



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

October 23, 2018

155 Apsley Street – Administration Building

7:00 p.m.

### AGENDA

#### **I. Call the Meeting to Order**

#### **II. Minutes of the Following Meeting Presented for Approval:**

Regular Meeting: October 9, 2018

#### **III. Public Participation:**

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

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

#### **IV. Reports**

1. Report of the Superintendent: Multi-Tiered System of Supports Framework (MTSS)
2. Subcommittee Reports (if needed)
3. Student Report (if any)

#### **V. Matters for Discussion:**

1. Discussion of the Hudson School Secretarial Association Negotiation Team Members

#### **VI. Matters for Action:**

1. Second Reading and Approval of Proposed Adoption of School Committee Policy BEDB-E- Agenda Format
2. Approval of Employment Contract for Cathy Kilcoyne to serve as Director of Pupil Services
3. Approval of 2018 MASC Resolutions
4. Approval of 2018-2019 Superintendent Evaluation Goals
5. Approval of Grants Awarded
6. Approval of Reclassifications of Funds (if needed)



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7. Items of Interest to the School Committee

**VII. Executive Session/Adjournment:**

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

*Not Approved*

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** October 9, 2018

**Location:** 155 Aspley Street

Members present: Glenn Maston, Steven Smith, Elizabeth Hallsworth, Adam Tracy, Nina Ryan and Matthew McDowell

Members absent: George Luoto

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

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

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

**II. Approval of Minutes:**

Regular Meeting: September 25, 2018

A motion to approve the minutes of September 25, 2018 was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 5-0-1, the motion passed.

**III. Public Participation:**

none

**IV. Reports:**

**Report of the Superintendent**

Dr. Rodrigues reported on the 2018 MCAS Results and the Accountability and Assistance Levels with the following highlights:

The system continues to have two different types of components. These components are the normative component where we compare Hudson Public Schools to other districts and the criterion referenced component where we look at how we perform when we look at our own targets.

The new system discontinues the use of levels- 1,2,3,4,5, and districts are no longer classified on lowest performing school.

**Accountability Indicators for Non High School**

- Achievement indicators- scaled scores the students receive
- Student Growth Percentile
- English language proficiency
- Chronic absenteeism (any student with 18 or more absences)

**Accountability Indicators for High Schools**

- Achievement indicators- scaled scores the students receive
- Student Growth Percentile
- English language proficiency
- Chronic absenteeism (any student with 18 or more absences)
- High school completion
- Drop out rate
- % of 11<sup>th</sup> and 12<sup>th</sup> grade students completing advanced course work

Discussion ensued about how about absenteeism is coded. Dr. Rodrigues informed the committee that every absence is counted and that there have been conversations with DESE about this.

Dr. Rodrigues reported that within the normative component the State has classifications to group like schools together. Hudson’s Elementary Schools and Quinn Middle School fall into the non- high school- grades 3-8 category. Hudson High School falls into the Middle/ High K-12 category. Since Grade 8 is at Hudson High, the district does not have a school in the High School category.

Dr. Rodrigues stated that within the criterion referenced component, we look at the achievement gap. Every school receives targets from DESE. Each school has groups of students that are the lowest performing students. Targets are created for the students in those groups that have attended the same school for two consecutive years and are not first or second year English Language Learners.

Dr. Rodrigues presented a summary chart of areas where Hudson currently has targets. Schools are now categorized as meeting or partially meeting targets. In 2019, an additional category of not meeting targets will be added. Three years of data are needed to add the not meeting targets category.

Dr. Rodrigues reported where the District is today. As a District, all of our schools are not requiring assistance or intervention, and the district as a whole is not requiring assistance or intervention. Districts are not assigned an accountability percentile. This is the normative piece, which is used to compares schools that are similar.

Mulready Elementary School is categorized as meeting target.

Dr. Rodrigues referenced the data available on the DESE reporting website. The indicators are listed with possible amount earned, along with what was earned. This data is used to calculate percentiles at the district and school level.

### **Results**

This year results for the 2018 Grade 3-8 are comprised of the new test with scaled scores while at the high school the scores are from the legacy test. In 2019, the high school will go to the new test with the scaled scores.

For all students, the district had similar results to 2017 with small improvements in ELA. In Mathematics the scores are very close to last year, still hovering at a 50/50 split. 50% of students are exceeding or meeting expectations, while 50% are partially meeting or not meeting expectations.

Dr. Rodrigues stated that scores look different for the students with disabilities group. There are fewer students meeting expectations. This is comparable to last year, and is also repeated with the English Language Learners group.

Dr. Rodrigues said the high needs group is defined as the English Language Learners, the students with disabilities, and the students who are economically disadvantaged. Dr. Rodrigues noted that that the District pays attention to where these subgroups are and what types of services are provided to them to make sure they continue to make progress academically. Results for the high needs group are similar to past year, but as in the past, this group that needs the greatest attention.

Discussion ensued as the committee members asked about whether there have been any determination of drivers.

Dr. Rodrigues stated that the Curriculum Directors are looking at the results and digging down to the student level. If there is particular group that did not do well, then an item analysis can be done to dig into the standards and items covered.

Discussion ensued about the 0% proficient or higher scores for the grades 5 and 8 English Language Learners in science and technology. Dr. Rodrigues stated that last year, if a student needed services they were pulled out of related arts for services due to the schedule and that this was one of the drivers for the schedule change at the middle school.

Dr. Rodrigues stated the science scores are our lowest scores. He stated that this needs to be weighed when looking at making decisions about what is needed. Dr. Rodrigues noted that this is not a Hudson problem. The state scores in science are the lowest of all the subjects, mostly due to the framing how time is distributed at the elementary levels. Dr. Rodrigues pointed out that Hudson Public Schools now has a Curriculum Director in place for science to support our teachers and create a culture of science starting at the elementary level.

Discussion ensued as the committee raised questions about how many students are getting pulled out of technology and engineering due to the fact these courses are in the related arts. Dr. Rodrigues stated that depending on the services needed, some students could be pulled

out for two periods per day. The challenge is to try to find a schedule most conducive for the student.

Dr. Rodrigues reported that there would be multiple conversations to look critically at the data. Different groups, including Delta, Curriculum Directors, and the Instructional Leadership Teams are looking at the data in different ways

Dr. Rodrigues reported on the Grade 10 Legacy Test. He noted the results are not too different from last year. He stated that one thing to keep in mind is that the high school also owns grade 8 so when looking at data, we have to segregate that out and look at it separately in the 3-8 component.

In addition, he also reported that there are variations in the data for the students with disabilities and the English Language Learners. He stated that the more you dissect the data, the more variations you find, and the closer you get to the classroom level.

Next, Dr. Rodrigues reported on the Student Growth percentile. This is another important measurement in MCAS. Student growth is measured for cohorts of students from year to year. The District is moving in the right direction as long as it continues to have good growth. If there is a mean of 50 or more in the Student Growth Percentile, the district is in good shape by the state calculations and expectations.

In summary, Dr. Rodrigues stated the need to look at the scaled scores, the aggregate, and the Student Growth Percentile. There are challenges, but as the data is analyzed, the district will see what changes are needed.

Dr. Rodrigues spoke about the Professional Development Day. One of the themes of the day was “What is the best way of looking at how students are learning?” The feedback on the sessions and the day has been very good.

Discussion ensued regarding the upcoming parent forum to discuss MCAS. A recommendation was made to change the date. This forum will be an opportunity for any parent to come in with specific questions or concerns regarding MCAS. It is meant to help parents understand the new accountability system.

Discussion ensued as the Committee asked about non-test score data. Dr. Rodrigues described the way the indicators are scored. A score of 0 is regression, a score of 1 is steady, and scores of 2, 3, or 4 show growth.

The Committee asked how many students take the alternate assessment and whether those scores are included. Dr. Rodrigues stated that the scoring is on the same idea as the scaled scores.

There was a discussion about whether DESE still looked at MCAS participation. Dr. Rodrigues stated that participation is an absolute and lower participation could drop a district to the needs assistance level.

Further discussion ensued about how to look at the data. Dr. Rodrigues stated that DESE has a program called Edwin Analytics, which has 30 or 40 different standard reports. There is also a way to reclassify and get a report on any cohort specified. The new data specialist position will be able to look at the data for Hudson cohorts over time. This specialist can help identify trends and issues.

Dr. Rodrigues spoke to the DESE DART report. This report compares five or six districts that are similar to Hudson Public Schools. This report can be also be customized, although some of the more granular data is not available.

The Committee asked if MTSS has been rolled out.

Dr. Rodrigues stated that there has been discussion and as part of the District Improvement Plan there is an action step to do a self-assessment.

**Subcommittee Reports**

None

**Student Report**

None.

**V. Matters for Discussion:**

1. First Reading of Proposed Adoption of School Committee Policy BEDB-E

Mr. Smith said the Committee had talked about altering the agenda to include an official numbered line item for items of interest to the School Committee, and old and new business in the items for discussion and items for action. Additionally, the consent agenda is proposed.

