



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING

February 27, 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 6, 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 Services Update
 2. Discussion of School Safety
 3. Discussion of Project Lead the Way Grants
 4. Discussion of School Calendar 2018-2019
- VI. Matters For Action:**
1. Approval of 2018-2019 School Committee Meeting Calendar
 2. Approval of Hudson High School Trip to the All-State Music Festival in Boston, March 1-3, 2018



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3. Approval for Overnight Travel for the Hudson High School Baseball Team to Attend the Spring Mashpee Baseball Scrimmage in Falmouth, Massachusetts March 29th – March 31st
4. Approval of Contract with Neopost in the Amount of \$10,557.96 for a 36-Month Lease on Mail Machine
5. Reclassifications of Funds (if needed)
6. Items of Interest to the School Committee

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 6, 2018

Location: Administration Building
155 Apsley Street

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

Members absent: George Luoto
Adam Tracy

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

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

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

Approval of Minutes:

Regular Meeting: January 23, 2018

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

Public Participation:

None.

Reports:

Report of the Superintendent

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

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

Reading Instruction Training:

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

Language based Model of Services:

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

MetroWest Health Foundation Grant:

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

Therapeutic Stabilization Program:

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

Not Approved

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

Discussion ensued.

Student Report

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

Subcommittee Reports

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

Matters for Discussion:

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

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

Cycle 3 – Implementation Plan

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

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

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

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

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

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

Goal 2 - Professional Practice				
To develop skills in strategy development related to Interest-Based Bargaining (IBB) process by working with School Committee Negotiation Teams and Union representatives to ensure progressive and successful negotiations during the 2017-2018 Collective Bargaining Agreement (CBA) negotiations.				
Key Strategic Actions				
1. By Fall 2017, complete IBB Training for all Team participants.	Training process completed.	X		
2. By December 2017, complete facilitation sessions to generate a bargaining schedule, to develop ground rules, and to begin the process of developing a list of issues for bargaining.	IBB sessions in progress.	X		
3. By December 2017, complete item prioritization sessions with the School Committee Negotiation Team.	Item prioritization completed.	X		
4. By late Spring 2018, reach a tentative agreement for a new CBAs.		X		
Benchmarks				
1. Completed IBB Training for all Negotiation Team participants.	Completed.	X		
2. Identification and prioritization of item to be negotiated completed.	Completed.	X		
3. CBAs ratified.				X
Goal 3 - District Improvement				
By June 2018, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.				

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

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

Discussion ensued.

3. Discussion of 2018-2019 School Committee Meeting Calendar

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

Discussion ensued.

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

3. Discussion of Online Payment System Update:

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

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

Discussion ensued.

Matters for Action:

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

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

Discussion ensued.

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

Reclassifications:

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

Not Approved

Items of Interest to the School Committee:

None.

Executive Session/Adjournment

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

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

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

Vote by roll call:

Ms. Tousignant Dufour – yes
Ms. Hay – yes
Mr. Maston – yes
Ms. Hallsworth - yes
Mr. Smith – yes

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

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee



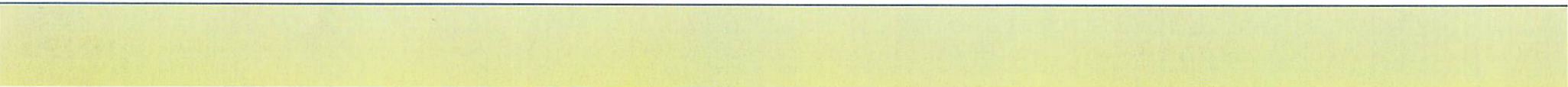
Report of the Superintendent

Professional Learning

February 27, 2018

Marco C. Rodrigues, Ed.D.

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





Professional Development Plan

Kathy Provost
Assistant Superintendent for Curriculum, Instruction, and Professional
Learning





Professional Development Advisory Council

Beth Albota	Secondary SpEd. Teacher	Jen Letourneau	Instructional Coach
Rachel Brunell	Instructional Coach	Julie McGowan	Elementary Teacher
Ellen Capstick	Resource Nurse	Bri Miele	Secretary
Sara Davis	Science Curric. Director	Amanda Pezzotte	Pre-School Teacher
Heather Fisher	Instructional Coach	Ana Pimentel	World Lang. Director
Erin Gaffny	Elementary Teacher	Cindy Prockett	Pre-School Teacher
Matt Gaffny	Assistant Principal	Melissa Provost	Principal
Michelle Gebo	Secretary	Michelle Roach	Paraprofessional
Erin Goldstein	EL Director	Ellen Schuck	Technology Director
Lisa Hastings	Elementary Teacher	Emily Smyth	ESL Teacher
Diana Henderson	Middle SpEd. Teacher	Rebecca Tkachuck	Middle School Teacher
Danica Johnston	Assistant Principal	Laura Walker	Paraprofessional
Cathy Kilcoyne	Student Services Director	Todd Wallingford	ELA/SS Curric. Director
Bob Knittle	Math Curric. Director	Kathy Provost	Acting Assistant Super.



Massachusetts Standards for High Quality Professional Development

Characteristics of High Quality Professional Development:

1. Has SMART goals relevant to student outcomes
2. Aligned with goals and priorities
3. Designed based on the analysis of data
4. Assessed to ensure goals met
5. Promotes collaboration
6. Advances an educator's ability to apply learning
7. Models good pedagogical practice
8. Makes use of relevant resources to meet goals
9. Facilitated by knowledgeable professionals
10. Is coherent and connected

High Quality Professional Learning



Professional Development Advisory Council

Professional Development Plan

- Step 1 – identify and prioritize Professional development needs ✓ +
- Step 2 – write professional developmental goals ✓ +
- Step 3 – develop the Professional Development Plan ✓ +
- Step 4 – assess the impact of professional development ✓
- Step 5 – report and reflect on results

High Quality Professional Learning

Hudson Public Schools



Hudson High School

Achievement & Character

(978) 567-6250 - 69 Brigham St - Hudson, MA



Quinn Middle School

Achievement & Character

(978) 567-6210 - 201 Manning St - Hudson, MA



Farley Elementary

Achievement & Character

(978) 567-6153 - 119 Cottage St - Hudson, MA



Forest Ave Elementary

Achievement & Character

(978) 567-6190 - 136 Forest Avenue - Hudson, MA



Mulready Elementary

Achievement & Character

(978) 567-6170 - 306 Cox St - Hudson, MA



**Professional Development Plan
2017-2020**



“I am super excited to work
for a district that is
prioritizing all of our
students’ needs” .

HPS Staff Member



District Improvement Plan

Strategy # 3 : High Expectations for Teaching and Learning

- **Areas of Focus:** To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.
- **Goals:**
 1. To develop a Professional Development Advisory Council to support and enhance professional development services and programs.
 2. To identify / prioritize areas of need by work discipline.
 3. To develop a cohesive Instructional Leadership Team (ILT) at each school to monitor and support teaching and learning practices.

High Quality Professional Learning



Alignment of Professional Development Opportunities


- We are connecting learning between Tuesday PD days, Wednesday 1/2 days, and full-day PD days
- Strategic plan moving forward based on data gathered from multiple sources:
 - Multiple Staff surveys
 - Teacher SMART goals
 - Department needs
 - Student data
 - District Improvement Plan and School Improvement Plans
 - NEASC
 - Curriculum and Instruction Team
 - District Strategy Committee
 - MTSS Committee
 - Instructional Leadership Teams

High Quality Professional Learning



“It was good to be able to choose a session that will help us do a better job helping our students.”

