

Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: February 6, 2018

Location: Administration Building
155 Apsley Street

Members present: Michele Tousignant Dufour, Allyson Hay, Glenn Maston, Elizabeth Hallsworth and Steven Smith

Members absent: George Luoto
Adam Tracy

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

I. Call the Meeting to Order – 7:02 p.m.

The meeting was called to order by Committee Chair, Michele Tousignant Dufour.

Approval of Minutes:

Regular Meeting: January 23, 2018

A motion to approve the minutes of January 23, 2018 was made by Mr. Maston and seconded by Ms. Hay. On a vote of 5-0, the motion passed.

Public Participation:

None.

Reports:

Report of the Superintendent

Cathy Kilcoyne, Director of Student Services, shared the following updates:

- The Mid-Cycle Review was conducted in December, 2017. Hudson Public Schools was found to be in full compliance.
- The areas reviewed included: IEP Team composition and attendance, Independent Educational Evaluation process, progress reports and content of the progress report, IEP development and content and least restrictive programming for individual students.
- The next Coordinated Program Review for the District is scheduled for the school year 2020-2021.

Reading Instruction Training:

- Across the District, 14 special education teachers and reading specialists were trained in Orton Gillingham, a multi-sensory approach to reading for students with reading disabilities.
- Training in three of the programs offered through the Lindamood Bell Institute is taking place using online training this year, between January and May, for 14 special education teachers and reading specialists. The programs are LIPS, Visualizing and Verbalizing and Seeing Stars.

Language based Model of Services:

- An elementary language-based model was created this year to meet the needs of students with language-based disabilities in grades 3 and 4.
- The program is staffed with a special education teacher and two paraprofessionals.
- A Landmark consultant provided training in language-based instruction, consult and coaching for the general education teachers and special education teacher, examining assignments and instruction to play to the strengths of the students and provide explicit teaching.
- A language-based disability profile is a student with average to above-average intelligence with significant problems processing language which interferes with reading, writing, spelling, and math abilities requiring specific interventions and strategies for student success.

MetroWest Health Foundation Grant:

- The District was awarded the MetroWest Health Foundation grant in the amount of \$17,850 over three years;
- Hudson Public Schools will work with Bridge for Resilient Youth in Transition to provide evidence-based practices for students who access the Therapeutic Academic Support class when encountering mental health issues; and
- Alignment between the Quinn Middle School's Path program and the Hudson High School's Therapeutic Academic Support program.

Therapeutic Stabilization Program:

- This program is a District-wide general education program for students who are experiencing extreme disruptive behaviors associated with trauma.
- The program has a full-time teacher, a full-time clinician and two paraprofessionals who can provide short-term services for students in grades K-2 for 4-5 students at any one time.

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- When students are dysregulated, students attend Therapeutic Stabilization Program to work on coping strategies, self-regulation, calming strategies, and a re-entry plan to their regular classroom.

Discussion ensued.

Student Report

Ben Carne, Student Representative, reported that course selection at Hudson High School is underway, and that the new water fountain will be installed over February vacation.

Subcommittee Reports

Mr. Smith shared that Policy Subcommittee continues to work on reviewing and updating the policies and will provide an update to Committee members next month.

Matters for Discussion:

1. Superintendent's Mid-Cycle Goals Progress Report:

Committee Chair, Michele Tousignant Dufour, presented the Mid-Cycle Goals Progress Report of Dr. Rodrigues and highlighted the following:

Cycle 3 – Implementation Plan

The Superintendent's goals and key strategic actions for the 2017-2018 school year are currently in the implementation phase and expected to meet all benchmarks for each goal.

The progress report identifies the status of each key strategic action and benchmark.

The areas identified as "Not Started" signify the work to be accomplished from February to June of 2018.

Description	Comments	On Target	Off Target	Not Started
Goal 1: Student Learning				
To keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made in the delivery of core and support services for ALL students.				

Key Strategic Actions				
1. By early October 2017, complete Steps 1 and 2 of the Educator Evaluation Cycle for all principals and district administrators the superintendent supervises.	Self-assessment and goal setting meetings held with principals and district administrators	X		
2. By end of February, complete mid-year conferences with each principal and the district administrators.	Mid-Cycle conferences are scheduled for February	X		
3. By late spring, conduct: a) at least three school/classroom visits to each school for the purpose of principal evaluation and b) participate in department meetings conducted by district administrators.	Two classroom visits with principals have been completed at each school. I have participated in several department meetings and Principal's Meetings to date.	X		
4. By June 2018, complete Summative Evaluation Reports.		X		
5. By October 2017, assess the status and the level of readiness of the district's curriculum alignment work.	An analysis of the district's curriculum alignment work has been completed.	X		
6. By April 2018, complete analysis of the district's initiatives and priority areas including the High Needs subgroup (Students with Disabilities, English Learners, and Economically Disadvantaged).	An analysis of the district's initiatives has been completed. The priority areas will be identified through the development of the District Improvement Plan process.	X		
7. By June 2018, complete analysis of the 2017-2018 District Improvement Plan's deliverables.				X
Benchmarks				
1. Completed Educator Evaluation Plans.		X		
2. Log demonstrating at least three visits per school.		X		

3. Completed analysis of the curriculum alignment and district priorities and present findings.	Entry Findings Report presented to the SC on 1-23-18.	X		
4. Completed analysis of the FY18 District Improvement Plan and present findings.		X		

Goal 2 - Professional Practice

To develop skills in strategy development related to Interest-Based Bargaining (IBB) process by working with School Committee Negotiation Teams and Union representatives to ensure progressive and successful negotiations during the 2017-2018 Collective Bargaining Agreement (CBA) negotiations.