A recommendation was made to start with old business and continue with new business. The consent agenda will be placed under items for action.

Mr. Smith gave a description of the Consent Agenda to audience.

2. Sub-Committees: Strategic Goals – Meeting Dates

The Strategic Goals Subcommittee will meet on October 15, 2018 and October 24, 2018 at 7:00 p.m.

3. Parent Forum Feedback

The first parent forum was held on October 4<sup>th</sup> with approximately ~ 25 parents/guardians, family members, building principals, teachers and members of the School Committee in attendance. The topics discussed included the following:

- 1) Quinn Middle School Schedule
  - a) World Language direct study
  - b) 6 day rotation
  - c) 5<sup>th</sup> grade in the middle school setting
  - d) Need for PE
  - e) Lunch schedule not consistent daily
  - f) 10 min break not enough time for middle schools
  
- 2) Hudson High School Schedule
  - a) ARC
  - b) Process to make changes
  
- 3) Communications
  - a) Parent should have a voice
  - b) STEM vs. PE at Quinn
  - c) Monitor implementation of new schedule
  - d) Alternate use of 28 min homeroom time
  - e) Parent teacher feedback
  - f) Role of Instructional Leadership Teams
  - g) Professional climate and culture
  - h) Focus of District Improvement Plan
  - i) Variety vs. rigor
  - j) Grading system across all content areas and grades
  - k) Chromebooks
  - l) Speech and Language services
  - m) Recess policy- clarified policy that recess will not be used as a punishment

Discussion ensued regarding the 28-minute homeroom at Quinn Middle School this year. Dr. Rodrigues stated that we can look at being creative with time as long as it meets contractual requirements.

Discussion ensued about of the roll out of the High School pilot. Dr. Rodrigues stated the logical mechanism for involving parents before the roll out is the school council. In response to concerns about the timeline, Dr. Rodrigues said the pilot is a way to gather information to inform future decisions.

## VI. **Matters for Action:**

1. Second Reading and Approval of Proposed Description of Subcommittees and Other School Committee Responsibilities

Discussion ensued about policy for the formation of subcommittees and term.

A motion to approve the Proposed Description of Subcommittees and Other School Committee Responsibilities was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.



2. Approval of Hudson High School Drama Society Overnight Field Trip to New York City April 9-10, 2019

A motion to approve the Hudson High School Drama Society Overnight Field Trip to New York City April 9-10, 2019 was made by Mr. Maston and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

3. Approval of Grants Awarded

A motion to approve Grant FY19-312 Emergency Impact Aid for Displaced Students in the amount of \$26,235.00 was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

4. Approval of Reclassifications of Funds (if needed)

A motion to approve the reclassifications of funds as presented, was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 6-0, the motion passed.

5. Items of Interest to the School Committee

Ms. Ryan commented about her recent visits to Quinn Middle School and Farley Elementary School with Dr. Rodrigues. At Quinn, she said it was a joy to see the students. They visited every classroom and saw engaged students and teachers. She said that every core class had about 15-18 students and the same was true for the related arts, with the exception of one class that had about 25 students. She also stated that at Farley they had a very good visit with the teachers and students who were excited to have visitors. Many teachers introduced themselves and explained what they were doing.

**VII. Executive Session/Adjournment**

At 8:37 p.m., Committee Chair, Glenn Maston, noted that Executive Session was needed for the following reasons:

1. To discuss strategy in preparation for negotiations with union personnel (Hudson School Secretarial Association) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.
2. To discuss strategy in preparation for negotiations with non-union personnel (Cathy Kilcoyne) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.

Vote by roll call:

Mr. Maston            Yes

*Not Approved*

Mr. Smith	Yes
Ms. Hallsworth	Yes
Mr. Tracy	Yes
Ms. Ryan	Yes
Mr. McDowell	Yes

Committee Chair, Glenn Maston, announced that the Committee would enter Executive Session and not return to Public Session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee

#### IV. Report of the Superintendent- Multi Tiered System of Supports Framework (MTSS)

# Report of the Superintendent

## Multi-Tiered System of Supports - MTSS October 23, 2018

Marco C. Rodrigues, Ed.D.

Standard I, Indicators I-A,B,C,D,E  
Standard II, Indicators II-A,C,E  
Standard III, Indicators III-A,B,C  
Standard IV, Indicators IV-A,B,D,E

# District Standards and Indicators

## **I. Leadership and Governance**

## **II. Curriculum and Instruction**

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
2. Strong Instructional Leadership and Effective Instruction
3. Sufficient Instructional Time

## **III. Assessment**

1. Data Collection and Dissemination
2. Data-Based Decision-Making
3. Student Assessment

## **IV. Human Resources and Professional Development**

## **V. Student Support**

1. Academic Support
2. Access and Equity
3. Educational Continuity and Student Participation
4. Services and Partnerships to Support Learning
5. Safety

## **VI. Financial and Asset Management**

# MTSS Committee

Member Name	Capacity	Member Name	Capacity
Jason Webster	Principal	Sue Bowen	Nurse
Kelly Sardella	Principal	Angie Flynn	Guidance Director
Rachel Scanlon	Assistant Principal	Deb Lazaros	Psychologist
Bob Knittle	Curriculum Director	Jeannie Graffeo	Wellness Leader
Ana Pimentel	World Language Coordinator	Erin Goldstein	English Learners Director
Cathy Kilcoyne	Student Service Director	Carlene Ryan	English Learners Teacher
Jennifer Letourneau	Instructional Coach	Maria Garcia	Portuguese Parent Liaison
Rachel Brunell	Instructional Coach	Sandra Maiuri	Spanish Parent Liaison
Chad Crogan	School Resource Officer	Meg Walsh	ABA
Shamus Veo	School Resource Officer	Christina Shea	CHAPS Coordinator
Meghan Sullivan	SHINE Initiative	Cheryl Langill	SEPAC
Jennifer Smith	Parent	Marianne Thompson	Paraeducator
Melissa Cronin	Teacher (K-2 Rep.)	Tina Whalen	Paraeducator
Lisette Zinner	Teacher (3-4 Rep.)	Lara Fensin	Teacher (Middle School)
Kiel Maurath	Teacher (High School)	Hope Marin	Sped Teacher (K-2 Rep.)
Maria Ricciuti	Sped Teacher (3-4 Rep.)	Carrie Attaway	Sped Teacher (MS)
Ann Breckenridge	Sped Teacher (HS)		

# MTSS Committee – Process and Charge

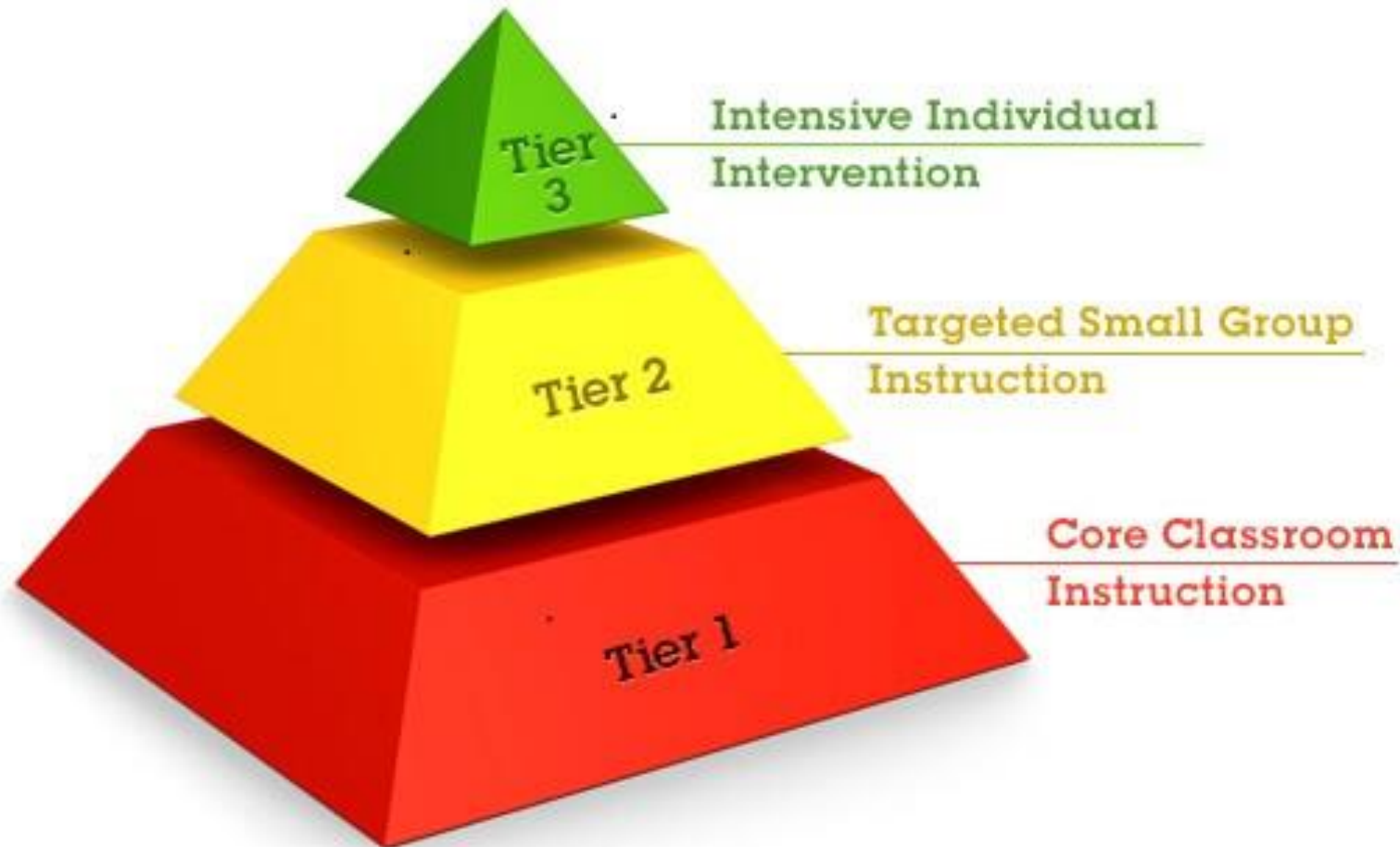
- What is MTSS?
  - Video 1 – Definition of MTSS
  - DESE MTSS Blueprint
  - Definition of MTSS Tiers
- Why does Hudson Public Schools need an MTSS Framework?
  - DESE's District Standards and Indicators
  - District Data
  - DCAP
  - ILT development for 2018-2019
  - IST current practices
  - Improve quality of referrals to special education evaluation
- How does it work?
  - Video 2 – MTSS at the secondary level
  - Video 3 – MTSS at the elementary level
- What is the role and responsibility of the Committee?
  - MTSS Framework Overview

