



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING

September 26, 2017

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: September 12, 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)
 - Superintendent's Evaluation Subcommittee - Approval of Superintendent's Goals
- V. **Matters for Discussion:**
 1. Discussion of District Improvement Plan Revision 2017-2018
 2. Discussion of School Improvement Plan Timeline
- VI. **Matters For Action:**
 1. Approval to Appoint Dr. Marco Rodrigues to Serve as Representative on the Assabet Valley Collaborative Board of Directors
 2. Reclassifications of Funds (if needed)
 3. Items of Interest to the School Committee



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VI. Executive Session/Adjournment

- 1) to conduct strategy sessions in preparation for negotiations with union personnel (Hudson Education 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.

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: September 12, 2017

Location: Administration Building
155 Apsley Street

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

Members absent: Ben Carne, Student Representative

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

I. Call the Meeting to Order – 7:04 p.m.

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

Approval of Minutes:

Regular Meeting: August 22, 2017

A motion to approve the minutes of August 22, 2017 was made by Mr. Luoto and seconded by Ms. Hay. On a vote of 6-0-1, with Mr. Tracy abstaining, the motion passed.

Public Participation:

None.

Reports:

Student Report

None.

Report of the Superintendent

Dr. Rodrigues introduced the new members of the District Leadership Team:

Kathy Provost – Acting Assistant Superintendent
Sara Davis – Curriculum for Science, Technology and Engineering
Bob Knittle – Curriculum Director for Math
Tanya O’Connell – Assistant Director for Student Services
Danika Johnson – Assistant Principal at Hudson High School
Alise Wells – Coordinator for Student Services - Elementary

Not Approved

Denise Hayes – Coordinator for Student Services - Secondary
Rachel Brunelle – Farley Elementary School Instructional Coach
Heather Fisher – Mulready Elementary School Instructional Coach
Jennifer Letourneau – Forest Avenue Elementary School Instructional Coach

Dr. Rodrigues reported on the School Opening report which highlighted the following:

1. District Leadership
2. District Support Personnel
3. 88 hires completed
4. 459 changes/transfers completed
5. 690 total employees
6. 130 new students enrolled
7. District trend data
8. Grants awarded
9. School supplies and services
10. 1:1 Technology program
11. Aspen Student Information System
12. Maintenance
13. Transportation
14. Facilities improvement
15. Summer Leadership Institute
16. District leadership teams
17. General assembly
18. Creating Connections

Committee Chair, Michele Tousignant Dufour, thanked staff for all their hard work during the summer.

Len Belli, Director of Facilities, thanked his staff of 23 custodians, 5 technicians, 17 summer helpers, copy center manager and an administrative assistant for all their hard work in getting the schools ready for opening day.

Discussion ensued.

Matters for Discussion:

1. Discussion of Superintendent's Entry Plan

Dr. Rodrigues introduced Patty Grenier, his coach from the Massachusetts Superintendents Induction Program to Committee members.

Dr. Rodrigues presented to the Committee his Entry Plan for the District which highlighted the following:

1. Listening Sessions for parents and staff
2. Data and Record Review

Not Approved

3. Entry Plan Findings Report
4. Areas of Focus
5. Timeline

Discussion ensued.

2. Discussion of Opening Communication Negotiations on Contracts with the Hudson Education Association, Hudson Paraeducators Association and Hudson Cafeteria Workers Association

Dr. Rodrigues reported to the Committee that the District will begin negotiations and open communication for contract negotiations with the Hudson Education Association, Hudson Paraeducators Association and Hudson Cafeteria Workers Association.

Matters for Action:

1. Approval of Hudson High School Grade 9 Overnight Field Trip to Washington, D.C. April 24-28, 2018

Dr. Rodrigues recommended approval of the Hudson High School Grade 9 overnight field trip to Washington, D.C. April 24-28, 2018.

A motion to approve the Hudson High School Grade 9 overnight field trip to Washington, D.C. April 24-28, 2018 was made by Mr. Luoto and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

2. Approval of Hudson High School Drama Club Overnight Field Trip to New York City, April 10-11, 2018

Dr. Rodrigues recommended approval of the Hudson High School Drama Club overnight field trip to New York, April 10-11, 2018.