HPS Staff Member



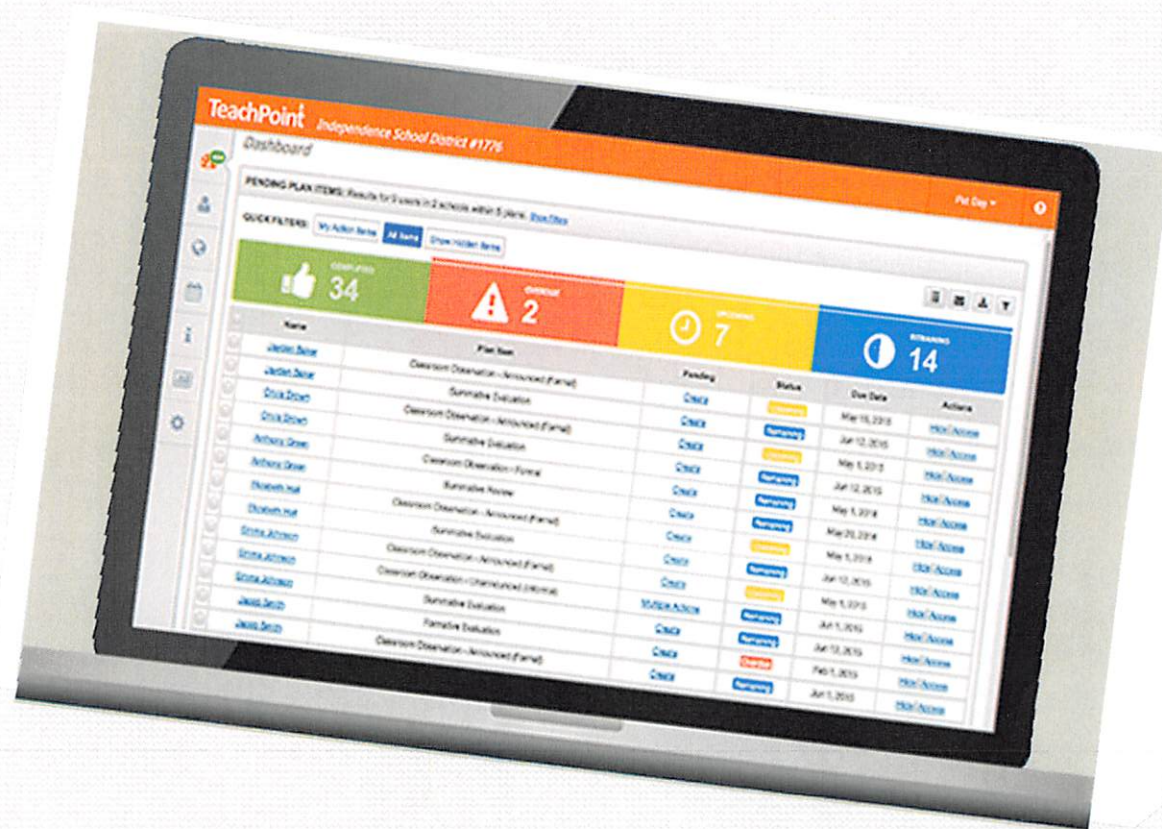
PD Opportunities 2017-2018

- Sept. 27th – (½ day) Department PD
- Oct. 10th - Full Day (Technology & Department connections)
- Dec. 6th – (½ day) Multiple Technology Sessions & Department connections)
- January 31st – (½ day) Mindfulness Training
- Feb. 28th – (½ day) Department connections
- March 14th – (½ day) Mindfulness Training
- May 2nd – (½ day) – Building Based)
- Department meetings (1 Tues. month)
- Common Planning Times (Elem. and Quinn)
- ELEVATE- 3 x per year (Admin)
- ILT- Principal Professional Dev. (5X)

Professional Development Tool

Teachers are able to:

- Register for PD
- Electronically sign in
- Upload PD from outside sources
- Connect PD to their SMART Goals
- Give automatic feedback via site
- District saves \$3,000





**“It was helpful to have time to
apply the skills we have learned in
the last few sessions.”**

HPS Staff Member

Hudson Public Schools



Hudson High School

Achievement & Character

(978) 567-6250 - 69 Brigham St - Hudson, MA



Quinn Middle School

Achievement & Character

(978) 567-6210 - 201 Manning St - Hudson, MA



Farley Elementary

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Forest Ave Elementary

Achievement & Character

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Mulready Elementary

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Professional Development Plan

2017-2020

Table of Contents

Hudson Public Schools Professional Development Plan	3
Philosophy, Strategic Plan and District Responsibilities	3
Philosophy of High Quality Professional Development	3
Mission, Vision, and Core Values	3
2017-2018 Hudson District Improvement Plan	4
Professional Development Advisory Council.....	5
Available Staff Time.....	6
Available Administrative Meeting Time	6
Massachusetts State Law and Professional Development.....	6
School Committee – Professional Development Policy	7
Strategic Plan – Professional Development Pathways.....	7
Professional Development Goals: 2017-2018.....	8
Evaluation of Professional Development	18
Appendix A.....	21
Appendix B.....	22
Appendix C.....	23

Hudson Public Schools Professional Development Plan

The purpose of the Professional Development Plan is to provide a framework to guide professional development based on the needs of District Staff. The District Improvement Plan, individual School Improvement Plans, District Initiatives, as well as state requirements were all used to guide the work in creating the plan.

In developing the 2017-2018 Professional Development Plan, several sources were critical to helping with the identification of priorities. These included the District Improvement Plan (year 3 of 3), survey results from staff and administration, results from the Professional Development Advisory Council, data from State Assessments, the status of the District Curriculum Renewal Review Cycle, and the current 1:1 District Technology initiative.

Philosophy, Strategic Plan and District Responsibilities

Philosophy of High Quality Professional Development

Hudson Public Schools agrees with the philosophy put forth by Massachusetts Department of Elementary and Secondary Education (DESE) on high quality professional development:

“High quality professional development is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving educator practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual.”
(www.doe.mass.edu/pd/)

Mission, Vision, and Core Values

Mission:

To elevate student learning by advancing teachers’ abilities to meet student needs and open student horizons.

Vision:

Hudson Public School staff work to continuously improve their instruction by learning alongside and from one another about student-centered practices.

Values:

Professional Development in the Hudson Public Schools includes all stakeholders building a mindset for continuous improvement.

All staff work in a collaborative environment to meet the needs of our students and hold the belief that all students can learn. Our professional development is student-centered; working from an instructional framework where all endeavors point towards the same goal; with different lenses and strategic choices, with a specific, continuous focus.

We work from a data driven standpoint that studies a variety of student work (outputs) and continuously adjust teaching practices that are supported by researched- based pedagogy.

Authentic activities include professional rounds, collaboration across grade levels and disciplines, and home-grown talent developing quality professional development opportunities that provide strategic choices for all.

Our professional development opportunities build leaders with unbounded capacity that enhance student performance.

2017-2018 Hudson District Improvement Plan

Strategy: High Quality Curriculum, Instruction, and Assessment

Areas of Focus: To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into Aspen Information Management System (IMS) platform for storage and dissemination to teachers.

Goals:

1. To establish a 1:1 Technology Strategic Committee to develop a Strategic Plan that addresses the implementation of Curriculum and Instructional Practices, Integration of Technology in all content areas, Digital Citizenship, and Parent Resources.
2. To catalogue and align the curriculum work accomplished by the district to date in preparation for the implementation of an electronic IMS.
3. To populate ASPEN IMS with existing Curriculum Maps.

Strategy: Continuous Improvement Using Data

Areas of Focus: To establish a Multi-Tiered System of Supports (MTSS) Committee to evaluate the district's assets and needs to support teaching and learning Pre K – 12.

Goals:

1. To develop a purpose statement with protocols to develop the MTSS Frameworks.
2. To identify the areas for tiered intervention for all levels in order to develop a robust, effective tiered system of academic and non-academic supports across all schools.

Strategy: High Expectations for Teaching and Learning

Areas of Focus: To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.

Goals:

1. To develop a Professional Development Advisory Council to support and enhance professional development services and programs.
2. To identify / prioritize areas of need by work discipline.
3. To develop a cohesive Instructional Leadership Team (ILT) at each school to monitor and support teaching and learning practices.

