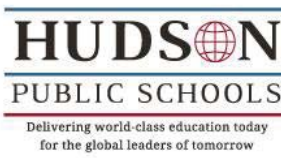


Please note the updated instructions below for public participation

Pursuant Governor Baker’s June 16, 2021 signing of “An Act Relative to Extending Certain COVID-19 Measures Adopted During the State of Emergency” into law extending remote open meeting measures under the “Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20,” has been extended by Governor Healey until March 31, 2025. The **Hudson School Committee sessions will continue to be conducted via in-person and remote participation. Committee members will participate in person and/or using the online Google Meet platform**, and the proceedings will still be broadcast live on the Public Cable Access Channel – Comcast Channel 8, Verizon Channel 47 and Hud TV’s and livestream <https://vimeo.com/showcase/9964109>

For the public participation item on the agenda, the following process will be used:

- **Persons wishing to make public comment remotely** will send an email to the School Committee’s email address hps_schoolcommittee@hudson.k12.ma.us indicating that they would like to make a public comment at the School Committee meeting. This email must be received by 3:00 pm on the day of the meeting.
- The School Committee will submit the list of names and emails wishing to make public comment to HUD TV no later than 5:00 p.m. the day of the meeting.
- Hud TV will send a meeting invite to those community members on the School Committee list for Public Comment.
- Hud TV will accept them into the Google Meet and mute their microphone.
- When the School Committee Chair recognizes someone wishing to make public comment, Hud TV will unmute that person’s microphone and they will have two minutes to speak.
- When public comment is finished their microphone will be muted again by Hud TV.
- **For persons wishing to make public comment in-person**, the School Committee meeting is held at Hudson High School, Room F101.



HUDSON SCHOOL COMMITTEE
October 24, 2023
Hudson High School - F101
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting October 10, 2023

III. Public Participation

IV. Reports and Presentations

- a) Student Presentations (if any)
- b) Report of the Superintendent
 - District Updates
 - Draft FY25 Budget Development Timeline
 - District Improvement Plan (DIP)
 - School Improvement Plans:
 - i. HHS
 - ii. Quinn
- c) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
 - Buildings and Grounds Subcommittee (if any)
 - Student Advisory Subcommittee (if any)

V. Matters for Discussion:

a) Old Business

- 1. None

b) New Business

- 1. None

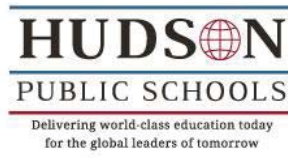
VI. Matters for Action:

a) Old Business

- 1. Vote Relative to 2023 MASC Resolutions

b) New Business

- 1. Approval of Superintendent's 2023-2024 Goals
- 2. Consent Agenda:
 - i. Approval of gift of 123 fiction and non-fiction books from various patrons in the amount of \$1,032.37 for use in Mulready Elementary School.



VII. Items of Interest to the School Committee

VIII. Executive Session

IX. Adjournment

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

I.

Call to Order

II.

Approval of Minutes Regular Meeting October 10, 2023

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: October 10, 2023
GoogleMeet

Location: Hudson High School and

Members present: Erica Ankstutus, Chris Monsini, Steven Sharek, Steven Smith, Mark Terra-Salomão, Christopher Yates

Members present participating remotely: Molly MacKenzie

Members absent:

Others present participating: Brian Reagan, Superintendent; Kathy Provost, Assistant Superintendent; Ellen Schuck; Dan Gale; Wendy Anderson; Ana Pimentel

I. Call the Meeting to Order: 7:00PM

II. Approval of Minutes:

Regular Meeting September 19, 2023

A motion to approve the minutes was made by Mr. Terra-Salomão and seconded by Mr. Sharek.

The minutes were approved unanimously.

III. Public Participation
none

IV. Reports and Presentations

a) Student Presentation

Angelina Percuoco and Julian Ehlke joined the committee as this year's student representatives. They shared updates from the student body with the committee:

Upcoming Events

School events

Sports events

Club events

HHS Partnership with ENGAGE Massachusetts

College Representatives visits

“Community Building” during ARC

Subcommittee work

Activities fair

Concerns of Study Body

Community Council suggestion box

b) Report of the Superintendent

- **District Updates**
- **Superintendent's Residency:**

- 1) **Forest Avenue Elementary School**
- 2) **Mulready Elementary School**
- **Dual Language Program Updates**

Dr. Brian Reagan, Superintendent, presented updates to the committee. His presentation included topics: enrollment, MCAS scores, Director of Buildings and Grounds Search, School Residencies. A copy of his memo was included in the packet.

Dr. Reagan introduced Ms. Wendy Anderson, Director of English Learner Education, and Ms. Ana Pimentel, Director of World Language, who presented on Dual Language Portuguese Program Updates. A copy of their presentation was included in the packet.

Discussion ensued.

c) Subcommittee Reports:

- **Budget Subcommittee**
none
- **Policy Subcommittee**
none
- **Strategic Goals Subcommittee**
Met last week and plans to meet again soon. They will share updates.
- **Buildings and Grounds Subcommittee**
none
- **Superintendent's Evaluation Subcommittee**
Will meet on 10/11/23.

V. Matters for Discussion

a. Old Business

1. **Ethics Commission Disclosures by Superintendent**
Dr. Reagan shared an update. Discussion ensued.

b. New Business

1. **MASC Review of Superintendent Evaluation Process**
Ms. Tracy Novick, MASC Representative, presented to the committee.
Discussion ensued.
2. **Discussion of 2023 MASC Resolutions**
Mr. Smith presented the resolutions to the committee. A copy was included in the packet. Discussion ensued.

VI. Matters for Action

a. Old Business

1. **None**

b. New Business

1. Vote to Select MASC Delegate

Mr. Smith nominated Ms. Ankstitus; Mr. Sharek seconded.

On a unanimous vote, Ms. Ankstitus was designated the MASC Delegate.

2. Consent Agenda:

- i. Approval of gift of 18 books from various patrons in the amount of \$287.78 for use in Hudson High School Susan Menanson Memorial Library.
- ii. Approval of gift of Walmart gift cards from an anonymous donor in the amount of \$1,000.00 for Forest Avenue Elementary School and families.
- iii. Approval of contract with Ricoh-USA, Inc. for 36-month lease of 6 photocopiers in the amount of \$31,080.24 for HPS District.

A motion to approve the items under consent agenda was made by Mr. Sharek and seconded by Mr. Yates.

On a unanimous vote the items were approved.

3. Approval of Reclassification of Funds.

A motion to approve the reclasses was made by Mr. Smith and seconded by Mr. Sharek.

On a unanimous vote the reclasses passed.

VII. Items of Interest to the School Committee

Ms. MacKenzie mentioned that Farley raised over \$30,000 in fundraising for playground materials. She commends the school and community for the tremendous efforts and support.

VIII. Executive Session

IX. Adjournment

Mr. Yates made a motion to adjourn the meeting, seconded by Mr. Sharek.

On a unanimous vote the Hudson School Committee entered executive session and would not return to open meeting at 8:39PM.

Respectfully submitted,
Mark Terra-Salomão, Secretary
Hudson School Committee

III.

Public Participation

IV.

Reports and Presentations

Student Presentation (if any)

IV.

Reports and Presentations

Report of the Superintendent

District Updates

FY25 Budget Development Timeline

District Improvement Plan

School Improvement Plans: HHS, Quinn

Memorandum

Hudson Public Schools
Office of the Superintendent of Schools



TO: Hudson School Committee
FROM: Brian K. Reagan, Ed.D., Superintendent of Schools
DATE: October 20, 2023
RE: Report of the Superintendent: District Updates

Below you will find an update on general items of interest for the School Committee as of October 20, 2024. I will share these items during the regular meeting scheduled for October 24, 2023.

Superintendent's Transition Activities

My school residencies resumed on Friday, October 20 at Quinn Middle School. I will be at Quinn through Friday, October 27. My fifth and final residency will be at Hudson High School from Monday, October 30 through Friday, November 3. Once all residencies are complete, I will begin to incorporate feedback and data gathered from the visits into my Entry Findings Report, which will be shared with the public in February.

Professional Development Day - October 25

All staff will participate in a full day of professional development on Wednesday, October 25. In addition to building and department based activities focusing on curriculum, instruction, assessment and social emotional learning, elementary teachers will continue professional learning relative to the new K-4 math curriculum and special education staff will engage in training about the new IEP format. The full day runs from 8:30am through 3:00pm. This is a “no school day” for students.

Health and Safety Council and Emergency Management Team

As you know, two committees exist that focus on the health and safety of students, staff, and families: The *Health and Safety Council* and the *Emergency Management Team*. These committees met less frequently during the COVID years, but are scheduled to return in full beginning this year. Both committees include members representing the school district, local first responders, and the Town of Hudson. The Health and Safety Council supports the health fair, reviews health and wellness protocols and policies and makes recommendations to the School Committee about potential policy changes. The Emergency Management Team reviews the district's emergency response protocols as well as any procedures specific to safety and building security. The Health and Safety Council will meet on November 21, January 9, March 12, and May 14 at 7:45am at the High School in F101. The Emergency Management Team will meet on December 12, February 13, and April 9 at 7:45am at the High School in F101.