A motion to approve the Hudson High School Drama Club overnight field trip to New York City, April 10-11, 2018 was made by Mr. Maston and seconded by Mr. Luoto. On a vote of 7-0, the motion passed.

3. Approval of the Amended Agreement for the Assabet Valley Collaborative Reflecting the Addition of Auburn Public Schools as a Member

Dr. Rodrigues recommended approval of the amended Agreement for the Assabet Valley Collaborative reflecting the addition of Auburn Public Schools as a member.

A motion to approve the amended Agreement for the Assabet Valley Collaborative reflecting the addition of Auburn Public Schools as a member was made by Ms. Tousignant Dufour and seconded by Mr. Luoto. On a vote of 7-0, the motion passed.

Reclassifications:

None.

Items of Interest to the School Committee:

Ms. Hallsworth asked Dr. Rodrigues to share the activities that schools participated in on September 11th.

Dr. Rodrigues shared that the District participated in many activities, grade level and age appropriate, at the elementary schools, the middle school and the high school.

All of the elementary schools observed a moment of silence.

Quinn Middle School, by grade, did different discussions on what the students knew and discussions on how tragedies can turn into positive things and some of the underlying things learned as a culture and as a society.

Hudson High School produced a video which was shown to all students and students wrote messages to first responders in New York, Boston and Hudson.

Mr. Luoto shared his thoughts on the Dreamers and undocumented students and was quite upset with the decisions being made, as well as the SJC decision requiring warrants to check backpacks and lockers for drugs and weapons and suggested a letter be sent to the MASS/MASC and state representatives on this decision.

Discussion ensued.

Ms. Tousignant Dufour shared that she will be the only representative from the Board attending the MASS/MASC conference in November.

Ms. Tousignnat Dufour will put a calendar together for subcommittee meeting schedules.

Executive Session/Adjournment

At 7:49 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

1. To conduct strategy sessions in preparation for negotiations with union personnel (Paras) because an open session may have a detrimental effect on the legal position of the Committee.
2. To conduct strategy sessions in preparation for negotiations with union personnel (Hudson Education 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. Hay.

Not Approved

Vote by roll call:

Ms. Tousignant Dufour – yes

Ms. Hay - yes

Mr. Maston – yes

Ms. Hallsworth - yes

Mr. Smith – yes

Mr. Tracy – yes

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

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee



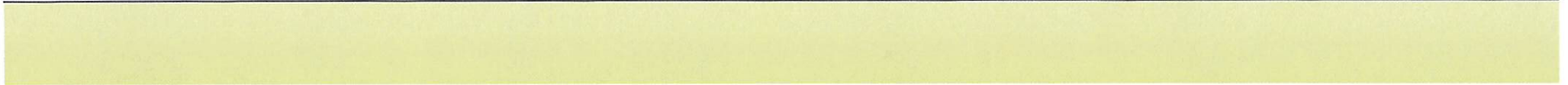
Report of the Superintendent

Special Education Services

September 26, 2017

Marco C. Rodrigues, Ed.D.

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



2016-2017 Improvement Plan

Targeted Activities	Status
Provide professional development for all teachers on general special education topics: roles and responsibilities, eligibility, effective progress and IEP process.	Completed
Survey special educators about needs regarding professional development.	2017-2018 – PD Advisory Council
Complete professional development schedule with District Leadership Team to coordinate professional development for SY 2018.	2017-2018 – PD Advisory Council
Provide focused online training for secondary Paraprofessionals in 9 modules.	Completed
Provide focused training for elementary Paraprofessionals through Director of Elementary Curriculum and Principals.	Completed
Provide Professional development for student-led IEPs using Cultural Proficiency learning at Hudson High School through Assabet Valley Collaborative.	Completed
Develop the PATH (Pathways to Academic and Therapeutic Health) transitional program at Quinn Middle School with funding from MetroWest Health Foundation.	On-Going

