



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

August 21, 2018

155 Apsley Street – Administration Building

7:00 p.m.

### AGENDA

#### I. Call the Meeting to Order

#### II. Minutes of the Following Meeting Presented for Approval:

Regular Meeting: July 31, 2018

#### III. Public Participation:

*In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:*

- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
- *Persons addressing the Committee should limit their statements to approximately two minutes.*

#### IV. Reports:

1. Report of the Superintendent
2. Subcommittee Reports (if needed)
3. Student Report (if any)

#### VI. Matters for Discussion:

1. None

#### VII. Matters For Action:

1. Approval of FY18 Financial Closure
2. Approval of 2018-2019 Elementary Schools Student/Parent Handbook
3. Approval of 2018-2019 Quinn Middle School Student/Parent Handbook
4. Approval of 2018-2019 Hudson High School Student/Parent Handbook
5. Approval of Guidelines for School Committee Policy *JICA – Dress Code Policy*
6. Approval of CHAPS Representative
7. Approval of Contract with Denver Equipment in the Amount of \$22,604.34 for Steamer and Kettle Equipment at Farley Elementary School



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8. Approval of Contract with Project the Lead the Way in the Amount of \$15,290.00 for Material Kits and Specialty Equipment
9. Approval of Grants Awarded
10. Approval of Reclassifications of Funds (if needed)
10. Items of Interest to the School Committee

**VIII. Executive Session/Adjournment:**

To conduct contract negotiations with union personnel and non-union personnel (Superintendent) whereas discussion in 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:** July 31, 2018

**Location:** 155 Aspley Street

**Members present:** Glenn Maston, Steven Smith, George Luoto, Elizabeth Hallsworth, Adam Tracy, Nina Ryan and Matthew McDowell

**Members absent:** None

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

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

The meeting was called to order by Committee Chair, Glenn Maston.

**II. Approval of Minutes:**

Regular Meeting: June 12, 2018

A motion to approve the minutes of June 12, 2018 was made by Mr. Luoto and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

**III. Public Participation:**

Community members voiced their concerns over the changes in the schedule for classes, lunch schedules at Quinn Middle School, as well as the art related courses.

Dr. Rodrigues addressed the concerns mentioned and again invited those who had questions or concerns to make an appointment to meet with him.

Cheryl Langill, SEPAC-Hudson, addressed Committee members regarding the language referencing SEPAC in the Student/Parent Handbook.

Dr. Rodrigues will add the updated SEPAC language to the 2018-2019 handbook.

**IV. Reports:**

**Report of the Superintendent**

Dr. Rodrigues and Assistant Superintendent Kathy Provost attended the 24<sup>th</sup> Annual Massachusetts Association of School Superintendent's Executive Institute and shared that the guest speakers and breakout sessions were informational, inspiring, and opportunities for new learning.

*Not Approved*

The Institute also allows members to collaborate and brainstorm how best to improve their districts. The topics covered everything from developing computer science programs, creating a district culture, virtual learning and legal matters.

Dr. Rodrigues introduced Jonathan Bourn, the Interim Principal of Hudson High School. Mr. Bourn thanked Committee members for the opportunity to meet the Committee, and shared that he is honored to join the Hudson team and looks forward to the beginning of the school year.

Dr. Rodrigues announced a Meet-and-Greet event on Thursday, August 23<sup>rd</sup> from 6:30 -8:00 p.m. in Room F101.

**Student Report**

None.

**Subcommittee Reports**

Mr. Smith noted that the next Policy Subcommittee is scheduled for Tuesday, August 21<sup>st</sup>, 2018.

**V. Matters for Discussion:**

None.

**VI. Matters for Action:**

1. Approval of 2018-2019 Elementary School Student/Parent Handbook
2. Approval of 2018-2019 Quinn Middle School Student/Parent Handbook
3. Approval of 2018-2019 Hudson School Student/Parent Handbook

Discussion ensued relative to the Student/Parent Handbooks. Committee members requested additional time to review the handbooks with the edited information.

A motion to table Action Items No. 1, 2 and 3 to the next scheduled School Committee meeting on August 21, 2018 was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

4. Second Reading of and Approval of School Committee Policy ADF-Wellness Policy

A motion to approve the adoption and revisions to School Committee Policy ADF – *Wellness Policy*, as presented, was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

5. Second Reading of and Approval of School Committee Policy JICA- Dress Code Policy

Dr. Rodrigues noted that parents were surveyed for feedback and 64 responses were received and that further guidelines will be presented at the next scheduled School Committee meeting on August 21<sup>st</sup> for approval by the Committee for addition into the Student/Parent Handbook.