Key Strategic Actions

1. By Fall 2017, complete IBB Training for all Team participants.	Training process completed.	X		
2. By December 2017, complete facilitation sessions to generate a bargaining schedule, to develop ground rules, and to begin the process of developing a list of issues for bargaining.	IBB sessions in progress.	X		
3. By December 2017, complete item prioritization sessions with the School Committee Negotiation Team.	Item prioritization completed.	X		
4. By late Spring 2018, reach a tentative agreement for a new CBAs.		X		

Benchmarks

1. Completed IBB Training for all Negotiation Team participants.	Completed.	X		
2. Identification and prioritization of item to be negotiated completed.	Completed.	X		
3. CBAs ratified.				X

Goal 3 - District Improvement

By June 2018, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Strategic Actions				
1. By September 2017, present to the school committee a written Entry Plan, that includes (a) the types of evidence to be analyzed, (b) the stakeholders to be interviewed, (c) the methods for assessing instructional practice, and (d) the methods for assessing district systems of support including financial management, human resources, and operations.	Entry Plan presented to the SC on 9-12-17.	X		
2. By January 2018, complete and present a report of the Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.	Entry Findings Report presented to the SC on 1-23-18.	X		
3. By April 2018, propose key strategies to improve student learning and other district systems of support and develop the District Improvement Plan for FY19 through FY21.				X
4. By May 2018, collaborate with school committee to identify three to five student learning and district improvement goals.				X
Benchmarks				
1. Presentations of the key strategic actions completed on schedule.		X		
2. District Improvement Plan (FY 19 – FY 21) developed by the District Leadership Team.				X
3. District goals adopted.				X

Goal 4 - District Improvement				
By January 2018, the Budget Leadership Team and School Committee Members, will develop the FY19 Budget for the Hudson Public Schools by incorporating characteristics of the Zero-Based Budget process.				
Key Strategic Actions				
1. By August 2017, all pertinent stakeholders participate in an informational session regarding the Zero-Based Budget process.	Informational session completed.	X		
2. By September 2017, the Budget Leadership Team participate in budget parameters and priority setting.	Budget parameters and priority setting session completed with the Budget Leadership Team.	X		
3. By October/November 2017, Budget Leadership Team present their school/department resources allocation proposal for FY 19.	Resource allocation proposal presented to the SC on 11-15-17.	X		
4. By November/December 2017, conduct two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub-Committee.	Prioritization sessions held on 11-28-17 and 12-13-17.	X		
5. By January 2018, deliver to the School Committee the FY 19 Budget for deliberation and approval.	FY19 Budget approved by the SC on 1-9-18.	X		
Benchmarks				
1. Completed informational trainings and parameter setting sessions.		X		
2. Completed prioritization sessions.		X		
3. FY 19 budget approved and submitted to Town officials by January 24, 2018.		X		

Discussion ensued.

Approved

3. Discussion of 2018-2019 School Committee Meeting Calendar

Committee Chair, Michele Tousignant Dufour, presented the preliminary School Committee Meeting Calendar for 2018-2019.

Discussion ensued.

Committee members will decide on meetings to be added during the months of July and August. Committee Chair, Michele Tousignant Dufour, informed the Committee the calendar would be tabled for a vote at the next scheduled meeting on February 27, 2018.

3. Discussion of Online Payment System Update:

Executive Director of Finance and Operations, Patty Lange, presented to the Committee the on-line payment options available for parents. Several companies were researched through conferences and webinars for comparisons between the companies, as well as product demos and reference checks. The recommended vendor was Heartland. The benefits are to both the District and to parents for utilizing these on-line payment options for payment of student yearbook fees, test fees, class dues, field trips, athletics, lunch and others.

Ms. Lange noted that implementation and training will take place in March, 2018. Communication will be sent home to High School parents in May, 2018, and Heartland will provide preprinted flyers and customizable promotional materials for announcements in the Round Robin, on the District website, and via emails and letters.

Discussion ensued.

Matters for Action:

1. Approval of Hudson High School Trip to Helmstedt, Germany in April, 2019

Dr. Rodrigues recommended approval of the Hudson High School Trip to Helmstedt, Germany in April, 2019.

Discussion ensued.

A motion to approve the Hudson High School trip to Helmstedt, Germany in April, 2019, as presented, was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 5-0, the motion passed.

Reclassifications:

A motion to approve the reclassifications of funds, as presented, was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 5-0, the motion passed.

Approved

Items of Interest to the School Committee:

None.

Executive Session/Adjournment

At 7:48 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

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

A motion to enter into Executive Session was made by Ms. Tousignant Dufour and seconded by Ms. Hallsworth.

Vote by roll call:

Ms. Tousignant Dufour – yes

Ms. Hay – yes

Mr. Maston – yes

Ms. Hallsworth - yes

Mr. Smith – yes

Committee Chair, Michele Tousignant Dufour, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee