



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

January 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: January 9, 2017
- 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
  2. Subcommittee Reports (if needed)
  3. Student Report (if any)
- V. Matters for Discussion:**
  1. Discussion of Grants and Corporate Partnership Program
  2. Discussion of Budget Narrative
  3. Food Service Update
- VI. Matters For Action:**
  1. Approval of May Town Warrant
  2. Approval of Hudson High School World Languages Trip to Madrid, Spain in April, 2019
  3. Approval of Contract with Focused Schools in the Amount of \$16,900.00 for Professional Development
  4. Reclassifications of Funds (if needed)
  5. Items of Interest to the School Committee



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**VII. Executive Session/Adjournment**

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.

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

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** January 9, 2018

**Location:** Administration Building  
155 Apsley Street

**Members present:** Michele Tousignant Dufour, George Luoto, Glenn Maston, Elizabeth Hallsworth, Steven Smith and Adam Tracy

**Members absent:** Allyson Hay  
Ben Carne, Student Representative

**Others present:** Dr. Marco C. Rodrigues, Superintendent  
Julia M. Pisegna, Recording Secretary

**I. Call the Meeting to Order – 7:03 p.m.**

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

**Approval of Minutes:**

Regular Meeting: December 5, 2017

A motion to approve the minutes of November 14, 2017 was made by Mr. Luoto and seconded by Mr. Maston. On a vote of 6-0, the motion passed.

**Public Participation:**

None.

**Reports:**

**Report of the Superintendent**

Dr. Rodrigues shared the process that the District follows for school cancellations and delays and to ensure that decisions to delay or cancel schools are made in a thoughtful and consistent manner, the Superintendent developed a protocol that provides the opportunity for multiple stakeholders to opine on the District's and Town's readiness to open the schools at its regular time.

The purpose of the protocol is to assist the Team in answering the following questions:

- 1) Considering the impact of the weather, can students and staff safely arrive at the school?
- 2) Considering the impact of the weather, can students and staff safely return home after the school day?

*Not Approved*

The Team is comprised of the following members:

- 1) Superintendent
- 2) Assistant Superintendent
- 3) Executive Director of Finance and Operations
- 4) Director of Buildings and Grounds
- 5) Executive Assistant to the Superintendent
- 6) Director of Technology
- 7) Director of Department of Public Works
- 8) Coordinator of Transportation – North Reading Transportation

The protocol consists of:

1. Activating a conference call to discuss impending weather;
2. Evaluating multiple media weather forecasts for accuracy;
3. Evaluating District, Town and Transportation level of readiness to operate under inclement weather;
4. Networking with Superintendents of surrounding communities on their thoughts and potential decisions; and
5. Answering the questions above.

If the impending weather is likely to affect the opening of schools and the Team reached the decision to delay or cancel school, members of the Team proceed to inform all pertinent parties, including media outlets, families, community partners and District staff.

Discussion ensued.

**Student Report**

None.

**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. Presentation of the 2017-2018 Superintendent's Academic Achievement Award:

Dr. Rodrigues congratulated Dakota Antelman as the recipient of the 2017-2018 Superintendent's Award for Academic Excellence. The award is sponsored by the Massachusetts Superintendent's Association.

High School Principal, Dr. Reagan, shared that Dakota Antelman is Editor-in-Chief of the school's award winning newspaper, The Big Red. He is at the top 5% of his graduating class and also a peer tutor for the school's Writing Center.



*Not Approved*

Dakota is a freelance writer for the Community Advocate and was one of ten finalists in the National Scholastic Press Association Contest, as well as a finalist in the Journalism Education Association for a multi-media.

Dakota prides himself in his curiosity, which drives his interest in journalism and pushes him to appropriately challenge information presented in class.

Dakota's favorite quote is:

"I can't imagine a person becoming a success who doesn't give this game everything he's got."

- Walter Cronkite

Committee members congratulated Dakota for his accomplishments.

## 2. Discussion of Hudson High School Program of Studies:

Principal Reagan and Director of Guidance, Angie Flynn, presented an outline focusing on the additional courses and changes proposed for the 2018-2019 school year.

Mr. Reagan and Ms. Flynn highlighted the high school schedule, new course offerings, electives and graduation requirements.

Discussion Ensued.

A motion to approve the Hudson High School Program of Studies 2018-2019, as presented, was made by Mr. Luoto and seconded by Ms. Tousignant Dufour. On a vote of 6-0, the motion passed.

## 3. Discussion of Assabet Valley Collaborative Annual Report and Financial Audit

In compliance with the laws and regulations concerning education collaboratives, Dr. Rodrigues shared with members a copy of the Assabet Valley Collaborative 2017 Annual Report and the FY17 Financial Report.

Discussion ensued.

### Matters for Action:

#### 1. Approval of the FY19 School Budget

Committee Chair, Michele Tousignant Dufour, shared with members that the vote tonight will be on the budget numbers and that the budget narrative to be presented to the Town on February 5<sup>th</sup> will be presented to the Committee at the next scheduled School Committee meeting on January 23<sup>rd</sup>.

Discussion ensued.

*Not Approved*

Dr. Rodrigues shared the process undertaken for the zero-based budget and the three main priorities that the District considered: student enrollment, programs and services.

Discussion ensued.

A motion to approve the recommended FY19 School Budget personnel line of \$32,303,843.00 was made by Ms. Tousignant Dufour and seconded by Mr. Luoto. On a vote of 6-0, the motion passed.

A motion to approve the recommended FY19 School Budget general expense line of \$7,923,729.00 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

A motion to approve the recommended FY19 School Budget transportation line of \$2,084,000.00 was made by Ms. Tousignant Dufour and seconded by Mr. Smith.

Discussion ensued.

2. Approval of Adoptions and Revisions of School Committee Policies “Section A”

Committee Chair, Michele Tousignant Dufour, shared that no public feedback or comments were received.

Discussion ensued.

A motion to approve the recommended adoptions and revisions to School Committee Policy ‘A’ was made by Ms. Tousignant Dufour and seconded by Mr. Smith.

3. Approval of Proposed School Committee Policy *Substance Use Prevention and Education Policy*

Dr. Rodrigues recommended approval of Proposed School Committee *Substance Use Prevention and Education Policy*.

A motion to approve Proposed School Committee Policy *Substance Use Prevention and Education* was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

4. Approval of Contract with Raymond Design Associates in the Amount of \$17,500.00 for the Administration Building Envelope Study

Dr. Rodrigues recommended approval of the contract with Raymond Design Associates in the amount of \$17,500.00 for the Administration Building envelope study.

*Not Approved*

A motion to approve the contract with Raymond Design Associates in the amount of \$17,500.00 for the Administration Building envelope study was made by Ms. Tousignant Dufour and seconded by Ms. Hallsworth. On a vote of 6-0, the motion passed.

**Reclassifications:**

A motion to approve the reclassification of funds No. 1, as presented, was made by Mr. Luoto and seconded by Mr. Maston. On a vote of 6-0, the motion passed.

A motion to approve the reclassification of funds No. 2, as presented, was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 6-0, the motion passed.

**Items of Interest to the School Committee:**

None.

**Executive Session/Adjournment**

At 8:10 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 Mr. Smith and seconded by Ms. Hallsworth.

Vote by roll call:

Ms. Tousignant Dufour – yes  
Mr. Luoto – yes  
Mr. Maston – yes  
Ms. Hallsworth - yes  
Mr. Smith – yes  
Mr. Tracy – 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



JANUARY 23, 2018

Hudson Public Schools

**REPORT OF THE SUPERINTENDENT**

MARCO C. RODRIGUES, ED.D.



## ENTRY FINDINGS

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### INTRODUCTION

The purpose of the Entry Plan is to identify and to establish a series of action steps to assist and inform my transition into the role of Superintendent of the Hudson Public Schools. Since July 1<sup>st</sup>, I have been engaged in multiple activities to collect, analyze, and synthesize information from a multitude of sources and from listening sessions with stakeholders within and outside of the school community.

The listening sessions and school visits afforded me the opportunity to speak with school administrators, parents, teaching and support personnel, students, and members of the School Committee to learn about their priorities, expectations, concerns, and vision for the District. In addition, the review of District data and pertinent documents were essential activities to help me capture evidence of the District's strengths and areas for potential growth and development.

The current mission of the Hudson Public Schools states that "In partnership with families and community, we will maintain standards of academic excellence, preparing all students to be intellectually curious, academically confident, and successful active citizens in a competitive and global environment".

This mission is anchored on the belief that 1.) Learning and Growth apply to both student and adult; 2.) High Expectations for academic standards and professional learning are critical; 3.) Accountability measures must be in place at the District, school, and classroom levels; and 4.) Consistency in the learning expectations must guide students', parents' and educators' roles and responsibilities.

As the new Superintendent, I embrace my new role with great respect to the history, traditions, and culture of the Hudson Public Schools. I also bring my own values and beliefs which I share and instill through my leadership actions and practices.

Upon my arrival in Hudson, it became evident, through my interactions with the administrative personnel and School Committee members, that the District had experienced a very difficult school year due to the transition in leadership. There was anxiety, confusion, high levels of expectation, and an urgent need for answers and direction. Conversation with members of the Leadership Team also suggested that the morale in the District had been compromised.

Considering the importance of this finding, it became a priority for me to understand the District's organizational structure, its mission, values and beliefs, and how the District Leadership Team embodied these values and beliefs into actions and behaviors. This Entry Findings document highlights the patterns, trends, and major findings encountered throughout the process. 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. These areas encompass all the elements inherent in the Department of Elementary and Secondary Education's District Standards and Indicators and the Essential Conditions for School Effectiveness documents.