A motion to approve the adoptions and revisions to School Committee Policy JICA – *Dress Code Policy*, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

6. Approval of Kathy Provost as Assistant Superintendent

A motion to approve Kathy Provost as Assistant Superintendent was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

7. Approval of CHAPS Representative

Mr. Luoto nominated Mr. Smith for the position of CHAPS representative.

Ms. Hallsworth nominated Ms. Ryan for the position of CHAPS representative.

Discussion ensued whether two members could be assigned as CHAPS representatives.

Dr. Rodrigues will speak with Steve Freitas for an answer to the number of representatives needed for CHAPS.

Committee Chair, Glenn Maston, noted that the item would be tabled to the next scheduled School Committee meeting on August 21, 2018.

8. Approval of 2018-2019 Calendar Review

Dr. Rodrigues shared the updates to the 218-2019 School Calendar to reflect new dates for conferences as follows:

October 16, 2018	Half Day – PreK – 4 Conferences
October 17, 2018	Half Day – PreK – 4 Conferences
April 9, 2019	Half Day – PreK – 4 Conferences
April 10, 2019	Half Day – PreK – 4 Conferences

A motion to approve date changes to the 2018-2019 School Calendar, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

9. Approval of Contract with National Geographic Learning in the Amount of \$22,542.50 for Instructional Materials

Dr. Rodrigues recommended approval of the contract with National Geographic Learning in the amount of \$22,542.50 for instructional materials.

A motion to approve the contract with National Geographic Learning in the amount of \$22,542.50 for instructional materials, as presented, was made by Ms. Hallsworth and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

10. Approval of Contract with Dimauro Carpet & Tile, Inc. in the Amount of \$13,350.00 for Kitchen Flooring at Hudson High School

Dr. Rodrigues recommended approval of the contract with Dimauro Carpet & Tile, Inc. in the amount of \$13,350.00 for kitchen flooring at Hudson High School.

A motion to approve the contract with Dimauro Carpet & Tile, Inc. in the amount of \$13,350.00 for kitchen flooring at Hudson High School, as presented, was made by Ms. Hallsworth and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

11. Approval of Contract with Cardinale Electric Co. for Contract Emergency On-Call Electrical Services

Dr. Rodrigues recommended approval of the contract with Cardinale Electric Co. for contract emergency on-call electrical services.

A motion to approve the contract with Cardinale Electric Co. for contract emergency on-call electrical services was made by Ms. Hallsworth and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

12. Approval of Contract with Robert W. Irvine & Sons Plumbing, Inc. for Contract Emergency On-Call Plumbing

Dr. Rodrigues recommended approval of the contract with Robert W. Irvine & Sons Plumbing Co. for contract emergency on-call plumbing services.

A motion to approve the contract with Robert W. Irvine & Sons Plumbing Co. for contract emergency on-call plumbing services, as presented, was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

13. Approval of Contract with Boston Mechanical Services, a division of N.B. Kenney Co., Inc. for Contract Emergency On-Call HVAC Services

Dr. Rodrigues recommended approval of the contract with Boston Mechanical Services, a division of N.B. Kenney Co., Inc. for contract emergency on-call HVAC services.

A motion to approve the contract with Boston Mechanical Services, a division of N.B. Kenney Co., Inc. for contract emergency on-call HVAC services, as presented, was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

14. Approval of Contract with Contract Graybar Electric Supply in the Amount of \$12,971.25 for LED Light Fixtures for the Hudson High School Parking Lot

Dr. Rodrigues recommended approval of the contract with Graybar Electric Supply in the amount of \$12,971.25 for LED light fixtures for the Hudson High School parking lot.

A motion to approve the contract with Graybar Electric Supply in the amount of \$12,971.25 for LED light fixtures for the Hudson High School parking lot was made by Ms. Hallsworth and seconded by Mr. Luoto. On a vote of 7-0, the motion passed.

15. Approval of Grants Awarded

Mr. Maston presented the following grants received for approval:

- FY19-180 Title III: English Language Acquisition and Academic Achievement Program Grant in the amount of \$35,939.

