



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

March 13, 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: February 27, 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. Food Service Update
  2. Finance Committee Update
- VI. **Matters For Action:**
  1. Approval of 2018-2019 School Calendar
  2. Reclassifications of Funds (if needed)
  3. 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:** February 27, 2018

**Location:** Administration Building  
155 Apsley Street

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

**Members absent:** George Luoto  
Ben Carne, Student Representative

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

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

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

**Approval of Minutes:**

Regular Meeting: February 6, 2018

A motion to approve the minutes of February 6, 2018 was made by Mr. Tracy and seconded by Mr. Maston. On a vote of 6-0, the motion passed.

**Public Participation:**

None.

**Reports:**

**Report of the Superintendent**

Assistant Superintendent for Curriculum, Instruction and Professional Learning, Kathy Provost, presented to the Committee the Professional Development Plan for the District for the 2017-2018 school year and highlighted the following:

The Professional Development Advisory Council, comprised of teachers, instructional coaches, resource nurse, directors, secretary, principal and assistant principal, was developed to support and enhance professional development services and programs, identify and prioritize areas of need by work discipline and develop a cohesive Instructional Leadership Team at each school to monitor and support teaching and learning process.

The Committee focused on the development of Professional Development for all staff members to support high quality teaching and learning across content areas and work discipline.

*Not Approved*

Ms. Provost noted that the feedback to date has been very positive and that staff are really enjoying the new professional development programs and are utilizing them in their classrooms.

Discussion ensued.

Committee members thanked Ms. Provost for her presentation and look forward to future updates.

### **Student Report**

None.

### **Subcommittee Reports**

None.

### **Matters for Discussion:**

#### 1. Food Service Update:

Executive Director of Finance and Operations, Patty Lange, presented to the Committee concerns with the current food service program and focused on the following:

- Annual losses in the revolving fund;
- Food quality needs to be improved;
- Program lacks excitement and innovation;
- Participation rate is not on par with like districts; and
- Catering sales are down

The Food Service Committee met and worked with Consultant, April Lasky, to evaluate the self-op model. Ms. Lasky visited the cafeterias, analyzed the financial records and created a financial model for self-op.

Ms. Lange communicated with the Business Directors at the Franklin Public Schools and Hopkington Public Schools who also have a current Whitson's contract and considering the self-op option, and Ashburnham-Westminster who currently use Chartwell's Food Service.

Ms. Lange shared the two options for the District: 1) implement the self-op model and 2) contract with a different food service vendor, and presented the pros and cons of each option.

Dr. Rodrigues recommended an RFP be issued and to contract with a new food service vendor.

Discussion ensued.

## 2. Discussion of School Safety

Dr. Rodrigues shared that the safety and well-being of our students and staff is a priority for the District, and that the District evaluates systems of support on a regular basis to ensure that the protocols and practices in the buildings continue to be effective and current.

A committee composed of District and school administrators, public safety personnel, and supporting organizations was created in September, 2017 to systematically evaluate the District's capacity to effectively respond to emergency drills and evacuations, lockdown protocols, response to environmental issues, storage and handling of chemicals in science labs and more.

The Committee has prioritized the work and continues to review new training modules for the ALICE (alert, lockdown, inform, counter, evacuate) protocol. The ALICE protocol was designed to provide preparation and a plan for individuals and organizations to proactively handle the threat of an aggressive intruder or active shooter event. The District adopted the ALICE protocol in 2014 and training was provided to school personnel. The District's two School Resource Officers are ALICE trainers and have been instrumental in the process.

In addition to the ALICE protocol, the District has in place the following security features:

- All teachers and administrators have key FOBs to access locked building entry points;
- All exterior doors are lockable; most have FOB access for convenient outdoor activity;
- All front entrances have cameras and access control to "buzz" people in during school hours; and
- All cameras are connected to video recorders.

Committee Chair, Michele Tousignant Dufour, announced that Dr. Rodrigues will be hosting a Listening Session on Monday, March 5<sup>th</sup> at 7:00 p.m. at the Quinn Middle School and encouraged all to attend.

## 3. Discussion of Project Lead the Way:

Dr. Rodrigues announced that the Hudson Public Schools received grants, totaling \$87,000, to offer high-quality science, technology, engineering and math (STEM) programs from Project Lead the Way. Project Lead the Way is a non-profit organization that provides a transformative learning experience for K-12 students and teachers through pathways in computer science, engineering and biomedical science, and noted that more than 10,500 schools across the country offer PLTW programs to millions of students.

The Hudson Public Schools will use grant funds to start new Project Lead the Way programs in grades K-12, and will include the following:

- Project Lead the Way Launch (K-4);
- Project Lead the Way Gateway to Technology Computer Science (Grade 8); and
- Project Lead the Way Biomedical Science (Grades 9-12)

Discussion ensued.

4. Discussion of School Calendar 2018-2019

Dr. Rodrigues presented to the Committee the proposed draft school calendar for 2018-2019 and noted the following items:

- The calendar does not include the MCAS testing schedules because the Statewide Testing Schedule for 2018-2019 has not been released;
- The staff returns on Monday, August 27th;
- Students return on Tuesday, August 28th;
- The Wednesday prior to the Thanksgiving holiday is a non-school day instead of a half-school day; and
- There is a half-school day in the month of April.

Discussion ensued.