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## ORGANIZATIONAL EFFECTIVENESS

- District Leadership Team (DLT)
  - The District possesses an administrative team to adequately support schools and Central Office operations and to lead the District effectively.
  - Standards of practice for the DLT offer limited opportunities for members to have an equal and shared voice.
  - The DLT's communication and decision making process were likely not to follow protocols and systems designed to focus on the District's priorities and to advance student achievement.
  - Cross-functional relationships among schools and departments were not highly aligned. It created silos of management and inconsistency in communication.
  - Roles, responsibilities, and expectations of DLT members were not clearly defined to ensure a system of mutual accountability.
  - Some members of the original District Leadership Team are challenged by the re-organization of the Team by the new Superintendent, the shift in role/responsibilities, as well as the level of autonomy they once possessed.
- School-based Instructional Leadership Team
  - All five schools in the District do not have an established mechanism charged with monitoring and supporting instructional practices at the building level.
- Communication
  - The flow of communication among departments, schools, and the administrative team was not coherent enough to ensure that all stakeholders have a general understanding of the District's priorities and initiatives.
- School Committee
  - The School Committee is composed of seven members, 5 out of the 7 members are parents in the District, whose actions and practices indicate a strong commitment to public education and to building a strong school system. The members serve in four sub-committees: Policy, Budget, Strategic Goals, and



Superintendent's Evaluation. Members also serve as liaisons to the Sick Bank, SEPAC, Contract Negotiations Teams, and School Councils.

- **Policy Manual**
  - The Policy Manual has not been updated for the past few years. There is an immediate need for the review and revision of the entire Policy Manual as some policies were last updated in late 1980's.
- **District Improvement Plan (DIP)**
  - The DIP is in its third and final year of implementation. The plan was not fully developed for year three. The District Leadership Team evaluated its status and collaboratively developed an implementation plan for year three to ensure continuity of programming and initiatives.
  - The DIP lacked structures for implementation, monitoring, and did not contain explicit student outcomes.
- **School Improvement Plans (SIP)**
  - The SIPs for all five schools were similar in structure and content. According to school administrators, the SIPs were created jointly at the elementary level. The SIPs had not yet developed structures for implementation, monitoring, and explicit student outcomes.
- **Professional Learning**
  - The District's efforts to develop curriculum writing mainly consumed, if not in totality, the contractually assigned professional development time.
  - Teaching and support staff identified the lack of targeted professional development opportunity as a major area of concern.
  - Professional learning opportunities are not identified during Self-Assessment and Goal Setting meetings.
  - District initiatives are not consistently designed with the deployment of strategic professional learning opportunities in order to maximize and progress monitor its implementation.
- **Educator Evaluation Process**
  - 91.7% of the teachers are rated Proficient, 6.8% are rated Exemplary, while 1.5% are Needs Improvement.
  - The Self-Assessment Form was not consistently shared with the evaluators. It was seen as optional, therefore, not consistently shared with the evaluator.
  - Curriculum Directors and Coordinators shared the teacher evaluation caseload with the building Principals.
  - Evaluators received extended training through the Research for Better Teaching (RBT) on evaluation observations and feedback.

- Common Planning Time (CPT)
  - CPT practices are inconsistent among schools and grade levels.
  - Special Education Teachers and Paraprofessionals do not have scheduled CPT across all schools.
- Facilities
  - Although the age of the school buildings ranges from five to fifty-three years of age, all five school buildings are in great condition. The Facilities Department routinely inspects its condition to ensure proper maintenance, functionality, and safety.
  - The District also maintains the Hubert School building which houses a pre-school program in partnership with CHAPS organization.
  - The Administration Building needs a range of physical improvements that, according to a recent architectural study, are costly and are not sufficient to improve office space limitations and conditions.
- Aspen SIS
  - During the summer, the District transitioned into a new Student Information System, Aspen. The roll out of Aspen has occurred in stages and, for the most part, has been implemented without significant set-backs or delays.
- Adult Education
  - The Adult Education program is thriving with a high number of adults enrolled in ESL classes.
  - The Adult Education program is known as Hudson Maynard Adult Learning Center. The entire operation is centered at the Hudson High School.

**Opportunities for Inquiry and Growth:**

**The following statements offer areas for further review and consideration. These areas will guide the District Leadership Team in the development of the next iteration of the District Improvement Plan.**

- Create alignment of the District leadership positions to increase the organizational effectiveness and District capacity to support schools and programs.
- Develop targeted District and School Improvement Plans focused on resource allocation, teaching and learning, and student achievement.
- Create effective school-based instructional leadership teams to impact instructional practices and to ensure teacher participation in the decision-making process.
- Develop the District’s internal capacity to provide professional learning opportunities to enhance educator growth and evaluation practices.



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## DISTRICT AND SCHOOL CLIMATE AND CULTURE

- Collective Pride
  - Uniformly among parents, students, staff, and administrators there is a great sense of pride and appreciation for the Hudson school district.
- Athletics
  - The Hudson school community values the sports selection available to students and the spirit that sportsmanship brings to the High School. The Hudson community supports our schools and our student athletes with a strong sense of commitment and unity.
- Communication
  - A top request from teachers and parents was for administrators to have greater presence and visibility in classrooms, including the Superintendent of Schools.
  - Parents commented that communication with teachers could improve. They feel that teacher and parents should communicate more often, particularly when students are struggling.
- District Initiatives
  - Teaching and support personnel remarked that the District is currently engaged in too many initiatives that overwhelm the system. They indicated that these initiatives are typically not prioritized and have limited monitoring and oversight. They felt that a lot of energy and efforts are expended without clear direction or connections to why the initiatives have been deployed, therefore, impacting teachers' willingness to fully embrace new initiatives.
- Professional Development
  - As professional development offerings were minimized by the curriculum writing initiative in K-12, staff morale declined. Staff felt that the concentration of effort to write curriculum ignored their requests for professional learning and skill development.
- School Improvement Plan (SIP)
  - The building staff has not been part of the crafting of the SIP. In general, staff could not articulate the content of the SIP for their particular school. There was no evidence of ownership and connection to the SIP. The content of the District Improvement Plan was also unknown to them.
- Social, Emotional Learning
  - Students, in grades Pre-K through 12, experience social, emotional issues that affect both, the individual student, and the classroom environment. Severe student dysregulation, primarily in the lower grades (K-2), have been observed in

all three elementary buildings. Staff is concerned about the lack of infrastructure and response by the administration to address student's acute needs.

- Due to students' aggressive behaviors, classroom evacuations have occurred in all three elementary buildings. Although the staff at each building do an outstanding job keeping all students safe, classroom evacuations pose disruption to students' learning.
- A limited amount of staff members have been trained in behavior de-escalation and physical restraint.

### **Opportunities for Inquiry and Growth:**

**The following statements offer areas for further review and consideration. These areas will guide the District Leadership Team in the development of the next iteration of the District Improvement Plan.**

- Explore ways to improve the communication between home and school at each building.
- Examine opportunities for increased staff collaboration and participation in the decision making process at the building level.
- Identify mechanisms to support the needs of students with acute profile presentations.
- Identify targeted professional development training to enhance staff skills and student supports.

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## **TEACHING, LEARNING AND STUDENT SUPPORTS**

- Academic Expectations
  - The District offers a great variety of elective courses at the High School level. The broad selection of elective courses includes: Advanced Placement, Social Sciences, STEM, and the Arts.
  - The Elementary and Middle Schools have fewer options for specials and related arts courses.
  - Parents, School Committee members, and some administrators voiced their concern about the "students in the middle". Their concern revolved around the percentage of students who marginally complete their academic requirements and do not enroll in challenging courses.
  - Parents inquired about differentiated opportunities for students who can excel academically.
  - According to State data, the High Needs population at the High School, particularly in grades 11 and 12, enroll in challenging course at a significantly

lower rates than the non-High Needs population; ELA – 9%, Science – 6% and Mathematics – 38%.

- **MCAS Achievement Data**
  - 49 percent of students “met or exceeded expectations” on the ELA assessments administered to students in grades 3-8. Students in grades 6, 7, and 8 were the most likely to meet or exceed performance expectations on the ELA test with 58 percent at grade 6, 54 percent at grade 7, and 51 percent at grade 8 doing so.
  - 96 percent of students scored Advanced or Proficient on the ELA test in grade 10.
  - 50 percent of grade 3-8 students either met or exceeded expectations in mathematics. Grade 3, 6, and 7 students had the highest proportion of students meeting or exceeding expectations with 61 percent, 53 percent, and 58 percent respectively.
  - 80 percent of students scored Advanced or Proficient in mathematics in grade 10.
  - The ELA median SGPs was higher than the statewide growth rate for grades 3-8 with an SGP of 61.5 percent as compared to the state’s 50 percent. The median SGP in ELA were highest in grades 4, 6, and 7 with SGPs of 63 percent, 71 percent, and 65.5 percent respectively.
  - In mathematics, the median SGP in grades 3-8 was 58.5 percent, compared to 50 percent statewide. The median SGP in mathematics were highest in grades 6, 7 and 8 with SGPs of 63 percent, 76 percent, and 64 percent respectively.
- **Curriculum Development**
  - The District has a Curriculum Review Process designed to guide the completion of the curriculum development work. The process is comprised of three stages that culminate in curriculum mapping with defined scope and sequence for each grade level and subject area.
  - Curriculum development has been a major initiative at the District for the past two years. The District utilized the majority of teachers’ professional development and department meeting time to write curriculum maps.
  - Curriculum mapping completion by grade level and subject area varies significantly. It varies by stage of completion, format, content, and quality.
  - At this time, there is a 65% completion rate in the aggregate.
- **Special Education Services**
  - In 2016, the District commissioned the Walker Partnerships to evaluate the District’s special education programs and services. The report provides insights on status the current programs and services, including recommendations and areas for growth and development.