FY25 Budget

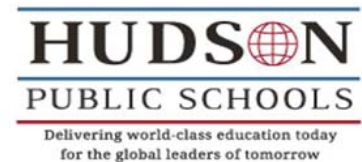
The draft timeline for the FY25 budget is attached to this report. You will notice that the process begins earlier this year. This was in response from feedback from the Select Board and Finance Committee, through the Executive Assistant, to help provide a clearer picture of the financial needs of the School Department in advance of the Executive Assistant's mid-December initial budget deadline. Mr. Gale and I look forward to the School Committee's feedback on this draft timeline.

FY25 Budget Development Calendar

October 2023	October 20, 2023 Friday 9:00am to 9:45am	Informational Meeting for the Budget Team to discuss process, parameters, timelines, deliverables, and financial outlook
November 2023	November 6, 2023 Monday 10:00am to 12:00am	Resource Allocation Presentations by Principals and Directors
	November 7, 2023 Tuesday 10:00am to 12:00am	
	November 28, 2023 Tuesday 7:00pm	SC Meeting - FY25 Budget Update with five-year financial outlook (Select Board and Finance Committee invited)
December 2023	November 29, 2023 - January 7, 2024	Brian and Dan will refine budget elements, select artifacts and data to support allocation/prioritization
January 2024	January 5, 2024 Friday 9:00am to 11:00am	Prioritization Session for Members of the Budget Team
	January 11, 2024 Thursday 6:30pm to 8:00pm	Prioritization Session for School Committee Budget Subcommittee
	January 23, 2024 Tuesday 7:00pm	SC Meeting - Prioritization Session - FY25 Budget Update with five-year financial outlook
February 2024	February TBD	Budget Presentation to the Select Board
	February - March 2024	Refine budget elements and create FY25 Budget book
March 2024	March 12, 2024 Tuesday 7:00pm	Budget presented to School Committee for deliberation and approval
	March TBD	Budget Presentation to the Finance Committee
	March TBD	Budget Presentation to the Select Board

Memorandum

Hudson Public Schools
Office of the Superintendent of Schools



TO: Hudson School Committee
FROM: Brian K. Reagan, Ed.D., Superintendent of Schools
DATE: October 20, 2023
RE: 2023-2024 District Improvement Plan

Attached please find the 2023-2024 Action Plan for the District Improvement Plan (DIP). The 2023-2024 Action Plan is built upon four ongoing strategic objectives that have driven the work of the District for multiple years:

1. **High Quality Instructional Practices:** *Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.*
2. **Educating the Whole Child:** *Provide rigorous, inclusive learning experiences that integrate academics with social emotional learning so that ALL students are successful in all areas.*
3. **Innovative Educational Practices:** *Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.*
4. **Climate and Culture:** *Develop a culture and community that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.*

Strategic priorities and action steps for 2023-2024 focus on several areas including but not limited to:

- The identification of a district-wide instructional framework
- Building a collective awareness and responsibility for equitable practices
- Adjustments to structures that support the district's multi-tiered system of support (MTSS) framework
- A review of the existing elementary literacy curriculum
- The continued expansion of the Dual Language Program
- Social Emotional Learning initiatives
- Equitable exposure and access to advanced coursework at the secondary level
- Diversity, Equity, Inclusion, Acceptance, and Belonging

Dr. Provost and I look forward to sharing the Action Plan with you on October 24.

DISTRICT IMPROVEMENT PLAN: Action Plan for 2023-2024

Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	<p>We create a culture of:</p> <p>Excellence We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions.</p> <p>Strong Relationships We build a strong sense of community based on clear communication and partnerships.</p> <p>Educating the Whole Child We recognize students as unique individuals and frame decisions with all students in mind.</p>
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.

1. High Quality Instructional Practices

Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.

STRATEGIC PRIORITY 1.1 - Build a district-wide system through targeted professional learning to ensure the use of equitable high-leverage instructional practices.

S.P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
1.1a	District Instructional Leadership Team (DILT), Building Instructional Leadership Teams (ILTs) Directors and Coaches	Define a Common instructional framework for HPS to align DILT and ILT work.	<ul style="list-style-type: none"> Identify 3 to 5 high leverage instructional practices to be used across the district Provide a rollout and assessment plan to identify the efficacy of the identified high leverage practices within buildings.
1.1b	DILT, ILTs, Directors Coaches	Continue building collective awareness and collective responsibility for equitable practices	<ul style="list-style-type: none"> Incorporate recommendations from the Equity Audit and District Review into the existing professional development plan for the 2023-2024 SY

DISTRICT IMPROVEMENT PLAN: Action Plan for 2023-2024

			<ul style="list-style-type: none"> Develop a robust professional learning plan for the 2024-2025 SY that supports all stakeholders to develop their skills and comfort in engaging in equity-based practices.
STRATEGIC PRIORITY 1.2 - Implement the district's Multi Tiered System of Support (MTSS) Framework with integrity across the district			
S.P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
1.2a	HHS Leadership Team, ARC (Academics, Relationships, Community) Committee	Adjust ARC block to more systematically support tier II instruction at HHS	<ul style="list-style-type: none"> Provide Aspen access for ARC mentors Support teachers in developing data collection routines to determine which students to schedule for Tier II instruction during the ARC block Support teachers in developing Tier II instructional practices for students in need of support Evaluate the effectiveness of tier II instruction throughout the school year through progress monitoring, and adjust as needed
1.2b	QMS Leadership Team, Directors, Teachers	Implement WIN (What I Need) block to more systematically support tier II instruction at QMS	<ul style="list-style-type: none"> Set up Aspen to accommodate WIN block rotations Support teachers in developing data collection routines to determine which students to schedule for Tier II instruction during the WIN block Support teachers in developing Tier II instructional practices for students in need of support Evaluate the effectiveness of tier II instruction throughout the school year through progress monitoring, and adjust as needed
1.2c	Reading Team, Elementary Teacher Reps, Coaches, Assistant Super, Humanities Director	Conduct a preliminary review of the literacy curriculum at elementary level	<ul style="list-style-type: none"> Form a Committee with a variety of stakeholders to review current literacy practices at each grade level Committee will collect feedback from learners and teachers regarding current literacy practices
STRATEGIC PRIORITY 1.3 - Implement the Educator Evaluation System with a consistent district-wide approach			
S. P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
1.3a	Ed Eval Committee,	Revise and improve the current application of the Educator Evaluation System	<ul style="list-style-type: none"> Expand existing Ed Eval Committee to include a variety of stakeholders to assess current implementation of the Ed Eval system Committee will make recommendations relative to:

DISTRICT IMPROVEMENT PLAN: Action Plan for 2023-2024

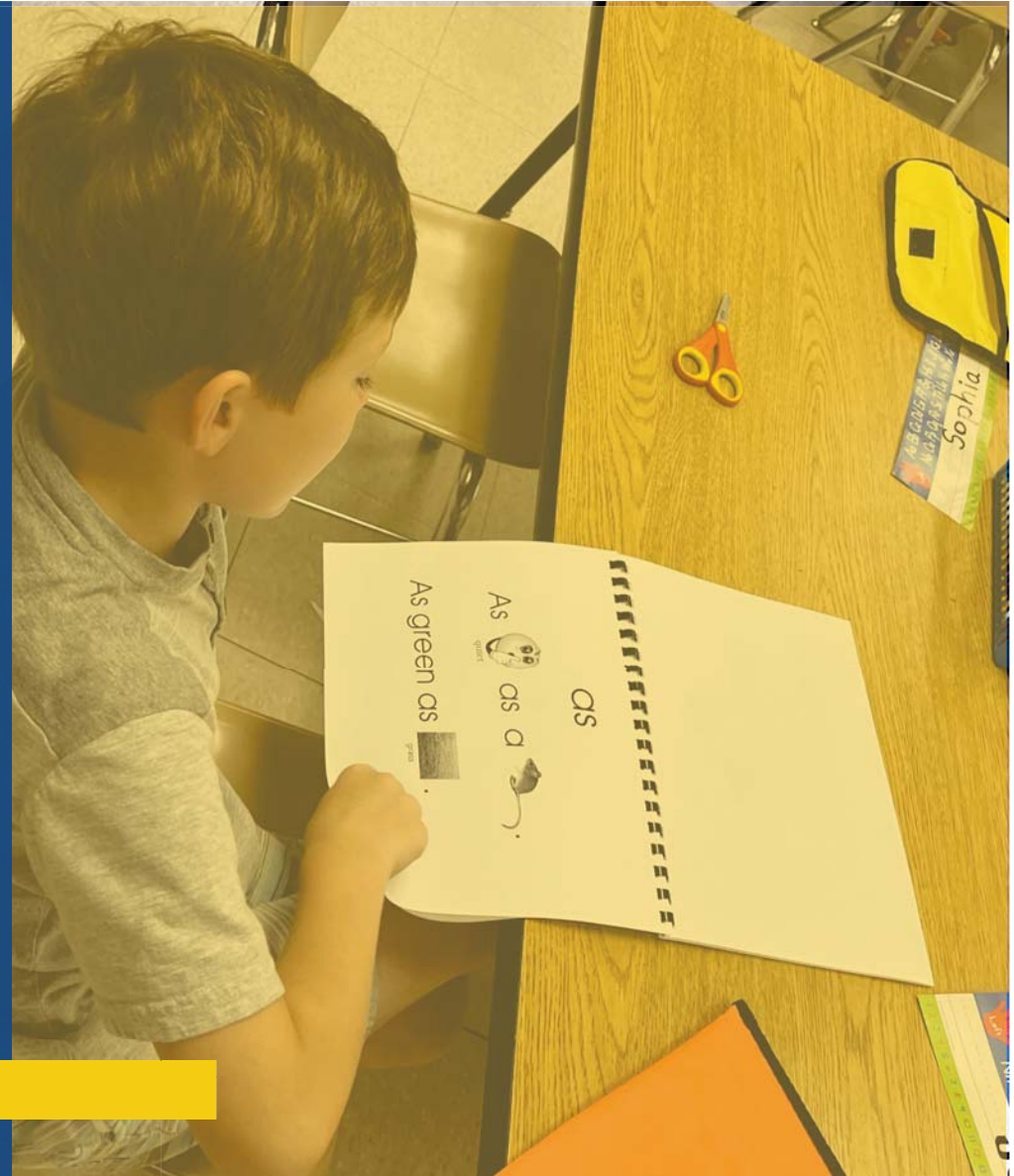
	DILT, Hudson Education Association (HEA)		<ul style="list-style-type: none"> o Priority Department of Elementary and Secondary Education (DESE) standards and the new DESE teacher rubric o Norming walkthroughs, formative and summative evaluations o Timelines for observations and evaluations
STRATEGIC PRIORITY 1.4 – Continue Implementing a K-12 Dual Language (DL) Program			
S.P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
1.4a	Director of Language Acquisition, World Language Coordinator, Lang. Acquisition Coach, DL Teachers, Building Principals	<ul style="list-style-type: none"> ● Assess the impact of the program across the district ● Design and implement culturally responsive curriculum in Portuguese and English for DL 	<ul style="list-style-type: none"> ● Review Dual Language Advisory Council (DLAC) recommendations for the improvement of the program ● Create systems for hiring and repurposing personnel with the objective of placing bilingual staff in key positions ● Create and implement curriculum units for grade 2 and 3 ● Provide Guided Language Acquisition Design (GLAD) training for DL and Elementary ESL teachers at a variety of times during the year

2. Educating the Whole Child			
Provide rigorous, inclusive learning experiences that integrate academics with social emotional learning so that ALL students are successful in all areas.			
STRATEGIC PRIORITY 2.1: All stakeholders understand social emotional development at all levels and its impact on overall student achievement.			
S.P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
2.1	Social Emotional Learning (SEL) Curriculum, SEL building committees	Ensure that all stakeholders can define what SEL means for the Hudson Community, and understand how to integrate SEL with academics in all areas.	<ul style="list-style-type: none"> ● Create a document that identifies key skill outcomes for SEL for all Tiers at each grade level. ● Utilize/ adapt tools available to measure SEL skill development across the district. ● Embed SEL Practices/ Concepts across curriculum with an emphasis on regard for student perspective

3. Innovative Educational Practices			
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.			
STRATEGIC PRIORITY 3.1: Expand access to advanced coursework to ensure rigorous learning experiences for all students.			
S.P	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
3.1	HS Leadership, Director of School Counseling, School Counselors, Teachers	Ensure that access and exposure to advanced coursework is reflective of the high school's population.	<ul style="list-style-type: none"> ● Publish the district's Vision of a Graduate. ● Identify opportunities and create an action plan at each level for students to have equitable access to advanced learning experiences.
STRATEGIC PRIORITY 3.2: Expand District-wide capacity and application of the 1:1 technology.			
S.P	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
3.2	DILT, Technology Integration Specialists, Secondary Library-Media Specialists	Develop a shared understanding of what fully integrated technology looks like in a 1:1 district.	<ul style="list-style-type: none"> ● Continue to rollout to staff expected student and staff International Society for Technology in Education (ISTE) standards for integrating technology. ● Create a crosswalk between ISTE standards and best practices within HPS ● Create a structure for department/grade levels/schools to review and analyze current best practices at each grade level and/or subject area.
STRATEGIC PRIORITY 3.3: Implement the District's MTSS Framework to identify systems of support for students experiencing academic challenges.			
S.P	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
3.3a	Building-based Student Support Teams	Systematize Instructional/Student Support Team processes across levels	<ul style="list-style-type: none"> ● Systematize attendance tracking and response across the district ● Systematize Student Support Team protocols and data collection across the district (i.e. referral process, progress monitoring protocols, team make-up, etc.) ● Review potential data warehouse software
3.3b	MTSS Committee members, Building-based ILTs	Solidify specific tiers under the District's MTSS framework and ensure that all stakeholders understand and know how to use the framework to support students.	<ul style="list-style-type: none"> ● Finalize and publish the District's MTSS Framework. ● Ensure that there is a shared understanding of the MTSS documents and associated responsibilities among all stakeholders.

4. Climate and Culture			
Develop a culture and community that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.			
STRATEGIC PRIORITY 4.1: Allocate capacity and resources to the development of equitable practices for the whole Hudson community.			
S.P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
4.1	District Leaders, Facilitator/ subject matter expert to manage meetings	A District Diversity, Equity, Inclusion, Acceptance & Belonging (DEI-AB) Committee will be formed to review the Equity Audit and guide the development of equitable practices across the district.	<ul style="list-style-type: none"> ● Identify facilitators and stakeholders for the DEI-AB Committee. ● Create and communicate the role, responsibility, and resources associated with the DEI-AB committee. ● Define terminology that allows leaders to define a vision and theory of action for equity within Hudson by utilizing the District’s existing diversity statement and data from the 2023 Equity Audit. ● Organize two or more affinity group meetings based on staff interest to meet at various times during the school year.
STRATEGIC PRIORITY 4.2: Strengthen engagement with the Hudson community			
S.P.	Resources	Action Steps (Outcomes)	2023-2024 Action Step Priorities (Outputs)
4.2	Potential Branding/ Marketing Firm; Technology Department, DILT	Develop a strategy to promote HPS.	<ul style="list-style-type: none"> ● Develop branding and marketing for HPS that is inclusive of all families and weaves in the importance of equity. ● Identify personnel to assist in promoting HPS internally and within the community events. ● Continue to develop HPS website and school websites.

District Improvement Plan 2023-2024





Mission

Delivering World-Class Education Today for the Global Leaders of Tomorrow

Values

We create a culture of

- **EXCELLENCE:** *We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions*
- **STRONG RELATIONSHIPS:** *We build a strong sense of community based on clear communication and partnerships*
- **EDUCATING the WHOLE CHILD:** *We recognize students as unique individuals and frame decisions with all students in mind*

Vision

Every student feels nurtured, challenged, and confident to embrace the future

Theory of Action

If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens

Four Strategic Objectives



High Quality Instructional Practices

Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL student, every day.



Educating the Whole Child

Provide rigorous, inclusive learning experiences that integrate academics with social emotional learning so that ALL students are successful in all areas.