A motion to approve grant No. 1 awarded to the District, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

- FY19-240 SPED IDEA Allocation Grant in the amount of \$726,965

A motion to approve grant No. 2 awarded to the District, as presented, was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

- FY19-262 SPED Early Childhood Education Grant in the amount of \$47,179

A motion to approve grant No. 3 awarded to the District, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

- FY19 DOE Title I Grant in the amount of \$257,220

A motion to approve grant No. 4 awarded to the District, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

- FY19 Essential School Health Grant in the amount of \$218,900

A motion to approve grant No. 5 awarded to the District, as presented, was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

- FY19-309 Title IV, Part A: Student Support and Academic Enrichment Grant in the amount of \$17,050

A motion to approve grant No. 6 awarded to the District, as presented, was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

*Not Approved*

- FY19-345 Adult Community Learning Center Grant in the amount of \$356,400.00

A motion to approve grant No. 7 awarded to the District, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

- FY19-140 Title II Grant in the amount of \$61,012

A motion to approve grant No. 8 awarded to the District, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

**VI. Reclassifications:**

A motion to approve the reclassification of funds No.1, as presented, was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

A motion to approve the reclassification of funds No. 2, as presented, was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

A motion to approve the reclassification of funds No. 3, as presented, was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

A motion to approve the reclassification of funds No. 4, as presented, was made by Mr. Tracy and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

A motion to approve the reclassification of funds No. 4, as presented, was made by Mr. Smith and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

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

Mr. Luoto shared that he would like to have a policy that requires a School Committee member sit on the hiring committee for key positions, for example, Director of Human Resources, Director of Student Services, Athletic Director and others. The hiring decision of these positions is upon the Superintendent, however, Mr. Luoto feels there should be a member on the selection Committee as part of that process.

Mr. Smith inquired about the date that the Stabilization Plan would be presented to the Board of Selectmen.

Dr. Rodrigues confirmed that the Board of Selectmen meeting date is Monday, August 20<sup>th</sup>.

**VIII. Executive Session/Adjournment**

At 6:02 p.m., Committee Chair, Glenn Maston, noted that Executive Session was needed for the following reason:



*Not Approved*

1. To conduct contract negotiations with non-union personnel (Superintendent), whereas discussion in an open session may have a detrimental effect on the legal position of the Committee

A motion to enter into Executive Session was made by Mr. Smith and seconded by Ms. Hallsworth.

Vote by roll call:

Mr. Maston – yes  
Mr. Smith– yes  
Mr. Luoto – yes  
Ms. Hallsworth - yes  
Mr. Tracy – yes  
Ms. Ryan - Yes  
Mr. McDowell – yes

Committee Chair, Glenn Maston, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee




AUGUST 21, 2018

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC  
Standard II: Indicators A, B, C, E  
Standard III: Indicators A, B, C,



## REPORT OF THE SUPERINTENDENT

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### 1. School Readiness Report

Principals submitted their School Readiness Checklist with information relative to staffing, class size, building facilities, curriculum materials, technology, food service, transportation, evacuation plan, and playground equipment. I am pleased to report that our five schools are ready to open on August 27<sup>th</sup> to welcome our students and families for the 2018-2019 school year. Building maintenance and the hiring process for few open positions will continue.

### 2. Transportation

The bus routes will be posted on the district's website on Monday, August 20<sup>th</sup> and a link can be found on the front page under "Useful Links". We ask parents/guardians to ensure students are at their bus stops at least 10 minutes prior to the estimated time for pick-up in the morning. Parents will be notified, via School Messenger, once the bus routes have been uploaded to the District's website.

### 3. Student Enrollment as of August 17, 2018

School	Grades	2017-2018 Enrollment	2018-2019 Enrollment
Out-of-District/Hubert	Pre K – 12	89	53/27
Farley Elementary School	Pre K – 4	452	394
Forest Ave Elementary School	K – 4	346	349
Mulready Elementary	Pre K – 4	235	248
Quinn Middle School	5 – 7	658	637
Hudson High School	8 – 12	924	908
<b>Total</b>		<b>2,704</b>	<b>2,616</b>

### 4. New Employee Orientation

Approximately 25 new employees will participate in the New Hire Orientation Program on August 21<sup>st</sup> and 22<sup>nd</sup> and it includes teachers, paraprofessionals, ABA therapist, secretaries and other support personnel. The two-day agenda will cover topics such as: curriculum, instruction, special education, technology, human resources, union membership, teacher mentorship program, and more.

On Wednesday, August 22<sup>nd</sup>, Chartwells will be providing training for all cafeteria workers and conducting a cafeteria “dry run” at 12:30 pm at the High School. I invite School Committee members to join us for lunch and to taste menu items that will be available for our students on the first week of school.

#### **5. Summer Leadership Institute**

The Summer Leadership Institute was held on August 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> with thirty-three administrators and selected support personnel participating in this year’s event. The Institute titled “The 2031 Challenge” focused our activities dedicated to developing the action steps for the priority areas included in our new District Improvement Plan. We also devoted time for leadership and team building and housekeeping items. The ELEVATE (Educational Leaders Establishing a Vision Aiming Toward Excellence) Team was highly productive and worked efficiently to accomplish all tasks planned.