- The report describes the need for the creation and improvement of systems of supports to ensure quality of special education services and programs.
- 504 Plans
  - The District has approximately 126 students with 504 Plans, representing a 4.7% of the student population.
  - A process to execute 504 Plans exists, but it is inconsistent among schools.
- ESL Services
  - ESL services are provided to English Learners in grades K through 12. However, based on State regulations, the current number of ESL Teachers limits service coverage within the school's master schedule.
  - ESL Teachers are expected to perform additional duties to support the enrollment of new English Learners. These additional duties infringe upon the contractual language in the bargaining agreement.
- Eureka Math
  - The District adopted Eureka Math program for Kindergarten to grade 12 students. The roll-out of a new method for the teaching of mathematics created challenges for schools, teachers, and parents. These challenges were associated with modes and layers of communication, methodology, and consistent implementation by grade level or course.
- Professional Development
  - The District calendar includes 3 full non-pupil days and 6 early-release days. For the past two years, the District devoted the non-pupil days and early-release days to curriculum development under the guidelines of the District's Curriculum Review Process.
  - Teachers and School Administrators voiced their concern regarding the lack of opportunity for targeted professional development to be delivered during the non-pupil time.
  - The Chairs of the Paraprofessionals Association also voiced their concern about the lack of professional development for their members.
- Response to Intervention (RTI)
  - All three elementary schools have Reading and Math Specialists to support students academically.
  - At the middle and high school levels, there are fewer support personnel to support students.
  - Although the schools have Building Curriculum Accommodation Plans (BCAP), the District does not have a defined structure to support RTI at the school level with defined tiers of intervention.



- Class Sizes
  - The District Administration and School Committee support an average class size of 20 students. Variations occurred according to the grade level in the elementary schools or course enrollment at the middle and high schools.
  - At the Quinn Middle School, the master schedule is created with three Teams per grade level, allowing for class sizes ranging from 13 to 23 students.
  - At the High School, class sizes range from 8 to 29 students.
- Secondary Academic Pathways
  - The High School offers a significant selection of elective courses beyond the core content areas.
  - The selection of elective courses provides students greater exposure to experiences related to the arts, STEM, and humanities.
  - Although the High School provides elective courses, the District does not have clear academic pathways (i.e. STEM, Arts Learning), K – 12, from which students and families may choose.
- 1:1 Technology Program
  - The District adopted the 1:1 Technology Program in May of 2017. The Program provides students with a Chromebook in incremental stages. In 2017-2018 school year, students in grades 4, 5, 7, 8 and 10 received Chromebooks.
  - The District adopted the 1:1 Technology Program without developing a Strategic Plan to guide the roll-out process.

**Opportunities for Inquiry and Growth:**

**The following statements offer areas for further review and consideration. These areas will guide the District Leadership Team in the development of the next iteration of the District Improvement Plan.**

- Develop, through the existing Curriculum Review Process, a rigorous course of studies with additional pathways for students to explore their learning outside the core content areas.
- Develop the District’s capacity to increase opportunities for students to explore and to experiment with more rigorous and advanced course work.
- Explore opportunities for students to access a rigorous, accelerated curriculum to support their advanced learning needs.
- Develop a Multi-Tiered System of Supports framework to ensure the implementation of supports and services required to accommodate diverse learners.

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## COMMUNICATION

- District Initiatives
  - The main concern communicated to me during the listening sessions with staff was the number of initiatives in the District. Teaching and support staff are concerned about how the multiple initiatives have affected staff's daily routines, teaching and learning, professional development, and how it may have contributed to the overall morale of the District. They feel that more communication is needed when rolling out new initiatives.
- Parent/Teacher Conferences
  - Parents, teachers, and the administration agree that the opportunity for parent/teacher conferences are limited. The main concern revolves around the amount of time allotted for parents and teachers to meet. It ranges from 15 minutes at the elementary level to 5 minutes at the secondary level.
- SEPAC
  - The relationship between the Special Education Parent Advisory Council and the District has a history of conflict, dissention and broken down communication. The School Committee, District Administration and the newly devised SEPAC organization are committed to developing a positive and collaborative relationship with the sole purpose of increasing awareness and supports for families of Students with Disabilities.
- District Leadership Team
  - The District Leadership Team did not have a defined protocol for establishing routine communication with multiple stakeholders. The lack of a defined protocol led to information being disseminated in an untimely and fragmented manner.
- Community-at-large
  - The Hudson community is not consistently informed of the great opportunities available to the students. Approximately 20% of the Hudson population have children in the school District. Student achievement is not consistently disseminated to the community.
- District website
  - The District website is outdated and is not user friendly. The information on the website is partially updated and it is in need of a complete overhaul. The website does not fully depict the District's operations, programs, and services.

### Opportunities for Inquiry and Growth:

The following statements offer areas for further review and consideration. These areas will guide the District Leadership Team in the development of the next iteration of the District Improvement Plan.

- Create protocols for the District Leadership Team to effectively communicate with school personnel.
- Develop additional opportunities and mechanisms to improve two-way parent/teacher communication.
- Identify the best media outlets to effectively disseminate District news to the community.
- Evaluate the website's content and functionality.

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## BUDGET DEVELOPMENT

- Budget Process
  - The District has utilized an incremental budget process for many years. The budget format involves the distribution of resources through 22 budget owners, which includes schools, curriculum departments, and operations. This process does not require budget owners to justify their annual expenditure to ensure that the allocation of resources is producing the intended results.
- Decline in Student Enrollment
  - The District has experienced a steady decline in student enrollment for the past 7 years. The increased number of students transferring to enrollment to Assabet Valley Regional Technical High School in grade 9 and to the Advanced Math and Science Academy Charter School in grade 6 have contributed to the annual decline.
- School Choice
  - The District relies on School Choice revenue to balance the budget. The School Choice account carries forward a balance ranging from \$2,500,000 to \$3,000,000. The expected annual revenue in School Choice receipts is \$500,000. The reliance on the School Choice account generates a revenue gap each year precluding the District from creating a budget based on the District's priorities, programming and services needed.
- Food Service
  - The food service operation has a history of deficit that has impacted the District's budget for the past 8 years. Whether the food service operations were under the District purview or through a vendor, the annual deficit ranged from \$13,000 to \$163,000.



- CBA Negotiations
  - Three Collective Bargaining Agreements, Teachers, Paraprofessionals, and Cafeteria Workers, will expire at the end of 2017-2018 school year and are likely to affect the FY19 budget.
- Transportation Contract
  - The transportation contract has been extended for one additional year and will expire in June of 2018. The bid process conducted in November 2017 suggests that a cost increase in transportation services will be a minimum of 8%.

**Opportunity of Inquiry and Growth:**

**The following statements offer areas for further review and consideration. These areas will guide the District Leadership Team in the development of the next iteration of the District Improvement Plan.**

- Develop a deeper understanding of the Zero-Base Budget approach to guide the analysis of budget expenses and to provide justification for each expenditure. The Zero-Based Budget Process was introduced this year and engaged all budget owners and the School Committee members in the crafting of a budget based on District priorities and student needs.
- Consider analyzing the contracts with the Food Service and Transportation providers to explore cost-savings and alternative options.
- Develop a strategic financial plan to reduce the gap of revenue in the School Choice account.

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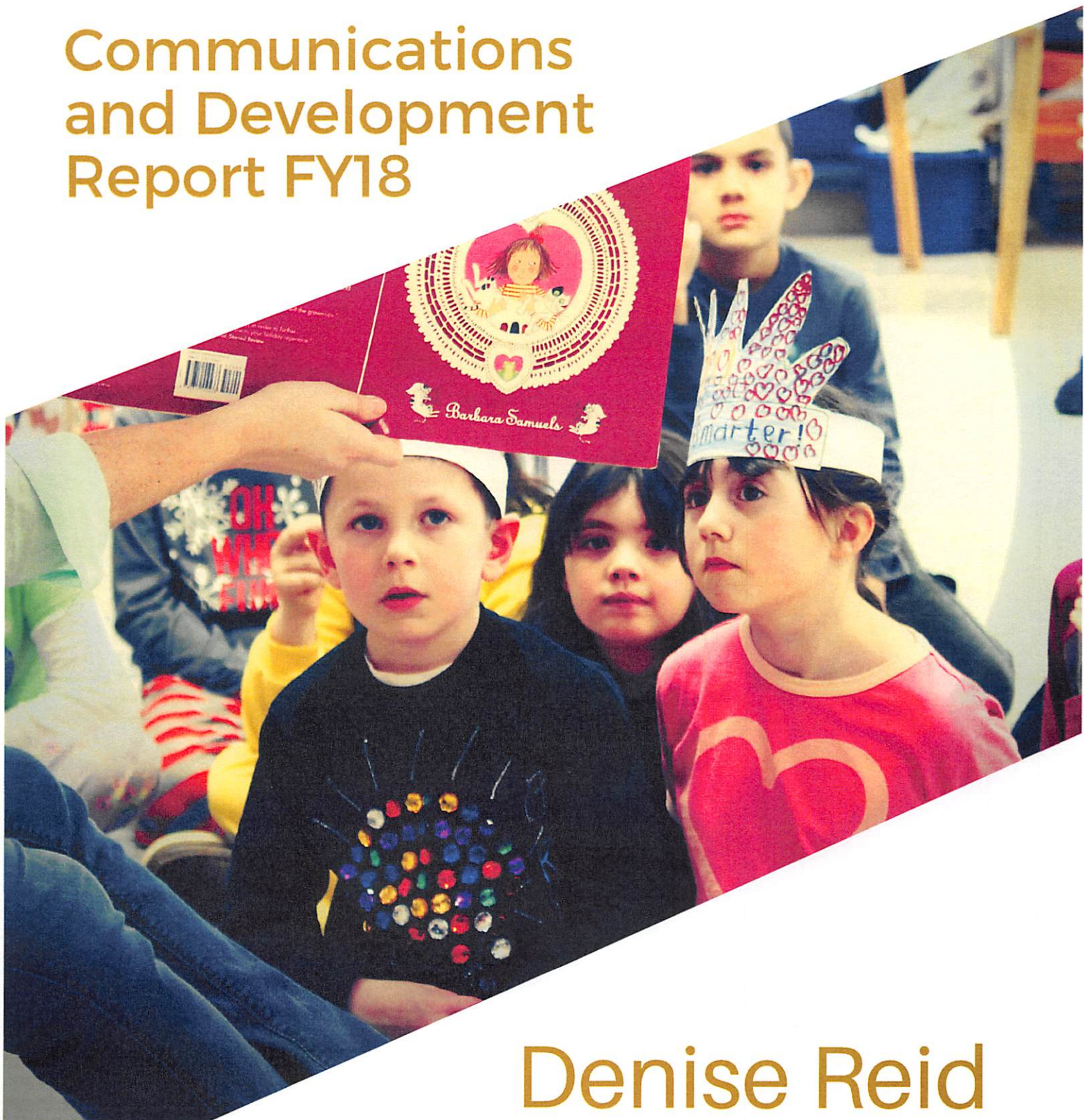
**CONCLUSION**

As stated earlier, the Entry Plan process provides new Superintendents the opportunity to review data, evaluate District’s protocols, and observe teaching and learning practices. Through this process, trends and patterns organically emerge, identifying areas for deeper investigation and further discussions.

In the next few months, the District Leadership Team will be engaged in the exploration of the identified areas above, will conduct root cause analysis, and will work collaboratively to develop the District Improvement Plan.



# Communications and Development Report FY18



## Denise Reid

HUDSON PUBLIC SCHOOLS

JANUARY 19, 2018



## Communications and Development Report FY18

### I. Grants and Private Donations

Since the District's creation of the Communication and Development position 2 ½ years ago, \$370,415 in funding through grants and private donations were secured.

|                                 |                  |
|---------------------------------|------------------|
| FY16                            | \$33,742         |
| FY17                            | \$171,122        |
| FY18 (To Date)                  | \$85,666         |
| Multi-year grants FY19 and FY20 | \$79,675         |
| Private Donations               | \$210            |
| <b>Total</b>                    | <b>\$370,415</b> |

#### FY18 Funding

| Grant Source                | Amount           | Private Donations              | Amount        |
|-----------------------------|------------------|--------------------------------|---------------|
| MA Treasury                 | \$ 2,000         | Victor's 50's Diner            | \$ 30         |
| Big Yellow School Bus       | \$ 200           | Sky Zone                       | \$ 60         |
| Hudson Cultural Council     | \$ 1,400         | New City MicroCreamery         | \$ 50         |
| MWHF PATH Grant             | \$ 72,066        | TC Lando's                     | \$ 40         |
| MWHF TAS Grant              | \$ 9,650         | Café 641                       | \$ 30         |
| Hudson Board of Health      | \$ 350           |                                |               |
| <b>Total Grants To Date</b> | <b>\$ 85,666</b> | <b>Total Donations To Date</b> | <b>\$ 210</b> |

#### FY18 Expected Funding Pending Approval

| Grant Source                               | Amount            |
|--|-------------------|
| MetroWest Health Foundation (Farley)       | \$ 210,000        |
| STARTALK Portuguese Summer Camp            | \$ 89,940         |
| STARTALK Infrastructure Grant              | \$ 54,680         |
| SWAT High School Wellness Advisory Grant   | \$ 1,500          |
| Credit For Life MA Treasury - Reality Fair | \$ 2,500          |
| NPS – River Grant                          | \$ 4,000          |
| <b>Total</b>                               | <b>\$ 362,620</b> |

We are constantly monitoring the GrantWatch online database and will continue to aggressively seek grants to supplement the budget. All funding captured through grants and private donors create additional programming and service opportunities for the students in the Hudson Public Schools.

### II. Corporate

The District has developed a *Corporate Partnership Opportunities* to enhance the District's ability to fulfill its mission of delivering world-class education today, for the global leaders of tomorrow. The partnership is identified as follows:



# Hudson Public Schools

## Corporate Partnership Opportunities

Partnerships support Hudson Public School's mission  
*Delivering World-Class Education Today,  
 for the Global Leaders of Tomorrow*



**Show Your**

The Hudson Public Schools (HPS) has a history of educational excellence in the MetroWest Region and across the State. To remain competitive and a leader in education, the District is developing new courses of studies and innovative pathways to respond to the 21st Century educational needs of all students. The Corporate Partnership Programs will enhance the District's ability to fulfill its mission of delivering world-class education today, for the global leaders of tomorrow.

| Mini-Grants   | School Sponsor   | Program Sponsor   |
|---|--|---|
| <p>The Mini-Grants Program (MGP) is intended to recognize teachers who demonstrate a commitment to strengthening their own teaching methods and applying innovative new ideas to their classrooms. The MGP awards are designed to provide funding for teachers to implement new teaching methods and techniques that fosters higher order thinking, problem solving, and service learning for all students.</p> | <p>The Adopt-a-School Program (ASP) is an initiative that provides a structured pathway for partnership between a Hudson school and our community of supporters. This program is intended for corporate and community organizations interested in building relationships with schools that support student success for a minimum of one academic year. During this collaboration, partners and schools will work together to determine how to best connect partner resources and interests with the school's unique needs.</p> | <p>The Advancing Educational Opportunities Program (AEOP) is an initiative designed for corporate and community organizations to sponsor college and career pathways. Sponsorships come in the form of financial support, internships for students, participation in Career and Technical Education Advisory Boards, Career Fairs, Volunteers, and more. Corporate participation in this program is intended to support the expansion of educational pathways for the Hudson students through experiential exposure to higher education and the business world.</p> |

### Sponsorship Benefits

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Recognition in press releases</li> <li>• Your logo listed on Hudson Public Schools' website</li> <li>• Recognition of your partnership during events</li> <li>• Promotion of your business brand</li> <li>• Increased media exposure for your business</li> </ul> | <ul style="list-style-type: none"> <li>• Increased brand awareness</li> <li>• Wider demographic reach for your business advertising</li> <li>• Enhances customer experience</li> <li>• Increased in the public's emotional connection to your business</li> </ul> |
|--|---|

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

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Warrant Article for May, 2017 Town Meeting

1. To see if the Town will vote to establish and authorize the use of a revolving fund account, pursuant to the provisions of General Laws, Chapter 44, Section 53E ½, for the purpose of applying those fees received for Professional Development Activities to support the development of additional Professional Development Programs within the HPS. The Superintendent may expend funds deposited to this account to hire instructors, purchase instructional materials, reimburse travel and lodging costs, and other expenses as incurred in the development and operation of these programs. The sum of said funds to be expended shall not exceed Twenty-Thousand Dollars; or take any action relative thereto.
2. **Petitioned Article: Option to enter into a five-year School Department transportation contract.**

To see if the Town will vote to authorize the School Committee to enter into a five-year contract for transportation services. The contract will be bid out in FY19. The bid will include a request for pricing for a three-year contract for fiscal years 2020, 2021, and 2022 with two one-year options to renew for the additional fiscal years 2023 and 2024.

Hudson School Committee



# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250  
 www.hudson.k12.ma.us



Hudson Public Schools  
 Achievement & Character

Brian K. Reagan, Ed.D., Principal  
 Danica A. Johnston, Assistant Principal  
 Daniel R. McAnespie, Assistant Principal

## Request for Overnight Field Trip

|   |   |                                     |                  |
|---|---|-------------------------------------|------------------|
| <b>Staff Member(s) Making the Request</b>             | Jonathan Matusko  |                                     |                  |
| <b>Name of Team, Organization, or Class</b>           | HHS World Languages   |                                     |                  |
| <b>Title of Trip (be sure to include destination)</b> | Madrid, Córdoba and Seville, Spain (April 2019)   |                                     |                  |
| <b>Departure Date and Time</b>                        | April 13, 2019  |                                     |                  |
| <b>Return Date and Time</b>                           | April 20, 2019  |                                     |                  |
| <b>Estimated Number of Student Participants</b>       | Minimum 12 – Maximum 18   |                                     |                  |
| <b>Number and Names of Chaperones</b>                 | Jonathan Matusko, Tour Leader<br>Andrea Boure, HHS World Language Teacher<br>Anne Elliot, HHS World Language Teacher (Students 13-18) |                                     |                  |
| <b>Cost Per Student</b>                               | \$2735.00 approximate original cost<br>\$200.00 EF Tours Discount<br>Multiple Payment Plans available                                 |                                     |                  |
| <b>Check One or Both</b>                              | Curricular  | <input checked="" type="checkbox"/> | Extra-Curricular |

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable.”

### 1. Please describe the trip.

Our proposal is for an 8-day trip in partnership with EF Tours, scheduled for April 2019. Students will see and explore the Spanish cities of Madrid, Toledo, Córdoba and Seville. Students will participate in walking and sightseeing tours of each city, and take in-depth guided tours of major landmarks such as the Royal Palace of Madrid, the Alcázar Cathedral, and the



Alhambra Palace of Seville. Students will also participate in cultural activities such as a *tapas* cooking class, and attend an evening of authentic Flamenco dance.

