

### **Instructional Leadership**

Instructional leadership, commonly framed by classroom observations and feedback, setting expectations, data-driven inquiry cycles, and establishing a vision for a program or school, is woven throughout the skill and attributes of successful school leaders. Curriculum directors can lead in this way with a laser focus on the content areas in which they possess a high-level of experience and expertise. For example, while a high school principal who was once an English teacher could certainly apply their instructional leadership skills to support a science teacher, that support would fall short of what a teacher would receive from a director who was once a science teacher. The ability for a director to provide individualized instructional support for educators is significantly limited when they are assigned to five school buildings and all grade levels.

### **Professional Development**

Research supports that the most effective professional development is content focused, job-embedded, sustained over time, and includes coaching and expert support. Currently, because of the breadth of responsibilities of curriculum directors, they don't have the capacity to provide the depth necessary when they are supporting professional development activities that are consistent with these principles. It is also impossible for curriculum directors to be present in multiple locations during professional development time, so they either choose to remain in one location, or they travel from building to building observing rather than leading professional development activities. Narrowing the scope of responsibility for curriculum directors will allow them to more effectively provide content-specific professional development.

### **English Learner (EL) Education**

Hudson's population of ELs and multilingual programming has increased significantly over the past 10 years. State mandates specific to ELs have also increased over that same period of time. Just last week, the Massachusetts Department of Elementary and Secondary Education informed districts of several additions and changes to mandated components of EL services. A sample of some of the components being modified or added are below:

- Home Language Survey (HLS) changes
- Changes to the EL screening process with added expectations specific to ELs transferring from out of state.

- New expectations relative to parental notifications for students identified as ELs
- Changes to Pre-K screening
- New requirement that ALL incoming kindergarten students with a language other than English on their HLS must be screened
- New expectations for periods of instruction for ELs
- New expectations for newcomer programs
- Compliance language for ELs who are in out-of-district placements
- Updated reclassification criteria
- Changes to monitoring requirements for former ELs

While student-facing staff related to multilingual programming has increased since 2013, there has been no administrative or support staff added:

	2012-2013	2023-2024	Change +/-
Number of English Learners	148	411	<b>+263</b>
Percent of Total Population	5.1%	17.7%	<b>+12.6%</b>
Students with Home Language Other than English	370	835	<b>+465</b>
Student-Facing Staff Dedicated to Multilingual Programming	18	40	<b>+22</b>
<b>ESL Administration</b>	<b>1</b>	<b>1</b>	<b>0</b>
ESL classrooms (elementary)	0	8	<b>+8</b>
ELD courses (secondary)	11	13	<b>+2</b>
Heritage Language Courses	1	12	<b>+11</b>
Multilingual Programs Offered	Sheltered Eng. Immersion World Language Heritage Language	Sheltered Eng. Immersion World Language Heritage Language Newcomer Courses SLIFE Courses Medical Interpretation Dual Language	<b>+4</b>

Given the number of students accessing our multilingual programs, the significant increase in multilingual programming in general, and the constant changes to state mandates, the current level of administrative oversight is unsustainable.

### **Restructure**

The following *budget neutral* shifts will allow for the restructure of the Curriculum Office beginning in the 2024-2025 school year:

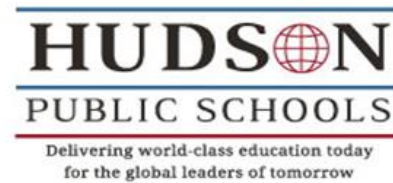
- Shift the Director of Humanities position from PreK-12 to 5-12
- Shift the Director of Mathematics position from PreK-12 to 5-12
- Hire a Director of Elementary Curriculum PreK-4. *Funds repurposed from the elimination of the Data and Accountability Specialist position.*
- Hire a Coordinator of Multilingual Programs. Funds repurposed from the elimination of the *Secondary Language Acquisition Coach* position.
- The PreK-12 Director of Science will remain Pre-K-12 for at least the 2024-2025 school year before shifting to 5-12. This allows for the continuation of the development of the elementary Dual Language Program curriculum, which is work currently associated with this position.

### **Long-Term Cost Savings Measures**

In Hudson, positions classified as “coordinator” typically work fewer days and command a slightly lower salary than positions classified as “director.” To save funding, director positions can transition to coordinator positions when existing directors retire or resign. This approach would be appropriate for the Director of Humanities, Director of Mathematics, Director of Science, and Director of Elementary Curriculum.

# Memorandum

Hudson Public Schools  
Office of the Superintendent of Schools



**TO:** Hudson School Committee  
**FROM:** Brian K. Reagan, Ed.D., Superintendent of Schools  
**DATE:** March 12, 2024  
**RE:** Family Medical Leave - MOA with HEA, February 2024

---

Attached you will find a fully executed copy of the Memorandum of Agreement with the Hudson Education Association approved by the Hudson School Committee in Executive Session on February 13, 2024. The Agreement was approved by the following voice vote:

Erica Ankstius - Yes  
Molly MacKenzie - Yes  
Christopher Monsini - Yes  
Mark Terra-Salomão - Yes  
Steven Sharek - Yes  
Steven Smith - Yes  
Christopher Yates - Yes

The agreement is included on the agenda for the March 12, 2024 School Committee meeting for the purpose of entering the Agreement into the public record. The terms of the Agreement, which are designed to clarify language in Article 18A - FML Leave Bank of the current Collective Bargaining Agreement between the Hudson School Committee and the Hudson Education Association, are outlined below:

- Language was added outlining the purpose of the FML Bank;
- Language was added that defines a “family member” as a parent, spouse, and/or child;

- Language was added with examples of “qualifying treatments” associated with the use of the FML Bank;
- Language was revised clarifying enrollment for newly hired HEA employees;
- Language was added clarifying assessment of days and when the FML bank reaches the maximum day allotment; and
- Language was revised and added defining the application period for a request to the sick leave bank committee

There is no further action required by the School Committee.

**Memorandum of Agreement  
Between  
The  
Hudson Education Association  
And  
Hudson Public Schools**

This MEMORANDUM OF AGREEMENT is entered into by and between the Hudson Public Schools (hereinafter "the District") and the Hudson Education Association (hereinafter "the Association" and jointly "the Parties"). Now, therefore, the parties do hereby agree to amend language to Article 18A as follows:

**ARTICLE 18A - FML LEAVE BANK**

**A.** The Committee agrees to establish a Family Medical Leave (FML) bank for members of the bargaining unit as defined herein for documented FML purposes consistent with the Family Medical Leave Act of 1993 (FMLA) for use prior to using their accumulated and annual sick leave days.