# Massachusetts Tiered System of Support





# Definition of Tiers of Support



# Definition of Tiers of Support

- **UNIVERSAL SUPPORT:** At Tier I, all students are taught using high-quality instruction, and support is provided for all students in the general education setting. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.
- **TARGETED SUPPORT:** At Tier II, based on data from screenings conducted at Tier 1, school teams identify students whose academic performance and rate of progress are below what is expected for their grade and educational setting. Instructional materials and appropriate progress measures are selected based on individual students' learning needs. Tier II instruction is provided in addition to the Tier I core instruction, and educators measure progress regularly (i.e. weekly/biweekly basis).
- **INTENSIVE SUPPORT:** At Tier III, students who continue to struggle despite high-quality Tier I and II instruction, or whose needs are more intense than can be addressed by typical Tier II interventions, require the most intensive, and sometimes individualized, instruction. A problem-solving team typically determines the need for intensive supports based on a variety of assessments that include data collected during prior interventions and instruction. More frequent progress monitoring (e.g., hourly, daily, or weekly) is used to document progress toward grade level standards. A student's inadequate response to interventions at all three tiers may be used as part of the documentation for special education eligibility in relation to a specific learning disability (e.g., a specific learning disability for limited progress in academics).

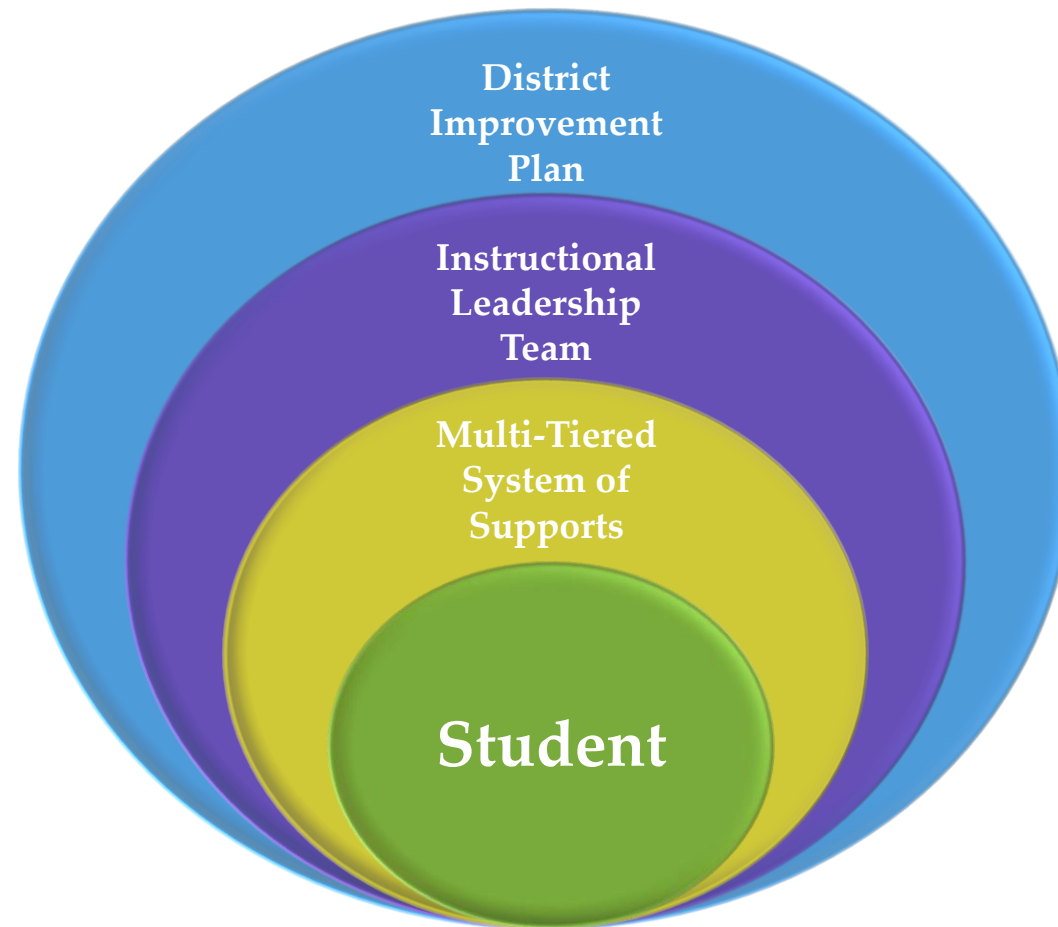
# Academic Supports – Tier I

Environment	Staff	Student Ownership
<p>Schools will allocate time and personnel to allow for educators to use assessment data to collaborate and plan instruction for students not meeting benchmarks.</p> <p>Schools will provide time for personnel to meet in the Student Support Team to discuss concerns about a student, and form an instructional plan.</p>	<p>Educators will identify students who are not reaching benchmarks, analyze assessment data, and plan instruction that will address their needs.</p> <p>Educators will use additional assessments to further identify appropriate interventions.</p>	<p>Students will understand their personal goals and participate in targeted instruction.</p>
<p>Based on assessment data, schools will provide supplemental instruction to any student in need of additional supports or intervention for a targeted skill, in order for that student to continue to progress within the core instruction.</p>	<p>Educators will explicitly explain goals to students.</p> <p>Educators will provide additional targeted instruction using practices modified to meet students' needs, and will incorporate procedures to maximize student motivation, engagement, and confidence.</p> <p>Educators will regularly monitor progress and provide students with specific feedback (verbal/written) that relates to their goals.</p>	<p>Students will stay informed about their progress.</p> <p>Students will use feedback to improve performance.</p>
	<p>Educators will use professional development and feedback to improve practice.</p> <p>Educators collaborate with peers to further identify student needs and plan interventions.</p>	
<b>Family Engagement</b>		
<p>Schools will provide information about procedures available to families who have concerns about their child's progress.</p>	<p>Educators will inform families about student goals, and provide updates about progress through reports, conferences, and other means, as needed.</p>	<p>Families will communicate with teachers about their concerns, participate in conferences and contribute to SST meetings, and support their child's academic growth.</p>

# MTSS Framework Evaluation Rubric

FOCUSED QUESTIONS RELATED TO STRATEGIC SUPPORTS TO PROMOTE DEEP THINKING AND REFLECTION OF THE MTSS FRAMEWORK				
EASE	IMPACT	SYNERGY	SEQUENCING	PACING
<ul style="list-style-type: none"> <li>• Do we know how to do this?</li> <li>• What resources are required for these supports?</li> <li>• Can we reallocate existing resources or do we need to generate new resources?</li> <li>• Are these groups of people to whom this is really important or who is likely to need to be persuaded of its merits?</li> </ul>	<ul style="list-style-type: none"> <li>• What evidence do we have that doing this will have a major impact on achieving the district's objectives?</li> <li>• How much of an impact will the identified supports have in improving the district's performance?</li> </ul>	<ul style="list-style-type: none"> <li>• How might these supports work together?</li> <li>• Are there any supports that are essential to do in combination to maximize their value?</li> <li>• Are the supports complementary and mutually reinforcing?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any supports that are essential to start/complete before others?</li> <li>• Are there any quick wins?</li> </ul>	<ul style="list-style-type: none"> <li>• Which things can the system do well and how long will it take?</li> <li>• Do you have to extend your timeframe to accomplish the support(s)?</li> </ul>

# Intersection of Systems



# ACADEMIC SUPPORTS

## Tier I

**UNIVERSAL SUPPORT:** At Tier I, all students are taught using high-quality instruction, and support is provided for all students in the general education setting. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.