An in-depth look at the tour is available at:

<https://www.eftours.com/educational-tour/madrid-cordoba-seville>

**2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.**

This trip allows students to connect to multiple current and previous topics in our curriculum. Several examples are listed below, with various tour activities as a supplement

- Spanish 1 students study and describe foods, cities, towns and weather
  - *Exploration of Spanish cities of different sizes and cultures*
  - *Sampling local foods*
  - *Tasting provided and purchased meals*
  - *Tapas cooking class*
  - *Climate and weather variations of the different regions*
- Spanish 2 students study and describe the Roman civilization and the Middle Ages, including topics such as castles, royalty, soldiers, religion and formation of the language
  - *Royal Palaces of Madrid and Seville*
  - *The Mezquita Cathedral of Cordoba*
  - *Histories of each town and city*
  - *Exposure to Spain's Holy Week celebrations as encountered*
- Spanish 3 students study and describe adolescents from multiple cultures, methods of travel, an in-depth project on a Spanish city, cultural music and dance
  - *Exploration of Spanish cities of different sizes and cultures*
  - *Constant interactions with local populations*
  - *Flamenco evening*
- Spanish 4 students study and describe the environment, immigration and local politics
  - *Climate, geography, topography and environment of various regions*
  - *History of the cities and towns and their populations*
  - *Impact of development on current politics and attitudes*
  - *Impact of Franco's regime on current politics and attitudes*
  - *Current and past attitudes on bullfighting*
- Spanish 5 students study and describe art and literature
  - *Prado Museum*
  - *Seville's history of famous writers (Garcia Lorca, Hemmingway)*
  - *El Greco Museum*

We provide a daily classroom language immersion and exposure, and students will continue this through constant immersion in authentic Spanish culture and exposure to authentic Spanish language. Likewise, students will be expected and required use their language skills to participate throughout the tour.

**3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?**

**Pre-tour**, students will continue their study of level topics as directed by their respective teachers, and guided by the respective curriculums.

**During the tour**, students will run and maintain several social media blogs detailing their experiences and reflecting upon their trip. This planned blogs include Facebook, Instagram, and Tumblr, thus allowing Real Time access by parents, peers, and the community.

**Immediately following the tour**, students will use EF Tour's "We Share" feature to create a post tour project for presentation in their classes. Further information on this feature can be found at <https://www.eftours.com/about-weshare>

Likewise, EF Tour's "UnCommon App" allows for participating Juniors and Seniors to use a series of guided prompts and questions throughout their trip to create a personal and memorable college entrance essay.

**4. Please provide a detailed itinerary.**

Attachments:

- EF Tours Detailed Itinerary
- UnCommon App brochure

**Note:**

On Day 3 of the itinerary, students will participate in the Toledo excursion

On Day 6 of the itinerary, students will participate in the Flamenco Evening

Further information is available at:

<https://www.eftours.com/educational-tour/madrid-cordoba-seville>

**5. If fundraising activities will be included, please list and describe such activities.**

After securing all proper permissions and locations, potential fundraisers we will explore are:

- Chocolate bar sales during appropriate school hours (\$1 Hebert Chocolates)
- Car wash
- Partnerships with local business for profit sharing (i.e. 20% of total sales back from Chipotle on a specific night/time)
- Student Walk-a-thon (Students will be sponsored by friends, family and others and will raise money for each lap they walk on the indoor track during a 2-hour period)
- Movie Night in the HHS Auditorium with an appropriate popular film
- Participation in town events (booth at town parade, etc.)
- 50/50 raffle during a sports event

6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).

During this trip, students will miss approximately 1-3 days of school before April Vacation. \*

When scheduling the tour, the proposed dates were chosen to:

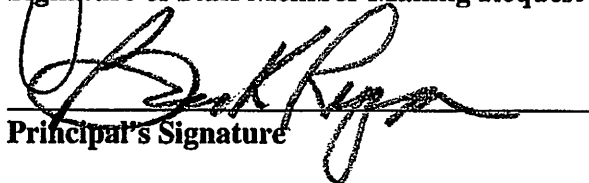
- Maintain cost effectiveness. April is a popular and expensive time to travel in Europe, and these dates help EF Tours offer the students a more competitive price.
- Allow for some flexibility as EF searches for tour guides, books flights, and reserves space at events. We expect to be one of many schools travelling at this time.
- Allow for minimal interruption to student learning. Students will be 100% responsible for acquiring and completing any and all missed work in their classes.
- Permit students rest and decompression after the tour, to avoid further and unnecessary absence due to exhaustion/jet lag/ etc.

Please attach copies of the following if you have them:

|   |  |
|---|--|
|   | Permission slip                                |
| x | Informational letters, brochures, fliers, etc. |
|   | Medical forms                                  |