Professional Development Advisory Council

The Professional Development Advisory Council (PDAC) was formed in September of 2017 with 27 members representing all stakeholders from the district (see Appendix A). The Council followed recommendations put forth by the DESE and began to set PD goals by identifying professional development needs of all stakeholders. Two surveys were created by the PDAC and given to staff with an 86% response rate. The survey asked staff to identify areas of training needed, as well as some general questions that helped the PDAC identify staff and evaluate past practices. The major areas of focus for training, as identified by the survey are presented below, ranked by the percentage of respondents that chose each area. The top 5 areas for training are included in the District professional development plan for 2017-2018. Once the top areas were identified, the PDAC made recommendations for prioritization of the PD needs based on those that were best aligned to educator, school, and district goals.

1. **Improving services for students with Social/Emotional needs**
2. **1:1 Initiative / Digital Citizenship**
3. **Aspen IMS/ SIS system**
4. **Continued Curriculum Development**
5. **Teaching all learners / data analysis**
6. Measurable Goals and Objectives with all staff across District
7. Integrated Unit Design
8. IST/ SST/ MTSS
9. Next Generation ESL curriculum
10. Growth Mindset

The Council communicated with all stakeholders via staff meetings and department meetings to begin to create Professional Development Pathways that allowed all staff to choose the type of professional development that would best meet their needs as professionals that were aligned to PD goals. All Pathways were connected to intended student outcomes and based on DESE's

recommendations for high quality professional development guiding principles (See Appendix C). High Quality Professional Development is intentional, is a process, is evaluated for effectiveness, and requires strong leadership. Effective PD can occur at various times, both within and beyond the school day and school year. It may also take on different formats, with some occurring more traditionally while others could occur in different arrangements. The PDAC helped to identify all potential opportunities available to staff. The charts below detail the contractually available staff time for PD. Professional Development hours are aligned with contractual language and may be modified based on individual school schedules, work disciplines, or availability.

Available Staff Time

Opportunity	Available Time		
District-wide PD Day (1 full day)	6 hours	(including Paras)	
Early Release Days (3 hours each day)	18 hours	(including Paras)	
Department Meetings (1 hour each day- 2x month)	20 hours		
CPT meetings (Elementary) (40 min. per week)	26 hours		
Team Time (MS) (52 min. per day)	156 hours		
Total Available Time	Elementary	MS	HS
	70 hours	200 hours	44 hours

Available Administrative Meeting Time

Opportunity	Available Time
Principal Leadership Team Meetings	20 hours
DELTA Meetings/District Strategy Committee	40 hours
Early Release Days	18 hours
ELEVATE Institute	18 hours (12 Summer)(3-Fall) (3-Spring)
Total Available Time	96 hours

Massachusetts State Law and Professional Development

According to the Commonwealth of Massachusetts General Laws (Chapter 71, Section 38Q), school districts are required annually to adopt and implement a professional development plan for all principals, teachers and other professional staff employed by the district. Districts are also required to set forth a budget for professional development within the confines of the foundation budget. The plan should identify specific content to be addressed, including training in the teaching of the curriculum frameworks and other skills required for the

implementation of the Education Reform Law, including participatory decision-making and parent and community involvement.

In addition, according to state law (Chapter 71, Section 38G), it shall be one of the objectives of all school districts' professional development plans to satisfy the individual professional development plan required by this section; provided, however, that this requirement shall not be construed to require that a school department of the commonwealth provide funding for the fulfillment of the professional development requirements beyond the foundation budget. (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38Q>)

School Committee – Professional Development Policy

To Be Adopted through the Policy Manual Review

Strategic Plan – Professional Development Pathways

The main goal of the professional development plan is to develop priority pathways for professional learning. These pathways will be developed based on input from the PDAC as well as needs assessments conducted by the Curriculum Directors and Principals throughout the school year. All of the above will influence how we approach professional development in the current school year, as well as in future years.

Priority Pathways for 2017-2018

Priority Focus Area
Improving services for students with Social/Emotional needs
Continued Curriculum Development
Teaching all learners / data analysis
1:1 Initiative / Digital Citizenship
Aspen IMS/ SIS system

Professional Development Goals: 2017-2018

Goal # 1 - Establish a community focused on the improvement of services for all students' Social/Emotional needs through the promotion of education measures meant to positively impact school culture and climate.

<p>Objective 1.1 : Provide professional development to help all staff understand student social/emotional issues and to develop skill sets for effectively instructing and supporting such students.</p>	<p>Essential Question: <i>How can faculty and staff effectively, safely and constructively support students experiencing social/emotional challenges?</i></p>
<p>Activities:</p> <ul style="list-style-type: none"> • Plan and implement PD programs designed to inform faculty and staff of types and severity of social/emotional issues in youth • Build capacity and skill amongst administrators to recognize and support faculty, staff and students experiencing social/emotional issues 	<ul style="list-style-type: none"> • Consult with experts in the field to develop capacity for successful interventions with students struggling with social/emotional issues

Action Plan

Inputs	Evidence	Responsibility	Timeline
Plan and implement opportunities for professional development on student social/emotional issues and needs	Communication Artifacts (meeting agendas, minutes, materials, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Director of Special Education	Ongoing
Prepare and distribute to all stakeholders supporting resources and documents created throughout the district	Promotion of behavioral expectations in all schools and classrooms	Assistant Superintendent for Instruction, Building Principals, Director of Special Education	Ongoing
Establish professional relationships with clinical experts and organizations within the district	Communication Artifacts (meeting agendas, minutes, materials, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Director of Special Education	Ongoing
Provide administrator	Communication Artifacts	Assistant Superintendent for	Ongoing

training to ensure constructive and supportive intervention when dealing with personnel matters related to students' social/emotional issues	(meeting agendas, minutes, materials, feedback forms, etc.)	Instruction, Building Principals, Director of Special Education	
Provide staff with RBT training (nurses, health and wellness, school counselors, adjustment counselors)	Communication Artifacts (meeting agendas, minutes, materials, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Director of Special Education	4 sessions 2017/2018
Provide all HPS staff with Mindfulness Training	Meeting agenda, minutes, feedback forms, etc.	Assistant Superintendent for Instruction, Building Principals, Director of Special Education	March, 2018

Goal # 2– Align programs and practices with Massachusetts Common Core Learning Standards and data-driven decision making.

Objective 2.1: Revise curricula and programs for alignment to Massachusetts Pre-K-12 Common Core Learning Standards for all content areas for Stages 1-3.	Essential Question: How can common learning standards be used to inform instruction and develop in all students the literacy and numeracy skills and understandings required for college and career readiness in multiple disciplines?
Activities: Facilitate curriculum mapping with continued focus on workshop structures and alignment with RtI plans, Common Core Standards, curriculum calendars	<ul style="list-style-type: none"> • Include Common Core literacy frameworks in curriculum maps for each discipline • Establish a Summer Institute for educators to write, revise and review curricula.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Review current curriculum for completion and create a common	Review of Google Docs, curriculum maps, curricular	Assistant Superintendent for Instruction, Building	Sept/Oct, 2017

template for curriculum maps/lessons	documents produced / completed	Principals, Curriculum Directors, Instructional Coaches	
Integrate a framework for differentiation, technology, learning objectives within lessons	Lesson plans, curriculum documents produced/completed	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing
Provide multiple opportunities for departments and grade levels to revise, write and review current curriculum	Communication Artifacts (meeting agendas, minutes, materials, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing
Establish consistent objectives for UbD framework units	Curriculum Units revised with lesson objectives	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing
Create a Summer Institute to educate staff in UbD/ UDL frameworks for curriculum writing	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Spring/ 2018

Objective 2.2 : Provide training for the implementation of teams performing analyses for data-informed instruction.	Essential Question: <i>How can local and Mass State student assessment data be effectively utilized by collaborative teams to inform instruction and maximize student learning?</i>
Activities: <ul style="list-style-type: none"> • Provide training for teachers and leaders on effective assessment practices, data collection and analysis, and data-informed instruction and decision making • Provide training and support for timely and effective use of data systems created within the district 	<ul style="list-style-type: none"> • Work to align information from local assessments with state assessments

Action Plan

Inputs	Evidence	Responsibility	Timeline
Assess the readiness and quality of each school's implementation of data-informed instruction and decision making	Communication Artifacts- (meeting agendas, minutes, materials, School Readiness /preparedness surveys/documents	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Sept/Oct, 2017
Create awareness, fluency and common language in the use of inquiry and data informed instruction	Surveys results to reflect an increased and accurate awareness of the key drivers of Inquiry/data driven instruction	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing
Develop an implementation plan for ongoing and collaborative review of student achievement data	School/District calendars reflective of assessment administration, scoring and timely review of performance data.	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing
Continue to train evaluators to identify and assess effective planning and instruction that is indicative of the use of student assessment data	Evidence from observations of lessons/units that respond to data analysis Observation/feedback notes for principals & district administrators show evidence of data informed decision making	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing

Goal # 3- Ensure that all members of the Hudson Public Schools professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices for all learners.