Environment	Staff	Student Ownership
Schools will implement research-based instructional programs with fidelity and with flexible grouping/diverse learning opportunities based on individual needs of students.	Educators will be trained and prepared to use materials and methods effectively: <ul style="list-style-type: none"> <li>○ Clearly stated learning expectations and goals;</li> <li>○ Explicit instruction;</li> <li>○ Strategies to enhance student engagement;</li> <li>○ Scaffolding and support for learners;</li> <li>○ Specific and frequent purposeful feedback based on individual student needs.</li> </ul>	Students demonstrate their acquisition of learning.  Students will understand learning objectives and work to meet goals.  Students will use feedback to improve.
Schools will provide in-class support to enable engagement and active listening.	Educators will share a clear mission and vision using targeted learning opportunities, and hold students to high expectations.	Students will be engaged, active learners who demonstrate understanding and work toward personal academic goals.
Schools will conduct academic screening of all students with a universal screener, and allocate time and personnel for educators to analyze assessment data.	Educators and instructional teams will use tests/screener and class data to analyze the performance of students on a regularly published schedule.	Students will understand the purpose of assessment measures and use them to advance their learning.
Schools will provide professional development and common planning time to support educators' use of best practices.	Educators will develop professionally and collaborate with peers to provide best	

<p>Schools will observe instruction and assessment practices on a regular basis to ensure high quality practices for diverse learners, providing feedback and coaching for educators.</p>	<p>practices in the core curriculum for all learners.</p>	
<p><b>Family Engagement</b></p>		
<p>Schools will promote positive, inclusive, and productive relationships with families, using a variety of family-friendly forms of communication and events.</p> <p>Schools will proactively provide information to families that explains the general program/calendar, academic expectations, and district-wide assessment measures.</p>	<p>Educators will engage and communicate with families about the curriculum and student progress through reports and conferences, in an inclusive and productive way.</p> <p>Educators will supply recommendations and resources for families to support their student's education.</p>	<p>Families will communicate with educators, attend regular conferences and events, and support their child's education.</p>

# ACADEMIC SUPPORTS

## Tier II

**TARGETED SUPPORT: At Tier II, based on data from screenings conducted at Tier 1, school teams identify students whose academic performance and rate of progress are below what is expected for their grade and educational setting. Instructional materials and appropriate progress measures are selected based on individual students' learning needs. Tier II instruction is provided in addition to the Tier I core instruction, and educators measure progress regularly (i.e. weekly/biweekly basis).**

Environment	Staff	Student Ownership
<p>Schools will allocate time and personnel to allow for educators to use assessment data to collaborate and plan instruction for students not meeting benchmarks.</p> <p>Schools will provide time for personnel to meet in the Student Support Team to discuss concerns about a student, and form an instructional plan.</p>	<p>Educators will identify students who are not reaching benchmarks, analyze assessment data, and plan instruction that will address their needs.</p> <p>Educators will use additional assessments to further identify appropriate interventions.</p>	<p>Students will understand their personal goals and participate in targeted instruction.</p>
<p>Based on assessment data, schools will provide supplemental instruction to any student in need of additional supports or intervention for a targeted skill, in order for that student to continue to progress within the core instruction.</p>	<p>Educators will explicitly explain goals to students.</p> <p>Educators will provide additional targeted instruction using practices modified to meet students' needs, and will incorporate procedures to maximize student motivation, engagement, and confidence.</p> <p>Educators will regularly monitor progress and provide students with specific feedback (verbal/written) that relates to their goals.</p>	<p>Students will stay informed about their progress.</p> <p>Students will use feedback to improve performance.</p>



	<p>Educators will use professional development and feedback to improve practice.</p> <p>Educators collaborate with peers to further identify student needs and plan interventions.</p>	
<b>Family Engagement</b>		
<p>Schools will provide information about procedures available to families who have concerns about their child's progress.</p>	<p>Educators will inform families about student goals, and provide updates about progress through reports, conferences, and other means, as needed.</p>	<p>Families will communicate with teachers about their concerns, participate in conferences and contribute to SST meetings, and support their child's academic growth.</p>

## ACADEMIC SUPPORTS

### Tier III

**INTENSIVE SUPPORT: At Tier III, students who continue to struggle despite high-quality Tier I and II instruction, or whose needs are more intense than can be addressed by typical Tier II interventions, require the most intensive, and sometimes individualized, instruction. A problem-solving team typically determines the need for intensive supports based on a variety of assessments that include data collected during prior interventions and instruction. More frequent progress monitoring (e.g., hourly, daily, or weekly) is used to document progress toward grade level standards. A student's inadequate response to interventions at all three tiers may be used as part of the documentation for special education eligibility in relation to a specific learning disability (e.g., a specific learning disability for limited progress in academics).**

Environment	Staff	Student Ownership
School personnel will conduct targeted assessments of students who are struggling with Tier II support, to closely understand the student's learning profile, and match interventions to specific student needs.	Educators provide intensive instruction to students in small groups of three or less students, or individually.	Students will understand reasons for targeted intervention.
Schools will provide personnel and time to support interventions that will support student growth.	Educators collaborate, and use assessment data and professional feedback to further identify student needs and plan interventions.	
Schools will share a clear mission and vision using targeted learning opportunities.	Educator's instruction will include modeling, scaffolding, many opportunities for students to respond, immediate performance feedback, and regular mastery assessments.  Educators will use students' strengths to keep students motivated and engaged, and build confidence.	Students will use feedback to improve performance.

Schools will share a clear mission and vision using targeted learning opportunities.	<p>Educator’s instruction will include modeling, scaffolding, many opportunities for students to respond, immediate performance feedback, and regular mastery assessments.</p> <p>Educators will use students’ strengths to keep students motivated and engaged, and build confidence.</p>	Students will use feedback to improve performance.
Schools will share a clear mission and vision using targeted learning opportunities.	<p>Educator’s instruction will include modeling, scaffolding, many opportunities for students to respond, immediate performance feedback, and regular mastery assessments.</p> <p>Educators will use students’ strengths to keep students motivated and engaged, and build confidence.</p>	Students will use feedback to improve performance.
Schools will frequently monitor student’s progress with measures specifically matched to student’s individual learning goals.	Educators will monitor progress weekly or more frequently.	Students will stay informed about their progress through regular specific feedback, relevant to their goals.
<b>Family Engagement</b>		
Schools will schedule team meetings and provide coverage to allow teachers and parents to discuss evaluations, goals, and progress.	<p>Educators will regularly communicate with families regarding progress.</p> <p>Home visits may be scheduled for students whose families are not coming to school.</p>	Families will stay informed and participate in team meetings to discuss evaluation results, goals, and progress, and will support their child’s academic goals.

# SOCIAL/EMOTIONAL BEHAVIORAL SUPPORTS

## Tier I

**UNIVERSAL SUPPORT: At Tier 1,** social/emotional behavioral support is provided for all students in the general education setting. Rules, routines and physical arrangements of the classroom are developed and taught in the general education setting to prevent unwanted behaviors and promote social and emotional well-being of all students. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.