Innovative Educational Practices

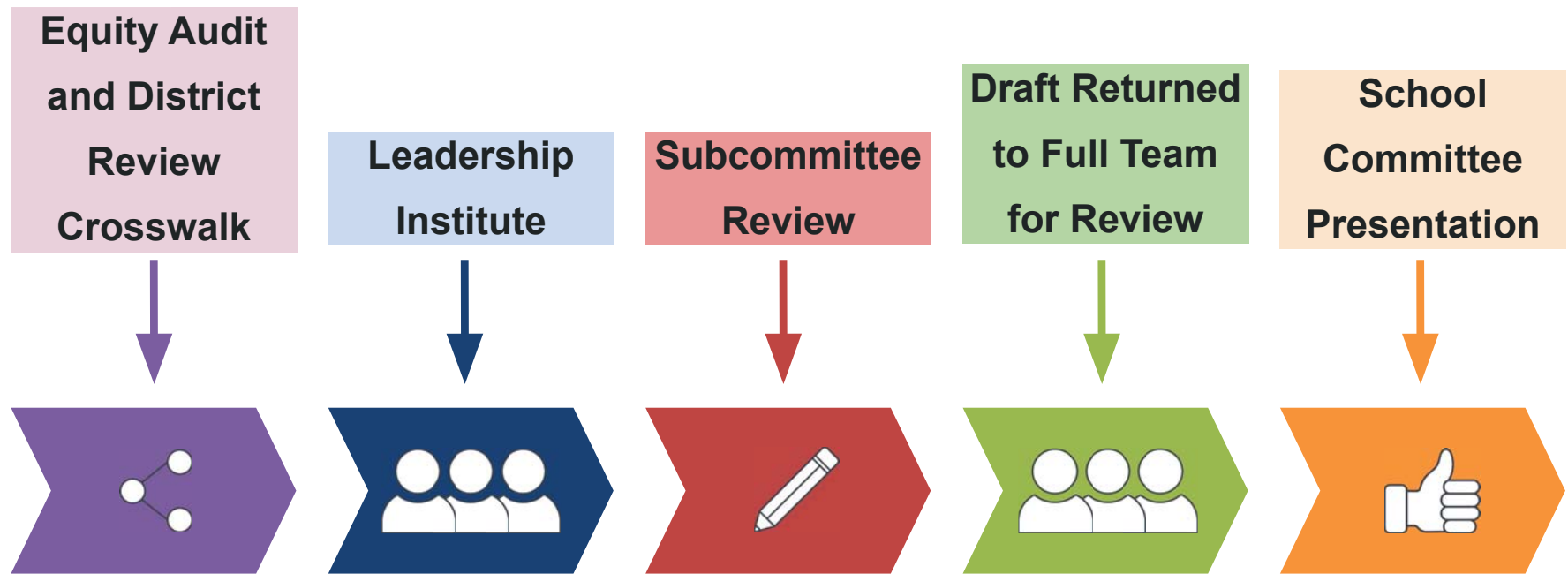
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.



Climate and Culture

Develop a culture and community that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

2023-2024 Action Plan Development Process



<p>Strategic Priority 1.1 Build a district-wide system through targeted professional learning to ensure the use of equitable high-leverage instructional practices</p>	<ul style="list-style-type: none"> • Define common instructional framework to align DILT and ILT work • Build collective awareness and responsibility for equitable practices
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<p>Strategic Priority 1.2 Implement MTSS Framework with integrity across the district</p>	<ul style="list-style-type: none"> • Adjustments to ARC Block (HHS) and implementation of WIN Block (QMS) • Preliminary review of elementary literacy curriculum
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<p>Strategic Priority 1.3 Implement the Educator Evaluation System with a consistent district-wide approach</p>	<ul style="list-style-type: none"> • Revise and improve current application of evaluation system
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<p>Strategic Priority 1.4 Continue implementing a K-12 Dual Language Program</p>	<ul style="list-style-type: none"> • Assess the impact of the program across the district • Design and implement culturally responsive curriculum in Portuguese and English
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Strategic Objective 1

HIGH QUALITY INSTRUCTIONAL PRACTICES

Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL student, every day.



HUDSON
PUBLIC SCHOOLS
Delivering world class education today
for the global leaders of tomorrow

Strategic Priority 2.1

All stakeholders understand social emotional development at all levels and its impact on overall student achievement

- Ensure that all stakeholders can define what SEL means for Hudson
- Understand how to integrate SEL into academic settings in all areas and levels

Strategic Objective 2

EDUCATING THE WHOLE CHILD

Provide rigorous, inclusive learning experiences that integrate academics with social emotional learning so that **ALL** students are successful in all areas.

<p>Strategic Priority 3.1 Expand access to advanced coursework to ensure rigorous learning experiences for all students</p>	<ul style="list-style-type: none"> • Vision of a Graduate • Ensure that access and exposure to advanced coursework is reflective of the High School's population
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<p>Strategic Priority 3.2 Expand district-wide capacity and application of 1:1 technology</p>	<ul style="list-style-type: none"> • Develop shared understanding of a fully integrated 1:1 technology program
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<p>Strategic Priority 3.3 Implement the district's MTSS framework to identify systems of support for students experiencing academic challenges</p>	<ul style="list-style-type: none"> • Systematize Instructional/Student Support Team processes across levels • Solidify specific tiers of the MTSS framework • Ensure all stakeholders know how to use the framework to support students
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Strategic Objective 3

INNOVATIVE EDUCATIONAL PRACTICES

Ensure that ALL students are exposed to an engaged in innovative and challenging academic courses and programs.

<p>Strategic Priority 4.1 Allocate capacity and resources to the development of equitable practices for the whole Hudson community</p>	<ul style="list-style-type: none"> • Form district Diversity, Equity, Inclusion, Acceptance, and Belonging (DEI-AB) Committee • Review Equity Audit recommendations and develop equitable practices across the district that align with these recommendations
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<p>Strategic Priority 4.2 Strengthen engagement with the Hudson community</p>	<ul style="list-style-type: none"> • Develop a strategy to better promote the Hudson Public Schools
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Strategic Objective 4

CLIMATE AND CULTURE

Develop a culture and community that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.

Goal Articulation: *From District to Individual*

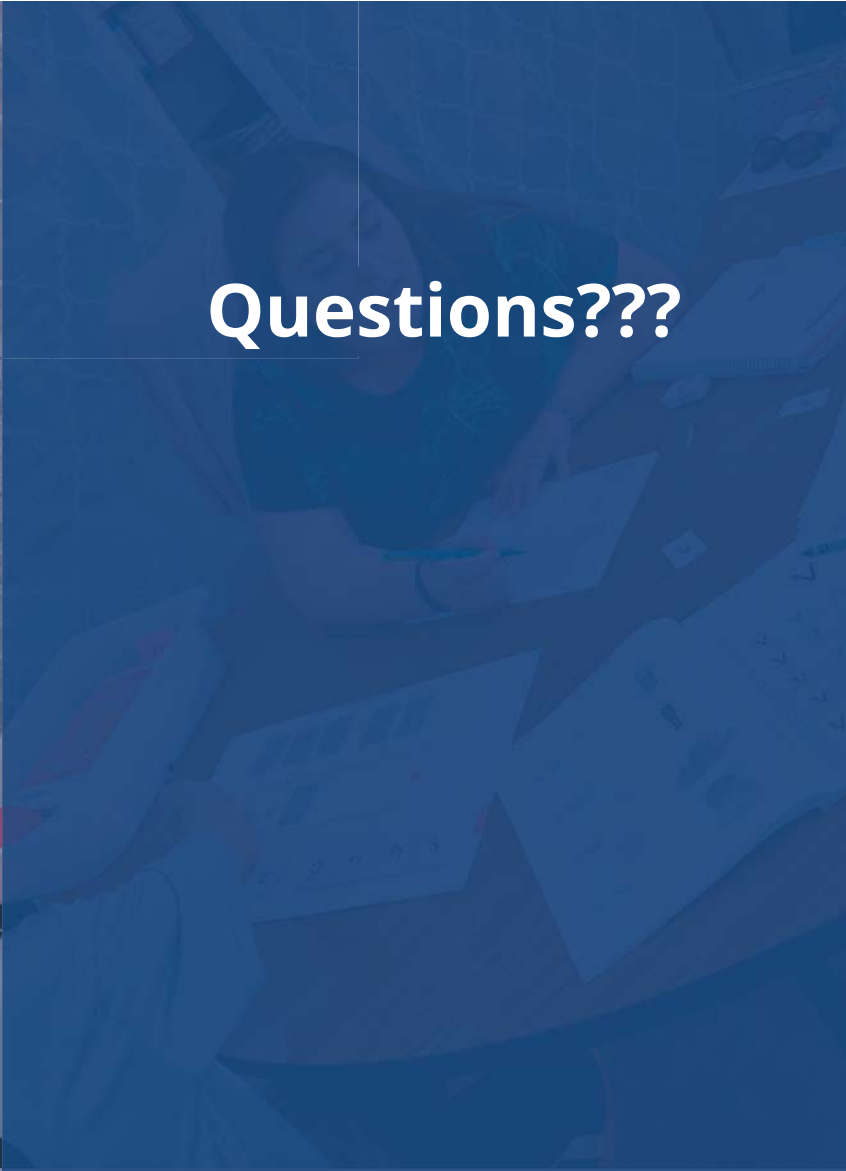
- DISTRICT IMPROVEMENT PLAN**
- + HQ Instructional Practices
 - + Educating the Whole Child
 - + Innovative Educational Practices
 - + Climate and Culture

- Educator Goals**
- + Student Learning
 - + Professional Practice
 - + School Improvement
 - + District Improvement

- SCHOOL IMPROVEMENT PLANS**
- + HQ Instructional Practices
 - + Educating the Whole Child
 - + Innovative Educational Practices
 - + Climate and Culture
 - + School Improvement



Questions???