Dr. Rodrigues noted that approval of the 2018-2019 school calendar will be tabled for vote at the next scheduled School Committee meeting on March 13<sup>th</sup>, 2018.

**Matters for Action:**

1. Approval of the 2018-2019 School Committee Meeting Calendar

Dr. Rodrigues recommended approval of the 2018-2019 School Committee meeting schedule.

A motion to approve the 2018-2019 School Committee meeting schedule was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 5-0-1, with Ms. Hay abstaining, the motion passed.

2. Approval of Hudson High School Trip to the All-State Music Festival in Boston, March 1-3, 2018

Dr. Rodrigues recommended approval of the Hudson High School Trip to the All-State Music Festival in Boston, March 1-3, 2018.

A motion to approve the Hudson High School trip to the All-State Music Festival in Boston, March 1-3, 2018, as presented, was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 6-0, the motion passed.

3. Approval of Hudson High School Overnight Trip for the Hudson High School Baseball Team to Attend the Spring Mashpee Baseball Scrimmage in Falmouth, Massachusetts March 29<sup>th</sup>-March 31<sup>st</sup>, 2018

Dr. Rodrigues recommended approval of the Hudson High School overnight trip for the Hudson High School Baseball Team to attend the Spring Mashpee Baseball Scrimmage in Falmouth, Massachusetts March 29<sup>th</sup>-March 31<sup>st</sup>, 2018.

*Not Approved*

A motion to approve the Hudson High School overnight trip for the Hudson High School Baseball Team to attend the Spring Mashpee Baseball Scrimmage in Falmouth, Massachusetts March 29<sup>th</sup> - March 31<sup>st</sup>, 2018, as presented, was made by Ms. Tousignant Dufour and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

4. Approval of Contract with Neopost in the Amount of \$10,557.96 for a 36-Month Lease for the Mail Machine

Dr. Rodrigues recommended approval of the contract with Neopost in the amount of \$10,557.96 for a 36-Month lease for the mail machine.

A motion to approve the contract with Neopost in the amount of \$10,557.96 for a 36-month lease for the mail machine, as presented, was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 6-0, the motion passed.

**Reclassifications:**

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

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

A motion to approve the reclassifications of funds No. 3, as presented, was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

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

None.

**Executive Session/Adjournment**

At 8:38 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

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

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

Vote by roll call:

Ms. Tousignant Dufour – yes  
Ms. Hay – yes  
Mr. Maston – yes

*Not Approved*


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





MARCH 13, 2018

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT


MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC

Standard II: Indicators A

Standard III: Indicators A, B, C, D

Standard IV: Indicators A, B



**Family Listening Session  
School Safety  
Quinn Middle School - March 5, 2018 7:00 p.m.**

**I. ATTENDANCE**

Parents: 100 parents/guardians attended the session

School Committee: Liz Hallsworth, Michele Tousignant-Dufour, Steve Smith

Hudson Police Department: Chief Michael Burkes, Detectives Chad Crogan, Shamus Veo and Capitan DiPersio

Administrators: Jason Webster, Matt Gaffney, Melissa Provost, Rachel Scanlon, Kelly Sardella, Dave Champigny, Kathy Provost, Denise Reid, Danica Johnson

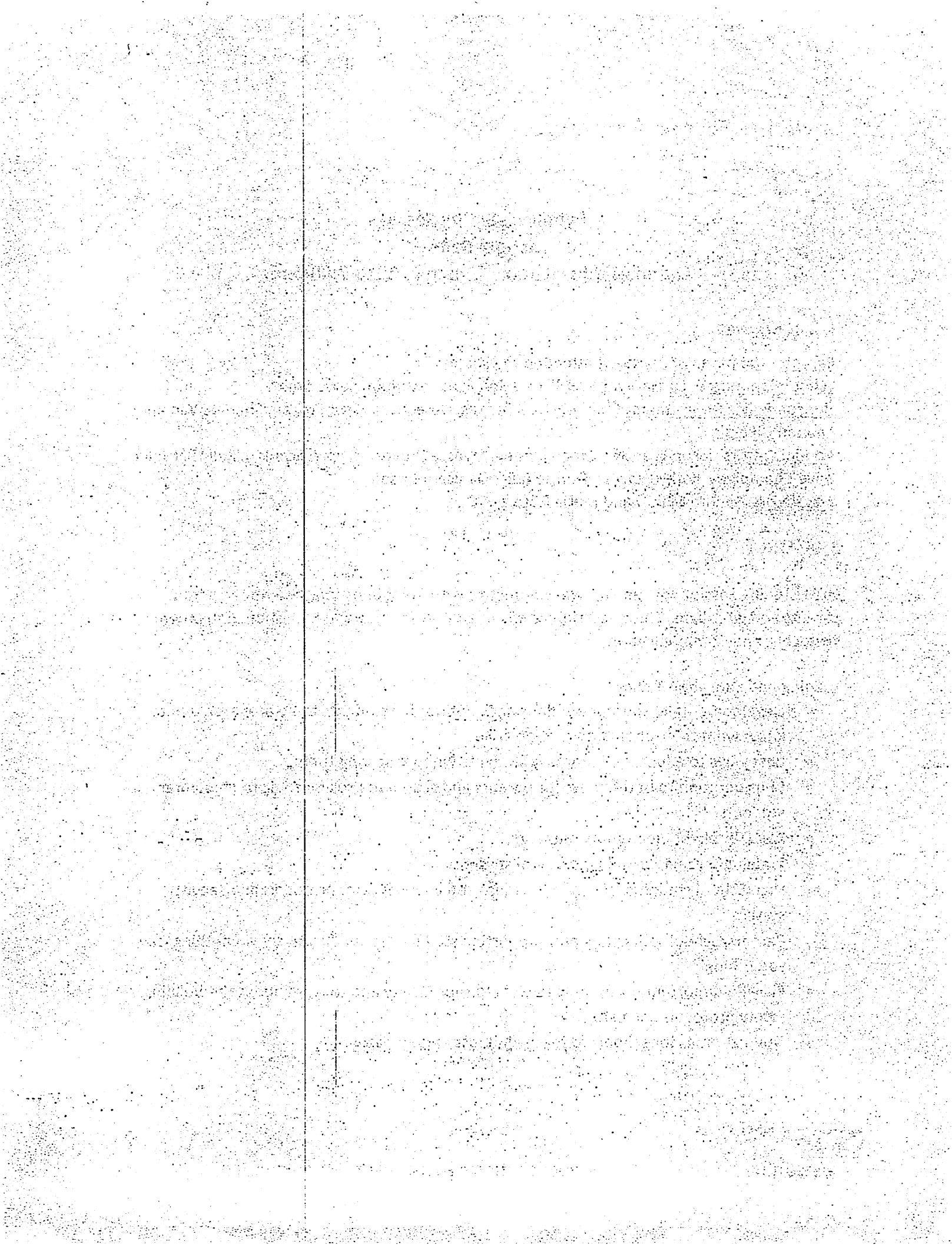
Translators: Sandra Maiuri and Maria Garcia