**a. Purpose of the Bank:**

*To care for an immediate family members with a serious health condition*

*The Definition of 'Family Member:*

- 1. Parent - A biological, adoptive, stepparent, or someone who stood in loco parentis to the employee when the employee was a son or daughter. Parent for FMLA purposes does not include in-laws.*
- 2. Spouse - A husband or wife as defined or recognized in the state where the employee was married and includes individuals in a same-sex marriage or common law marriage.*
- 3. Child - a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is either under 18 years of age, or 18 or older and incapable of self-care because of a mental or physical disability.*

**b. Qualifying conditions:**

- To care for an immediate family member (spouse, child, or parent – but not a parent "in-law") with a serious health condition

**c. Qualifying treatments associated with the conditions:**

- Inpatient treatment: Overnight stay in a hospital, hospice, or residential medical care facility (Ex. Inpatient surgery, Hospitalization, Overnight hospital stay for observation).
- Incapacity for more than 3 days and continuing treatment by a health care provider: Incapacity for more than 3 days and either: (a) at least 2 visits to a health care provider within 30 days, OR (b) visit to a health care provider and an ongoing regimen of treatment (Ex. Pneumonia, Migraine, Chickenpox, Mononucleosis, Viral infection)
- Chronic serious health conditions: Condition that requires periodic visits for treatment, continuous over an extended period of time, AND may cause episodic, rather than

continuing, incapacity (Exs. Epilepsy, Asthma, Diabetes, Multiple sclerosis, Sickle cell anemia)

- Multiple treatments: Treatments for restorative surgery after an accident or injury, OR a condition that would require an absence of more than 3 days if not treated (Exs. Arthritis treatment, Dialysis, Chemotherapy, Radiation therapy, Surgery to reset a broken bone, repair a torn ligament, or treat burn)

**B.** Participation is voluntary, but requires a donation of one (1) day of their annual sick leave in order to fund the bank.

**C.** Open enrollment for the FML bank runs from May 1st until May 31st of any given year. New employees may enroll during the subsequent open enrollment period following completion of one full year of employment in their role. Employees who do not join the FML leave bank, will not be permitted to join the FML bank until the subsequent annual open enrollment period. Employees continue as members until employment ends or until they fill out an Opt Out Form during open enrollment. Employees who fail to meet the established deadlines will automatically be re-enrolled in the FML bank, and will be assessed one (1) sick day per school year. The annual assessment will not occur if said assessment will raise the total amount of sick leave in the FML bank above the maximum of three hundred and fifty (350) days in accordance with Section D. 1. below.

**D.**

1. The total amount of sick leave in the FML bank shall not exceed three hundred fifty (350) days at any one time.

2. In the event that the number of days in the FML bank falls below twenty-five (25) days during the school year, each member of the bank shall be assessed one (1) day of sick leave, above and beyond any initial contribution made under Paragraph C.

3. Any days remaining in the bank at the expiration of the term of this Agreement shall accumulate for a subsequent Agreement if the bank is renegotiated.

**E.** Those days set aside in the bank will be used to provide staff members of the bank leave at full pay prior to utilizing their own individual sick leave, both annual and accumulated. Sick days withdrawn from the bank will be actual workdays, in which school was in session, excluding weekends, holidays, school closings, and vacation periods.

**F.** The FML Bank shall be administered by the FML Bank Committee comprised of two (2) members designated by the Association and two (2) members designated by the School Committee, with an alternating chairman who votes only in case of ties, to be designated by the Association in the 2022-2023 school year and alternating between the Committee and Association annually thereafter.

The FML Bank Committee shall determine, on a majority vote, the eligibility for members requesting leave from the bank and the amount of leave to be granted. Applications can be denied by the FML Bank Committee if, in its opinion, any of the following apply:

1. Prior use of personal sick leave.
2. Insufficient documented evidence of FMLA need.
3. Lack of days in the bank.

Procedure:

1. Application must be made to the Superintendent or their designee to be forwarded to the Committee within 3 working days of the start date of the event (3 working days prior for an anticipated leave, and within 3 working days after the start date of the leave for unexpected events).
2. Committee will meet within ten (10) working days of application.
3. Notification, in writing, given to applicant by chairperson within three (3) working days.
4. FML Bank benefits shall be effective the day of the qualified leave.


**G.** The grant shall not exceed ten (10) days. The decision of the FML Bank Committee with respect to eligibility and entitlement shall be final and binding, and not subject to the grievance and arbitration provisions of this Agreement.

Executed under seal this 15 day of February 2024.

**Hudson Public Schools**

  
\_\_\_\_\_  
Hudson School Committee or designee

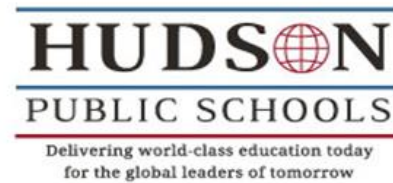
**Hudson Education Association**

  
\_\_\_\_\_  
Whitney Njelsen  
President, HEA



# Memorandum

Hudson Public Schools  
Office of the Superintendent of Schools



**TO:** Hudson School Committee  
**FROM:** Brian K. Reagan, Ed.D., Superintendent of Schools  
**DATE:** March 12, 2024  
**RE:** MOA - Hudson Paraeducators Association, February 2024

---

Attached you will find a fully executed copy of the Memorandum of Agreement with the Hudson Paraeducators Association approved by the Hudson School Committee in Executive Session on February 13, 2024. The Agreement was approved by the following voice vote:

Erica Ankstius - Yes  
Molly MacKenzie - Yes  
Christopher Monsini - Yes  
Mark Terra-Salomão - Yes  
Steven Sharek - Yes  
Steven Smith - Yes  
Christopher Yates - Yes

The agreement is included on the agenda for the March 12, 2024 School Committee meeting for the purpose of entering the Agreement into the public record. The terms of the Agreement, which are designed to improve the District's ability to fill vacant paraprofessional positions utilizing various incentives, are summarized below:

- The District will cover the expenses associated with the ParaPro Test on a one-time basis for applicants;
- The District will pay a \$500 sign-on bonus to paraprofessionals who commence employment in the 2024-2025 school year;

- The District will pay a \$250 retention bonus to existing paraeducators employed during the 2023-2024 school year and a second retention bonus during the 2024-2025 school year;
- The District will offer employees a \$500 referral bonus if they refer candidates who work in excess of 3 months during the 2024-2025 school year and are still employed as of June 15, 2025;
- The HPA has agreed to withdraw the pending charge filed on or about October 2, 2023; and
- The bonus provisions (sign-on, retention, and referral) all sunset on August 30, 2025.

There is no further action required by the School Committee.

**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**THE HUDSON SCHOOL COMMITTEE**  
**AND**  
**THE HUDSON PARAEducATORS ASSOCIATION**  
**January 2024**

**WHEREAS**, the Hudson School Committee (“District”) and the Hudson Paraeducators Association (“Association”), collectively the “Parties,” are signatories to a collective bargaining agreement effective September 1, 2022 through August 31, 2025; and

**WHEREAS**, there are vacant Paraeducator positions throughout the District, which the District seeks to fill; and

**WHEREAS**, the Parties recognize the difficulty in filling these vacancies; and

**WHEREAS**, the Parties wish to implement hiring incentives to attract candidates.

**NOW THEREFORE**, the Parties agree as follows:

**1. Introductory “Whereas” Clauses:**

The introductory “Whereas” clauses above are incorporated into the Parties’ Agreement.