  
 \_\_\_\_\_  
 Signature of Staff Member Making Request

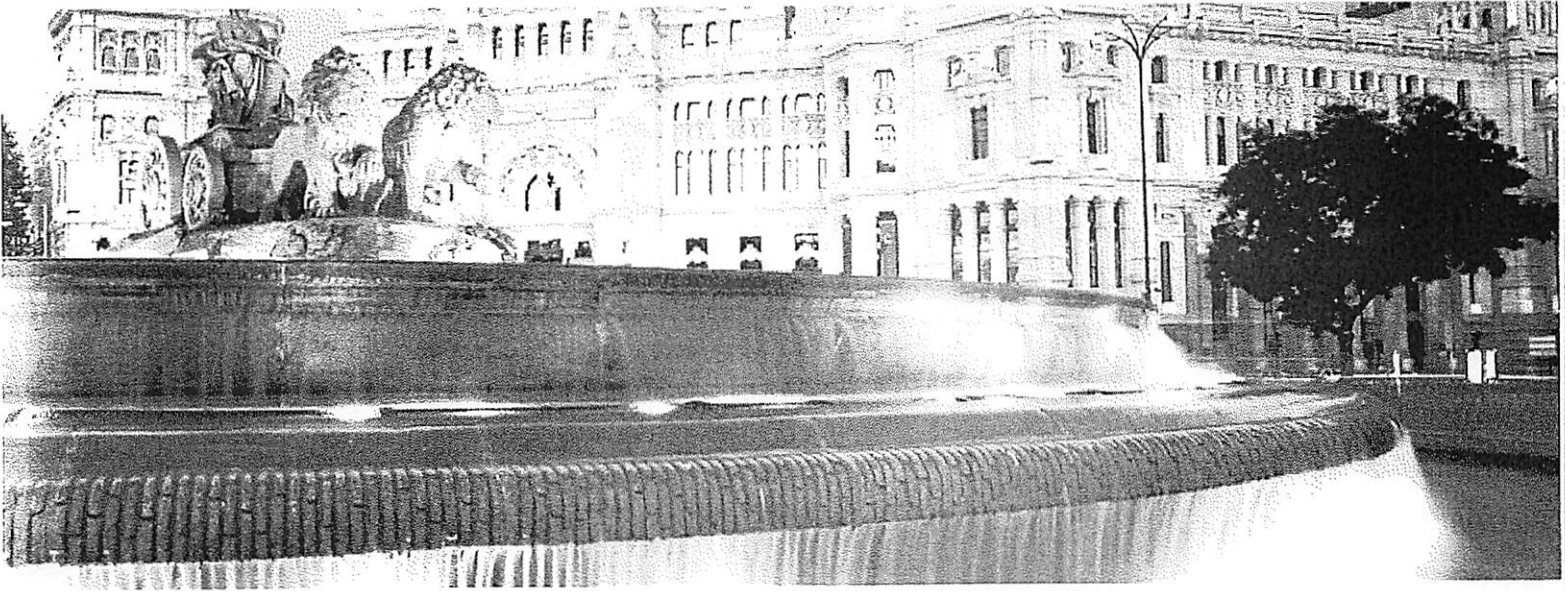
12/21/17  
 Date

  
 \_\_\_\_\_  
 Principal's Signature

1/12/18  
 Date

|   |  |
|---|--|
| <b>Date of School Committee Approval:</b> |  |
|---|--|





***Educational Tours***

## **Madrid, Cordoba and Seville**

8 days  
Led by Jonathan Matusko  
April 2019

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## **Our adventure awaits**

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# Our meeting will cover

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Why travel is important



Our tour



Our travel partner



The safety approach



What's included and what's not



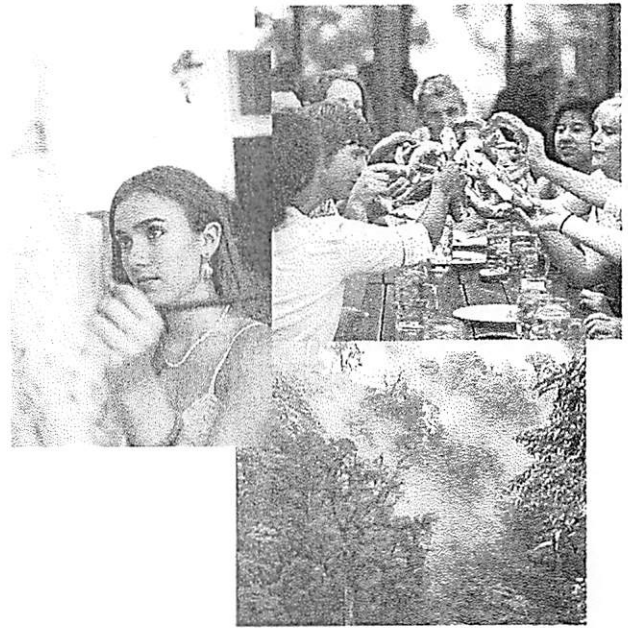
How to reserve your spot

## Why travel is important

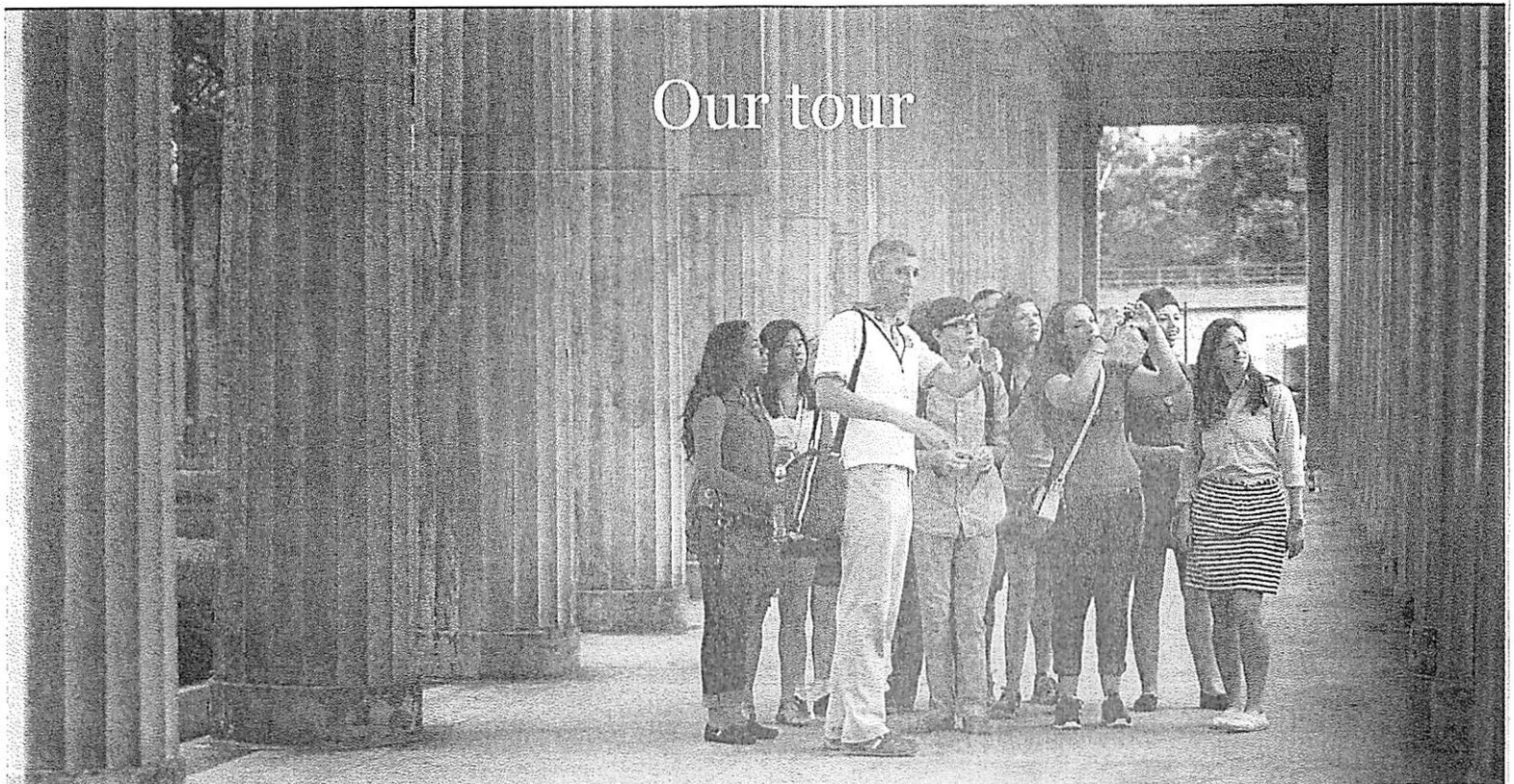


# Why travel?

- My travel story
- Helps develop a global perspective
- Sparks a sense of confidence
- Prepares students to stand out on college applications and in future careers



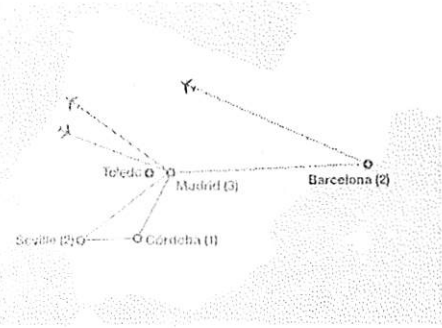
## Our tour



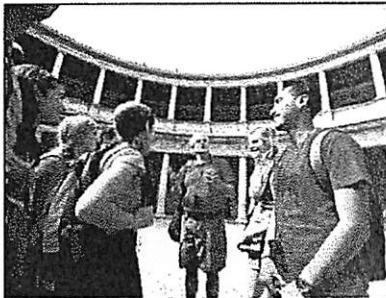


# Our tour

- Madrid
- Cordoba
- Seville



## Tour highlights



### Day 1: Fly overnight to Spain

#### Day 2: Madrid

Meet your Tour Director at the airport

Take a walking tour of Madrid

With your Tour Director you will see:

- Puerta del Sol
- Plaza Mayor
- Market of San Miguel

Visit the Prado

#### Day 3: Madrid

Explore on your own or

*Add this in-depth excursion:*



Toledo

Tour Madrid with an expert local guide

Visit the Royal Palace

#### Day 4: Madrid • Córdoba

Travel to Córdoba

Learn how to make tapas

Take a guided tour of Córdoba

With your expert local guide you will see:

- Mezquita

#### Day 6: Seville

Tour Barrio de Santa Cruz with an expert local guide

See the Plaza de España

Visit the Royal Alcázar

Visit the Seville Cathedral

Explore on your own or

*Add this in-depth excursion:*



Seville flamenco evening

#### Day 7: Seville • Madrid

Travel to Madrid

#### Day 8: Depart for home

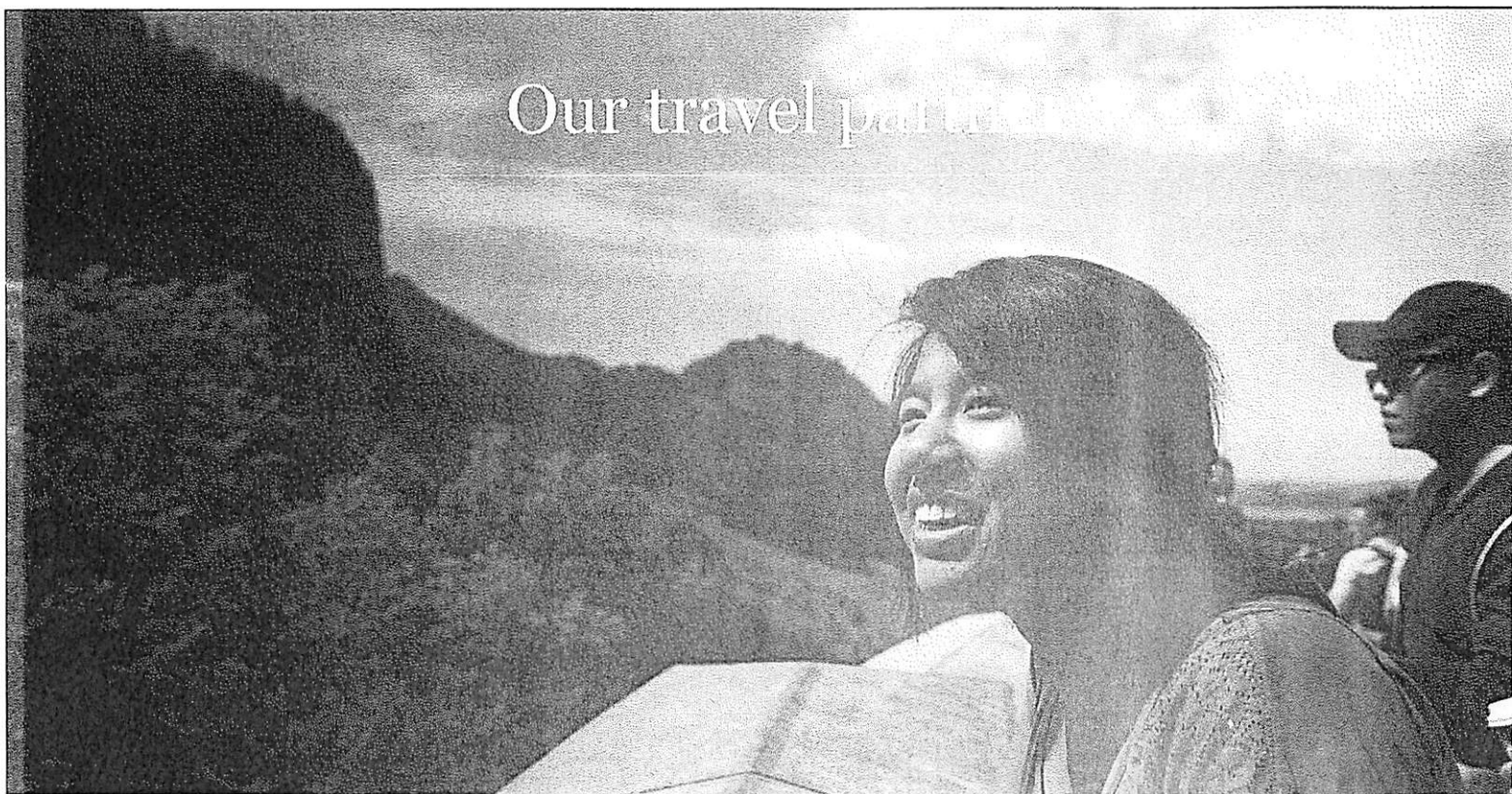
# Why group travel?