Environment	Staff	Student Ownership
Schools will create positive social incentives for all students for behavioral expectations.	Educators will teach, model and expect positive behavior and prosocial classroom skills.	Students will practice and model expected and appropriate behavior.
Schools will provide consistent implementation of expectations to promote a safe and supportive environment.	Educators will develop internal capacity by attending training in research-based best practices.	Students will provide input regarding best practices via multiple means: suggestion boxes, student forums, general assemblies, class meetings.
Schools will screen students on behavioral expectations using both formal and informal means.	Educators will recognize and provide specific feedback to students who display positive behavior in all aspects of the school setting.  Educators will communicate between grades and schools regarding students' social and emotional development.	Students will be responsible for displaying positive behavioral expectations during structured and unstructured times throughout the day.
Schools will create a safe community in which students are encouraged and have means to communicate with staff concerning social and emotional difficulties.	Educators will provide students with opportunities to problem solve and work on social and emotional issues.	Students will advocate for themselves and participate in problem solving activities.  Students learn skills related to self-management, responsible decision making,

		empathy, positive interpersonal relationships, and goal setting.
Schools will provide staff with training to understand how to work with students who are experiencing or have experienced trauma.	Educators will help students feel more secure by identifying social emotional behaviors in students that indicate stress/trauma.	Students will recognize safe seeking behaviors while decreasing threat seeking behaviors.
Schools will provide anti-bias training and professional development to help staff understand issues specific to minority populations (LGBTQ, EL, racial, cultural and economic differences).	Educators will have awareness of students' backgrounds and differences, and will provide a safe, welcoming, and inclusive learning environment for all students.	Students will have meaningful ways to share their background, culture, orientation, point of view, interests, etc.
<b>Family Engagement</b>		
<p>Schools will provide information to families about behavioral expectations and consequences.</p> <p>Schools will offer events (speakers, social events, etc.) to engage families and promote a positive, collaborative, and inclusive environment.</p> <p>Schools will provide information about procedures available to families who have concerns about their child's progress.</p>	<p>Educators will provide information to families concerning expectations and consequences at open house, through class newsletters, websites, etc.</p> <p>Educators will communicate with families on a regular basis (conferences, reports) about their student's social/emotional development.</p>	<p>Families will understand expectations, communicate with educators and their child, and support their child's social and emotional growth.</p> <p>Families will plan and participate in events, and give input into what future events would be helpful.</p>

# SOCIAL/EMOTIONAL BEHAVIORAL SUPPORTS

## Tier II

**TARGETED SUPPORT:** At Tier II, based on data from screenings conducted at Tier I, school teams identify students whose behavior performance and rate of progress are below what is expected for their grade and educational setting. Appropriate progress measures are selected based on individual students' learning needs. Tier II support is provided in addition to the Tier I core support, and educators measure progress regularly (i.e. weekly/biweekly basis).

Environment	Staff	Student Ownership
Schools will use evidence-based methods to identify struggling students.	Educators will recognize students who are struggling, and collaborate with specialists to support the students.	
Schools will provide time for personnel to meet in the Student Support Team to discuss concerns about a student, and form an instructional plan.	Educators will collaborate with peers to plan interventions.  Educators will explicitly explain goals to students.	Students will identify their individual goal and work to achieve it.
Schools will keep formal documentation of meetings and data on identified students. This is in the form of the ICAP, which follows students from elementary through high School.	Educators will track student progress and communicate between elementary, middle, and high school grade levels via the ICAP and transition meetings.	
Schools will provide personnel and time so that students' specific needs are addressed through small group instruction.	Educators will teach targeted instruction in the areas of need and generalize the skills taught in the general education classroom.  Educators will monitor progress of students and share results with colleagues.	Students will actively participate in targeted instruction through small groups.

## Family Engagement

Schools will refer and/or provide support groups and/or services to students and/or families.

Educators will inform families about student goals, and provide regular updates about progress through reports, conferences, and other means, as needed.

Educators will inform families of support services available.

Families will communicate with educators about their concerns, and participate in conferences and SST meetings.

Families will communicate and collaborate with staff around student's history and growth.

Families will consider supports that are offered.

# SOCIAL/EMOTIONAL BEHAVIORAL SUPPORTS

## Tier III

**INTENSIVE SUPPORT:** At Tier III, students who continue to struggle despite high-quality Tier I and II support, or whose needs are more intense than can be addressed by typical Tier II interventions, require the most intensive, and sometimes individualized, support. A problem-solving team typically determines the need for intensive supports based on a variety of assessments that include data collected during prior interventions and instruction. More frequent progress monitoring (e.g., hourly, daily, or weekly) is used to document progress toward grade level standards. A student's inadequate response to interventions at all three tiers may be used as part of the documentation for special education eligibility in relation to a specific learning disability (e.g., a specific learning disability for limited progress in social/ emotional areas).

Environment	Staff	Student Ownership
Schools will formally document meetings and data on identified students.	School Psychologist or BCBA or School Adjustment Counselor or additional qualified individual teacher will observe student and collaborate with colleagues around recommendations.	
Schools will do additional testing/ observations if deemed appropriate (academic, psychological, OT/PT, etc.).	Educators will conduct assessments, analyze assessments, and set goals.  Educators will explicitly explain the goal to the student.	Student will participate in assessments, observations and goal setting.
Schools will provide 1:1 therapy, counseling or small group work (cognitive or behavioral therapy).	Educators will work with the students to meet the student's goal, monitoring progress and giving specific feedback related to the goal.	Student will actively participate in therapy/counseling/small group work. Students use feedback to develop skills.



Schools will provide a sub-separate program, if necessary.	Educators individualize instruction and support based on the student's needs.	Students participate in a sub-separate program.
<b>Family Engagement</b>		
Schools may refer families to outside behavior specialists.	Educators may do home visits if necessary.	Families will communicate and collaborate with the school and consider referrals.

# ATTENDANCE SUPPORTS

## Tier I

**UNIVERSAL SUPPORT: Students Missing Less Than 5%**

Environment	Staff	Student Ownership
<p>Schools will set the expectation that attendance matters and communicate the policy with all parties involved.</p> <p>Schools will ensure before and after school care is accessible to all, affordable, and provides early hours and half-day care.</p> <p>School will make connections with local organizations, after school activities, etc. in order to support student attendance.</p>	<p>Educators and Administrators will set policies that are district-wide, clear and consistent, and appropriate as related to tardiness/absences, so that everyone is on the same page (teachers, coaches, students, and families).</p> <p>Educators will acknowledge and celebrate student attendance. Educators will help students and families set goals for attendance.</p>	<p>Students will arrive to school on-time and attend school 96% of the time.</p>
<p>Schools will provide a written reference guide that spells out rules, possible rewards, and consequences, and will reiterate the policy on a regular basis to maintain consistency.</p>	<p>Educators and Administrators will establish specific school plans for reducing chronic absence.</p>	<p>Students will not attend town sports games/practices/Boys and Girls Club, etc. on days they were not present in school.</p> <p>Students will seek out support and help after an absence.</p>
<p>Schools will work with outside community programs to create policies and remove barriers to attendance. For example: health interventions such as flu shots, dental checkups, asthma preventative programs, and incentive programs.</p>	<p>Educators will share with students the impact of chronic absenteeism.</p> <p>Educators will teach students the importance of self-care and healthy daily routines (sleep, nutrition, etc.) and the impact of these habits on learning.</p>	<p>Students will maintain healthy daily routines (sleep, nutrition, hand-washing, etc.) so that they are less likely to need to miss school.</p>

<p>Schools will create a team that regularly reviews attendance data for trends and identify how many and which students fall into the different tiers.</p> <p>Schools will review attendance data on an annual basis to monitor the effectiveness of the tiered interventions.</p> <p>Schools will follow state attendance laws: According to Chapter 76 #19, each district employs an attendance “officer” who helps to organize, track, and act when students are not in attendance.</p>	<p>Educators and Administrators will work to address issues that are found to cause absenteeism (bullying, health, transportation, etc.).</p> <p>Educators will use issues from Tier II and Tier III students to identify ways to prevent absenteeism.</p> <p>Educators will identify common barriers that impact attendance, understand cultural and economic biases and obstacles, and establish ways to address these barriers.</p>	
<b>Family Engagement</b>		
<p>Schools will contact family after each absence, and monitor data on a regular basis to identify possible causes for absenteeism and tardiness.</p> <p>Schools will provide parents an overview of attendance policies in precise, fully accessible language.</p> <p>Schools will share with families the impact of chronic absenteeism.</p>	<p>Educators will give parents an outline of what a day looks like for students so they know what happens when students miss a day (learning objectives for the day and activities).</p>	<p>Families will support their child’s education by making sure that students are at school on time every day, and ready to learn.</p>

# ATTENDANCE SUPPORTS

## Tier II

**TARGETED SUPPORT:** Students Missing 5 – 9% (At Risk)

Environment	Staff	Student Ownership
<p>Schools will closely monitor data of students who are in Tier II.</p>	<p>Educators will review attendance every week and look for patterns in attendance, underlying causes for absences and need for more intensive support.</p>	<p>Students will understand that they are receiving more support and education in this area because their attendance is a problem that needs to be solved.</p> <p>Students understand that staff will be looking for them when they are not in school.</p>
<p>Schools will continue Tier I practices of intervention on a more personal and individual basis.</p>	<p>Educators will collaborate with all stakeholders to form goals and choose strategies to implement.</p>	<p>Students will take ownership in identifying causes and working with staff/family to form goals and learn strategies to solve the problem.</p>
Family Engagement		
<p>Schools schedule a time to meet with parents to form a plan.</p> <p>Schools will develop a shared comprehensive list of the outside agencies that are available in the community.</p>	<p>Educators participate in forming a plan with administrators and family.</p> <p>Educators anticipate when an absence may occur and intervene creatively by reaching out to families to stress the importance of attendance (i.e. half days, transportation issues, etc.).</p>	<p>Family participates in meeting with staff and forming a plan to address attendance issues.</p>