Hudson High School
2023-2024
SCHOOL IMPROVEMENT
PLAN



Delivering World-Class Education Today for the	STRATEGIC PRIORITY 3.1: Expand access to advanced coursework to ensure rigorous learning experiences for all students.
	GOAL # 1: Using the finalized vision of a graduate, HHS will create systems for students to have equitable access to advanced learning experiences.
	Activities: <i>(Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> • Publish the district’s Vision of a Graduate. • Identify opportunities and create an action plan for students to have equitable access to advanced learning experiences. • Analyze if there are discrepancies between high school students’ course recommendations and their academic performance on both course grades and standardized testing
	Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> • Subject and grade level teams will be able to align curriculum expectations to the VOG. • Course recommendation procedures will be altered as needed when the recommendation analysis is complete.
	Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> • Course recommendations will [continue to] mirror student performance as well as personal learning goals. • HHS will have an action plan for access to advanced learning experiences that is aligned with grades K-7.
Final Outcomes <i>(annual targets for student performance outcomes)</i>	
<ul style="list-style-type: none"> • The District VOG becomes the compass for curriculum and programmatic decisions. • In future years, HHS develops a monitoring system for VOG outcomes. 	

Delivering World-Class Education Today for the	STRATEGIC PRIORITY 1.2 - Implement MTSS Framework with integrity across the district
	STRATEGIC PRIORITY 3.3: Implement the District’s MTSS Framework to identify systems of support for students experiencing academic challenges.
	GOAL #2: HHS will develop and implement systems for providing more robust Tier 2 academic interventions
	Activities: <i>(Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> • Provide Aspen access for ARC mentors • Support teachers in developing data collection routines to determine which students to schedule for Tier II instruction during the ARC block • Create and implement policies, practices, and data tracking systems for the new student support program
	Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> • ARC appointment data reflect students’ academic needs • Student support program launches with initial entry criteria, curriculum, and data collection practices
	Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> • Student performance data indicate that interventions yield positive gains in course grades.
	Final Outcomes <i>(annual targets for student performance outcomes)</i>
<ul style="list-style-type: none"> • School wide data indicate that interventions yield positive gains in student performance across multiple domains, including MCAS performance targets. 	

Delivering World-Class Education Today	STRATEGIC PRIORITY 3.3: Implement the District’s MTSS Framework to identify systems of support for students experiencing academic challenges.
	Goal #3: HHS will develop an MTSS Attendance team to monitor overall attendance patterns at HHS
	<i>Activities: (Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> • Systematize attendance tracking and response with other HPS schools • Establish an MTSS Attendance team to monitor attendance trend data • In conjunction with the HHS Instructional Support Team (IST), systematize both individual and global attendance intervention plans.
	<i>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> • Student support teams become more responsive to weekly attendance patterns by drawing from pre-designed toolkits
	<i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> • Students who are chronically absent (or at-risk for becoming chronically absent) work towards achieving a 90% attendance rate upon starting an attendance intervention
	<i>Final Outcomes (annual targets for student performance outcomes)</i>
<ul style="list-style-type: none"> • Levels of chronic absenteeism and school dropout data across sub-groups mirror school wide levels of the same data points 	

Delivering World-Class Education Today for the Global	STRATEGIC PRIORITY 2.1: All stakeholders understand social emotional development at all levels and its impact on overall student achievement.
	Goal #4: HHS will design and implement a series of grade level, classroom, and small group experiences that emphasize community, belonging, and restoration.
	Activities: <i>(Steps to be taken to implement plan)</i>
	<ul style="list-style-type: none"> • Continue the work of our Choose Love Champions with the development of Building Community Block • Design and implement a series of grade level Community Days to reinforce the norms, values, and expectations of HHS • Design and implement a series of restorative practices • Educate students, staff, and community on the development and implementation of our various community-building and restorative practices
	Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i>
	<ul style="list-style-type: none"> • Observe higher rates of school attendance and engagement in school activities • Community Day feedback yields positive reviews • Observe an increase in referrals for restorative conversations
	Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i>
	<ul style="list-style-type: none"> • Behavior data indicate that restorative and community practices reduce the prevalence of exclusionary discipline practices (e.g., suspension)
Final Outcomes <i>(annual targets for student performance outcomes)</i>	
<ul style="list-style-type: none"> • Social-emotional data (e.g., SEL screener data and Metrowest Adolescent Health Survey data) show signs that students feel safe at school, connected to school, and have positive/trusting relationships with peers and adults. 	

DAVID J. QUINN

MIDDLE SCHOOL

JUNIOR HAWKS PRIDE



SCHOOL IMPROVEMENT PLAN

2023-2024

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal # 1: The school’s Instructional Leadership Team (ILT) will work with staff to continue using instructional strategies that encourage Academic Conversations all classes.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • ILT to meet twice a month to focus on this work. • ILT to be composed of teachers from a variety of disciplines and roles in the building. • Teachers will have opportunities to share instructional strategies that foster student talk and academic conversations in classes. • Continue a teacher peer observation program where staff members are able to see each other teach.
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Staff and students will be able to explain and recognize what Academic Conversations are and what they look like in classrooms. • Teachers from all content areas will discuss talk strategies during faculty meetings, team time meetings, and meetings with content directors/subject matter leaders. • Teachers across the building will observe each other and debrief about conversation strategies they have observed.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • By the end of Quarter 1, teachers and students will be reminded of what an academic conversation is, instructional strategies associated with academic conversations, and what academic conversations look like in the classroom. • Starting with Quarter 2, teaching strategies and classroom activities that foster student talk and Academic Conversations will be a regular component of all full faculty staff meetings and a regularly scheduled piece of team time meetings. • During Quarter 2 and again in Quarter 4, a schedule for peer observations and post-observation discussions will be implemented. Staff will complete a Google Form after each observation, asking teachers for 1 take-away from the experience.
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
<ul style="list-style-type: none"> • Academic Conversations instructional strategies will be used in classrooms throughout the year. • At least 75% of all staff will be observed by a colleague and/or observe a colleague with a lens on student conversations. Follow-up discussions about best practices will ultimately lead to these practices being implemented in classrooms throughout the school. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: To implement a social emotional curriculum tailored to the needs of our students, leading to positive academic, emotional, and behavioral outcomes for students.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Create an SEL Champions Team of staff members to oversee the implementation of the SEL curriculum. • SEL Champions Team will meet over the summer to create and tailor the curriculum to our school community. • Continue to implement a master schedule that provides dedicated time for SEL instruction for all students. • Give staff time to review the resources and materials created. • All instructional staff implement the SEL curriculum on a weekly basis, meeting with students in small groups of 10-20 students each. • Focus on the SEL principles from the Choose Love, Random Acts of Kindness, and Developmental Designs curricula.
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Master schedule with dedicated time for SEL work is implemented. • Teachers are facilitating weekly SEL student groups. • Students will be able to identify at least one adult at school that they feel comfortable speaking with about school-based and personal items. • Staff will make positive connections with students and be seen as allies in supporting students academically, socially, and emotionally.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • The number of students reporting that they have at least one adult that they feel comfortable speaking with will increase by at least 15% on a Q4 survey when compared to a Q1 survey. • 100% of students report feeling safe and supported at school. • A progressive decline in negative behaviors/discipline referrals and a corresponding improvement in student grades.
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • An SEL curriculum tailored to the needs of our school community has been implemented, ensuring that all students succeed academically, socially and emotionally. This will be measured by completing an analysis of quarterly grades and discipline referrals and by comparing pre- and post-student survey results. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 3 Innovative Educational Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p>
	<p>Goal # 3: To implement a WIN Block (<u>W</u>hat I <u>N</u>eed academic support block) that meets the needs of students.</p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Communicate with families the need for a WIN academic support block based on findings in the Equity Audit and District Review and data from assessment tools used by the State, District, and school. • Hold planning meetings in the summer of 2023 with school staff and with District Directors and Subject Matter Leaders. • Create a master schedule which includes a WIN academic support block for students. • Create Quarter 1 WIN Block student groupings based on academic progress data and prior year teacher recommendation. • Quarterly review of WIN Block groupings, making adjustments/schedule changes each quarter as needed.
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • In the summer of 2023, planning meetings will occur. • A schedule which includes a WIN Block will be created and WIN Block classes will be populated with students based on their academic needs. • Better performance on WIN Block implemented pre- and post-assessments each quarter. • Improved academic performance and understanding for students as evidenced by improved grades and demonstrated mastery on common assessments.
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Students will show increased understanding and mastery of concepts in classes and on common assessments (school and state based). • A quarterly review process will place students in the WIN Block deemed most appropriate to meet each students' needs.
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • A WIN Block providing academic support for students will be implemented and better academic performance with regard to grades and performance on common assessments will result. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 4 Climate and Culture Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
	<p>Goal # 4: To build an environment of collaboration and cooperation between the staff and students as well as with Quinn Middle School and the greater Hudson community.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Seek student input as to what is/is not working for them at school. • Seek student input regarding school-based events and activities. • Continue and grow school-based events that currently exist. • Build on current relationships with community organizations, businesses, and Town of Hudson departments. • Forge new relationships with community organizations, businesses, and Town of Hudson Departments.
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • Through Student Council, Students of the Month, and surveys/elections, students will be afforded opportunities to share their thoughts on ways to improve their experience at school. • Well-attended, regularly-scheduled events for families and the community at school. • Regularly scheduled opportunities for students to be in the community, including community service experiences. • Increased visibility of staff and students in the community.
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Students will have increased input on things going on at school. • More family-focused events at school. • More interaction between Quinn staff and students and community organizations, businesses, and Town of Hudson Departments and residents. • Beginning with Q2, a quarterly student service project through SEL. • Literacy, Math, and Multicultural events for families.
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • There will be an increase in student input regarding events and activities hosted here at school. • Partnerships will be created between the school and community organizations, businesses, and Town of Hudson Departments. 	