Special Education Program Evaluation

2016-2017 Improvement Plan

Targeted Activities	Status
Create District-wide Clinical Psychologist position in the fall of 2016.	Position Eliminated
Contract with a psychiatrist through Assabet Valley Collaborative to support students returning from hospitalization to Hudson High School.	On-Going
Contract with Quabbin Valley Educational Consultation to support staff and to ensure student success at the preschool, elementary and middle school levels.	On-Going
Create alignment of services currently provided at the High School's Therapeutic Academic Supports (TAS) and Transitional Program to simulate the Path program at QMS.	Not Completed
Create a Special Education Standing Committee to advise the Director of Student Services about special education needs of the students in the District.	Completed
Complete year three of the co-teaching training and coaching at Quinn Middle School.	Completed
Complete in house co-teaching trainings and consultation to co-teaching teams at Hudson High School.	Completed
Identify co-teaching mentors at Quinn Middle School for SY2018.	Not Completed
Evaluate next steps in co-teaching for elementary schools in collaboration with elementary leadership.	Completed

Special Education Program Evaluation

2017-2018 Improvement Plan

Targeted Activities	Status
Provide Professional Development for Special Educators, Paraprofessionals and related service providers focused on Specially Designed Instruction and measureable IEP goals and objectives.	2017-2018 – PD Advisory Council
Coordinate and collaborate with District Leadership Team, professional development for General Educators, Paraprofessionals, Special Educators and related service providers in the areas of: differentiated instruction ,concept of universal design learning, and strength-based approach to student learning.	2017-2018 – Multi-Tiered System of Supports (MTSS) Framework
Provide Guidance Counselors, School Psychologists and Administrators with Mental Health and trauma-based approaches to student learning.	Planning Phase
Provide professional development for the special education professionals using survey results and collaborative work through the PD Advisory Council.	2017-2018 – PD Advisory Council
Explore creating an in-district program for students 18-22 years of age who require special education services due to their disability. Currently, students ages 18-22 attend Assabet Valley Collaborative.	Planning Phase

Special Education Program Evaluation

2017-2018 Improvement Plan

Targeted Activities	Status
Advocate for role of two (one at elementary and one at middle school level) Team Chairs in the SY19 budget to be separated from the role of the School Psychologist.	Completed
The Student Success Team task force is examining social emotional and behavioral supports in its work creating an overlap of knowledge and learning.	2017-2018 – Multi-Tiered System of Supports Framework
Advocate within the budget for social emotional programming in general education and special education supports.	Planning Phase
Develop training for general educators and paraprofessionals about Specially Designed Instruction to be provided by Building Principals.	2017-2018 – PD Advisory Council
Student Success Teams (IST) are a responsibility of general education. However, it is listed in the Special Education Improvement plan to create unity for all students who are at risk academically, behaviorally and social emotional learning.	2017-2018 – Multi-Tiered System of Supports Framework
Provide training for identified co-teaching mentors at Quinn Middle School and on-going training for mentors at Hudson High School.	On-hold
Implement co-teaching at three elementary schools, one team per grade for grades K-4. This involves training and coaching during the school year.	On-hold

Special Education Program Evaluation



2017-2018 Highlights

- Hired the Assistant Director of Student Services
 - Tanya O'Connell
- Created the Coordinator for Special Education Evaluation and Services positions:
 - Alise Wells – Coordinator for elementary grades K - 5
 - Denise Hayes – Coordinator for secondary grades 6 – 12
- Met with school based staff to review the roles and responsibilities of the Coordinators and the IEP process.

Special Education



2017-2018 Highlights

- Expanding the training of Orton-Gillingham Reading Program to 12 Teachers.
- Providing Language-Based training for selected teachers at Farley Elementary School through Landmark School Outreach.
- Providing skill training on Social, Emotional Learning for School Psychologists, Guidance Counselors, Adjustment Counselors, Nurses and Secondary Health/Wellness Teachers.
- Providing Mindfulness Training in the spring for all staff.
- Exploring new IEP database system through Aspen SIS.
- Hosting Co-Teaching training event on September 28th.