# ATTENDANCE SUPPORTS

## Tier III

### INTENSIVE SUPPORT: Students Missing 10% or More (Chronic Absenteeism)

Environment	Staff	Student Ownership
<p>Schools will partner with outside agencies to support students at this level by sharing data.</p> <p>Schools consult with community mental health professionals, physicians, family members, sometimes officers of the court -- Systems of Care/Wrap-Around Services, etc.</p>	<p>Educators will provide resources for parents in need, and intensify outreach.</p> <p>Educators will determine if the Courts have access to additional programs or services that would assist the family in overcoming barriers to attendance.</p>	<p>Students will understand that staff and outside agencies will be working with them and the family to improve and remove barriers to attendance.</p> <p>Students are learning lifelong strategies for managing real life expectations</p>
<p>School will review and reevaluate Tier II interventions and adjust as needed.</p> <p>Schools will continue to monitor attendance and respond at each absence.</p>	<p>Educators will work with relevant agencies to develop a comprehensive educational plan that also address student and family needs.</p>	<p>Students understand that there is an educational plan and a goal for improvement (age-appropriate).</p> <p>Students participate in regular check-ins.</p>
<p>School will use a protocol or transitional meeting for sharing attendance data and interventions that have been used with students who transfers within District.</p>	<p>Educators will share and use information from other schools to maintain a consistent attendance plan.</p>	<p>Students will be involved in transitional meetings (age-appropriate)</p>
Family Engagement		
<p>Schools tap into their own in-house resources to support parents.</p>	<p>Educators determine if the student and their family is or should be agency involved. If they are, a meeting will be set prior to the beginning of school to coordinate services.</p> <p>Educators will work with families to avoid legal consequences to the extent possible.</p>	<p>Family participates in meeting with staff and form a plan to address attendance issues.</p>

**FOCUSED QUESTIONS RELATED TO STRATEGIC SUPPORTS TO PROMOTE  
DEEP THINKING AND REFLECTION OF THE MTSS FRAMEWORK**

EASE	IMPACT	SYNERGY	SEQUENCING	PACING
<ul style="list-style-type: none"> <li>• Do we know how to do this?</li> <li>• What resources are required for these supports?</li> <li>• Can we reallocate existing resources or do we need to generate new resources?</li> <li>• Are these groups of people to whom this is really important or who is likely to need to be persuaded of its merits?</li> </ul>	<ul style="list-style-type: none"> <li>• What evidence do we have that doing this will have a major impact on achieving the district's objectives?</li> <li>• How much of an impact will the identified supports have in improving the district's performance?</li> </ul>	<ul style="list-style-type: none"> <li>• How might these supports work together?</li> <li>• Are there any supports that are essential to do in combination to maximize their value?</li> <li>• Are the supports complementary and mutually reinforcing?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any supports that are essential to start/complete before others?</li> <li>• Are there any quick wins?</li> </ul>	<ul style="list-style-type: none"> <li>• Which things can the system do well and how long will it take?</li> <li>• Do you have to extend your timeframe to accomplish the support(s)?</li> </ul>

## V. Matters for Discussion

1. Discussion of the Hudson School Secretarial Negotiation Team Members

# HUDSON PUBLIC SCHOOLS

## SCHOOL COMMITTEE MEMBERS ASSIGNMENTS

2018-2019

### Sub-Committees:

1. Budget: All Committee Members
2. Policy: Steve Smith, Liz Hallsworth, Matt McDowell
3. Strategic Goals: Adam Tracy, Glenn Maston, Liz Hallsworth
4. Superintendent's Evaluation: Glenn Maston, Nina Ryan, George Luoto

### Negotiation Teams:

1. Teachers: Adam Tracy, Steve Smith
2. Paraeducators: Glenn Maston, Nina Ryan
3. Secretaries: George Luoto, Matt McDowell, Steve Smith
4. Custodians: Liz Hallsworth, Adam Tracy

### School Councils:

1. Hudson High School: George Luoto
2. Quinn Middle School: Matt McDowell
3. Farley: Liz Hallsworth
4. Forest Ave: Glenn Maston
5. Mulready: Nina Ryan

### Other Responsibilities:

1. Teacher Sick Bank: George Luoto, Nina Ryan
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith
3. CHAPS Board Representatives: Nina Ryan, Steve Smith



## VI. Matters for Action

1. Second Reading and Approval of Proposed Adoption of School Committee Policy BEDB-E- Agenda Format

## Agenda Format

At regular meetings, the following will be the customary order of business:

1. Call to Order
2. Approval of Minutes
3. Superintendent's Report
4. Student Presentations
5. Community Comments, time limit of such to be 10 minutes
6. Special Reports and Presentations
7. Matters for Discussion
8. Matters for Action
9. New Business
10. Executive Session (if necessary)
11. Adjournment

SOURCE: MASC

*Approved by Hudson School Committee – April 24, 2018*



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

**SECTION B – SCHOOL BOARD GOVERNANCE AND OPERATIONS**

<b>Section</b>	<b>Existing Policy</b>	<b>Proposed Change or New Policy</b>
BEDB-E	<p style="text-align: center;"><b>Agenda Format</b></p> <p>At regular meetings, the following will be the customary order of business:</p> <ol style="list-style-type: none"> <li>1. Call to Order</li> <li>2. Approval of Minutes</li> <li>3. Superintendent’s Report</li> <li>4. Student Presentations</li> <li>5. Community Comments, time limit of such to be 10 minutes</li> <li>6. Special Reports and Presentations</li> <li>7. Matters for Discussion</li> <li>8. Matters for Action</li> <li>9. New Business</li> <li>10. Executive Session (if necessary)</li> <li>11. Adjournment</li> </ol> <p>SOURCE: MASC <i>Approved by Hudson School Committee – April 24, 2018</i></p>	<p style="text-align: center;"><b>Agenda Format</b></p> <p>At regular meetings, the following will be the customary order of business:</p> <ol style="list-style-type: none"> <li>1. Call to Order</li> <li>2. Approval of Minutes</li> <li>3. <b>Public Participation</b></li> <li>4. <b>Reports and Presentations</b> <ol style="list-style-type: none"> <li>a. Report of the Superintendent</li> <li>b. Sub-Committee Reports (if needed)</li> <li>c. Student Presentation</li> </ol> </li> <li><b><u>Community Comments, time limit of such to be 10 minutes</u></b></li> <li><b><u>Special Reports and Presentations</u></b></li> <li>5. Matters for Discussion <ol style="list-style-type: none"> <li>a. <b>New Business</b></li> <li>b. <b>Old Business</b></li> </ol> </li> <li>6. Matters for Action <ol style="list-style-type: none"> <li>a. <b>New Business</b></li> <li>b. <b>Old Business</b></li> </ol> </li> <li>7. <b>Items of Interest to the School Committee</b></li> <li>8. Executive Session (if necessary)</li> </ol>

9. Adjournment

**Consent Agenda**

**To encourage efficiency during school committee meetings, the school committee may elect to use a consent agenda for items which usually do not require discussion or explanation. A consent agenda allows the board to consider and vote on certain items as a group with a single motion.**

**Any school board member may request to remove any item from the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will be discussed and acted upon immediately following the consideration of the consent agenda.**

## Agenda Format

At regular meetings, the following will be the customary order of business:

1. Call to Order
2. Approval of Minutes
3. Public Participation
4. Reports and Presentations
  - a. Report of the Superintendent
  - b. Sub-Committee Reports (if needed)
  - c. Student Presentation
5. Matters for Discussion
  - a. Old Business
  - b. New Business
6. Matters for Action
  - a. Old Business
  - b. New Business
7. Items of Interest to the School Committee
8. Executive Session (if necessary)
9. Adjournment

### Consent Agenda

To encourage efficiency during school committee meetings, the school committee may elect to use a consent agenda for items which usually do not require discussion or explanation. A consent agenda allows the board to consider and vote on certain items as a group with a single motion.

Any school board member may request to remove any item from the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will be discussed and acted upon immediately following the consideration of the consent agenda.

*Approved by Hudson School Committee – October 23, 2018*

## VI. Matters for Action

2. Approval of Employment Contract for Cathy Kilcoyne to serve as Director of Pupil Services

## VI. Matters for Action

### 3. Approval of 2018 MASC Resolutions

# report of the resolutions committee

The MASC Resolutions Committee met on Monday, July 9, 2018 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2018 Annual Meeting of the Association. Members present were: Devin Sheehan, (Holyoke), Chair; Beverly-Hugo (Framingham), ex officio; Carrie Greene (Mt. Greylock); Irene Feliciano-Sims (Holyoke), Mildred Lefebvre (Holyoke); Jake Oliveira (Ludlow); Jason Fraser (Plympton); Brian O'Connell (Worcester); Laura Fallon (Northampton); William Fonseca (East Longmeadow); Brendan Walsh (Life Member); Kim Hunt (Plymouth); Denise Schultz (Franklin).