**2. ParaPro Assessment:**

The District will make every effort to hire applicants with an Associate’s or Bachelor’s Degree. However, in situations where the District is unable to identify suitable candidates with those credentials, Hudson Public Schools will hire an applicant who passes the ParaPro test. The District agrees that applicants, in the District’s discretion, will be allowed to take the ParaPro Test at the District’s expense on a one-time basis, provided that they are otherwise qualified for the Paraeducator position. Upon successful completion of the ParaPro test, the applicant will be hired and placed in a position as soon as practicable.

**3. Sign-On Bonus:**

Individuals who commence employment as a Paraeducator in the District during the 2024-2025 school year, are eligible for a one-time, new hire sign on bonus payment in the gross amount of five hundred dollars (\$500.00). New employees shall be eligible for the five hundred dollars (\$500.00) after being employed with the District for ninety (90) calendar days. The bonus shall be paid in the pay cycle following the completion of

ninety (90) calendar days and shall be subject to withholdings for state and federal taxes and other withholdings required by law.

#### **4. Retention Bonus**

All Employees who are employed as Paraeducators in the District during the 2023-2024 year and have worked in excess of three calendar months during such year shall receive a retention payment in the gross amount of two hundred and fifty dollars (\$250.00) provided that they are employed in the District as a Paraeducator as of June 15, 2024.

All Employees who are employed as Paraeducators in the District during the 2024-2025 year and have worked in excess of three calendar months during such year shall receive a retention payment in the gross amount of two hundred and fifty dollars (\$250.00) provided that they are employed in the District as a Paraeducator as of June 15, 2025.

Such retention payment(s) shall be paid on or about the final paycheck of the school year and shall be subject to withholdings for state and federal taxes and other withholdings required by law. Employees are eligible for a maximum of five hundred dollars (\$500) under this section four if they qualify for the retention bonus in both the 2023-2024 school year and the 2024-2025 school year.

Employees hired in the 2024-2025 school year may qualify for both the sign-on bonus (section three) and retention bonus (section four) for a maximum of seven hundred and fifty dollars (\$750).

#### **5. Referral Bonus:**

Paraeducators who refer candidates who apply to work as a Paraeducator in the District during the 2024-2025 school year will receive a referral bonus for each successful referred hire to the extent that such bonus does not conflict with M.G.L. c. 268A [MA State Ethics Law] (example: an employee may not refer their immediate family member and receive the bonus where "immediate family" is defined as "employee and spouse, and their parents, children, brothers and sisters") or any other applicable law or regulation. Such referral bonus shall be in the gross amount of five hundred dollars (\$500.00), less any withholdings for state and federal taxes and other withholdings required by law. Payment of the bonus will occur as follows:

-Five hundred dollars (\$500.00) so long as the new employee worked in excess of three calendar months with the District during the 2024-2025 school year and is still employed in the District as a Paraeducator as of June 15, 2024. The referring employee (i.e., the employee receiving the bonus) must still be employed as of June 15, 2024. The bonus shall be paid on or about the final paycheck of the school year.

**6. Withdrawal of Pending Charge:**

The parties agree that the Union shall withdraw with prejudice the pending charge filed by the union on or about October 2, 2023.

**7. Personnel Files:**


No records of the events leading to the above mentioned charge shall be included in the personnel file or evaluations of any unit member.

**8. Sunset of Terms:**

Provisions three, four and five of this agreement sunset on August 30, 2025.

Agreed to by the Parties on the date(s) indicated below:

For the Hudson School Committee:

  
Date: 2/13/2024

For the Hudson Paraeducators Association :

  
Date:

VI.

## Matters for Action

Old Business

Hudson High School 978-567-6250  
 Quinn Middle School 978-567-6210  
 Farley Elementary School 978-567-6153  
 Forest Ave Elementary School 978-567-6190  
 Mulready Elementary School 978-567-6170



Hudson Public Schools  
 155 Apsley Street  
 Hudson, MA 01749  
 978-567-6100  
[www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

## 2024-2025 SCHOOL YEAR

August/ September 23 days						
Su	Mo	Tu	We	Th	Fr	Sa
25	<del>26</del>	27	28	29	<del>30</del>	31
1	<del>2</del>	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 21/44 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	<del>2</del>	3	4	5
6	7	8	9	10	11	12
13	<del>14</del>	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 17/61 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	<del>5</del>	6	7	8	9
10	<del>11</del>	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	<del>27</del>	<del>28</del>	<del>29</del>	30

December 15/76 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	<del>11</del>	12	13	14
15	16	17	18	19	20	21
22	<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>	28
29	<del>30</del>	<del>31</del>				

January 21/97 days						
Su	Mo	Tu	We	Th	Fr	Sa
			<del>1</del>	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	<del>20</del>	21	22	23	24	25
26	27	28	<del>29</del>	30	31	

Aug. 26 Teachers Report to School  
 Aug. 26 QMS Grade 5 Orientation  
 Aug. 26 HHS Grade 8 Orientation  
 Aug. 27 Students Report to School

Aug. 30 No School  
 Sep. 2 No School - Labor Day  
 Sep. 5 QMS Open House Grades 6 & 7  
 Sep. 12 Open House - Elementary Schools  
 Sep. 19 Open House - Hudson High School

Oct. 2 Half Day - Professional Develop.  
 Oct. 14 No School - Columbus Day  
 Oct. 16 QMS Parent/Teacher Conf. 1/2 day  
 Oct. 17 QMS Parent/Teacher Conf. 1/2 day

Nov. 5 No School - Professional Develop.  
 Nov. 6 End of 1st Term - Secondary  
 Nov. 11 No School - Veterans Day  
 Nov. 21 HHS Parent/Teacher Conference  
 Nov. 25 Elem. Parent/Teacher Conf. 1/2 day  
 Nov. 26 Elem. Parent/Teacher Conf. 1/2 day  
 Nov. 27 No School  
 Nov. 28-29 No School - Thanksgiving

Dec. 2 End of 1st Trimester - Elementary  
 Dec. 11 Half Day - Professional Develop.  
 Dec. 23-31 No School - December Break

Jan. 1 No School - New Year  
 Jan. 20 No School - Martin Luther King Jr.  
 Jan. 23 End of 2nd Term - Secondary  
 Jan. 29 Half Day - Professional Develop.