<p>Objective 3.1: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Common Core learning standards and best practices in respective disciplines.</p>	<p>Essential Question: <i>How can professional development strengthen content knowledge and pedagogy of all content area teachers?</i></p>
<p>Activities: Content Area Development</p> <ul style="list-style-type: none"> • Learning research-based instructional techniques to improve student achievement in content areas • Through orientation and mentoring, provide knowledge of Hudson Public Schools programs and their relationship to Common Core learning standards • Sustain long-term commitment to professional development in all content areas via targeted learning of best instructional practices 	<ul style="list-style-type: none"> • Provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with expected instructional practices • Continue to develop collaborative structures for instructional coaching at the elementary level • Provide PD to help staff design, use, evaluate, and revise instructional practices related to identified gap groups and student need. • Facilitate continued focus on workshop structures and alignment with Rtl plans, Common Core Standards, curriculum calendars

Action Plan

Inputs	Evidence	Responsibility	Timeline
<p>Provide responsive and targeted professional development opportunities in all content areas and specialties</p>	<p>PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards. Learning Plan Surveys, reports and Evaluations Communication Artifacts (meeting agendas, minutes, materials,</p>	<p>Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches</p>	<p>Ongoing support and mentoring</p>

	feedback forms, etc.)		
Assess alignment of PD offerings with identified needs (departments and schools)	PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards. Learning Plan Surveys, reports and Evaluations Communication Artifacts (meeting agendas, minutes, materials, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing & end of year
Develop and implement protocols and procedures for data informed planning for professional development.	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing

Objective 3.2: High Quality Assessments – Train and support instructional teams in design, creation and application of high quality assessments.	Essential Question: <i>How can locally-developed high quality assessments be used to improve student learning and achievement?</i>
Activities: <ul style="list-style-type: none"> • Ongoing consultation and training in design of performance-based assessments • Continue to research and/or develop required assessment tools and databases for interventions • Implement selected assessment models. Professional development will be provided to ensure fidelity in administration and scoring and effective use of data 	<ul style="list-style-type: none"> • Identify and improve progress monitoring assessments required for RtI, special education, and MTSS (Multi-tiered system of supports) • Provide PD to administrators, teachers and support staff on the use of aligned assessments • Explore digital portfolios as an additional tool for model reading and writing progress monitoring

Action Plan

Inputs	Evidence	Responsibility	Timeline
Provide ongoing consultation and training in development of performance based assessments	Subject and/or grade-level based performance-based assessments Communication Artifacts Procedures for administration and scoring of assessments Creation of high quality rubrics Student Impact: <ul style="list-style-type: none"> • Engaged students • Student ownership of goals • Students demonstrate their learning as measured by rubric 	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing
Prepare all school leaders and faculty for administration, scoring and use of locally developed assessments	Communication Artifacts (meeting agendas, minutes, materials, feedback forms, etc.) Written protocols and directions Completed training with evaluation	Assistant Superintendent for Instruction, Building Principals, Curriculum Directors, Instructional Coaches	Ongoing

Goal # 4 - Support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

<p>Objective 4.1 Train instructional staff to utilize, on a consistent basis, instructional technologies (included but not limited to document cameras, interactive projectors, G Suite for Education, etc.) in a meaningful way to enhance student learning.</p>	<p>Essential Question: How can effective applications of instructional technologies enhance student engagement, learning and achievement?</p>
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Activities:

- Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide training in instructional tools such as document cameras, interactive projectors, G Suite for Education, active response systems, etc.
- Provide staff with opportunities to learn current advancements in web-based technology resources
- Provide staff with time to integrate technology best practices into curricular units

Action Plan

Inputs	Evidence	Responsibility	Timeline
Successful and consistent offerings to accomplish objective	<ul style="list-style-type: none"> • Rates of participation in schools, district, and other programs for training in advanced technology applications • Communication artifacts (meeting agendas, minutes, materials, guidance documents, etc.) 	Assistant Superintendent for Instruction, Principals, Instructional Administrators, Director of Technology, Instructional Technology Specialists, Technology Liaisons	Ongoing
Identify and share exemplar uses of technology for instruction and learning	<ul style="list-style-type: none"> • Inclusion of exemplar practices and applications in curriculum documents/maps • Documentation of support for peer observations and modeling of applications 	Assistant Superintendent for Instruction, Principals, Instructional Administrators, Director of Technology, Instructional Technology Specialists, Technology Liaisons	Ongoing
Use of access and usage data to identify preferred technologies	<ul style="list-style-type: none"> • Review building calendars for use sign out and use of hardware • Observation/feedback notes from principals and instructional administrators • System report tools 	Assistant Superintendent for Instruction, Principals, Instructional Administrators, Director of Technology, Instructional Technology Specialists, Technology Liaisons	Ongoing

<p>Objective 4.2 Continue to support students, staff, and parents in the use district selected/purchased resources (i.e. the Aspen SIS/IMS system, G Suite Tools)</p>	<p>Essential Question: How can web-based applications enhance the ease of access and effective use and management of student information/data, reporting of student progress and communications with parents?</p>
<p>Activities:</p> <ul style="list-style-type: none"> • Provide a variety of opportunities for staff to develop the skills needed for effective use of the new student information system and instructional management system • Provide administrators and staff with the necessary skills for technical and administrative management of the new systems • Develop supporting documentation and start-up guides to ease transition to the new information applications for students, staff, and parents 	

Action Plan

Inputs	Evidence	Responsibility	Timeline
<p>Trainings for utilization of systems by clerical staff</p>	<ul style="list-style-type: none"> • Communication artifacts (meeting agendas, minutes, materials, guidance documents, etc.) • Completed trainings with evaluations of efficacy and further needs analyses 	<p>Assistant Superintendent of Instruction, Director of Technology, Technology staff</p>	<p>Ongoing</p>
<p>Frequent guided-work sessions for sustained training and support</p>	<ul style="list-style-type: none"> • Communication artifacts (meeting agendas, minutes, materials, guidance documents, etc.) • Participation rates and frequent assessment of needs 	<p>Assistant Superintendent of Instruction, Director of Technology, Technology staff</p>	<p>Ongoing</p>
<p>Trainings for utilization of systems by teaching staff, students, and parents</p>	<ul style="list-style-type: none"> • Communication artifacts (meeting agendas, minutes, materials, guidance documents, etc.) • Participation rates and frequent assessment of needs 	<p>Director of Technology, Technology staff</p>	<p>Ongoing</p>

<p>Objective 4.3 Provide focused professional development and student programs designed to integrate the components of digital citizenship into all content areas and to create an technology-rich interactive teaching and learning classrooms.</p>	<p>Essential Question: How can HPS inform all stakeholders of the critical elements of digital citizenship integrated seamlessly into all curricular areas to ensure students are responsible users of technology?</p>
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- Activities:**
- Provide staff with opportunities to learn about digital citizenship and develop a plan to integrate the major components of digital citizenship into all curricular areas
 - Provide a variety of opportunities for staff to develop the skills needed for effective use of social media and other web 2.0 technologies
 - Develop supporting documentation and start-up guides to support end users.
 - Plan and implement a district-wide “success in a Digital World”

Action Plan

Inputs	Evidence	Responsibility	Timeline
<p>Administrative and teacher professional development sessions</p>	<ul style="list-style-type: none"> • Communication artifacts (meeting agendas, minutes, materials, guidance documents, etc.) • Observation/feedback notes 	<p>Assistant Superintendent for Instruction, Principals, Instructional Administrators, Director of Technology, Instructional Technology Specialists, Technology Liaisons</p>	<p>Ongoing</p>
<p>Frequent guided-work sessions for sustained training and support</p>	<ul style="list-style-type: none"> • Communication artifacts (meeting agendas, minutes, materials, guidance documents, etc.) • Participation rates and frequent assessment of needs 	<p>Assistant Superintendent for Instruction, Principals, Instructional Administrators, Director of Technology, Instructional Technology Specialists, Technology Liaisons</p>	<p>Ongoing</p>

Evaluation of Professional Development

Evaluation is part of any good plan. Evaluation is based on a theory of change and logic model that assist staff in deciding what the professional development will be and how it is expected to produce intended results. At various points there is systematic collection of evidence (a chain of evidence) to determine effectiveness.