**Travelers have the chance to meet students from around the country**

- Group travel keeps tours affordable, allowing more students to see the world.
- Tour choice and departure date allows for flexibility to match with other groups.
- Departure window: April 10<sup>th</sup> 2019 – April 14<sup>th</sup>



Our travel partners



# Why EF?

- The World Leader in Educational Travel
- Over 50 years of experience
- First and foremost, they're an education company
  - Accredited, just like our school
  - Earn high school and college credit
- Incredible travel experiences at the guaranteed lowest price
- EF's Traveler Support Team will help with any questions at any point in the process



EF EDUCATIONAL TOURS

800-665-6361

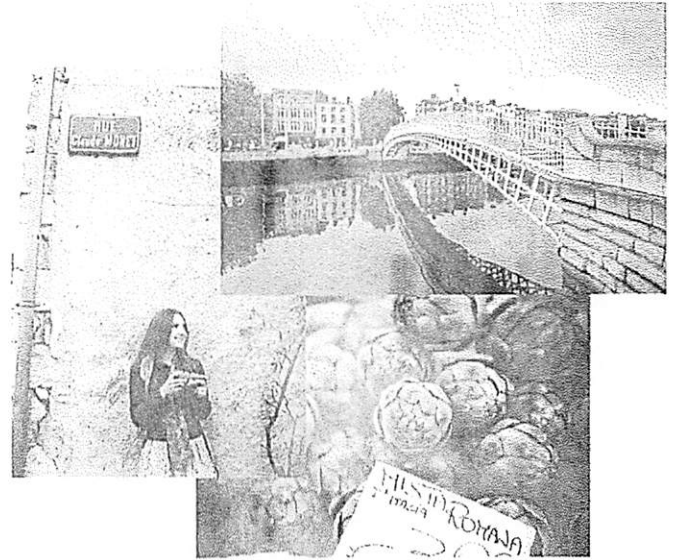
## weShare enhances every tour

Personalized learning powered by students' curiosity

- A free experience to make each student's tour even more rewarding and fun
- Puts a personal lens on the tour, based on individual interests and passions
- Opportunity for students in grades 6-12 at time of travel to earn high school credit
- **Online:** Connect your own interests to your destination and ask a question that personalizes your tour
- **On tour:** Investigate your question through activities like visits to local sites and interviews with locals
- **Back home:** Reflect on and share your findings through a creative final project

# The UnCommon App

- Turns the tour into an opportunity to write a stand-out college essay.
- A free tool with prompts and exercises that inspire personal growth and meaningful reflection before, during, and after tour.
- Includes an exclusive discount on the College Essay Program and professional coaching from Write the World, the global platform for student writing.
- Visit [eftours.com/uncommon](http://eftours.com/uncommon) to learn more.



EF's commitment  
to our safety



# Round-the-clock safety with EF

- **Over 50 years of experience**  
With their experience and a global presence, EF is there to help us whenever and wherever we need it
- **24/7 Bi-Lingual Tour Director**  
Experienced, knowledgeable, and trained to handle every travel detail on tour.
- **Peace of Mind Policy**  
We can feel secure planning our trip knowing our group has travel flexibility if our plans change due to unforeseen circumstances.
- **Chaperones**  
Allows for more eyes on students.
- **24-hour on-call service**  
Around the clock access to local EF offices as well as our worldwide and North American headquarters.
- **Travel wristbands and backpacks**  
To help us stay together easily. Plus, wristbands have easy-to-access EF contact information for each country.

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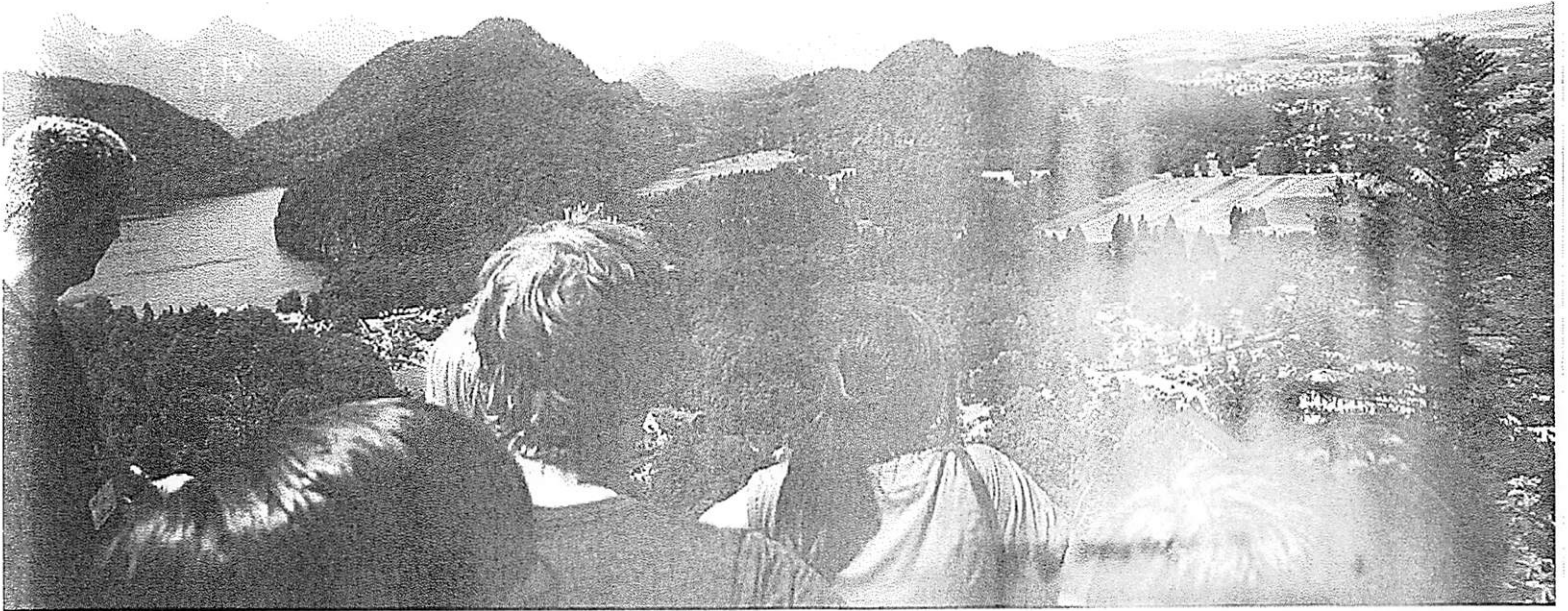
## What the Global Travel Protection Plan covers

- Tour cancellation and interruption
- Illness and accident
- Baggage and property
- Flight delay
- 24-hour access to an English-speaking representative



## WHAT'S INCLUDED & WHAT'S NOT

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## What are you responsible for?

- **Spending money**  
For additional tour experiences, free time activities, souvenirs, beverages, lunches, and snacks (\$30-\$65 per day).
- **Tips**  
For your Tour Director, bus driver, and local guides (around \$10 per day).
- **Airport baggage fees**
- **Passport and/or travel visa**

# Passports & visas

All travelers are responsible for securing necessary documentation.

## Passports

- Valid passports are required for all travelers. Passports may take up to 14 weeks to process.
- **Important note:** Passports must be valid for at least six months after our return date.














## Visas

- Non-U.S. citizens may require special visas or other travel documents.

---

## What's included in the program price

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- |   |  |
|---|--|
|  Round-trip airfare                  |  Breakfast, lunch, and dinner daily |
|  On-tour transportation              |  24-hour on-tour assistance         |
|  Safe, quality hotel rooms           |  Traveler Support Team              |
|  Full-time, bi-lingual Tour Director |  Tour Donation page                 |
|  Educational itinerary               |  weShare                            |
|  Guided tours and activities         |  Global Travel Protection plan      |
|  Travel gear                         |  |

# RESERVING YOUR SPOT



## Paying for your tour

Educational travel at the guaranteed lowest price








### Price details

Price valid until 3/31/2017

| STUDENT                     | ADULT                       |
|-----------------------------|-----------------------------|
| \$2,780<br>or \$163/ 16 mos | \$3,180<br>or \$193/ 16 mos |
| Program Price               | \$2,710                     |
| Weekend Supplement          | \$70                        |

Program Price includes: Round-trip airfare, ground transportation, hotel accommodations, meals, and sightseeing.