February 15/112 days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	<del>12</del>	13	14	15
16	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	22
23	24	25	26	27	28	

March 20/132 days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	<del>12</del>	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 16/148 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	<del>9</del>	10	11	12
13	14	15	16	17	<del>18</del>	19
20	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	26
27	28	29	30			

May 21/169 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	<del>7</del>	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	<del>26</del>	27	28	29	30	31

June 11/180 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	<del>19</del>	20	21
22	23	24	25	26	27	28
29	30					

Feb. 12 Half Day - Professional Develop.  
 Feb. 17-21 No School - February Break

Mar. 5 QMS Parent/Teacher Conf. 1/2 day  
 Mar. 6 QMS Parent/Teacher Conf. 1/2 day  
 Mar. 12 No School - Professional Develop.  
 Mar. 13 End of 2nd Trimester - Elementary  
 Mar. 20 HHS Parent/Teacher Conference  
 Mar. 26 Elem. Parent/Teacher Conf. 1/2 day  
 Mar. 27 Elem. Parent/Teacher Conf. 1/2 day

April 3 End of 3rd Term - Secondary  
 April 9 Half Day - Professional Develop.  
 April 18 No School  
 April 21-25 No School - April Break

May 7 Half Day - Professional Develop.  
 May 26 No School - Memorial Day  
 May 31 Hudson High School Graduation

Jun. 1 HHS Alternate Graduation Date  
 Jun. 10 Last Day of Kinder with 0 snow days  
 Jun. 16 Last Day of School with 0 snow days  
 Jun. 19 No School - Juneteenth  
 Jun. 30 Last Possible Day of School

denotes no school  
 denotes full day professional development - no school  
 denotes half day professional development

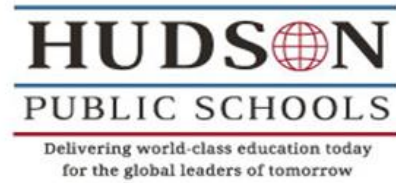
VI.

## Matters for Action

New Business



# Memo



**To:** School Committee  
**cc:** Brian Reagan, Ed. D., Superintendent  
**From:** Daniel Gale, Director of Finance and Operations  
**Date:** 3/8/2024  
**Re:** Transportation Contract FY25 to FY29

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The bid process for transportation took place during the months of December 2023 and January 2024. The Invitation for Bid was presented with a 3 year contract and two, 1 year options to renew, for a total of five years. The contract will be in effect from July 1, 2024 through June 30, 2029, if the two option years are exercised.

The bid proposal packages posted on the Central Register and COMMBUYS and we received one sealed bid at the opening on January 23, 2024. First Student, was the low bidder/only bidder with an FY25 bid total of \$2,421,890.70, a 51% increase over FY24 rates. The First Student price per bus will go from \$357.78 per bus per day in FY24 to \$543.45, a 51% increase and over a \$1 million increase.

We continue to have a fuel adjustment clause should there be a significant change in diesel fuel prices. In this contract, the index from the U.S. Energy Information Administration (EIA) website will be the basis for the annual price. Once the price changes (up or down) more than \$.75 per gallon, the monthly invoice will include a fuel adjustment.

We have had First Student for the last five school years and have had a good experience with their service.

In the weeks ahead, we will be working directly with First Student to transition our bus lot, onboard a new dispatcher, and develop next year's bus routes.

I recommend awarding the FY25-FY29 contract to First Student. Due to the large increase in pricing, we will review all options to decide if we will choose the option to continue in FY28 and FY29 contract year. We will update the committee over the next two years as we review all options.

**FORM A BID PROPOSAL FORM HUDSON PUBLIC SCHOOLS**

**Rule for Award:**

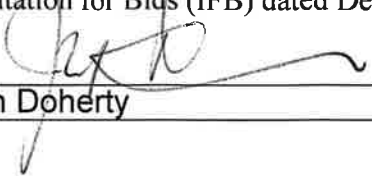
It is the intention of the Hudson Public Schools to enter into a five year contract (three base years with two one year options to renew) with the successful bidder. The successful bidder shall be selected based upon the School Committee's determination of the lowest responsible and responsive bidder and who is determined by the Superintendent of Schools and/or School Committee, to be the most capable and reliable in providing transportation to meet the needs of the students of Hudson Public Schools. The School Committee shall consider the total cost for the length of the contract (Total Cost Five Year Contract on Form A Bid Form), the bidder's regular day public school transportation references, its compliance with the requirements set forth in this bid package its financial stability, and evidence of its cooperation, professionalism and competence in working with municipal officials and others through this bidding process. The School Committee also reserves the right to consider its own experience with a bidder substantially as it would a third party reference. This Contract shall not be awarded to a bidder who is not properly equipped to undertake and complete the services required.

The Contract will be awarded with a base Contract period of three (3) years commencing July 1, 2024, ending June 30, 2027 with two one-year option to renew periods, (July 1, 2025 – June 30, 2028 and July 1, 2028 – June 30, 2029). One contract for all regular routes, in-district special education, kindergarten, summer, late, field, athletic trip buses, and bus monitors will be awarded to the responsive and responsible bidder defined above with the lowest grand total price for the five year contract term.

I/WE First Student, Inc.

(Legal name under which the Bidder/Contractor conducts business)

hereby submit the following bid prices on Form A, to furnish school bus transportation for a period of five (5) years commencing by July 1, 2024 and ending by the last day of June 30, 2029 (or on such exact date as the School Committees shall determine) as described in the Route Descriptions and authorized by the Hudson School Committee pursuant to the terms and conditions of the Invitation for Bids (IFB) dated December 13, 2023.

Bidders Signature:   
Please Print: Joseph Doherty

Date: January 23, 2024

**FORM A: Five Year Pricing Entries to be entered in yellow below. Complete all fields including informational pricing. Only enter numbers in the yellow cells. If no charge, indicate by zero. Form will calculate. You are responsible to check the math on the spreadsheet manually. All bidders must Sign and Date this form to be considered complete.**

**FORM A BID DOCUMENT**

Hudson Public Schools - IFB for School Bus Transportation		Daily Single Bus Price FY25	Daily Single Bus Price FY26	Daily Single Bus Price FY27	First Year Extension Daily Single Bus Price FY28	Second Year Extension Daily Single Bus Price FY29
<b>Number &amp; Kinds of Buses - These are estimated days</b>						
13	Large Bus Daily Route Schedule per bus, per day (180 days)	\$543.45	\$581.49	\$622.19	\$665.74	\$712.34
7	Mimi Bus Route Schedule per bus, per day (180 days) with 7 bus monitors	\$658.62	\$704.72	\$754.05	\$806.83	\$863.31
5	Mimi Bus HPS ESY Summer Programs and with Monitors (24 Days)	\$458.97	\$491.10	\$525.48	\$562.26	\$601.62
3	Large Bus/Late Bus; 2 QMS & 1 HHS, per day (Mon, Wed, Thur @ 105 days)	\$126.70	\$135.57	\$145.06	\$155.21	\$166.07
1	Mimi Bus/After School Quinn/HHS (estimated 60 days)	\$126.70	\$135.57	\$145.06	\$155.21	\$166.07
1	Mimi Van with monitor per bus per day (180 / 24 ESY days) This is optional per district discretion	\$458.97	\$491.10	\$525.48	\$562.26	\$601.62