The evaluation standard for staff development, developed by Learning Forward is:

Staff development that improves the learning of all students and uses multiple sources of information to guide improvement and demonstrate its impact. As outlined in the rationale for evaluation: —the evaluation process begins with the planning stages, and is based on clarity of thought regarding outcomes, the adult learning processes that will be used, and the evidence that is required to guide decision making. Further, the evaluation process —asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action. (NSDC, 2001)

Five Levels of Professional Development Evaluation

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery

<p>2. Participants' Learning</p>	<p>Did participants acquire the intended knowledge and skills?</p>	<p>Paper-and-pencil instruments Simulations Demonstrations Participant reflections (oral and/or written) Participant portfolios</p>	<p>New knowledge and skills of participants</p>	<p>To improve program content, format, and organization</p>
<p>3. Organization Support & Change</p>	<p>Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures?</p>	<p>District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios</p>	<p>The organization's advocacy, support, accommodation, facilitation, and recognition</p>	<p>To document and improve organization support To inform future change efforts</p>
<p>4. Participants' Use of New Knowledge and Skills</p>	<p>Did participants effectively apply the new knowledge and skills?</p>	<p>Questionnaires Structured interviews with</p>	<p>Degree and quality of implementation</p>	<p>To document and improve the implementation of program content</p>

		<p>participants and their supervisors</p> <p>Participant reflections (oral and/or written)</p> <p>Participant portfolios</p> <p>Direct observations</p> <p>Video or audio tapes</p>		
<p>5. Student Learning Outcomes</p>	<p>What was the impact on students?</p> <p>Did it affect student performance or achievement?</p> <p>Did it influence students' physical or emotional well-being?</p> <p>Are students more confident as learners?</p> <p>Is student attendance improving?</p> <p>Are dropouts decreasing?</p>	<p>Student records</p> <p>School records</p> <p>Questionnaires</p> <p>Structured interviews with students, parents, teachers, and/or administrators</p> <p>Participant portfolios</p>	<p>Student learning outcomes:</p> <p>Cognitive (Performance & Achievement)</p> <p>Affective (Attitudes & Dispositions)</p> <p>Psychomotor (Skills & Behaviors)</p>	<p>To focus and improve all aspects of program design, implementation, and follow-up</p> <p>To demonstrate the overall impact of professional development</p>

Appendix A

Professional Development Advisory Council Members 2017-2018

Member	Role	Building
Elizabeth Albota	English Teacher	HHS
Emily Smyth	EL Teacher	HHS
Danica Johnston	Assistant Principal	HHS
Rebecca Tkachuk	Science Teacher	QMS
Diana Henderson	SPEd Teacher	QMS
Matt Gaffny	Assistant Principal	QMS
Lisa Hastings	4 th Grade Teacher	Farley Elementary
Melissa Provost	Principal	Farley Elementary
Rachel Brunell	Instructional Coach	Farley Elementary
Erin Gaffny	2 nd Grade Teacher	Forest Ave. Elem.
Jennifer Letourneau	Instructional Coach	Forest Ave. Elem.
Julie McGowan	Kindergarten Teacher	Mulready Elementary
Heather Fisher	Instructional Coach	Mulready Elementary
Michelle Bouffard-Gebo	Secretary	Administration
Brianna Miele	Secretary	HHS
Laura Walker	Paraprofessional	Farley Elementary
Ellen Capstick	Nursing Director	District
Todd Wallingford	Humanities Director	District
Robert Knittle	Math Director	District
Sarah Davis	Science Director	District
Erin Goldstein	EL Director	District
Ellen Schuck	Technology Director	District
Ana Pimentel	World Language Dir.	HHS/Quinn
Catherine Kilcoyne	Director of Special Education	District
Amanda Pezzotte	Preschool Teacher	Preschool
Michelle Roach	Paraprofessional	HHS
Kathleen Provost	Assistant Superintendent	District

Appendix B

Summary of Regulation Changes

603 CMR 44.00: Regulations for Educator Licensure Renewal

As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 60344.05).

Educators renewing a **Primary area license** on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:

- (a) At least 15 PDPs in content (subject matter knowledge)
- (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
- (c) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- (d) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- (e) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

Appendix C

Massachusetts Standards for Professional Development

Massachusetts defines High Quality Professional Development (HQPD) as: A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development.

The ten standards that make up the Massachusetts Standards for Professional Development:

1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.



Hudson Public Schools

Food Service Program

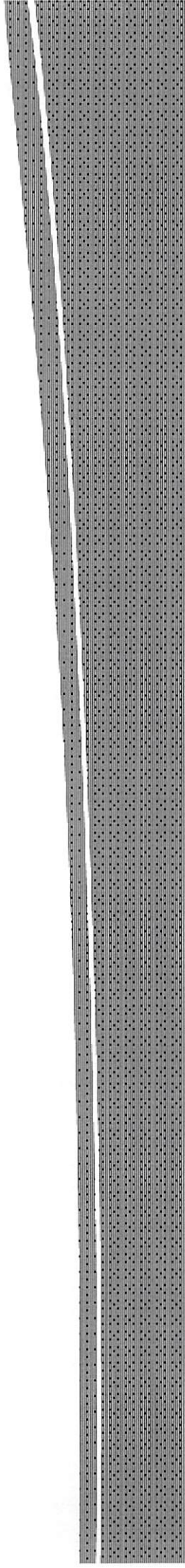
February 27, 2018





Concerns With Current Program

- 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
- Catering sales are down