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

## **RESOLUTION 1: Rejecting the Arming of Educators** *(Submitted by the MASC Board of Directors)*

WHEREAS: The Massachusetts Association of School Committees has been a strong advocate of providing students, faculty and staff a safe and supportive school and classroom; and

WHEREAS: Attention has been focused recently on the mass killing of students in schools in Florida and Texas; and

WHEREAS: The President of the United States and other policy makers have given support toward equipping educators with firearms;

THEREFORE BE IT RESOLVED that: The Massachusetts Association of School Committee rejects the notion of providing firearms to any educators.

RATIONALE: The safest environment would be to provide additional mental health resources and violence prevention programs in public schools.

## **RESOLUTION 2: Small and Rural Districts** *(Submitted by the MASC Board of Directors)*

WHEREAS: Massachusetts has a number of small and rural school districts that have special academic, social, financial, and operational needs, and, yet, operate with an enviable measure of success; and

WHEREAS: Some of the factors that create disproportionately severe impact upon small and rural districts are declining population, lower bases upon which to set property taxes, loss of employment, inequitable access to technology including wireless and traditional internet access, costs of transportation, access to social supports and major health care centers, and isolation of the population; and

WHEREAS: The already onerous compilation of state regulations imposes an added burden on small and rural districts with small staffs and fewer administrators to comply with the many reporting requirements and standards imposed by the Commonwealth;

THEREFORE BE IT RESOLVED that: MASC call for the creation of a working group to advise the legislature on the best public policy solutions to support small and rural school districts; and further

That this working group propose modifications to the Foundation Budget and other elements of the Chapter 70 financial assistance program; designate specific instances where excessive regulation interfere with the ability of school leaders to direct the academic improvement of children; identify and advise on eligibility for state and federal programs to support public education; and find strategies to ameliorate the impact of forces that jeopardize the growth, stability and success of these school districts; and further

MASC oppose legislation or unlegislated regulations that would attempt to undermine the right of any city, town or regional district to have imposed upon it a mandate to restructure, expand, regionalize, or dissolve its school district without its consent.

## **RESOLUTION 3: Elimination of the Federal Department of Education** *(Submitted by the MASC Board of Directors)*

WHEREAS: The current Administration has made proposals to merge the U.S. Department of Education with the U.S. Department of Labor to create the Department of Education and the Workforce; and

WHEREAS: The role of the Department of Education is to serve as a fiduciary agent over federal education funding, drive education policy for the country and protect the rights of all students; and

WHEREAS: The merger of the two government agencies could diminish the work of the current Education and Labor Department;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees works with the federal delegation to reject any notion of combining the U.S. Department of Education with other government departments.

## **RESOLUTION 4: Regional School Transportation** *(Submitted by the MASC Board of Directors)*

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



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

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

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

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

**RESOLUTION 5: Reporting and Accountability Standards**  
*(Submitted by the MASC Board of Directors)*

WHEREAS: The Massachusetts Association of School Committees recognizes and upholds the right of any group to establish and maintain schools so long as such schools are fully financed by their own supporters; and

WHEREAS: Private and home schools should be subject to governmental regulation that assures a minimum standard of instruction under state law; and

WHEREAS: Private schools or other entities that receive public subsidies, funding, or support under state or federal law, whether directly or indirectly, should be held to the same reporting and accountability standards, including the same annual assessments of student proficiency, required of public schools as a condition of continued eligibility to receive public subsidies or funding; and

WHEREAS: Schools that receive any public funding should be subject to the same statutory and constitutional requirements as public schools;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees works with the legislature and Board of Elementary and Secondary Education to ensure that all students or persons in schools that receive public funds under the authority of the MA Department of Elementary and Secondary Education or a local public school district are held to the same standards and requirements in the Commonwealth of Massachusetts.

**RESOLUTION 6: Reproductive Health Education**  
*(Submitted by the MASC Board of Directors)*

WHEREAS: The Massachusetts Association of School Committees supports the health of all students; and

WHEREAS: Youth should be committed to feel empowered to make healthy and informed choices about their bodies and their relationships; and

WHEREAS: The Massachusetts Association of School Committees supports a medically accurate and age-appropriate reproductive health curriculum; and

WHEREAS: The Massachusetts Association of School Committees rejects the federal government's plans to redirect funding from evidence-based programs to prevent teen pregnancy to programs that teach abstinence-only and rhythm method-based sex education initiatives;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees supports evidence-based reproductive health curricula. Further, we call upon the U.S. Department of Education and the Executive Branch to stop their support of abstinence-only education.

**RESOLUTION 7: Gender Identity Inclusive Athletic Participation Policy**  
*(Submitted by the Framingham School Committee)*

WHEREAS: Public school leaders need to provide educational access and maintain safe environments for all, including LGBTQ students; and

WHEREAS: All students must be protected from discrimination, harassment and bullying; and

WHEREAS: LGBTQ students experience adverse incidents at alarming rates compared to their counterparts; and

WHEREAS: It is the job of the schools to provide safe and supportive environments for optimal wellbeing; and

WHEREAS: There are instances in athletics where LGBTQ students do not have protection nor the opportunity for privacy;

THEREFORE BE IT RESOLVED that: MASC help file legislation which would have the effect of protecting LGBTQ students from discrimination, harassment and bullying by that schools should treat students based on their gender identify, protecting their privacy, providing access to gender-neutral restrooms, locker rooms and private stall showers, using their preferred pronouns, embedding sensitivity training in professional development and providing uniform accommodations.

RATIONALE: The at-risk behavior for LGBTQ students, which includes suicidal ideation, is sharply reduced with some basic interventions. With federal laws that are vague with the protections for our vulnerable students, public schools in Massachusetts should take steps to ensure their protection. With guidance from the legislature, LGBTQ students throughout Massachusetts will have better protections and will have reduced adverse behaviors.

**RESOLUTION 8: Sports Wagering**  
(Submitted by the MASC Board of Directors)

WHEREAS: The General Court, in its effort to fund public education to the full extent of the law, including partially funded and unfunded mandates imposed upon school districts, is limited in its ability to do so by the limits to revenues generated from the current tax codes; and

WHEREAS: Advocates for public education have articulated several important strategies to improve public schools, many of which require additional funding appropriated by the General Court; and

WHEREAS: The Commonwealth has begun implementing casino gambling as a means of generating additional tax revenues; and

WHEREAS: In Nevada, sports wagering has provided an additional element to legalized gambling that has generated additional revenue; and

WHEREAS: A recent decision by the Supreme Court of the United States (Murphy vs. National Collegiate Athletic Association) has overturned federal restrictions on wagering on the outcome of sporting events; and

WHEREAS: The Commonwealth has had a long and successful history of administering a public lottery program that is convenient, accessible, and locally based, as well as easily adaptable to accommodating wagering;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees requests that, should the General Court enact legislation to legalize wagering on sporting events, the General Court, shall commit a portion of the revenues generated from sports wagering to public education.

**RESOLUTION 9: Access to Information for Parents and Students Who Are Clients of Special Education**  
(Submitted by the MASC Board of Directors)

WHEREAS: The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children; and

WHEREAS: In the law, Congress states that Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

WHEREAS: The stated purpose of the IDEA is to ensure that the rights of children with disabilities and parents of such

children are protected, to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

WHEREAS: Parents are also members of the team during the IEP process and should but do not always have access to the assessments and other information related to their child(ren) with sufficient advance time to review them, consult with experts or advocates, or prepare for meetings at which Individual Education plans are discussed;

THEREFORE BE IT RESOLVED that: MASC urges the legislature to amend state law to require that parents and students be provided with a copy via email or mail of all the assessments that are performed for students in the families' preferred language, at least five days prior to any meeting at which parents and students will review a proposed Individual Education Plan (IEP).

**PROPOSAL TO AMEND THE MASC BY-LAWS**

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

The following change to Article IX—Meetings of the Association, Subsection 1. Annual Meeting


The annual meeting of the Association, to be known as the Delegate Assembly, shall be held at such hour on such business day, not earlier than September 20 nor later than November 30, in each year and at such place within Massachusetts as the Board of Directors shall determine. Resolutions and other purposes for which an annual meeting is to be held additional to those proscribed by law, by the agreement of the association, and by these by-laws may be specified by the Board of Directors and by written application made to the Secretary-Treasurer **not later than July 1** in any year by at least five active members located in at least two Divisions. Resolutions submitted by a single school committee may be presented to the Delegate Assembly upon approval by the Board of Directors, on the recommendation of the Resolutions Committee. If an annual meeting is not held within the dates specified above, a special meeting may be held upon call by the Board of Directors with all the force and effect of an annual meeting.

The Board asks to amend the by-law by changing the July 1 date (noted in the text in bold face) to no later than **June 1**.

Rationale: Moving the submission date of resolutions to June 1 will give adequate time for the resolutions committee to meet and report out. It also aligns with the submission date for nomination of officers.

## VI. Matters for Action

### 4. Approval of 2018-2019 Superintendent Evaluation Goals



OCTOBER 15, 2018

Hudson Public Schools

# SUPERINTENDENT EVALUATION PROCESS

MARCO C. RODRIGUES, ED.D.