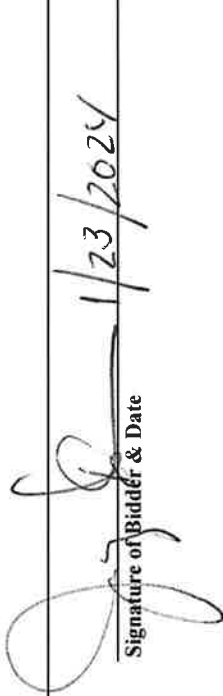
<b>Number &amp; Kinds of Buses - These are estimated days</b>						
	Annual Total Price Year 1	Annual Total Price Year 2	Annual Total Price Year 3	Annual Total Price Year 4	Annual Total Price Year 5	Annual Total Price
13	Large Bus Daily Route Schedule per bus, per day (180 days)	\$ 1,271,673.00	\$ 1,360,686.60	\$ 1,455,924.60	\$ 1,557,831.60	\$ 1,666,875.60
7	Mimi Bus Route Schedule per bus, per day (180 days) with 7 bus monitors	\$ 829,861.20	\$ 887,947.20	\$ 950,103.00	\$ 1,016,605.80	\$ 1,087,770.60
5	Mimi Bus HPS ESY Summer Programs and with Monitors (24 Days)	\$ 55,076.40	\$ 58,932.00	\$ 63,057.60	\$ 67,471.20	\$ 72,194.40
3	Large Bus/Late Bus; 2 QMS & 1 HHS, per day (Mon, Wed, Thur @ 105 days)	\$ 39,910.50	\$ 42,704.55	\$ 45,693.90	\$ 48,891.15	\$ 52,312.05
1	Mimi Bus/After School Quinn/HHS (estimated 60 days)	\$ 7,602.00	\$ 8,134.20	\$ 8,703.60	\$ 9,312.60	\$ 9,964.20
1	Mimi Van with monitor per bus per day (180 / 24 ESY days) This is optional per district discretion	\$ 82,614.60	\$ 88,398.00	\$ 94,586.40	\$ 101,206.80	\$ 108,291.60

<b>Total Regular and Special Ed Transportation:</b>	\$ 2,286,737.70	\$ 2,446,802.55	\$ 2,618,069.10	\$ 2,801,319.15	\$ 2,997,408.45
<b>Sub-Total: Athletic Trips (From sheet two)</b>	\$116,696.00	\$124,856.00	\$133,628.00	\$142,944.00	\$152,928.00
<b>Sub-Total: Field Trips Trips (From sheet two)</b>	\$ 18,457.00	\$ 19,747.00	\$ 21,136.00	\$ 22,608.00	\$ 24,186.00

Total Transportation Cost by Year: \$ 2,421,890.70 \$ 2,591,405.55 \$ 2,772,833.10 \$ 2,966,871.15 \$ 3,174,522.45

**Total Cost Five Year Contract:** 13,927,522.95

Notes: This is the calculated spreadsheet.

  
 Signature of Bidder & Date 1/23/2024

**First Student, Inc.**  
 Name of Company

**FORM A: Five Year Pricing Entries to be entered in yellow below. Complete all fields including informational pricing. Only enter numbers in the yellow cells. If no charge, indicate by zero. Form will calculate. You are responsible to check the math on the spreadsheet manually. All bidders must Sign and Date this form to be considered complete. This sheet feeds into the totals on the other tab.**

**THIS SHEET WILL FEED THE SUMMARY SHEET FORM A BID DOCUMENT**

Hudson Public Schools - IPB for School Bus Transportation		First Year Extension	Second Year Extension
<b>Estimate Athletic Trips</b>			
10,000	Mileage Rate Per Mile (Estimated 10,000 miles)	\$ 5.16 \$ 5.52 \$ 5.91 \$ 6.32 \$	6.76
800	Layover Time Per Hour (Estimated 800 hours)	\$ 81.37 \$ 87.07 \$ 93.16 \$ 99.68 \$	106.66
	Mileage Rate Per Mile (Estimated 10,000 miles)	\$ 51,600.00 \$ 55,200.00 \$ 59,100.00 \$ 63,200.00 \$	67,600.00
	Layover Time Per Hour (Estimated 800 hours)	\$ 65,096.00 \$ 69,656.00 \$ 74,528.00 \$ 79,744.00 \$	85,328.00
	<b>Sub-Total: Athletics</b>	<b>\$116,696.00</b>	<b>\$142,944.00</b>
		<b>\$133,628.00</b>	<b>\$152,928.00</b>

<b>Estimate Field Trips with Route Buses Approx Earliest pick up 8:50 to latest drop 1:45</b>			
2,000	Mileage Rate Per Mile (Estimated 2,000 miles)	\$ 5.16 \$ 5.52 \$ 5.91 \$ 6.32 \$	6.76
100	Layover Time Per Hour (Estimated 100 hours)	\$ 81.37 \$ 87.07 \$ 93.16 \$ 99.68 \$	106.66
	Mileage Rate Per Mile (Estimated 2,000 miles)	\$ 10,320.00 \$ 11,040.00 \$ 11,820.00 \$ 12,640.00 \$	13,520.00
	Layover Time Per Hour (Estimated 100 hours)	\$ 8,137.00 \$ 8,707.00 \$ 9,316.00 \$ 9,968.00 \$	10,666.00
	<b>Sub-Total: Field Trips (Using the Route Buses)</b>	<b>\$19,747.00</b>	<b>\$22,608.00</b>
		<b>\$21,136.00</b>	<b>\$24,186.00</b>

Informational Pricing Not included in Bid Total:		First Year Extension	Second Year Extension
<b>Field Trips taking place when Route buses are running</b>			
	Mileage Rate Per Mile	\$ 5.16 \$ 5.52 \$ 5.91 \$ 6.32 \$	6.76
	Layover Time Per Hour	\$ 81.37 \$ 87.07 \$ 93.16 \$ 99.68 \$	106.66
<b>Informational Pricing Not Included in Bid Total:</b>			
	Cost of short in-town trips between school hours or after school, large or mini bus:	\$ 126.45 \$ 135.30 \$ 144.77 \$ 154.90 \$	165.74
	Cost of short in-town trips between school hours or after school, mini-van:	\$ 126.45 \$ 135.30 \$ 144.77 \$ 154.90 \$	165.74
	Price per Day for additional bus monitor	\$ 160.83 \$ 172.09 \$ 184.14 \$ 197.03 \$	210.82

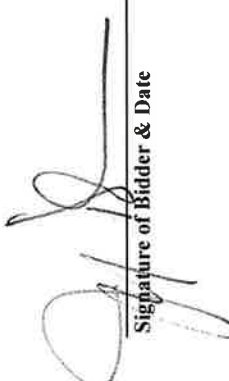
Notes: This is the calculated spreadsheet that feeds into the five YR summary Sheet

**Add Alternates may be accepted at the discretion of the District**

**ADD ALTERNATE (this would negate section 4.25)**

Price per year if contractor needs to supply the bus lot, trailer, and utilities setup

\$2,711,890.70	\$2,901,703.45	\$3,104,855.35	\$3,322,127.74	\$3,554,643.45
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 Signature of Bidder & Date 1/23/2024

**First Student, Inc.**

Name of Company

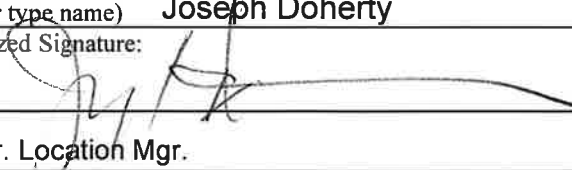
**FORM B**

**Certification of Non-Collusion and Tax Compliance**

The undersigned, having fully familiarized himself/herself with the entire Invitation for Bids package, hereby certifies under the penalties of perjury that:

1. The bid price covers all costs incurred by the bidder to perform the work required by the Contract including, but not limited to, furnishing all labor, material, equipment, services, fuel, maintenance of equipment, inspections, registrations, licenses, insurance, and any and all costs incurred in order to conform to applicable statutes, regulations, rules, standards and ordinances of the United States, the Commonwealth of Massachusetts (and its Department of Education, Registry of Motor Vehicles, Department of Telecommunications & Energy), the Town of Hudson, and the School Committee for the Hudson Public Schools;
2. This bid has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club or other organization, entity or group of individuals; and
3. To the best of the bidder's knowledge and belief, the bidder is in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors and withholding and remitting child support.