**II. DIALOGUE**

The Listening Session for Families was productive with great questions and remarks from parents and guardians. The discussions evolved around Training and Education, Equipment, Protocols, and Communication.

Training and Education Topics:

- Developmentally appropriate drills and routines for students to be prepared and to know what to do should a situation arise.
- Best ways to educate elementary students without scaring them.
- Consideration to better ways for parents and school to present topic to elementary students.
- ALICE book for elementary students.
- Training for middle and high school students.
- High School students level of awareness and knowledge of protocols and security system.
- Parents/Schools educating and supporting students about “If you see something, say something”.
- Provide opportunities for new comers to tour facility and to learn about the building’s safety protocols and exits.
- Opportunities for schools to teach kindness and empathy.



#### Equipment Topics:

- Inventory of locking doors.
- Intercom capabilities (identify isolated areas inside the school).
- Entrance doors locking capability.
- Camera system (both internal and external).

#### Protocol Topics:

- Office sign-in and visitor's pass.
- Process for notifying the Police Department of an incident.
- Response time from Police Department.
- Police Department's level of readiness.
- Process for schools that do not have School Resource Officers.
- Evacuation protocols, including evacuation site for each school.
- Evacuation protocols for students with special needs.
- ALICE training videos being developed by the District through HUD-TV.
- Protocol for schools housing before and after school programs through CHAPS.

#### Communication Topics:

- Communication with parents regarding evacuation protocols.
- Update on Emergency Management System Committee's (EMS) work to parents.
- Update on new protocols or safety upgrades.
- Communication to parents regarding student absences, including time of communication.
- Communication with parents regarding evolution of the EMS work, the work discussed during the listening session, and next steps.

### **Organized Student Walk-Out**

**March 14, 2018 – 17 minutes at 10 a.m.**

The tragedy in Parkland, Florida, a few weeks ago and other losses of life on school campuses across the nation over several years have driven increased interest in student-led civic engagement efforts and actions, including the idea of school walk-outs. The Hudson Public Schools embraces students' Constitutional rights to peaceful assembly and free expression. Our goal, in responding to walk-out plans and other forms of peaceful assembly, is to try and keep focus on teaching and learning while providing guidance and planning to support student and staff safety.

Based on social media messaging, there are at least three major student-led efforts being planned:

1. March 14<sup>th</sup>: Women's March Action – call for school walkout for 17 minutes at 10 a.m.
2. March 24<sup>th</sup>: March for Our Lives for all to participate in Washington, DC.
3. April 20<sup>th</sup>: National School Walkout for students across nation in local districts.

We respect and support the right of our students to advocate for causes that are important to them and welcome the opportunity to work with any student or student group to discuss appropriate and creative ways to do so while at school.

In order to support and guide our students, building principals, teachers, and support personnel have met with student leaders to:

- Assess their needs and provide guidance.
- Remind students that Hudson supports their rights to peaceful assembly and free expression, but that school is about teaching and learning as priority, and that the Hudson Student Code of Conduct remains in place and will be enforced.
- Help ensure that any efforts to invite participation are open and that the events be inclusive of ALL students.
- Ask students to be respectful of students on campus who may not wish to participate, and/or students who may hold opposing views to those being shared during the event.
- Assess if there are teachable moments that could be relevant to class instruction or lessons.

The student council at the High School, with support from administration and staff, is planning an event for Wednesday, March 14<sup>th</sup> in solidarity to Parkland, Florida. March 14<sup>th</sup> is a scheduled early release day for professional development. The student-led event will start at 10 a.m. and students will not return to class.