Steps Taken

- Food Service Committee Formed in November 2017

Marco C. Rodrigues – Superintendent

Patty Lange – Director Finance & Ops

Jen Downin – Parent

Barbara Keefe - Cafeteria Manager

April Laskey – Consultant

Pat Luoto – Community Member

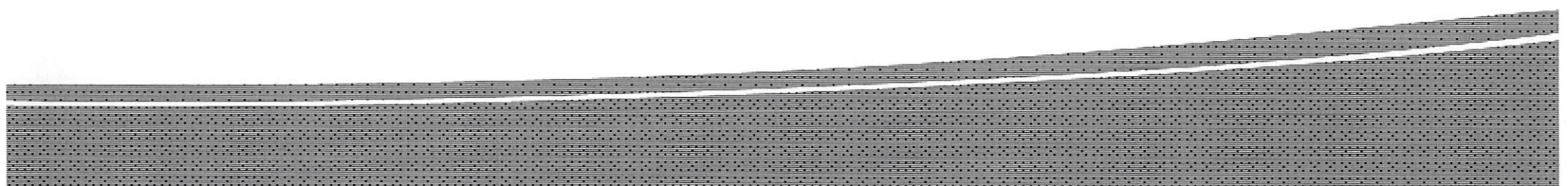
Cristy L. Morrison – Senior Accountant

Kelly C. Sardella – Principal

Lee Waingortin – Nursing Director

Carrie Walsh - Parent

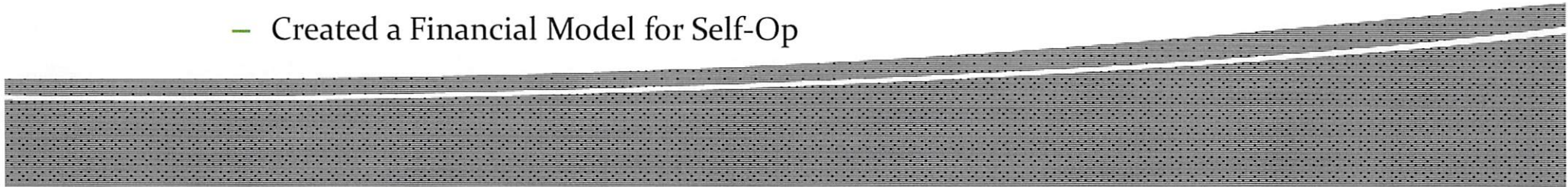
Jason P. Webster - Principal





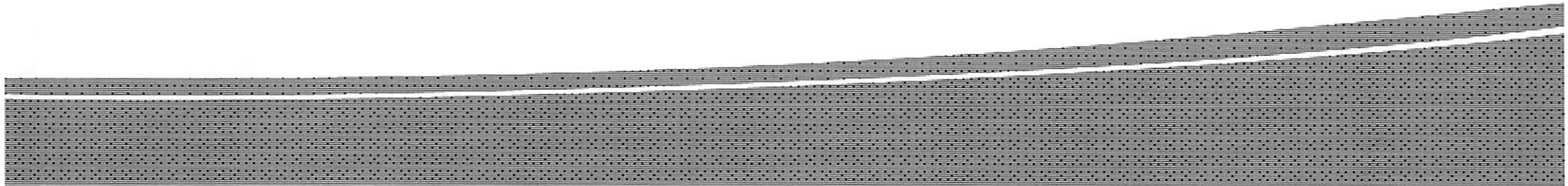
Steps Taken

- Food Service Committee met
 - November 2, 2017
 - January 11, 2018
 - January 24, 2018
 - February 21, 2018
- Worked with April Lasky, Consultant, a member of the Food Service Committee to Evaluate the Self-Op Model
 - Visited the Cafeterias
 - Analyzed the Financial Records
 - Created a Financial Model for Self-Op





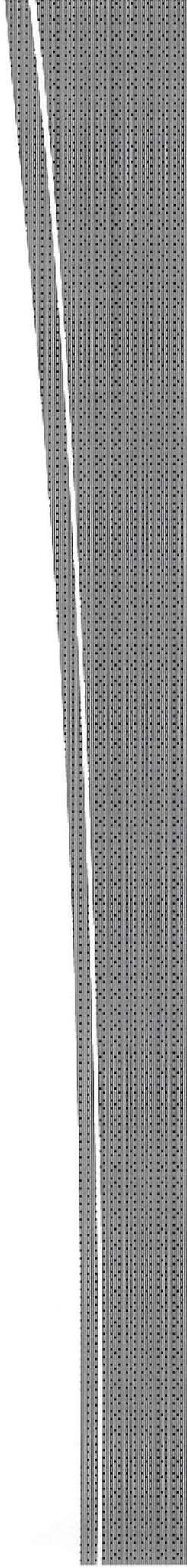
Steps Taken

- Spoke to Franklin Public Schools Business Director
 - Whitson's Five Year Contract
 - Self – Op in FY17 – Program is breaking even
 - Spoke to Hopkinton Public Schools Business Director
 - Whitson's Contract
 - Plan to go Self – Op in FY19
 - Similar Concerns regarding Food Service Practices
- 



Steps Taken

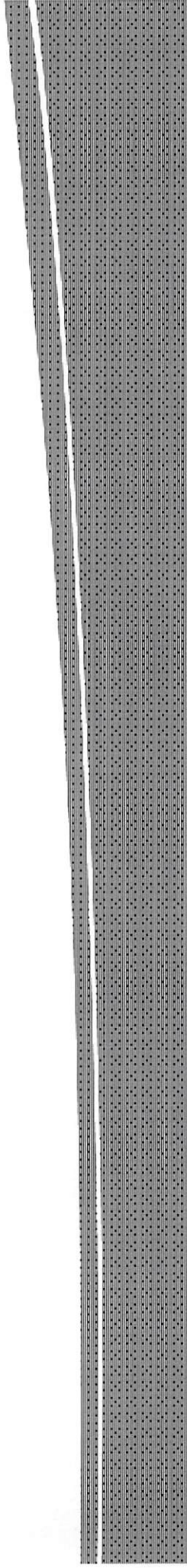
- Spoke to Ashburnham- Westminster Schools Business Director
 - Chartwell's Contract
 - Program Successful and profitable
- Visit to Medway Public Schools with Business Director
 - Marco, Patty, Kelly S., Jason, Cristy, Kelly H.
 - Met with Finance Director, Food Service Director, Chartwells District Manager
 - Sampled Lunch





Options:

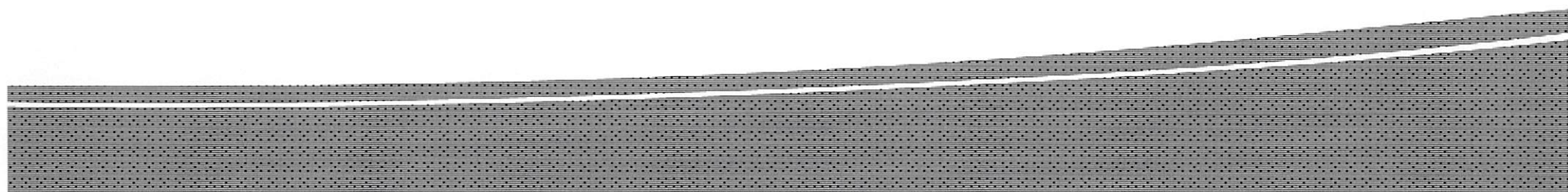
- Option One: Implement the Self-Operation Model
- Option Two: Contract with a Different Food Service Vendor





Options One and Two:

- Requires the “Right” Food Service Director
- Can be Successful
 - Break-even or Better
 - Food Quality and Increased Participation
 - Excitement and Involvement in Hudson Community





Option One: Self-Op:

- Hire a Food Service Director
- Hire Cafeteria Staff
- Collaborative Purchasing Would be Required for all Cafeteria Supplies and Food



Option One: Self-Op

Pros

- Program Flexibility
- Food Director is an HPS Employee
- Cafeteria Staff are HPS Employees
- Timely Handling of Performance Issues

Cons

- Government Regulations
- Limited Purchasing Power
- Increased Administration
 - Online Menus, Recipes, Operations, Procurement, Payables, HR
- Recruiting the Right Person
- CBA Negotiations and Attorney Costs



Option Two: Contract with Vendor:

- Implement Contract with a Different Food Service Vendor
 - RFP will be issued in March
 - Contract would begin July 1, 2018
 - Food Service Director would work for the Vendor

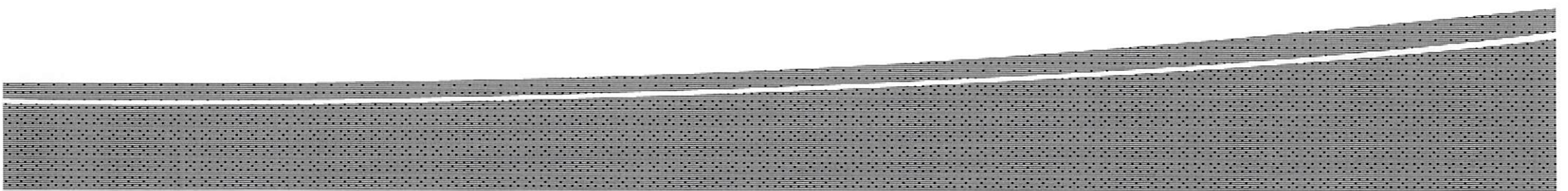


Option Two: Contract with Vendor

Pros

- Greater Purchasing Power
- Lowest Financial Risk to Town
 - Insurance – Workers Comp, Benefits
- Less Administrative Oversight
- Access to Resources
 - Dietician, Chef, Ops Support
 - Marketing and Merchandising
 - Community Outreach