Our company is a: Corporation  Partnership \_\_\_\_\_ Individually-owned \_\_\_\_\_

Legal Name of Business Entity:	First Student, Inc.
Federal Employer ID# / Social Security #:	59-2364035
Address:	191 Rosa Parks St., 8th Floor, Cinn, OH 45202
Telephone:	(339) 788-2862
Fax Numbers:	(781) 447-2386
By company Official: (Print or type name)	Joseph Doherty
Authorized Signature:	
Title:	Sr. Location Mgr.
Date:	January 23, 2024

**FORM C**


**LETTER OF AGREEMENT**

***EMERGENCY RESPONSE TRANSPORTATION***

- In the event of an emergency, the Town of Hudson will request the Contractor to provide school bus vehicles and operator and/or crews to assist in the emergency evacuation of the schools, day care centers, nursing homes, hospitals, or other designated facilities as well as those population segments that are unable to provide for their own transportation or mobility.
- In the event of an emergency, the Town will notify the Contractor of the need for its services according to procedures established by the Town with the Contractor in the order of preference given below.
- The Contractor will provide annual emergency response training, to bus operators and other emergency evacuation personnel of the Contractor and the Contractor understands that it will be asked to participate in such training and in emergency evacuations, drills and exercises several times per year.
- The Contractor will make the bus operators and other emergency evacuation personnel aware of the Contractor's commitment to provide vehicles and operators in the event of an emergency evacuation.

Company/Corporation Name: <b>First Student, Inc.</b>	
Address: <b>208 Hayes Memorial Dr., Marlborough, MA 01752.</b>	
Emergency Contact Personnel (in order of preference):	
Name: <b>Lille Mann, Asst. Locn. Mgr.</b>	Telephone #: <b>978-674-7556 office, 781-985-2547 cell</b>
Name: <b>Joe Doherty, Sr. Locn. Mgr.</b>	Telephone #: <b>978-443-8631 office, 781-351-3115 cell</b>
Name: <b>Jessica Quint, Area General Mgr.</b>	Telephone #: <b>339-788-2862 cell</b>

Dispatch Location of Vehicles	# of Vehicles Available	Seating Capacity	# of Operators	Estimated Mobilization Time
Hudson	12 big buses	47 pax	20 total for 18 buses	30 mins. total
	6 small buses	8 pax		

**Joseph Doherty**  
 \_\_\_\_\_  
 Name of Authorized Company official (Print)  
  
 \_\_\_\_\_  
 Signature

**Sr. Location Mgr.**  
 \_\_\_\_\_  
 Title  
**January 23, 2024**  
 \_\_\_\_\_  
 Date

**FORM D1 – EQUIPMENT**

The bidder shall complete and attach to this Bid Proposal Form a list of vehicles it intends to use to perform the Contract. If the bidder is unable to identify the equipment for the bid, the bidder shall indicate the maximum age and mileage of the vehicles that will be used to provide service during the first Contract Year. (Refer to Article 3. Equipment of the “IFB Specifications”)

Maximum age of vehicles (Chassis and/or Manufacture date): 2017 and  
Maximum vehicle mileage: 40,667 miles. (month/year)

Date: January 23, 2024
Owner or Partners: N/A Corporation -First Student, Inc.
President of Corporation: John Kenning, CEO & President
Address: 191 Rosa Parks St., 8th Floor
Address: Cincinnati, OH 45202
Telephone: 513-241-2200

Bidders Signature  \_\_\_\_\_ Date: 1/23/24

Please print: Joseph Doherty

**Form D2 - School Bus Equipment List  
Intended to Perform Contract (Hudson)**

Route #	Year of Manufacture	Body Manufacture	Seating Capacity	Current	VIN
H-1					
H-2					
H-3					
H-4	Please refer to our Equipment List following this page.				
H-5					
H-6					
H-7					
H-8					
H-9					
H-10					
H-11					
H-12					
H-13 (Mini-Bus 1)					
H-14 (Mini-Bus 2)					
H-15 (Mini-Bus 3)					
H-16 (Mini-Bus 4)					
H-17 (Mini-Bus 5)					
H-18 (Mini-Bus 6)					
H- 19					
H-22 (Mini-Bus 6)					
All buses will meet or exceed bid specifications.					



## HUDSON EQUIPMENT LIST

RTE #	ASSET #	YEAR	BODY MANUFACTURE	CAPACITY	CURRENT MILEAGE	MANUFACTURE DATE	VIN
H1	PCUJ6803	2023	Thomas	77	12960	7/1/2021	4UZABRFC0PCUJ6803
H2	PCUJ6805	2023	Thomas	77	10737	7/1/2021	4UZABRFC4PCUJ6805
H3	PCUJ6807	2023	Thomas	77	14103	7/1/2021	4UZABRFC8PCUJ6807
H4	PCUJ6804	2023	Thomas	77	11790	7/1/2021	4UZABRFC2PCUJ6804
H5	PCUJ6810	2023	Thomas	77	10553	7/1/2021	4UZABRFC8PCUJ6810
H6	MF369191	2021	Blue Bird	77	29223	7/1/2019	1BAKGC4MF369191
H7	PCUJ6811	2023	Thomas	77	11112	7/1/2021	4UZABRFCXPCUJ6811
H8	MF369190	2021	Blue Bird	77	25142	7/1/2019	1BAKGC2MF369190
H9	MF369189	2021	Blue Bird	77	31305	7/1/2019	1BAKGC6MF369189
H10	PCUJ6812	2023	Thomas	77	12626	7/1/2021	4UZABRFC1PCUJ6812
H11	PCUJ6809	2023	Thomas	77	9073	7/1/2021	4UZABRFC1PCUJ6809
H12	PCUJ6808	2023	Thomas	77	14315	7/1/2021	4UZABRFCXPCUJ6808
H13	KN003090	2019	Thomas	29	34473	11/5/2018	1HA6GUBG6KN003090
H14	KN003153	2019	Thomas	29	29995	11/5/2018	1HA6GUBG4KN003153
H15	KN003115	2019	Thomas	29	25332	11/5/2018	1HA6GUBG7KN003115
H16	J1256428	2018	Thomas	24	43808	3/21/2018	1GB3GRBG1J1256428
H17	KN003907	2019	Thomas	24	29667	11/26/2018	1HA6GUBG7KN003907
H18	J1256450	2018	Thomas	24	31514	3/21/2018	1GB3GRBG5J1256450
H19	PCUJ6806	2023	Thomas	77	8430	7/1/2021	4UZABRFC6PCUJ6806
H22	JCUJ1802	2018	Thomas	35	40667	6/8/2017	4UZABRFD3JCUJ1802