## Setting and Monitoring District Goals: The School Committee's Role

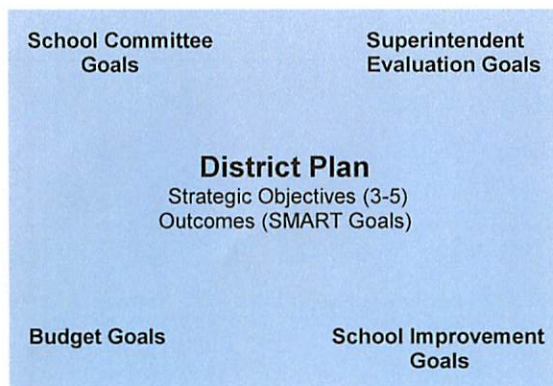
*Planning for Success: Advancing Our Current Planning Practices to Achieve Our Vision of Success*

Under state law, School Committees are responsible for approving district goals in Massachusetts. School Committees are also responsible for evaluating Superintendents annually, under the state's Educator Evaluation System. School Committees must evaluate the Superintendent on at least two goals: one professional practice goal and one student learning goal. The state's model system also recommends that School Committees and Superintendents set two to four district improvement goals. The student learning and district improvement goals should mirror, and fully align with, the strategic objectives and outcomes of the District Plan. The Superintendent and School Committee may choose to set multi-year goals for the Superintendent's evaluation, also in alignment with the District Plan.

The School Committee's role in approving and monitoring the Superintendent's evaluation goals provides the Committee with an important tool in setting and achieving district goals. The School Committee monitors progress toward attainment of evaluation goals through the Superintendent's Annual Plan, which identifies the key actions, timelines, and benchmarks for each goal set, and the Superintendent's reports of progress. Similarly, the School Committee may monitor progress toward attainment of all other district goals through the District Action Plan's implementation benchmarks, and the Superintendent's reports of progress. The Committee's plan for progress monitoring may provide the structure for the School Committee's work and year-long calendar.

Interested School Committees may consider setting professional practice goal(s) of their own, for the Committee as a whole. Professional practice goals are designed to increase capacity and effectiveness, as individuals define the skills, knowledge, or practices they will develop. School Committees may also consider setting additional goals for the Committee as a whole that will support the Superintendent in achieving district goals.

### Monitoring Goal Alignment



### One District...One Coherent Set of Focused Goals

The School Committee, in its "big picture" oversight role, is best positioned to safeguard the district's focus by monitoring goal coherence in the midst of what can otherwise become a proliferation of district goals and strategies. Effective district planning and execution is built on a clear, consistent, shared, and achievable vision for the district and its future. Three to five strategic objectives, the key levers for improvement, are recommended to support district focus.

Any School Committee "overarching goals," Superintendent evaluation goals, district budget goals, and School Improvement Plan goals must be fully aligned with the strategic objectives and outcomes of the District Plan, the district's official roadmap for improvement. These district goal setting documents should be monitored and updated, as necessary, to ensure coherence and reflect the district's current realities and priorities. Planning for improvement is a continuous process, and the District Plan is a living document that should reflect that process.

## School Committee: Educator Evaluation and District Planning



### *Educator Evaluation Connects the District Plan to the Classroom*

*The Educator Evaluation System is the process that links each classroom to the district's vision for all students. From the Superintendent, to School Administrators, to individual teachers and specialized instructional support...all individual and team goals stem from the district's goals and work to support their achievement. In return, Educator Evaluation feedback, ratings, and progress toward goals—including District Determined Measures—provide important data that inform district and school planning. The Educator Evaluation System creates coherence in planning across the district and provides critical leverage for achieving plans—from the Superintendent to the Instructional Leadership Team to the classroom.*

### *Achieving the District Vision through Backwards Design*

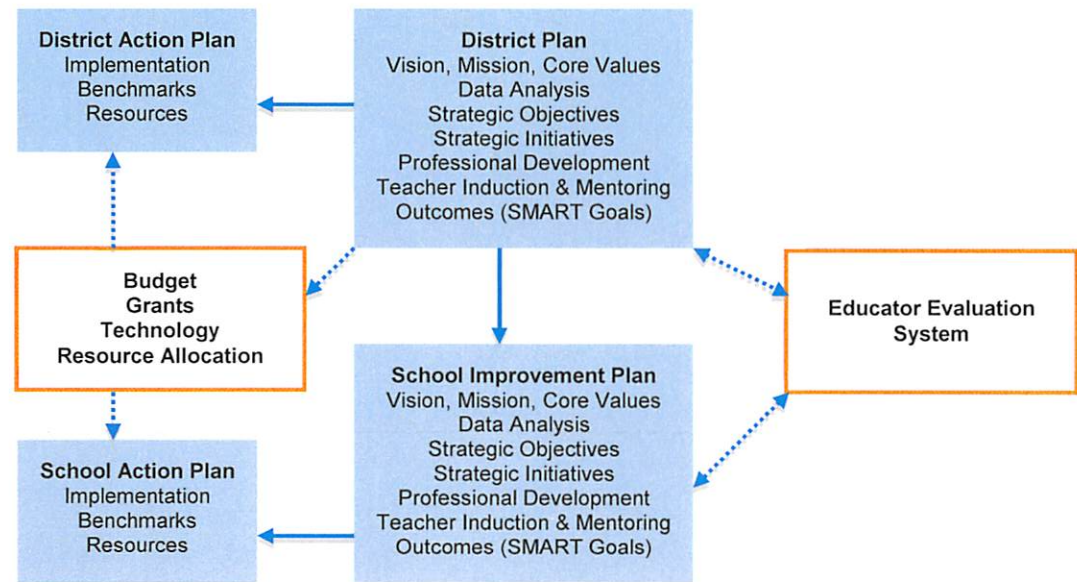
The District Plan articulates the district vision, strategy for achieving it, and planned outcomes for students—the district's SMART goals. The district backward designs its work from these outcomes, using the District Plan to drive goal setting for School Improvement Plans, evaluation for all educators, the district budget, technology, and grant and resource allocation. All educators —administrators, teachers, and specialized instructional support—have the opportunity to play an indispensable role in this design process by setting student learning and professional practice goals that develop their practice and capacity, as individuals and teams, to support the district strategy for success.