IV.

Reports and Presentations

Subcommittee Reports

- Budget Subcommittee (if any)
- Policy Subcommittee (if any)
- Strategic Goals Subcommittee (if any)
- Superintendent's Evaluation Subcommittee (if any)
- Buildings and Grounds Subcommittee (if any)
- Student Advisory Subcommittee (if any)

V.

Matters for Discussion

Old Business

V.

Matters for Discussion

New Business

VI.

Matters for Action

Old Business

report of the resolutions committee

The members of the Resolutions Committee met on June 28, 2023 to consider resolutions proposed by member districts for consideration at the 2023 Annual Meeting of the Association. Members present were: Mildred Lefebvre (Chair), Holyoke; Beverly Hugo (Life Member); Barbara Davis (Life Member), Holbrook; Robin Zoll, Southeastern Reg. Voc. Tech.; Katherine Hubley, Quincy; Michael Boudreau and Maura Ryan, Hampden-Wilbraham, Stacey Rizzo (MASC President), Revere; Paul Schlichtman, Arlington; Humera Fasihuddin, Hadley; Robert Swartz, Gardner; Linda Woodland, Wachusett Regional; and Jessica Barnhill, Framingham. Beverly Griffin Dunne, Peabody/Essex Tech., participated remotely.

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

RESOLUTION 1: FULL, STABLE FUNDING FOR METCO

(Sponsored by the Arlington School Committee)

WHEREAS in 1966, the first 220 students rode buses from Boston neighborhoods to schools in seven suburbs; and

WHEREAS in 1968, the Massachusetts Legislature passed the Racial Imbalance Act, in which the Commonwealth accepted financial responsibility "for any town that wishes to enroll students from outside the district for the purpose of racial integration (subject to appropriation); and

WHEREAS in 1968, the Metropolitan Council for Educational Opportunity (METCO) assumed responsibility for implementing the provisions of the Racial Imbalance Act, providing support for students, families, and receiving districts; and

WHEREAS METCO's mission is to provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity and foster the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting; and

WHEREAS Over the last half century, METCO has reached tens of thousands of students, supporting 3,100 families annually in 31 participating suburban school districts and 190 public schools, with graduation rates and college attainment far above state averages; and

WHEREAS METCO creates environments where students, parents and teachers of different backgrounds can appreciate diversity, find common ground through shared experiences, build lifelong inter-racial friendships, and strive toward the mutual goal of preparing young people to become global citizens; and

WHEREAS METCO districts have expressed an interest in welcoming more METCO students into their schools; and

WHEREAS METCO has been recognized as the nation's most successful school integration program in the United States; and

WHEREAS requiring METCO funding to be subject to appropriation results in METCO families and partner districts spending considerable time and energy to lobby for funding to maintain the current level of services;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor

and the Legislature to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

RESOLUTION 2: REGARDING INVESTIGATIONS AND RECOMMENDATIONS FOR TRANSPORTATION BIDDING PROCEDURES

(Sponsored by the Southeastern Vocational Technical School Committee)

WHEREAS school districts across the commonwealth are struggling with the problem of transportation services and the bidding and purchasing of these services; and

WHEREAS a stunning number of districts find that, after soliciting multiple bids, it is a frequent occurrence that only a single bidder submits a proposal; and

WHEREAS in light of the paucity of submissions, the single bidder is able to propose significant increases over previous years exacerbating not only financial matters, but also skepticism about the integrity of the bidding process.

THEREFORE, BE IT RESOLVED that the MA Association of School Committees prevail upon the Office of the State Auditor to investigate the bidding practices of school transportation providers, and to present such findings and recommendations as may be necessary to contain costs and make more efficient transportation services available for public schools.

RESOLUTION 3: REGIONAL TRANSPORTATION

(Sponsored by the Hampden-Wilbraham Regional School Committee)

WHEREAS as outlined in M.G.L. Title XII c. 71, § 16C, the regional school district shall be subject to all laws pertaining to school transportation; and when the agreement provides for the furnishing of transportation by the regional school district, the regional school district shall be obliged to provide transportation for all school children in grades kindergarten through twelve and the commonwealth shall reimburse such district to the full extent of the amounts expended for such transportation, subject to appropriation; and

WHEREAS provided, however, that no reimbursement for transportation between school and home shall be made on account of any pupil who resides less than one and one-half miles from the school of attendance, measured by a commonly traveled route; and

WHEREAS the Commonwealth of Massachusetts has not consistently reimbursed regional transportation to the full extent of the amount expended for such transportation;

THEREFORE IT BE RESOLVED that in such case where a pupil resides greater than one and one-half mile from the school of attendance, measured by a commonly traveled route, and the commonwealth reimbursement does not fully cover the amounts expended for such transportation, the regional school district may allow pupils to opt out of such transportation or may charge a fee that in aggregate may not exceed the differential between the amounts expended for furnishing transportation and the commonwealth reimbursement.

BE IT FURTHER RESOLVED that the MASC encourage the Legislature to modify M.G.L. Title XII c. 71, § 16C, with the aforementioned proposed language (or alternative and remove the period) to provide regional districts the ability if so desired to charge a transportation fee that in aggregate cannot exceed the differential between the and that the Commonwealth reimbursement and the regional school district transportation expense for any pupil that resides greater than one and one-half mile from the school of attendance measured by a commonly traveled route. Pupils may opt out of transportation and not be subject to a transportation fee.

RESOLUTION 4: DIVERSITY, EQUITY, AND INCLUSION

(Submitted by Division X; amended by the Resolutions Committee)

WHEREAS we are responsible for fostering equitable learning environments wherein all students, staff members, and families are treated with respect and their voice and presence valued regardless of race, ethnicity, gender identity, sexual orientation, expression, religion, natural origin, culture, physical ability, or other status; and

WHEREAS we should always stand, speak out, and help educate against violence and injustice on the basis of prejudice or discrimination; and

WHEREAS we should provide inside and outside of the classroom support to continue efforts centered on equity, diversity, and inclusion, with a heightened awareness and focus on racial equity and to adopt proper speech and text to the furtherance of these objectives;

THEREFORE, BE IT RESOLVED: that MASC recommends that all districts adopt the position of DEI coordinator to work towards an anti-racist school system.

RESOLUTION 5: MA SCHOOL BUILDING AUTHORITY

(Submitted by the Wachusett Regional School Committee)

WHEREAS the School Building assistance program is the oldest capital grant program operated by the Commonwealth, as established in MGL Chapter 70B section 1; and

WHEREAS the Massachusetts School Building Authority (MSBA) is charged to promote the thoughtful planning and construction of school facility space in order to ensure safe

and adequate facilities for public schools, and to assist municipalities in meeting the cost thereof; and

WHEREAS the MSBA has improved the learning facilities of over 600,000 students across the Commonwealth by working with local communities to create affordable, sustainable, and energy efficient schools; and

WHEREAS the MSBA is limited in funding as stated in MGL 70B section 7, to \$800,000,000 plus either the rate of growth in the dedicated sales tax revenue amount as defined in subsection a of section 35BB of chapter 10, or 4.5%; and

WHEREAS the MSBA has declared a pause on their Accelerated Repair Program and limits on their Core Projects due to rising costs and inflation, and the need to stay within the Annual Cap as referenced in the Memorandum of October 19, 2022 from the MSBA Deputy Treasurer and Executive Director; and

WHEREAS each year the Accelerated Repair Program is delayed results in an increase in application backlog among the Commonwealth's existing backlog of school building needs;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend MGL ch.70B, section 7 by removing the \$800,000,000 cap; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts School Building Authority to reinstate the Accelerated Repair program for 2024 applications; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to allow public preschools to be included in the Accelerated Repair Program and Core Program.

RESOLUTION 6: SCHOOL BUS STOP ARM SURVEILLANCE ACT AND ENFORCEMENT AND PENALTIES

(Submitted by the Peabody and Marlboro School Committees)

WHEREAS it is against the law in Massachusetts to pass a stopped school bus with the stop arm extended and flashing lights while student passengers embark and disembark the bus. Unless witnessed by a police officer, the penalties for passing a stopped school bus are minimal. The danger to the passengers is extraordinary, and can prove fatal; and

WHEREAS: a survey conducted in 2022 by the National Association of State Directors of Pupil Transportation Services (NASDPTS) found that motorists illegally pass stopped school buses: "Throughout a 180-day school year, ... sample results point to more than 41.8 million violations per year among America's motoring public.;" and

WHEREAS technological advances have now made possible digital video violation detection monitoring systems to detect drivers failing to stop for school buses; and

WHEREAS: penalties for passing a stopped school bus utilizing a digital video violation detection monitoring system

need to be commensurate with the same penalties imposed for said action if witnessed by a police officer;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation to pass into law the ability for cities and towns to install on all school buses live digital video detection monitoring systems for the purpose of enforcing violations against the owner of a motor vehicle whose vehicle failed to stop for a school bus when required to do so by law.