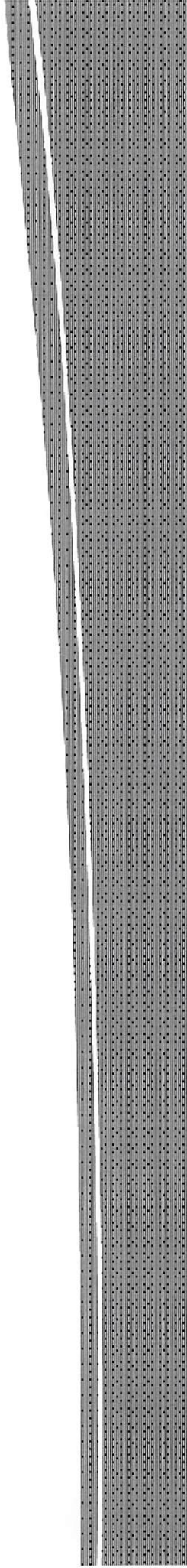
Cons

- Controlled Flexibility Regarding Program
 - Vendor Could Be Bought Out By Another Company and Service Suffers
 - Vendor Could Experience Financial Difficulties that Impacts Service
- 



Recommendation

Issue an RFP and Contract Food
Services Vendor



Hudson Public Schools

Emergency Management System

The safety and well-being of our students and staff is a priority for the District. We evaluate our systems of support on a regular basis to ensure that the protocols and practices available in our buildings continue to be effective and current.

To expand our capability to evaluate our practices, 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 situations in all schools and administration buildings.

The Committee, chaired by Mr. Len Belli, Director of Buildings and Grounds, is charged with evaluating the district's current practices relative to building envelope security, 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 is currently reviewing 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.
- All cameras are connected to video recorders.

The Committee will continue to meet regularly to evaluate and to monitor the District's and Schools' needs.

Since the recent tragic school event in Parkland, Florida, questions and concerns have surfaced from parents and community members regarding the safety of our schools. The Superintendent will hold a **Listening Session for families on March 5, 2018** with the goal to answer any questions parents may have. The meeting will be held at **7:00 pm at the Quinn Middle School**.

Hudson Public Schools

STEM Career Pathway Capacity Grant

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 (PLTW). PLTW is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers through pathways in computer science, engineering and biomedical science. More than 10,500 schools across the country offer PLTW programs to millions of students.

Seventy-three schools across the commonwealth received grant funding, which is supported by the Administration of Massachusetts Gov. Charlie Baker and Lt. Gov. Karyn Polito, the One8 Foundation, and Mass STEM Hub.

The Hudson Public Schools will use grant funds to start new PLTW programs in grades K -12:

1. PLTW Launch (K-4)

The PLTW Launch grants will enable all three elementary schools to create a vertical pathway of engineering experiences within our core science program from grades K-4. The Launch program focuses on engaging students in an iterative design process, through which they develop problem-solving, communication, and collaboration skills. They also develop understanding of key scientific concepts as they, for example, use their knowledge of light to design a playground structure, use their knowledge of motion to design a car safety belt, or use their knowledge of earth processes to design an erosion solution. We know that many students who pursue engineering and the sciences in high school and beyond experienced a spark during their elementary years that guided them forward. This Launch program is designed to provide that spark for our youngest Hudson students, and to build a strong foundation for the engineering and sciences programs at Quinn and HHS.

2. PLTW Gateway To Technology (GTT) Computer Science (Grade 8)

Two PLTW GTT modules, Apps Creator and Computer Science for Innovators and Makers.

The Apps Creator unit will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

The Innovators and Makers unit will allow students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life.

3. PLTW Biomedical Science (Grades 9-12)

The PLTW Biomedical grant will enable Hudson High School to establish a Biomedical program that engages students in real-world challenges and empowers them with in-demand skills that prepare them for college and career. The program will be comprised of a 3-course series, with a new course being introduced in each of the next three years. Students in these courses will work with the same tools used by professionals in hospitals and labs; solve authentic medical cases; and design medical interventions. The first course, Principles of Biomedical Science, students will "explore concepts of biology and medicine" to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems" (PLTW).

For Immediate Release
February 14, 2018
Media Contact:
Denise Reid
Communications and Development Coordinator
dareid@hudson.k12.ma.us

Hudson Public Schools Receives Four STEM Career Pathway Capacity Grant

Hudson, Mass. (February 14, 2018) – Hudson Public Schools announced today that it has received four grants, totaling \$87,000, to offer high-quality science, technology, engineering and math (STEM) programs from Project Lead The Way (PLTW). PLTW is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers through pathways in computer science, engineering and biomedical science. More than 10,500 schools across the country offer PLTW programs to millions of students.

“The Hudson School District has had a long-standing partnership with Project Lead The Way and we are thrilled to have received these grants to expand STEM pathways for our students in Kindergarten through Grade 12. These new programs will offer experiential learning opportunities for our students, particularly in early grades, where we will incorporate engineering units in our science classes,” said Superintendent Rodrigues.

Seventy-three schools across the commonwealth received grant funding, which is supported by the Administration of Massachusetts Gov. Charlie Baker and Lt. Gov. Karyn Polito, the One8 Foundation, and Mass STEM Hub.

“It is essential that we engage our students throughout their K-12 school years with hands-on lessons in science, engineering, computer science, technology and math,” said Lt. Governor Karyn Polito.

Hudson Public Schools will use grant funds to start four PLTW programs with PLTW Launch at each elementary school (C.A. Farley, Forest Avenue, and Joseph L. Mulready), PLTW Gateway Computer Science program at Hudson High School for grade 8 students, and PLTW Biomedical Science program at Hudson High School. Funds from the grant will also support teacher professional development and the purchase of materials and equipment that will be used in the hands-on, activity-, project-, and problem-based courses.

“We are proud to partner with Hudson Public Schools to empower students to develop the in-demand knowledge and transportable skills to thrive in our evolving world,” said Vince Bertram, PLTW president and CEO. “Thank you to the Governor’s Office, the One8 Foundation, and Mass STEM Hub for making these grants possible and further investing in Massachusetts’s students.”

Hudson Public Schools

School Calendar 2018-2019 School Year

The School Calendar for the 2018-2019 School Year has been developed by a committee composed of Principals and Administrators and it contains some adjustments to best align professional learning time throughout the school year.

It is important to note that this calendar does not include MCAS testing schedules because the Statewide Testing Schedule for 2018-2019 has not been released, to date, by the Department of Elementary and Secondary Education.

The following adjustments were made to the calendar:

- The Staff returns on Monday, August 27th and students return on Tuesday, August 28th
- The first full-day professional development day has been scheduled for Monday, September 10th
- The Wednesday prior to the Thanksgiving Holiday is a non-school day instead of a half-school day
- There is a half-school day in the month of April

All adjustments are within the parameters of Contract Bargaining Agreements and they have been vetted with the Hudson Education Association.

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
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. 12-14	Half Day-High School Exams
	Last Day of Preschool with 0 snow days
	Last Day of Kindergarten with 0 snow days
	Last Day of School with 0 snow days
June 14	Last Possible Day—Preschool
Jun. 30	Last Possible Day of School

 denotes 1/2 day X—denotes no school

Approved by Hudson School Committee —

**HUDSON SCHOOL COMMITTEE
MEETING SCHEDULE
2018-2019 SCHOOL YEAR
MEETINGS WILL BEGIN AT 7:00 P.M.**

2018

2019

- ❖ July_____, 2018
- ❖ August_____, 2018
- ❖ September 11, 2018
- ❖ September 25, 2018
- ❖ October 9, 2018
- ❖ October 23, 2018
- ❖ November 13, 2018
- ❖ December 4, 2018
- ❖ December 18, 2018

- ❖ January 8, 2019
- ❖ January 22, 2019
- ❖ February 5, 2019
- ❖ February 26, 2019
- ❖ March 12, 2019
- ❖ March 26, 2019
- ❖ April 9, 2019
- ❖ April 23, 2019
- ❖ May 7, 2019
- ❖ May 21, 2019
- ❖ June 11, 2019

Approved by School Committee: _____

Hudson High School
Office of the Principal
69 Brigham Street
Hudson, Massachusetts 01749

Memorandum



To: Dr. Marco Rodrigues
From: Brian Reagan
Date: February 6, 2018
Re: Overnight Field Trip Request – All-State Music Festival

I am proud to inform you that Sean Morton, a Hudson High School junior, was accepted to participate in the annual All-State Music Festival sponsored by the Massachusetts Music Educators Association. Participation in this festival requires students to stay overnight in Boston from Thursday, March 1 through Saturday, March 3. Sean will miss two full days of school for this experience.