### *The District Plan: Connecting Existing District Systems to Create Coherence*

### Academic Plans Currently Required

Massachusetts' legislation requires the following five types of academic plans:

1. District Improvement Plan (3 years)
2. District Action Plan (annual)
3. School Improvement Plan (annual)
4. Individual Professional Development Plan (5 years)
5. Educator Plan (30 days to 2 years)





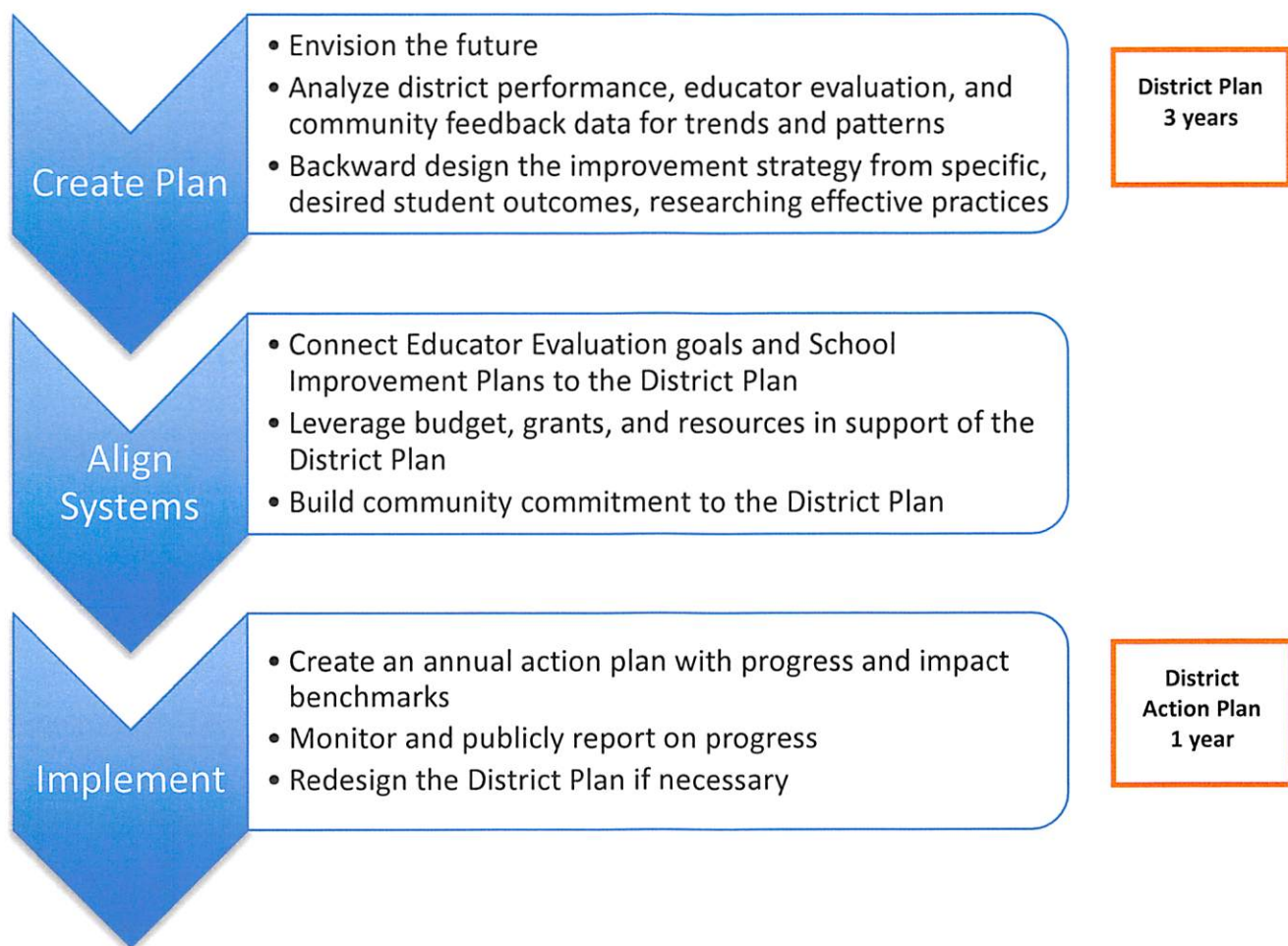
## The District Planning Process

### Create—Align—Implement

*From Data Analysis to Outcome-Driven Planning to System Alignment  
From Action Planning to Progress Monitoring to Potential Redesign*

*Create—Align—Implement* represent the three phases of a planning process that is designed to strengthen district coherence and support district success. This planning process centers on the creation of a multi-year District Plan that is grounded in analysis of a wide array of district data; sets specific, measurable outcomes and identifies the objectives and initiatives to accomplish them; and serves as the foundation and guide for all other district systems.