AND BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation raising the fine for passing a stopped school bus to a significant schedule of fines as penalty whether witnessed by a police officer or recorded by a digital video detection monitoring system.

RATIONALE: The significant safety concerns present when a vehicle passes a stopped school bus embarking or disembarking passengers are endangering our students in Massachusetts. Presently, unless witnessed by a police officer, the penalties for passing a school bus are minimal. If the registration plate of the offending vehicle is reported by the bus driver, there is a minimal fine.

Requiring a police officer to witness the violation prevents appropriate law enforcement action from taking place, especially for repeat offenders. Allowing the installation and utilization of digital video detection monitoring systems on school buses will allow for appropriate law enforcement action, provide for monitoring and data pertinent to this safety concern, and serve as a deterrent to drivers who are contributing to this safety issue. Protecting the safety of our students is a paramount concern.

RESOLUTION 7: RELATED TO MCAS

(Submitted by the Framingham School Committee)

WHEREAS access to a high-quality, publicly funded education is a guaranteed right written into the Massachusetts Constitution; and

WHEREAS an effective public education program meets the needs of students who present a variety of abilities and learning styles; and

WHEREAS a successful system of public education nurtures and supports students and offers opportunities for growth along a continuum that begins in preschool and extends through higher education; and

WHEREAS the goal of public education is to teach students how to be critical thinkers, engaged citizens and lifelong learners; and

WHEREAS the use of MCAS has restricted curriculum and narrowed the focus of education in our public schools; and

WHEREAS the use of MCAS has impacted student emotional wellbeing; and

WHEREAS MCAS testing has unjustly targeted communities with underfunded public schools for state takeovers that have failed to improve student performance by any measure; and

WHEREAS using MCAS testing as a high-school graduation requirement has prevented or delayed countless students from earning a diploma, either interrupting or derailing education or career plans;

THEREFORE BE IT RESOLVED:

- that MASC urges Massachusetts to develop a wider, more consensus-built strategy for an evaluation system with meaningful input from legitimate stakeholders.
- that MASC urges the state Legislature to launch a comprehensive evaluation to investigate the extent of biases pertaining to MCAS testing and make these results public.
- that MASC urges Massachusetts to enact a moratorium on MCAS testing effective immediately.
- that MASC urges Massachusetts to develop an alternative to the high-stakes MCAS tests.

RESOLUTION 8: SAFE STORAGE OF FIREARMS

(Submitted by the Framingham School Committee)

WHEREAS the safety and well-being of our students, teachers, and staff is a top priority in schools and keeping them safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites; and

WHEREAS in the United States, gun violence is the leading cause of death in children and teens; and

WHEREAS approximately 1200 children and teens die by gun suicide each year," and over 80 percent of children under age 18 who died by firearm suicide used a gun belonging to a family member; and

WHEREAS in incidents of gun violence on school grounds, up to 80 percent of shooters under the age of 18 obtained their guns from their own home or that of relatives or friends; and

WHEREAS an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm and every year

WHEREAS research shows that secure firearm storage practices are associated with up to a 78 percent reduction in the risk of self-inflicted firearm injuries and up to an 85 percent reduction in the risk of unintentional firearm injuries among children and teens; and

WHEREAS evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe; and

continued on page 28

Proposal to Amend the MASC By-laws

Resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. The MASC Legislative Committee shall provide a list of expiring resolutions to the membership no later than March 1st of the year in which they expire. Readoption of an expiring resolution can be accomplished under the method proscribed in ARTICLE IX, section 1. *(This proposal was submitted by the MASC Legislative Committee)*

RATIONALE:

- Permits three years of focus on resolutions which overlaps two legislative cycles.
 - Provides an additional opportunity for school committees to become involved in the resolution process by championing resolutions which are set to expire.
 - Allows the Association to affirm what's important to current membership by re-adoption.
 - Clears expired, less relevant and no longer supported resolutions for new priorities.
-

Report of the Resolutions Committee *continued from page 27*

WHEREAS the US Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes; and

WHEREAS across the country, lawmakers, community members and local leaders are working together to implement public awareness campaigns, such as the Be SMART Program, which is endorsed by the National PTA and encourages secure gun storage practices and highlights the public safety risks of unsecured guns; and

WHEREAS secure storage of firearms is a legal requirement in Massachusetts pursuant to G.L. Chapter 140, sections 131L and 131C, and failure to comply with secure storage laws can lead to criminal prosecution, jail time, fines, and/or revocation of FID card or license, depending on the offense; and

WHEREAS the American Academy of Pediatrics recommends storing firearms unloaded and locked, with ammu-

munition locked separately to reduce risks of injury to children; and

WHEREAS in order to continue with preventive measures to increase student and school safety we must act now;

THEREFORE, BE IT RESOLVED that MASC recommends all districts to urge their Superintendent and staff to create an appropriate communication to parents and guardians that explains the importance of secure firearm storage to protect children and teens from unauthorized access to unsecured firearms, and their legal obligations consistent with Massachusetts safe storage law.

BE IT FURTHER RESOLVED that MASC urges other communities to work with their local law enforcement agencies, health agencies and non-profit organizations to collaborate and increase efforts to inform District parents and guardians of their obligations regarding secure storage of firearms in their homes and vehicles.

MASC Annual Joint Conference

Annually, MASC holds its joint conference, which provides School Committee members and Superintendents an opportunity to collaborate with other Districts. Any School Committee member can attend the conference and participate in the various events, which include training opportunities, panel discussions, information sharing, etc.

During the annual MASC conference, there is a Delegate Assembly where each Massachusetts School Committee can have representation. Each School Committee can vote to assign a single Delegate who will represent it during the Delegate Assembly. This meeting primarily focuses on the annual slate of resolutions put forth by MASC and its member School Committees. The resolutions help identify the areas MASC should focus its advocacy efforts.

Each School Committee votes to determine who will be its Delegate. In addition, each Committee can review and vote on the proposed resolutions during a School Committee meeting as a means to provide guidance to its Delegate. It's expected the Delegate will do their best to take the input of the full School Committee into consideration when voting during the Delegate Assembly since they are representing the Committee as a whole. It's common for Resolutions to get amended during the Delegate Assembly and each Committees' Delegate needs to use judgement to represent its School Committee when voting.

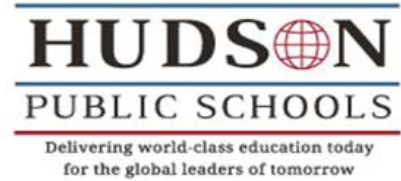
VI.

Matters for Action

New Business

Memorandum

Hudson Public Schools
Office of the Superintendent of Schools



TO: Hudson School Committee
FROM: Brian K. Reagan, Ed.D., Superintendent of Schools
DATE: October 20, 2024
RE: Superintendent's Goals for 2023-2024

Attached please find a copy of my proposed goals for the 2023-2024 school year. These goals were presented to and approved by the Superintendent's Evaluation Subcommittee on October 12, 2023. While these goals represent a subset of the overall body of work I will be a part of this year, they focus on high-leverage activities in the areas of student learning, professional practice, and district improvement. I look forward to sharing these goals with the full School Committee on October 24.

Hudson Public Schools

Superintendent's Goals - 2023-2024

Brian K. Reagan, Ed.D., Superintendent of Schools

MISSION

Delivering World-Class Education Today for the Global Leaders of Tomorrow

VISION

Every student feels nurtured, challenged, and confident to embrace the future.



STRATEGIC OBJECTIVES

High Quality Instructional Practices	Educating the Whole Child	Innovative Educational Practices	Climate and Culture
Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.	Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.	Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs.	Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.



SUPERINTENDENT'S MESSAGE

To the Hudson Community:

It is my pleasure to share my professional goals for the 2023-2024 school year with you. There are many ongoing initiatives across the district that are designed to improve outcomes for our students and strengthen the professional practices of our staff. The three goals I have selected represent a small subset of the overall work of the district for which I am responsible. These goals focus on:

- Gathering information from a variety of stakeholders about the strengths and areas of growth for the district;
- Building relationships and increasing collaboration with staff, families, municipal officials, and community members;
- Equity and access; and
- High-quality instructional practices.

In addition to these focus areas, I will facilitate, support, and monitor efforts across the district that address curriculum, instruction, assessment, enrollment shifts and retention, and social and emotional learning. You will find goals and initiatives in these areas embedded throughout the District Improvement Plan and within the individual School Improvement Plans developed by each of our 5 schools. I look forward to the collective work ahead, which will be enhanced by your continued support and partnership.