EVALUATION PROCESS

**Marco C. Rodrigues, Ed.D.**  
**2018-2019**



**CYCLE 1 – SELF-ASSESSMENT**

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**Facts:**

1. 2018 MCAS results indicate slight overall improvement in English language arts and no significant change in mathematics.
2. Science and Technology/Engineering is the area with the greatest need for improvement.
3. The Accountability and Assistance Level indicators revealed targeted areas in need of improvement.
4. The student population identified as “High Needs” (special education, English learners, and economically disadvantaged) requires the greatest attention and opportunity for growth and improvement.
5. A new District Improvement Plan (DIP) has been developed to guide the District Leadership Team, teaching staff, and support personnel in creating internal capacity to advance student achievement.
6. The Student Growth Percentile continues to be strong with opportunity for growth in particular subjects and grade levels.
7. Instructional Leadership Teams have been created at each school to oversee all aspects of instructional practices.
8. The District has made significant advancement in curriculum mapping and alignment.
9. The 1:1 device program has been expanded to grades 6 and 11 this year.

10. The Multi-Tiered System of Supports Framework has been developed to support students academically, social emotionally, and with attendance issues.
11. A Budget Strategic Stabilization Plan has been created and it contains steps to narrow the revenue gap by consolidating and reducing current and future expenditures through the Zero-Based budgeting process.
12. Two Contract Bargaining Agreements (Secretaries and Custodians) are expiring by the end of 2018-2019 school year.

***Self-Assessment:***

During my first year in the Hudson Public Schools, I developed an Entry Plan that resulted in a detailed Entry Findings Report that was introduced to the School Committee in January 2018. The report identified the District's assets and opportunities for inquiry and growth. The findings were organized into five focus areas: Organizational Effectiveness, District and School Climate and Culture, Teaching, Learning and Student Supports, Communication, and Budget Development.

Through these findings, additional data, and other reports a series of steps were taken to develop structural systems and platforms to address areas identified as in need of growth:

1. Multi-Tiered System of Supports framework
2. Instructional Leadership Team at each school
3. Zero-Based approach to budgeting
4. Budget Strategic Sustainability Plan
5. Policy revision
6. Curriculum Development
7. Emergency Management System Protocols
8. District-wide Professional Development Plan

In addition, through a focused budget process, the District was able to accomplish new courses, programs, and services for the 2018-2019 school year.

I am happy with the accomplishments thus far and am optimistic about the prospects for continued improvement and growth in the coming years. The District Leadership Team will monitor the implementation of new programs, services, schedules, and will continue to evaluate our practices to ensure that the District Improvement Plan is producing the anticipated results and that the Hudson Public Schools continue on its path of academic excellence.

## CYCLE 2 – GOAL SETTING AND PLAN IMPLEMENTATION

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### **Goal 1: Student Learning**

By June 2019, the Actions Steps for each Strategic Priority identified under the District Improvement Plan will be implemented.

#### ***Key Strategic Actions***

1. By November 2018, present to the School Committee the Action Steps devised by the District Leadership Team.
2. By February 2019, through the District Leadership Team, evaluate the implementation process and provide a mid-year status report to the District and to the School Committee.
3. By June 2019, evaluate the implementation process and develop a summary of findings report in preparation for the Summer Leadership Institute.

#### ***Benchmarks***

1. Presentations completed on schedule.
2. Summary of findings report completed.

### **Goal 2: Professional Practice**

To strengthen the District Leadership Team's ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process.

#### ***Key Strategic Actions***

1. By October 2018, complete Steps 1 and 2 of the Educator Evaluation Cycle for all principals and district administrators the superintendent supervises.
2. Review the norms of collaboration at each leadership team meeting (Cabinet, Principals, DELTA, and ELEVATE).
3. At the end of each leadership team meeting, ask participants the following questions:
  - a. What are the key takeaways from this meeting?
  - b. What decisions were made?
  - c. What are our next steps?
4. By June 30, complete an assessment of the District Leadership Team's overall effectiveness.

#### ***Benchmarks***

1. Completed Educator Evaluation process including a mid-year cycle review.
2. Completed analysis of District Leadership Team effectiveness.

**Goal 3: District Improvement**

By March 2019, the Budget Leadership Team, in conjunction with School Committee Members, will develop the FY20 Budget for the Hudson Public Schools.

**Key Strategic Actions**

1. By October 2018, members of the Budget Leadership Team participate in budget parameters and priority setting session aligned with the Zero-Based Budget process and Budget Strategic Sustainability Plan.
2. By November/December 2018, members of the Budget Leadership Team present their school/department resources allocation proposal for FY20.
3. By February 2019, conduct at least two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub-Committee.
4. By March 2019, deliver to the School Committee the FY20 Budget for deliberation and approval.

**Benchmarks**

1. Completed parameters for budget setting.
2. Completed prioritization sessions with School Committee.
3. FY20 Budget approved by the School Committee and submitted to Town officials.

**Goal 4: District Improvement**

To guide the process and to successfully negotiate a new Collective Bargaining Agreement (CBA) with the Hudson School Secretaries Association and the AFL-CIO, Local Council 93 (Custodians) during the 2018-2019 school year.

**Key Strategic Actions**

1. By early Fall 2018, communicate with both associations and officially open the bargaining process.
2. By December 2018, propose timeline for the traditional bargaining sessions.
3. By December 2018, complete one CBA review with the School Committee Negotiation Team.
4. By late Spring 2019, reach a tentative agreement for a new CBA for each Association.

**Benchmarks**

1. Completed official communication and timelines.
2. CBAs reviewed and areas to be negotiated identified.
3. CBA ratified.



## VI. Matters for Action

### 5. Approval of Grants Awarded

# GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	<b>FY19-734 Early Grade Literacy Grant</b>
Purpose:	This grant program provides schools with funding for a team of teachers and at least one administrator to participate in a yearlong professional learning series that supports the implementation of Curriculum Frameworks.
Type of Funder:	Competitive State Grant
Awarded Amount:	\$ 24,615 -- \$8205 per ELEM School
Start Date	10/01/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Kathy Provost, Todd Wallingford
PROGRAM Notes:	<p><b>MA State Grant</b>  <b>#734-259445-2019-0141</b></p> <p><b>General Fund use:</b>            ELEM Stipends – Teachers, Instructional Coaches to Attend Early Literacy Series Seminars (6, full-day seminars across the year), substitutes to cover district classrooms for above sessions and Instructions materials to implement Early Literacy curriculums</p> <p><b>Grantor Name / Address:</b>            Massachusetts Dept. of Elementary and Secondary Education            75 Pleasant Street            Malden, MA 02148-4906</p> <p><b>Grantor Contact Name / Number / Email:</b>            Emily Taylor            Email: achievement@doe.mass.edu            Direct: (781) 338-6313</p>
Program Location:	<b>FARLEY, FOREST, and MULREADY</b>

School Committee Date: \_\_\_\_\_

Vote: \_\_\_\_\_

**Hudson Public Schools  
FY19 Grant and Gift Presentation Summary**

TYPE	Awarding Agency	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
Federal	MA DOE	19-140 Title II	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	\$ 61,012.00
Federal	MA DOE	19-180 Title III	Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,939.00
Federal	MA DOE	19-240 SPED IDEA	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 726,965.00
Federal	MA DOE	19-262 SPED Early Childhood Education	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,179.00
State	MA DPH	19-290 Essential School Health	Supports a portion of salaries for a HHS Nurse, a Regional coordinator, and inter-agency consultant as well as reimburses the district for Nurse Subs and specific equipment needed across each Nursing office.	\$ 218,900.00
Federal	MA DOE	19-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 257,220.00
Federal	MA DOE	19-309 Title IV	Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.	\$ 17,050.00
State	MA DOE	19-345 COMMUNITY ADULT LEARNING CTR.	This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.	\$ 356,400.00
Federal	MA DOE	19-312 Emergency Impact Aid for Displaced Students	The federal emergency impact aid grant has been approved and must be used to offset direct expenses from the FY18 school year.	\$ 26,235.00
State	MA DOE	19-734 Early Literacy Grant	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farley, Forest and Mulready elementary schools.	\$ 24,615.00
<b>TOTAL:</b>				<b>\$ 1,771,515.00</b>
<b>FY19 GIFTS TO HUDSON PUBLIC SCHOOLS</b>				
		<b>School</b>		<b>\$ Gift Amount</b>
Corporate	Sponsor	Amass Memorial @ Marlborough Hospital	Farley Elementary - Event Sponsor	\$ 300.00
<b>TOTAL:</b>				<b>\$ 300.00</b>
<b>FY19 GIFTS FOR HHS SCHOLARSHIPS</b>				
		<b>HUDSON HIGH SCHOOLS</b>		<b>\$ Gift Amount</b>
<b>Total:</b>				<b>\$ -</b>
<b>Grant Total:</b>				<b>\$ 1,771,815.00</b>