Participants will rehearse in Boston all day on Thursday and Friday and perform in a concert on Saturday at Symphony Hall. Each student will pay a \$300 fee to cover hotel and meals. As stated above, the overnight stay is a requirement. Mr. Jason Caron will also be staying overnight as a chaperone. Sean will be transported to the festival on Thursday by Mr. Caron and transported home after the concert on Saturday by his family.

The All-State Festival involves close to 500 of the best high school musicians from across the Commonwealth. Sean was selected from a pool of over 1,000 students based on his solo performance on audition day. To be selected is an honor and to have a student from Hudson is a testament to our music teachers. I full support this request and hope that you and the Hudson School Committee will as well.



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
Daniel R. McAnespie, Assistant Principal
Joshua C. Otlin, Assistant Principal

Request for Overnight Field Trip

Staff Member(s) Making the Request	Timothy Reinhardt		
Name of Team, Organization, or Class	Hudson Baseball Team – Varsity		
Title of Trip (be sure to include destination)	Baseball Spring Trip (Plymouth, Falmouth, Weymouth)		
Departure Date and Time	Thursday, March 29 – 2:30pm		
Return Date and Time	Saturday, March 31 – 2:00pm (approx.)		
Estimated Number of Student Participants	24		
Number and Names of Chaperones	5 chaperones Tim Reinhardt (Varsity Head Coach) Jeff Wood & Dan Fahey (Varsity Assistant Coaches) Mike Nanartowich & Eric Ahearn (Junior Varsity Coaches)		
Cost Per Student	About \$100 per student		
Check One or Both	Curricular		Extra-Curricular X

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.

Candidates for the varsity baseball team will travel to participate in scrimmages at Plymouth North High School (Thursday Afternoon) & Weymouth High School (Saturday Morning). The team will stay overnight at the Admiralty Inn & Suites in Falmouth. There is the possibility of adding an additional scrimmage or practice on Friday morning (Friday, March 30 is NOT a school day).

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

The purpose of the trip is to provide the baseball players with opportunities to scrimmage – baseball fields in Central Massachusetts are often not ready for play this early in the season. The trip gives players an ability to engage in competitions before the season begins, gives coaches the ability to evaluate players in game situations, and helps to build team unity. The trip has occurred for the past eleven years; each season the team improves on the field as a result of the trip, and players and coaches form a closer bond. The schools we will scrimmage have artificial turf fields, which makes the competitions more likely to happen. Additionally, the overnight trip format allows coaches to plan team-building activities to help form a sense of community among the players and coaches, which is integral to success.

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

N/A

4. Please provide a detailed itinerary.

Thursday, March 29

2:30 – Depart HHS

4:00-6:30 – Scrimmage @ Plymouth North High School

7:30 – Arrive at Admiralty Inn & Suites in Falmouth

8:00 – Team dinner

9:00 – Back to hotel – Team Meeting

10:00 – Players in rooms

Friday, March 30

7:00 – Depart Hotel

9:00-11:00am – Scrimmage/Practice @ Plymouth North High School

12:00 – Lunch at Hotel

1:30pm-5:30pm – Team Building Activities

6:30 – Team Dinner

8:00 – Back to Hotel – Team Meeting/Team Building Activities

10:00 – Players in rooms

Saturday, March 31

8:00am – Depart Hotel

10:00am-12:30pm – Scrimmage @ Weymouth High School

2:00pm – Return to HHS

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

N/A

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).

Friday, March 30 is Good Friday and is not a school day. Players and parents were given a survey in December 2017 about holding this trip over Good Friday. Students and families were asked, "Would you be able to attend a trip on the dates outlined above? (Check all that apply)" There were 24 total responses; answers were anonymous.

- 79% (19 of 24 respondents) of players/families responded that students would be able to attend a trip that spanned the Good Friday holiday without a problem.
- 25% (6 out of 24 respondents) selected the option that they would be able to attend the trip over Good Friday, but would prefer different dates if possible.
- 0% (0 out of 24 respondents) responded that they could not attend the trip over Good Friday.

All efforts to find scrimmages on different weekends were unsuccessful. The weekend of March 28-30 is the second weekend of the baseball season and was our best opportunity to schedule scrimmages with teams. All players will be home for Easter Sunday (April 1, 2018)

Please attach copies of the following if you have them:

	Permission slip
	Informational letters, brochures, fliers, etc.
	Medical forms

Signature of Staff Member Making Request

Date

Principal's Signature

Date

Date of School Committee Approval:	
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SUPPLY/SERVICE PROCUREMENT FORM

RETURN TO HUDSON PUBLIC SCHOOLS ATTN:

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$2000. Procurements over \$4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department:	FACILITIES	Date: 01.23.2018	Department Head Signature	
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

OFF39 MAIL MACHINES
NEOPOST USA LEASE AND FULL SERVICE MAINTENANCE AGREEMENT FOR 36 MONTHS:
NEOPOST IN700 BASE WITH MIX SIZE FEEDER, SEALER, DROP TRAY, INK CARTRIDGE & LAN CABLE
INWP10 IN SERIES 360/600/700/750 BASE 10LB WEIGH PLATFORM
INDW10 IN SERIES 600/700/750 BASE 10 LB DIFFERENTIAL WEIGHING
ICPM-15 POWER MANAGER 15 AMP FOR IN700
FREE SERVICE/MAINTENANCE FIRST 12 MONTHS
INCLUDES RATE PROTECTION & PROFESSIONAL TRAINING AND INSTALLATION
MAIL FINANCE LEASE TERM 36 MONTHS BILLED QUARTERLY
 MONTHS 1-12 = \$250.61 X 12 = \$3,007.32
 MONTHS 13-36 = \$314.61 X 24 = \$7,550.64
 TOTAL LEASE COST = \$10,557.96
BILLED QUARTERLY [INCLUDES METER & MAINTENANCE, RATE UPDATES INSTALL AND TRAINING]
BILLED THROUGH MAIL FINANCE INC, 478 WHEELERS FARM ROAD, MILFORD, CT 06461
PAYMENTS TO BE SENT TO MAL FINANCE DEPT 3682 PO BOX 123682 DALLAS TEXAS 75312-3682
 FED ID # 94-2984524

Recommended Quote or Bid

Date Quote Received:	2.12.2018	Quote:	\$10,557.96		
Company Name	NEOPOST USA	Written	<input checked="" type="checkbox"/>		Verbal <input type="checkbox"/>
Street	%Mail Finance Dept. 3692	City:	Dallas	ST	Texas
					Zip 75312-3682
P.O. Box	PO Box 123682	E-mail	E.Dahl@neopost.com		
Quote Issued By:	Erik Dahl	Title	Sales Rep		
Fax:		State Bid List No.	OFF39		
Special Conditions/Notes: _____					

Second Quote or Bid

Date Quote Received:		Quote:			
Company Name		Written	<input type="checkbox"/>		Verbal <input type="checkbox"/>
Street		City		ST	Zip
P.O. Box		E-mail			
Quote Issued By:		Title:			
Fax:		State Bid List No.			
Special Conditions/Notes: _____					

Third Quote or Bid

Date Quote Received:		Quote:			
Company Name		Written	<input type="checkbox"/>		Verbal <input type="checkbox"/>
Street		City		ST	Zip
P.O. Box		E-mail			
Quote Issued By:		Title:			
Fax:		State Bid List No.			
Special Conditions/Notes: _____					

Chief Procurement Officer Action

Approved:	Date:
Comments:	

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