**FORM E**

**CERTIFICATE OF AUTHORITY  
MEETING OF BOARD OF DIRECTORS**

At a meeting of the Directors of the First Student, Inc. duly  
called (Corporation) and held at Cincinnati, Ohio on the  
19th day of December in the 2023 year at which a quorum  
was present and acting, it was voted, that Joseph Doherty the  
(name)  
Sr. Location Mgr. of this Corporation is hereby authorized and empowered to  
(title/position)

make, enter into, sign, seal and deliver, on behalf of this Corporation a Contract for

Hudson Public Schools

School Bus Transportation

(brief description)

with the Town of Hudson, and performance and payment bonds (each in the amount of  
the Contract) in connection with such Contract.

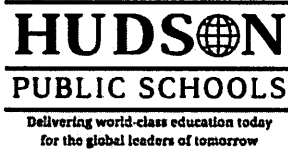
*I hereby certify that the above is a true and correct copy of the record, that said vote  
has not been amended or repealed and is in full force and effect as of this date, and  
that Joseph Doherty is duly elected Sr. Location Manager  
of this Corporation.*



Signature Clerk or Secretary of the Corporation

Michael Petrucci

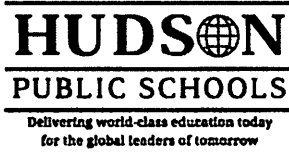
Please print name



## HUDSON SCHOOL COMMITTEE GRANT ACCEPTANCE FORM

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

<b>Grant Name:</b>	FY2024: School Nutrition Equipment Assistance for Schools		
<b>Grantor Name:</b>	DESE		
<b>Awarded Amount:</b>	\$20,000		
<b>Grant Purpose:</b>	The purpose of the competitive School Nutrition Equipment Assistance Grant for Schools is to allow School Food Authorities (SFA) to purchase equipment needed to serve healthier meals that meet the updated meal patterns, with emphasis on serving more fruits and vegetables in school meals, improving food safety, expanding access, and to help support the establishment, maintenance, or expansion of the National School Lunch and School Breakfast Program. The grants will be effective in supporting SFAs, which have been experiencing supply chain disruptions resulting from the COVID-19 public health emergency and which have reported challenges in operating school food service.		
<b>Grantor Category</b>	Federal		
<b>Grant Type:</b>	Competitive		
<b>Grant Admin:</b>	Michelle DePaul		
<b>Department:</b>	Food Services		
<b>Grant Location:</b>	District		<input type="checkbox"/> Pre-K
<b>Grade Levels:</b>	<input type="checkbox"/> Elementary (K-4)	<input type="checkbox"/> Middle School (5-7)	<input checked="" type="checkbox"/> High School (8-12) <input type="checkbox"/> ADL
<b>Grant Start Date:</b>	02/14/2024	<b>Grant End Date:</b>	06/30/2024
<b>Grant Notes:</b>	<p><b>Grantor Address:</b> MA DESE 75 Pleasant St., Malden, MA 02148-4906</p> <p><b>Grantor Contact Info:</b> kerry.a.callahan@mass.gov</p>		
<b>For Hudson School Committee Use Only</b>			
<b>Meeting Date:</b>			
<b>Voting Result:</b>	<b>In Favor:</b>	<b>Opposed:</b>	<b>Abstained:</b>



## HUDSON SCHOOL COMMITTEE GRANT ACCEPTANCE FORM

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

<b>Grant Name:</b>	25-461 Early College Planning Grant		
<b>Grantor Name:</b>	DESE		
<b>Awarded Amount:</b>	\$22,500		
<b>Grant Purpose:</b>	<p>The purpose of this competitive grant is to provide planning resources for Early College applicants to the Massachusetts Early College Designation: Early College provides a framework and criteria to rethink high school, college, and the pathway through both, facilitating college access and success. The MA Early College Designation intentionally prioritizes programs for underrepresented students in higher education as an effective strategy for addressing equity gaps in postsecondary education. These resources are intended to support both the secondary school partner and institution of higher education (IHE) partner in the planning and design of an Early College program designed to align with the requirements of the MA Early College Designation.</p>		
<b>Grantor Category</b>	State (DESE)		
<b>Grant Type:</b>	Competitive		
<b>Grant Admin:</b>	Lauren Pupecki		
<b>Department:</b>	Guidance		
<b>Grant Location:</b>	Hudson High School		<input type="checkbox"/> Pre-K
<b>Grade Levels:</b>	<input type="checkbox"/> Elementary (K-4)	<input type="checkbox"/> Middle School (5-7)	<input checked="" type="checkbox"/> High School (8-12) <input type="checkbox"/> ADL
<b>Grant Start Date:</b>	7/1/24	<b>Grant End Date:</b>	8/31/24
<b>Grant Notes:</b>	<p><b>Grantor Address:</b> MA DESE 75 Pleasant St., Malden, MA 02148-4906</p> <p><b>Grantor Contact Info:</b> cashay.c.grant-woods@mass.gov</p>		
<b>For Hudson School Committee Use Only</b>			
<b>Meeting Date:</b>			
<b>Voting Result:</b>	<b>In Favor:</b>	<b>Opposed:</b>	<b>Abstained:</b>

## 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 \$10,000. Procurements over \$10,000 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department: HPS Facilities Dept.

Date: 03/07/2024

Department Head: *Len P. Belli* Facilities Director  
 Finance Director (signature): *Daniel G. [Signature]* 2/26/2024

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

Removal and Replacement of Heating Plant Boilers at Farley Elementary School. This project was bid under Chapter 149 with the bids being received on 02/28/2024.

Aalanco Service Corp. was the lowest responsible bidder in the amount of \$317,745. Funding was approved under Article 4 at the ATM held on May 1, 2023 with funding approved in the amount of \$398,000.

**Recommended Quote or Bid**

Date Quote Received: 2/2/82024		Quote: Bid: \$317,745	
Company Name: Aalanco Service Corp.		Written <input checked="" type="checkbox"/>	Verbal <input type="checkbox"/>
Address: 80-B Turnpike Rd. Westborough, MA 01581			
Quote Issued By: Mike McLaughlin		Tel: 508-6366-1449	FAX:
Special Conditions/Notes:			

**Second Quote or Bid**

Date Quote Received: Riverdale Plumbing & Heating		Quote: Bid: \$500,000	
Company Name:		Written <input checked="" 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:			

Approved: *Thomas Gregory* Chief Procurement Officer Action Date: 3/6/2024

Comments: See attached bid sheets

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 \$10,000. Procurements over \$10,000 will also require approval from either the Board of Selectmen or School Committee.