YOUR TOUR "CHINA'S GREAT WALL"

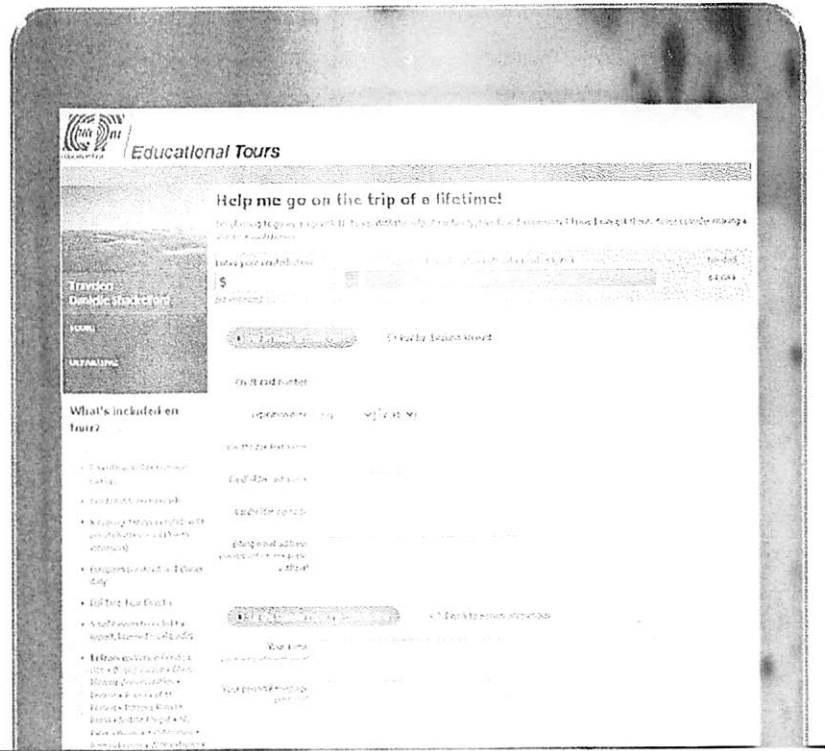
-  Airfare & transportation
-  Hotels
-  Regional-style meals
-  Guided sightseeing
-  Entrances

# Your Donation Page

A quick and easy way to ask family or friends to contribute to your tour payments

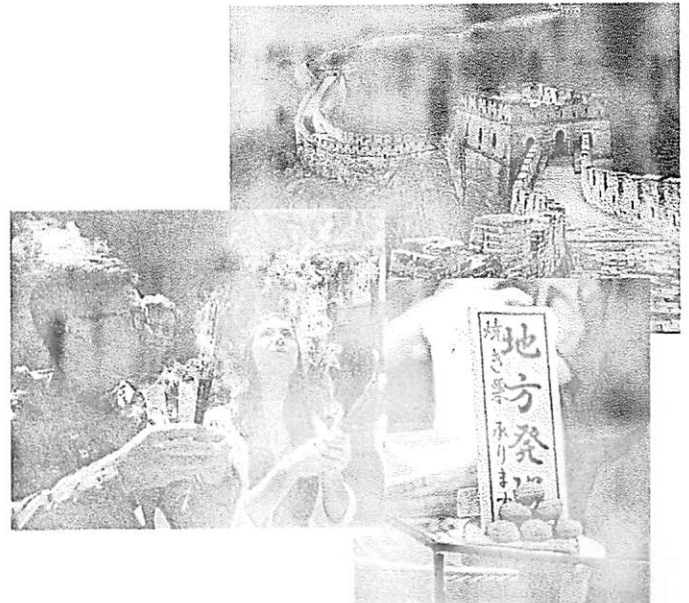
- Share your Giving Page (located on your personal EF website) on social media or via email with anyone you'd like to ask for donations
- All contributions will be automatically applied to your balance

EF EDUCATIONAL TOURS



## Payment options

- **Automatic Payment Plan (No fee)**  
Payments are taken out monthly or bi-weekly.
- **Pay in full at enrollment (No fee)**  
Pay the entire balance at the time you enroll.
- **Manual Payment Plan (\$50 fee)**  
Receive invoices and make payments in less frequent installments.



## SOME QUICK TIPS

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- Have questions? I want to respect everyone's time. Please write them **on the back of your exit tickets.**
- Remember to turn in your exit tickets before you leave— even if you don't have questions.
- Pick up your take-home materials on your way out. These will give you more information about our tour as well as EF payment and coverage plans.
- Spots are limited and available on a first-come, first-served basis, so be sure to **enroll as soon as possible.**

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## Who's in?

**Spots available: xx**

**Enrollment window closes: xx**

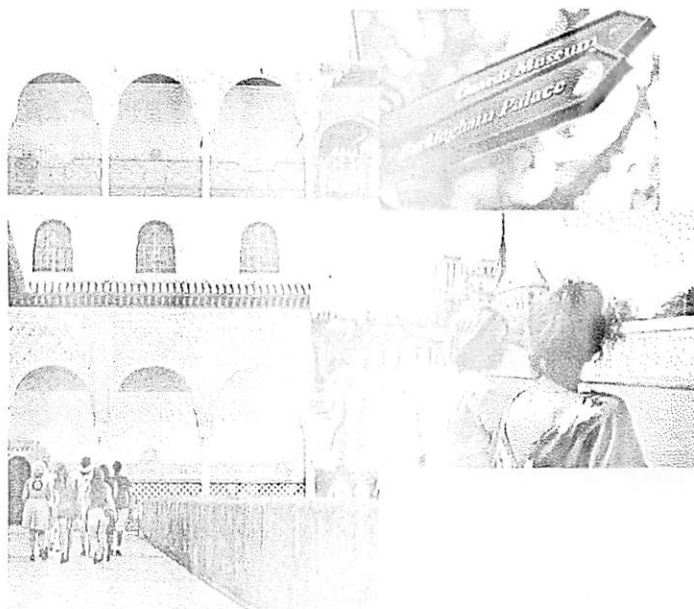
**To enroll you'll need your tour number:**

2080903NV

**Two easy ways to enroll**

Online: [eftours.com/2080903NV](http://eftours.com/2080903NV)

Phone: 800-665-5364





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

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**Funding Source:** Title IIA, Title IVA, Professional Development Line

**Account Number:** \_\_\_\_\_

## Contract for Services

**Consultant Information**

**Name:** Focused Schools

**Address:** 1517 North Point St. #341, San Francisco, CA 94123

**Social Security #/ Federal Tax Identification #:** xxxx

**Terms of Contract:** As an independent contractor you shall maintain all insurances as are necessary for purposes of liability and shall not hold the Hudson Public Schools responsible for any injuries stemming from performance of any duties associated with this job. The Town of Hudson, as required by law, will report all compensation to the Internal Revenue Service, and will provide a copy of this report to you.

Contractors are required to authorize the district to conduct a C.O.R.I. (Criminal Offender Record Information) search through the Criminal History Systems Board. This contract is contingent upon a satisfactory CORI report.

**Maximum Contract Dollars and/or Rate:** The total compensation for services not to exceed \$16,900.00 (see below).

**Payment Schedule:** Upon monthly invoicing by contractor.

**Description of Services**

**The Individual Contractor/Agency agrees to perform the following services for the Hudson Public Schools:**

- ◆ Feb. 15, 2018- ½ day Professional Development
- ◆ March 15, 2018- ½ day Professional Development
- ◆ April 5, 2018 – ½ day Professional Development
- ◆ June 11 & 12, 2018 – 2 full days Professional Development (1/2 day PD& 1.5 days Executive Coaching)
- ◆

**Timeline for Services:** February – June, 2018

**Termination:** This contract may be terminated for non-performance at any time. In the event of termination, compensation will be adjusted to the percentage of performance completed. In addition, this contract is subject to state and federal appropriations and may be terminated immediately upon cessation of funding by the appropriate funding source. Either party reserves the right to terminate this contract upon providing thirty (30) days notice of the intent to terminate to the other:

**For the Individual Contractor/Agency**



Signature of Contractor

Date: 1/11/2018

\_\_\_\_\_  
School Committee Chairperson

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

**For the Hudson Public Schools**

\_\_\_\_\_  
School Business Manager

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

\_\_\_\_\_  
Superintendent of Schools

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

As part of the District's commitment to empower all of our Principals to strengthen their leadership skills, we are seeking to provide professional development and executive coaching through a company called Focused Schools. Focused Schools is a national leader of expert practitioners and facilitators working with schools and systems across the United States and Canada to make measurable, lasting improvement in student performance, school leadership and instruction. As a provider of Executive Coaching for Principals, we believe this company will provide the most comprehensive coaching for the needs of our District. They have over 20 years of experience in this field. The consultants are available for dates that work perfectly with our already scheduled principal meetings, and are the most cost-effective at this time. They have worked with other districts that have the same unique needs as ours, and the consultant we would be assigned to is a known entity that has had a positive impact in other familiar districts. They have provided verifiable data from a variety of local school systems such as Worcester, Salem, New Bedford, and New Haven, Connecticut, all of which demonstrated significant increases in student academic achievement. The customized quote from the company takes into account the unique needs of all five of our buildings. They are also available for additional distance coaching that is included in the original quote. We are able to share the cost of travel with this company with another local school district that is employing Focused Schools during the same timeframe, which is an additional cost effective measure.

### **Professional Development**

- 4 half-day professional development sessions with ILT teams from each of the five PreK - 12 Hudson Public Schools
- 1.5 full day onsite executive coaching sessions (to be divided equally among the five schools)
- 2 offsite distance coaching and prep times

### **Content of Professional Development**

- Creating a common understanding of what a leadership team is and is not
- Developing systems and structures for an Instructional Leadership Team to work efficiently and effectively
- Exploring tools, protocols and processes to help the Instructional Leadership Team focus on using data to make decisions around teaching and learning.
- Creating a two-way communication system that allows all staff to have a voice in the work of the Instructional Leadership Team
- Developing a building based plan regarding how to strengthen the work of the Instructional Leadership Team in support of the improvement work
- Support in closing a significant gap for students in our "high need" demographic
- Create a system of support with key central office leaders

## **Student Achievement**

- Focused Schools guarantees that their clients will make improvements in their instruction and in structures that support instruction. These changes lead to rapid and sustainable gains in student achievement. In comparative school districts, significant gains in student growth were noted. Focused Schools will empower leaders to develop structures strengthening collaborative leadership resulting in maintainable growth in student achievement. The unique needs of our District will be supported by Focused Schools by enhancing our progress monitoring of students, giving us strategies to strengthen affective skills and deal with challenging behaviors, and to help us build observation guides to support student focused coaching at each of the three tiers of instruction.