Brian K. Reagan, Ed.D.
Superintendent of Schools

Goal 1: District Improvement

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Introduction:

As the District's new superintendent, it is critical that I participate in a series of collaborative activities with stakeholders to identify strengths and areas for growth for the organization and to build and strengthen relationships with staff, students, caregivers, municipal leaders, and community members. These activities will be formalized in an *Entry Plan* and will include individual and group meetings, focus group sessions, surveys, and a week-long residency at each of the District's five schools.



Goal Statement:

By late spring of 2024, I will publish and present an *Entry Findings Report* designed to inform priorities for the 2024-2025 District Improvement Plan as well as my own short term and long term professional goals.

Key Actions:

1. Present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations (Summer 2023)
2. Complete five school residencies (Fall 2023)
3. Complete and present a Report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the District and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study (Winter 2023-24)
4. Identify a process to engage key stakeholders in developing the 2024-2025 District Improvement Plan. This plan will identify key strategies to improve student learning and other district systems of support (Spring 2024)

Outcomes:

1. Presentations completed on schedule.
2. All action steps of my entry plan completed.
3. Entry Findings Report completed and published.
4. Results of a spring survey of key stakeholders including administrators, educators, and families that demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention.

Goal 1: District Improvement Connections to Strategic Objectives and DESE Standards							
District Strategic Objective 1		District Strategic Objective 2		District Strategic Objective 3		District Strategic Objective 4	
X	High Quality Instructional Practices	X	Educating the Whole Child	X	Innovative Educational Practices	X	Climate and Culture
DESE Standard I: Instructional Leadership		DESE Standard II: Management & Operations		DESE Standard III: Family & Community Engagement		DESE Standard IV: Professional Culture	
X	I-A: Curriculum	X	II-A: Environment	X	III-A: Engagement	X	IV-A: Commitment to High Standards
X	I-B: Instruction		II-B: HR & Management Development		III-B: Sharing Responsibility	X	IV-B: Cultural Proficiency
X	I-C: Assessment	X	II-C: Sched & Management Information Systems	X	III-C: Communication	X	IV-C: Communications
	I-D: Evaluation	X	II-D: Laws, Ethics and Policies	X	III-D: Family Concerns	X	IV-D: Continuous Learning
X	I-E: Data-Informed Decision Making	X	II-E: Fiscal Systems			X	IV-E: Shared Vision
X	I-F: Student Learning						IV-F: Managing Conflict

Goal 2: Professional Practice

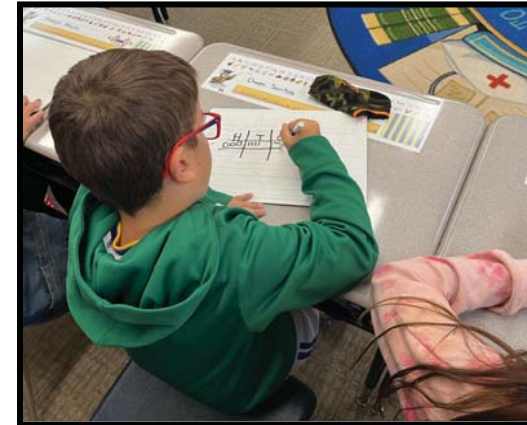
Goal 2: Professional Practice

Introduction:

The Hudson Public Schools offers diverse, challenging, and enriching programming and opportunities, yet data suggests that systemic barriers exist that create equity in access issues. Additionally, District staff does not reflect the ethnic and racial diversity of the student population.

Goal Statement:

In collaboration with stakeholders, by the spring of 2024 I will establish structures and processes that strengthen the District's inclusive culture and ensure equal access for all members of the Hudson Public Schools' community.



Key Actions:

1. Establish a Diversity, Equity, Inclusion, Acceptance & Belonging (DEI-AB) Committee (Winter 2023-24)
2. Support the creation of at least two faculty and staff affinity groups (Winter 2023-24)
3. Work with the District Leadership Team and the DEI-AB Committee to review data and recommendations from the 2023 Equity Audit and identify high-leverage short and long term action steps (Spring 2024)
4. Support efforts at Hudson HS to ensure that access and exposure to advanced coursework is reflective of that school's population (Spring 2024)
5. Review human resources protocols and practices through an equity lens and recommend changes for the 2024-2025 school year (Spring 2024)

Benchmarks:

1. Data from a follow-up survey demonstrates continuous improvement from results gathered during the Equity Audit
2. An increase in the number of Equity Audit recommendations connected to Action Steps in the 2024-2025 District Improvement Plan
3. Enrollment in advanced coursework that is more reflective of the overall student population with systems in place to help students persevere and succeed
4. Updated human resources protocols that improve the districts ability to attract and retain diverse educators

Goal 2: Professional Practice Connections to Strategic Objectives and DESE Standards							
District Strategic Objective 1		District Strategic Objective 2		District Strategic Objective 3		District Strategic Objective 4	
	High Quality Instructional Practices		Educating the Whole Child	X	Innovative Educational Practices	X	Climate and Culture
DESE Standard I: Instructional Leadership		DESE Standard II: Management & Operations		DESE Standard III: Family & Community Engagement		DESE Standard IV: Professional Culture	
	I-A: Curriculum	X	II-A: Environment	X	III-A: Engagement	X	IV-A: Commitment to High Standards
	I-B: Instruction	X	II-B: HR & Management Development		III-B: Sharing Responsibility	X	IV-B: Cultural Proficiency
	I-C: Assessment		II-C: Sched & Management Information Systems	X	III-C: Communication		IV-C: Communications
	I-D: Evaluation	X	II-D: Laws, Ethics and Policies		III-D: Family Concerns		IV-D: Continuous Learning
	I-E: Data-Informed Decision Making		II-E: Fiscal Systems			X	IV-E: Shared Vision
	I-F: Student Learning						IV-F: Managing Conflict

Goal 3: Student Learning

Goal 3: Student Learning

Introduction:

During my week-long school residencies and bi-monthly school visits, I will spend time in classrooms with principals and other school leaders to gain an understanding of the status of teaching and learning in Hudson.

Goal Statement:

By the spring of 2024, I will work collaboratively with the Assistant Superintendent and the District Instructional Leadership Team to develop a set of three to five high-leverage instructional practices. These practices will guide the work of each school's Instructional Leadership Team as they refine their instructional focus areas beginning in the 2024-2025 school year.



Key Actions:

1. Complete five week-long school residencies (Fall 2023)
2. Schedule bi-monthly school visits (Fall 2023)
3. Participate in District Instructional Leadership Team meetings (ongoing)
4. Identify common themes relative to instructional practices, expectations, and the fidelity of curriculum delivery (Winter 2023-24)
5. Collaborate with District Instructional Leadership Team to identify high-leverage instructional practices (Spring 2024)

Benchmarks:

1. Entry Findings Report completed and published
2. High-leverage instructional practices shared district-wide
3. Clear set of "next steps" for building-based Instructional Leadership Teams established to begin during the 2024-2025 school year

Goal 3: Student Learning Connections to Strategic Objectives and DESE Standards							
District Strategic Objective 1		District Strategic Objective 2		District Strategic Objective 3		District Strategic Objective 4	
X	High Quality Instructional Practices	X	Educating the Whole Child	X	Innovative Educational Practices	X	Climate and Culture
DESE Standard I: Instructional Leadership		DESE Standard II: Management & Operations		DESE Standard III: Family & Community Engagement		DESE Standard IV: Professional Culture	
X	I-A: Curriculum		II-A: Environment		III-A: Engagement	X	IV-A: Commitment to High Standards
X	I-B: Instruction		II-B: HR & Management Development		III-B: Sharing Responsibility	X	IV-B: Cultural Proficiency
X	I-C: Assessment		II-C: Sched & Management Information Systems		III-C: Communication		IV-C: Communications
	I-D: Evaluation		II-D: Laws, Ethics and Policies		III-D: Family Concerns		IV-D: Continuous Learning
X	I-E: Data-Informed Decision Making		II-E: Fiscal Systems			X	IV-E: Shared Vision
X	I-F: Student Learning						IV-F: Managing Conflict

GIFT TO HUDSON PUBLIC SCHOOLS - APPROVAL FORM

The following gift has been donated to Hudson Public Schools and presented to the School Committee for Approval and Acknowledgement:

Gift	GIFT Information
Description:	Donation of 123 fiction and non-fiction books to the Joseph L. Mulready Elementary School library/media center
Purpose:	To add reading material to the Mulready library
Date received:	September 2023 through October 2023
Type of Gift:	Various donations from patrons
Donation Amount:	\$1,032.37
Fiscal Admin:	Ellen Schuck
Gift Designation / Purpose:	Gift to Joseph L. Mulready Elementary School
School Designation:	JLM – Joseph L. Mulready Elementary School

School Committee Date: _____

Vote: _____

VII.

Items of Interest to the School Committee

VIII.

Executive Session

IX.

Adjournment