Department: HPS Facilities Dept.

Date: 03/07/2024

Department Head:  
Finance Director (signature)

DocuSigned by:

Len P. Bulli, Facilities Director

DocuSigned by:

Daniel [Signature] 3/7/2024

7FBAA07D1282461...

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

Asbestos Abatement for Exterior Window Replacement at Mulready Elementary School. This project was bid under Chapter 149 with the bids being received on 03/06/2024. Greenleaf Environmental Inc. was the lowest responsible bidder in the amount of \$31,500. Funding was approved under Article 10 at the ATM held on May 2, 2022 with funding approved in the amount of \$590,000.

**Recommended Quote or Bid**

Date Quote Received: 03/06/2024

Quote: Bid: \$31,500.00

Company Name: Greenleaf Environmental Inc.

Written  Verbal 

Address: 6 Blanchard Street Ste. 200

Lawrence, MA 01843

Quote Issued By: Jorge Rogelio Villalta

Tel.: 617-818-4786

FAX:

Special Conditions/Notes:

**Second Quote or Bid**

Date Quote Received: 03/06/2024

Quote: Bid: 33,000.00

Company Name: Western Mass Demolition

Written  Verbal 

Address: 1029 North Road Suite 12 Westfield, MA 01085

Quote Issued By: Greg Konieczny

Tel.: 413-378-2244

FAX:

Special Conditions/Notes:

**Third Quote or Bid**

Date Quote Received: 03/06/2024

Quote: Bid: 39,950.00

Company Name: NG Environmental Contractors Inc.

Written  Verbal 

Address: 9 Osgood Street, Lawrence, MA 01843

Quote Issued By: Nolberto Galicia

Tel.: 978-794-7922

FAX:

Special Conditions/Notes:

DocuSigned by:

Thomas Gregory

**Chief Procurement Officer Action**

Approved:

Date: 3/7/2024

Comments:

BA41F062A9784A6...

See attached bid sheets

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 \$10,000. Procurements over \$10,000 will also require approval from either the Board of Selectmen or School Committee.

Department: HPS Facilities Dept.

Date: 03/07/2024

Department Head: \_\_\_\_\_  
Finance Director (signature) \_\_\_\_\_

DocuSigned by:  
*Ken D. Balli, Executive Director*  
DocuSigned by:  
*Daniel Landry* 4  
7FBAA07D1282461...

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

Exterior Window Replacment - 22 Classrooms at Mulready Elementary School. This project was bid under Chapter 149 with the bids being received on 03/06/2024. Suburban Glass and Mirror was the lowest responsible bidder in the amount of \$509,992. JJ Cardosi also bid the project but pulled the bid after realizing they made a mathematical error. Funding was approved under Article 10 at the ATM held on May 2, 2022 with funding approved in the amount of \$590,000.

**Recommended Quote or Bid**

Date Quote Received: 03/06/2024	Quote: Bid: \$509,992.00
Company Name: Suburban Glass and Mirror	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 60 Powder Mill Road Acton, MA	

Quote Issued By: Daniel Landry	Tel.: 978-897-6908	FAX:
Special Conditions/Notes:		

**Second Quote or Bid**

Date Quote Received: 03/06/2024	Quote: Bid: 251,900.00
Company Name: JJ Cardosi, Inc	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 150 Amaral Street Riverside, RI 02915	

Quote Issued By: James Corso	Tel.: 401-215-5441	FAX:
Special Conditions/Notes: James Corso withdrew his bid after realizing they made a mathematical error. The bid deferred to the next lowest bidder which was Suburban Glass and Mirror		

**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:		

DocuSigned by:  
*Thomas Gregory*  
**Chief Procurement Officer Action**  
Approved: \_\_\_\_\_ Date: 3/7/2024

Comments:  
See attached bid sheets

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

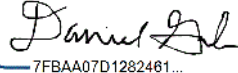
This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$9,999. Procurements over \$9,999 will also require approval authorized by either the Board of Selectmen or School Committee.

Department: Administration

Date: 3/5/24

Department Head:

DocuSigned by:



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Finance Director (signature)

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

Procurement for Consulting Services with Mass Insight in the amount of \$ 25,950.00

**Recommended Quote or Bid**

Date Quote Received: 2/16/2024

Quote: 25,950

Company Name: Mass Insight Education & Research Institute Written  Verbal 

Address: 6 Liberty Square, Suite 6050, Boston, MA 02109

Quote Issued By: Margery Piercey

Tel.: 857-315-5243

FAX:

Special Conditions/Notes:

Implementation of work completed in FY23

**Second Quote or Bid**

Date Quote Received:

Quote:

Company Name: Written  Verbal 

Address:

Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

**Third Quote or Bid**

Date Quote Received:

Quote:

Company Name: Written  Verbal 

Address:

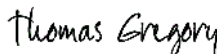
Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

DocuSigned by:


**Chief Procurement Officer Action**

Approved:

BA41F062A9784A8...

Date: 3/5/2024

Comments:

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

 Posted
  Newspaper
  Central Register
  CommBuys
  Website



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

FY23

PAYMENT Adjustment Request

To: Asst Fin Dir/Asst Town Acct

From: School Department


Request Date: Friday, June 30, 2023

Posting Date: \_\_\_\_\_


Please record the following payment adjustment (s):

Payment Adjustment Number 1	From:	Account Number	Account Description	Amount	Amount
		116	Teachers	\$ (187.50)	
		117	Support Staff	\$ (1,755.25)	
		118	Support Staff	\$ (2,404.88)	
		120	Custodian	\$ (28,719.04)	
		122	Cafeteria Salaries	\$ (387.09)	
		136	Support Staff	\$ (5,303.63)	
		141	Guidance Counselor	\$ (5,705.08)	
		143	Support Staff	\$ (1,116.00)	
		366	Substitutes	\$ (3,316.20)	
		501	SPED Assistants	\$ (109.83)	
		502	Substitutes	\$ (5,676.43)	
		508	Home Instructions	\$ (92,916.38)	
		511	Workshops	\$ (1,000.00)	
		520	Coaches	\$ (5,356.00)	
		521	Advisors	\$ (634.00)	
		592	Custodial Overtime	\$ (1,038.60)	
		1449	Support Staff	\$ (1,173.00)	
		1817	Admin Support Staff	\$ (3,337.71)	
		2208	SPED/Teaching Services	\$ (2,668.75)	
	To:	Account Number	Account Description	\$	Amount
		595	Prior Year Encumbered Payroll	\$	162,805.37

Page Total : \$ (162,805.37) \$ 162,805.37



Authorized Signature:  
 Daniel Gale, Director of Finance & Operations

Prepared by: Michael Thomas 

SC Authorized Signature(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason for reclassification:

To charge Encumbered Payroll for FY23.

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.

## VII.

### Items of Interest to the School Committee

# VIII.

## Executive Session

IX.

Adjournment