This planning process also centers on the creation of an annual action plan that supports success of the District Plan by identifying benchmarks districts can use to monitor progress and measure impact while implementation is underway. The activities and resulting plans for each phase are depicted in the graphic below.



## The Massachusetts Planning and Implementation Framework

Element	Definition
<b>Mission</b>	Your purpose: why the organization exists.
<b>Core Values</b>	What you believe in: the principles that guide decision making and action.
<b>Vision</b>	Your aspirations for students: what you value and why, and what future success will look like.
<i>Are the foundation of the...</i>	
<b>Theory of Action</b>	The beliefs and assumptions you hold about why certain actions will lead to the vision you seek. Framed as an “if...then” statement.
<i>Which leads to the development of the...</i>	
<b>Strategic Objectives</b>	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
<i>Which will be achieved by the...</i>	
<b>Strategic Initiatives</b>	The projects and programs that support and will achieve the strategic objectives.
<i>For which you set...</i>	
<b>Outcomes</b>	<p>The expected results: what they will be, how they will be measured, when they will occur. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p><b>Final outcomes</b> set targets for improvement achieved at the end of plan implementation. For example, in Year 3, reduce the MCAS achievement gap for English language learners by 25% as measured by the Composite Performance Index (CPI).</p> <p><b>Interim outcomes</b> set targets for improvement during plan implementation.</p>
<i>Which you evaluate progress toward attaining by setting...</i>	
<b>Implementation Benchmarks</b>	<p>The planned action steps and their impact. Two different types of implementation benchmarks are required to determine whether you did what you had planned, when you planned to do it—and whether early evidence indicates effectiveness.</p> <p><b>Process benchmarks</b> specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.</p> <p><b>Early evidence of change benchmarks</b> identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers’ classrooms between October and May.</p>
<i>Which you consistently monitor and use as indicators for assessing whether the plan is on track to achieve desired change, or requires adjustment.</i>	

## Create—Align—Implement

### District Plan and Action Plan Components

#### The Massachusetts Planning and Implementation Framework

*The Massachusetts Planning and Implementation Framework*, displayed on the previous page, was developed by the Department of Elementary and Secondary Education to support plan creation. The framework provides a common planning language and supports the shared understanding critical to successful planning and execution. The framework defines all improvement and action plan components.

#### District Plan

An effective District Plan is developed with input from staff, families, students, and community partners. The outline below identifies a proposed structure for the multi-year District Plan. These components reflect legislative requirements, educator evaluation expectations, and best practices in planning.

- I. District Mission, Vision, Core Values
  - a. The district's **core values**
  - b. The district's **mission**
  - c. The district's **vision**
- II. Data analysis and theory of action for improvement
  - a. **Data analysis** of student achievement and gaps between student groups in core subjects
  - b. The district's **theory of action** for improvement
- III. Strategic Objectives and Initiatives
  - a. **Strategic objectives** for improvement (3-5 recommended, to support focus)
  - b. The **strategic initiatives** that will achieve these objectives
  - c. The **professional development** that will support each initiative
  - d. **Teacher induction and mentoring activities** that support successful implementation
- IV. Outcomes
  - a. Performance benchmarks—**interim and final outcomes**—and processes for evaluating initiative effectiveness

#### District Action Plan

The annual Action Plan supports the implementation of the multi-year District Plan. The outline below identifies action plan components.