Special Education



2017-2018 Highlights

- Created accounting protocols for SEPAC Hudson to accept gifts and donations
- School Committee voted on funding source to assist SEPAC Hudson with operational expenses
- Professional Development training for SEPAC Hudson:
 - Special Education Law and Advocacy Boot camp - October 2017
 - Advancing Parent Professional Leadership in Education (A.P.P.L.E.) Institutes –May 2018 (Joint opportunity HPS and SEPAC)

SEPAC - HUDSON



SEPTEMBER 26, 2017

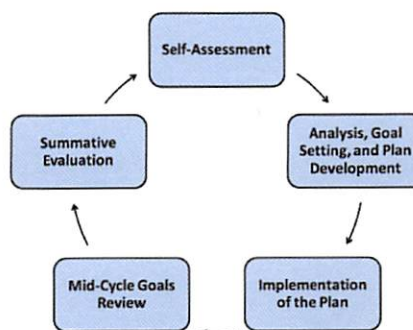
Hudson Public Schools

SUPERINTENDENT EVALUATION

MARCO C. RODRIGUES, ED.D.



Five-Step Cycle



Cycle 1 – Superintendent’s Self-Assessment

Facts and Data Considered:

1. The data trend on student achievement for the Hudson Public Schools has been flat for the last four years.
2. The student population identified as “High Needs” (special education, English learners, and economically disadvantaged) performs considerably lower than their peers.
3. The intersection of the transition of a new Superintendent of Schools and the organizational alignment of the District Leadership Team.
4. The final year of the District Improvement Plan (DIP). The District Leadership Team analyzed the DIP and developed the focus areas for 2017-2018 school year.
5. The existing incremental budget process does not allow for a deeper analysis of resource allocation and program/service effectiveness.
6. Three Contract Bargaining Agreements are expiring by the end of 2017-2018 school year.

Self-Assessment:

I had the privilege of spending time in Hudson interviewing district and community leaders prior to my transition into Hudson on July 1st. During that period, I was able to gather a considerable amount of information that assisted my transition into the Superintendent’s position. For the past two months, I have been fully engaged in all aspects of the district’s operations in preparation for the opening of schools. Through this process, I was able to contextualize some of the things I learned through my interviews in May and June but, most

importantly, I have been able to create a broader view of the organizational structures and systems of the Hudson Public School, which is now in full operation. Although I am still in “discovery phase” of the district’s operations and functions, I started the process of categorize the areas of strength and the areas for growth and development as outlined in my Entry Plan. The learning process is on-going and I feel that the proposed goals below will guide the focus of my work for the coming year and will hold me accountable for the deliverables embedded in each one of them.

Cycle 2 – Analysis, Goal Setting, and Plan Development

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.
2. By end of February, complete mid-year conferences with each principal and the district administrators.
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.
4. By June 2018, complete Summative Evaluation Reports.
5. By October 2017, assess the status and the level of readiness of the district’s curriculum alignment work.
6. By April 2018, complete analysis of the district’s initiatives and priority areas including the High Needs sub-group (Students with Disabilities, English Learners, and Economically Disadvantaged).
7. By June 2018, complete analysis of the 2017-2018 District Improvement Plan’s deliverables.

Benchmarks

1. Completed Educator Evaluation Plans.
2. Log demonstrating at least three visits per school.

3. Completed analysis of the curriculum alignment and district priorities and present findings.
4. Completed analysis of the FY18 District Improvement Plan and present findings.

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.
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.
3. By December 2017, complete item prioritization sessions with the School Committee Negotiation Team.
4. By late Spring 2018, reach a tentative agreement for a new CBAs.

Benchmarks

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

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.
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.

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.
4. By May 2018, collaborate with school committee to identify three to five student learning and district improvement goals.

Benchmarks

1. Presentations of the key strategic actions completed on schedule.
2. District Improvement Plan (FY 19 – FY 21) developed by the District Leadership Team.
3. District goals adopted.

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.
2. By September 2017, the Budget Leadership Team participate in budget parameters and priority setting.
3. By October/November 2017, Budget Leadership Team present their school/department resources allocation proposal for FY 19.
4. By November/December 2017, conduct two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub-Committee.
5. By January 2018, deliver to the School Committee the FY 19 Budget for deliberation and approval.

Benchmarks

1. Completed informational trainings and parameter setting sessions.
2. Completed prioritization sessions.
3. FY 19 budget approved and submitted to Town officials by January 24, 2018.

HUDSON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2017 – 2018

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.