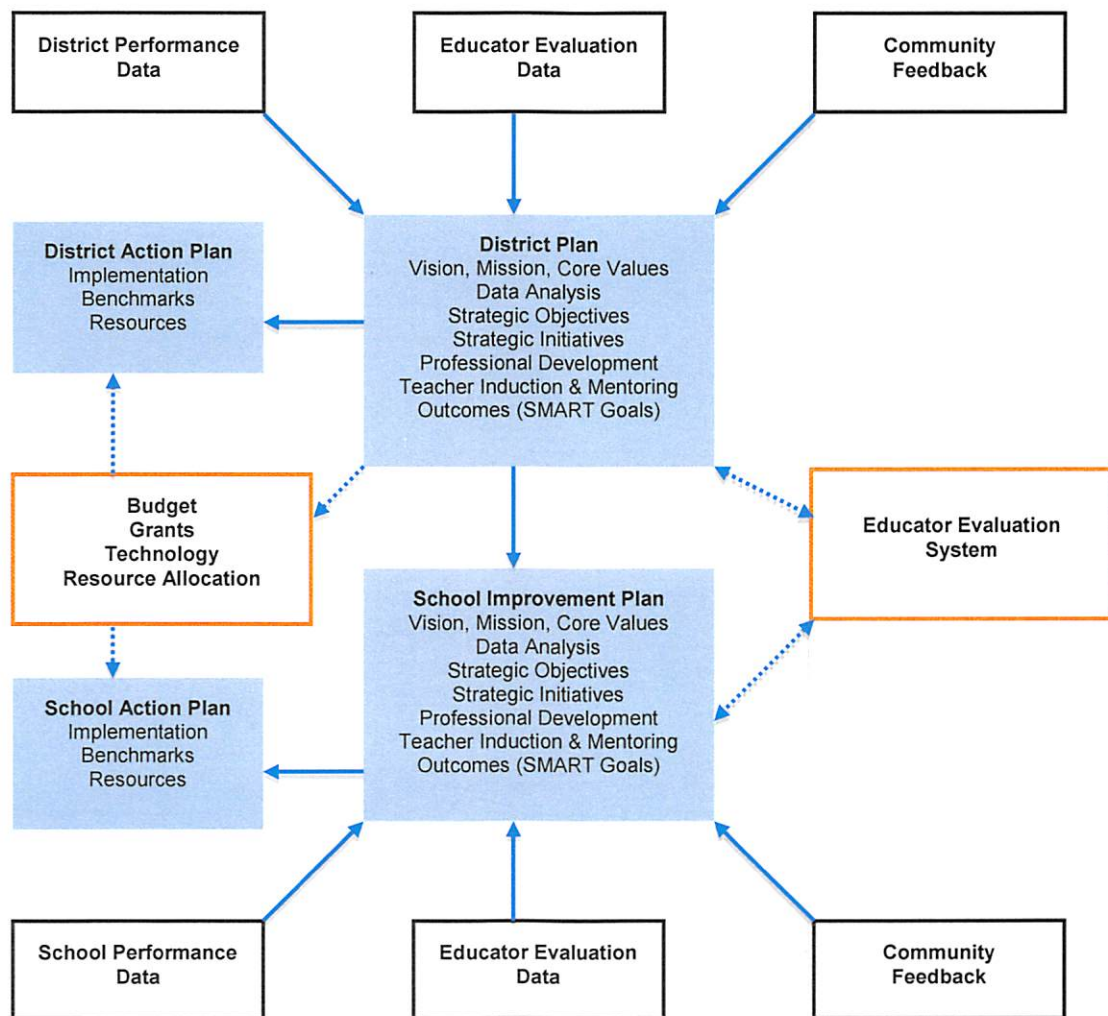
- I. Implementation Benchmarks
  - a. **Implementation benchmarks** for the year, defining specific activities, persons responsible, and timelines for action to be taken to accomplish the initiatives in the District Plan
- II. Resources Supporting Implementation
  - a. The staff and financial resources allocated to support these initiatives

*The Massachusetts Planning and Implementation Framework* identifies two types of implementation benchmarks: process and early evidence of change. Process benchmarks help monitor progress, specifying what will be done when and by whom. Early evidence of change benchmarks help monitor impact during implementation, specifying changes in practice, attitude, or behavior one should begin to see if the plan is having its desired impact.

## Create—Align—Implement

### Connecting Existing District Systems to Create Coherence

The graphic below depicts the data sources that inform District and School Improvement Plans; the contents of improvement and action plans and the relationships between these plans; and the connections between these plans and district systems. District and School Improvement Plans are living documents that should guide district systems and respond to changes in the district context, including data about plan implementation and impact gathered through action plan monitoring.



# HUDSON PUBLIC SCHOOLS

## DISTRICT STRATEGY DEVELOPMENT PROCESS 2018

Activities	Schedule
<p>Document Review</p> <ul style="list-style-type: none"> <li>• Mission</li> <li>• Vision</li> <li>• Theory of Action</li> <li>• Values and Beliefs</li> </ul> <p>Data and Entry Findings Analysis</p> <ul style="list-style-type: none"> <li>• Student Achievement Data</li> <li>• Entry Findings</li> </ul> <p>Strategic Objectives and Initiatives</p> <ul style="list-style-type: none"> <li>• Develop Objectives and Initiatives</li> <li>• Professional Development</li> <li>• Implementation and Monitoring</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Performance benchmarks</li> </ul> <p>Products</p> <ul style="list-style-type: none"> <li>• District Improvement Plan</li> <li>• District Goals</li> </ul>	<p>February-18</p> <ul style="list-style-type: none"> <li>• 2/9 8 – 10 am</li> </ul> <p>March-18</p> <ul style="list-style-type: none"> <li>• 3/2 8 – 10 am</li> <li>• 3/7 8 – 10 am</li> <li>• 3/14 12:30 – 3:30pm (ELEVATE)</li> </ul> <p>April-18</p> <ul style="list-style-type: none"> <li>• 4/3 8 – 10 am</li> <li>• 4/9 8 – 10 am</li> <li>• 4/24 6 – 7 pm (Strategic Goal Sub-Committee)</li> </ul> <p>May-18</p> <ul style="list-style-type: none"> <li>• 5/10 8 – 10 am</li> <li>• 5/15 6 – 8 pm (Strategic Goal Sub-Committee)</li> <li>• 5/22 School Committee 1<sup>st</sup> Read</li> </ul> <p>June-18</p> <ul style="list-style-type: none"> <li>• 6/12 School Committee Approval</li> </ul>
Committee	
<ul style="list-style-type: none"> <li>• Brian Reagan</li> <li>• Jason Webster</li> <li>• Melissa Provost</li> <li>• Kelly Sardella</li> <li>• David Champigny</li> <li>• Patty Lange</li> <li>• Denise Reid</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Knittle</li> <li>• Ellen Schuck</li> <li>• Len Belli</li> <li>• Cathy Kilcoyne</li> <li>• Cindy Fensin</li> <li>• Kathy Provost</li> <li>• Marco Rodrigues</li> </ul>

## **SAMPLE GOALS FROM MASSACHUSETTS SCHOOL DISTRICTS**

### **Grafton**

**Goal 1: Strengthen effective communication that continues to build confidence in a shared vision for Grafton Public Schools**

**Goal 2: Expand communication efforts on ongoing budget priorities**

**Goal 3: Evaluate the School Committee's own leadership, governance and teamwork**

**Goal 4: Actively participate in the development of district wellness program**

### **Lexington**

**1. Academic Excellence – provide support for enriching opportunities for every student**

**2. Promote Social and Emotional Wellness**

**3. Improve Student and Staff Safety**

**4. Ensure Infrastructure that Supports School and District Needs**

**5. Evaluate Financial Outlook in Anticipation of Increasing Operational Expenses due to Growing Enrollment**

**6. Promote Communication, Transparency and Process**

### **Westborough**

**1. Support the implementation and assessment of the School District's Long Range Strategic Plan; re-evaluate the plan in a timely manner.**

**2. Sustain communication and relationships with local and state government officials, town boards, and the community.**

**3. Complete annual budget process in a manner that respects the values of our town and is fiscally responsible.**

**4. Further develop actions addressing student enrollment growth through appropriate space planning, keeping our process transparent to other boards and committees.**

**5. Implement and support the continuation of the united vision for school community capital projects.**

### **Somerville**

**Goal 1: Increase achievement and access for all students. Reduce all performance gaps by half.**

**Goal 2: Develop and implement a comprehensive PreK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.**

**Goal 3: Increase engagement with the community to reflect the community in which we live.**

**Goal 4: Continue to develop and implement innovative ways of measuring student academic performance and school quality such as formative assessment, performance-based tasks, and whole quality indicators.**

**Goal 5: Develop a comprehensive plan for Universal Kindergarten Readiness that supports intellectual, physical, and social/emotional growth from birth to Pre-K.**

**Goal 6: Develop and implement a strategy to recruit, develop, and retain a diverse and talented staff.**

# DRAFT 2018-2019 SCHOOL

HUDSON PUBLIC SCHOOLS

www.hudson.k12.ma.us

## August 27th — STAFF RETURNS

Aug. 27	Teachers Report
Aug. 27	Grade 5 Orientation
Aug. 27	Grade 8 Orientation
Aug. 28	Students—First Day of School
Aug. 31 - Sep. 3	No School—Labor Day
Sep. 10	No School—Professional Day
Sep. 13	Quinn Open House
Sep. 20	Elementary Open House
Sep. 27	HHS Open House

August/September 2018						
S	M	T	W	T	F	S
26	27	28	29	30	X	1
2	X	4	5	6	7	8
9	X	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

21 days

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	X	X	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21/42 days

Oct. 8	No School—Columbus Day
Oct. 9	No School—Professional Day
Oct. 11	HHS Evening Conferences
Oct. 17	Half Day—PreK- 4 Conferences
Oct. 18	Half Day—PreK- 4 Conferences (E)

Nov. 5	Half Day-Quinn Conferences (E)
Nov. 6	Half Day-Quinn Conferences
Nov. 12	No School —Veterans Day
Nov. 14	Half Day—Professional Day
Nov. 21-23	No School —Thanksgiving Break

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	X	13	14	15	16	17
18	19	20	X	X	X	24
25	26	27	28	29	30	

18/60 days

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	29
30	X					

15/75 days

Dec. 12	Half Day—Professional Day
Dec. 24-31	No School—December Break

**On District half days, there is no Preschool**

Jan. 1	No School—New Years Day
Jan. 9	Half-Day—Professional Day
Jan. 21	No School—Martin Luther King Day
Jan. 18-23	Half-Day—High School Exams

January 2019						
S	M	T	W	T	F	S
			X	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	22	23	24	25	26
27	28	29	30	31		

21/96 days

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	X	X	X	X	23
24	25	26	27	28		

15/111 days

Feb.	MCAS—Biology 9
Feb. 13	Half Day—Professional Day
Feb. 18-22	No School—February Break

March 6	Half-Day-Quinn Conferences
March 7	Half-Day-Quinn Conferences (E)
March 13	Half Day-Professional Day
March 14	HHS Evening Conferences
March	MCAS-ELA Comp. 10 REVERSE Half-Day for HHS
March	MCAS-ELA Reading 10 REVERSE Half-Day for HHS

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21/132 days

April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	X	X	X	X	20
21	22	23	24	25	26	27
28	29	30				

16/148 days

Apr. May	MCAS Testing Window Opens Grades 3-8
Apr.	MCAS-ELA Reading 8 REVERSE Half-Day for HHS
Apr. 10	Half Day PreK-4 Conferences (E)
Apr. 11	Half Day PreK-4 Conferences
Apr. 15-19	No School—April Break
Apr. 24	Half Day—Professional Development

May	MCAS-Math 8 and 10 REVERSE Half-Day for HHS
May 8	Half Day—Professional Day
May 27	No School—Memorial Day

May 2019						
S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	X	28	29	30	31	

22/170 days

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10/180 days

Jun. 2	Hudson High School Graduation
Jun.	MCAS—STE 9
Jun.	Half Day-High School Exams
	Last Day of Preschool with 0
	Last Day of Kindergarten with 0
June 14	Last Day of School with 0 snow
	Last Possible Day—Preschool
Jun. 30	Last Possible Day of School

   denotes 1/2 day      X—denotes no school