#### **6. General Assembly**

On Monday, August 27<sup>th</sup>, I will be welcoming the Hudson school community to the new academic year during a general assembly at the High School. I welcome members of the School Committee to attend this event.

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**To:** School Committee  
**cc:** Marco Rodrigues, Ed.D., Superintendent of Schools  
**From:** Patricia Lange, Executive Director of Finance and Operations  
**Date:** 8/21/2018  
**Re:** FY18 Final Financial Report

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The FY18 Fiscal Year close was completed in August. All members of the finance staff worked diligently on this project and did an excellent job. The School Department's books and the Town's books are balanced. The closing entries have been sent to Patricia Fay, the Town Accountant, at the end of July. The final numbers and the transfers will be presented for approval at the August 21, 2018 School Committee meeting.

### **FY19 Budget Revenue Update**

#### School Choice

Our school choice carry forward from FY18 to FY19 is \$3.26 million. Adding to this an estimated \$500K in FY19 school choice receipts results in \$3.76 million available to fund the FY19 budget. Spending less than budgeted in FY18 resulted in the school choice balance. See the paragraph below pertaining to Exhibit B information for a spending overview.

#### Circuit Breaker

In FY18 we spent \$1.48 million of circuit breaker funds, the carryover from FY17 and the total amount received in FY18. We begin FY19 with a zero balance in our circuit breaker account. Our standard practice has been to spend all circuit breaker receipts received in a particular school year in that particular school year.

Exhibit A1 shows our standard practice where all circuit breaker funds received in a particular school year are spent in that particular school year. This results in a balance of \$963K in FY19 (revenue exceeds budgeted expenses). Exhibit A2 shows an alternative scenario which is being recommended; all circuit breaker funds received in a particular school year will be spent in the subsequent year. This results in zero circuit breaker spending in FY19 with the FY19 receipts spent in FY20 and the FY20 receipts spent in FY21, etc. Exhibit A2 shows a \$62K deficit in FY19 (Revenue is less than budgeted expenses). Proceeding with the Scenario on Exhibit A2 will provide the District with certainty on two of the revenue sources when developing the budget each year; circuit breaker and the town appropriation. It would also eliminate the need to vote in a special education stabilization fund, giving the District maximum flexibility with spending. In the event that the District runs into unanticipated extraordinary expenses, the circuit breaker fund can be utilized in the current fiscal year.



## **FY18 Actual Spending Exhibit B**

### **Personnel**

We under spent our personnel budget by \$1.1 million. Savings resulted from hiring lower than budget, maternity and medical leaves, positions that remained unfilled for part of the year, and unanticipated grant funding for positions.

### **General Expense**

We under spent our general expense budget by \$1.78 million. Savings in our utilities accounts including oil, gas, electricity and telephones totaled \$298K, despite several severe cold spells that were experienced. This savings resulted from a decrease in the electricity rate, and usage that was down due to continued energy conservation efforts. Building maintenance, grounds maintenance and projects accounts were down \$88K from budget due to the effort to curtail spending by prioritizing needs according to health and safety. Special education tuitions savings totaled \$452.2K, with an additional \$265K of savings in the contracted services special education budget. Legal and professional fees savings contributed \$143K. The Athletics budget was down \$46K. Spending from the balance in the athletics revolving fund continued to support the sports programs. The combined instructional budgets of all departments showed a savings of over \$381K due to the budget freeze that was implemented in the early winter of FY18.

### **Transportation**

Our overall transportation spending was down \$79.5K from budget, with out of district special needs down \$80K and athletic transportation down \$7K from budget balanced by increased spending to transport out of district to vocational schools.

If you have any questions, or need additional information, please do not hesitate to contact me.

**Exhibit A1  
Hudson Public Schools  
FY19 Budget Update  
as of August 21, 2018**

**FY19 Revenue Sources**

Town Appropriation @2.5%	38,091,026.00
School Choice	3,758,517.72
Estimated Circuit Breaker @70%	1,025,199.70
<b>Total Estimated Revenue</b>	<b>42,874,743.42</b>

<b>FY19 Voted Expense Budget</b>	<b>41,911,571.49</b>
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<b>Revenue Exceeds Budget</b>	<b>963,171.93</b>
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<b>School Choice Balance June 30, 2017</b>	<b>2,799,309.49</b>
Income FY18	747,761.00
Spending FY18	(4,616.25)
Food Svs - Deficit	(110,534.32)
<b>School Choice Available FY18</b>	<b>3,431,919.92</b>
School Choice Spending FY18	(173,402.20)
School Choice Balance Carry Forward to FY19	3,258,517.72
Estimated School Choice Revenue FY19	500,000.00
<b>Estimated School Choice Revenue Available for FY19</b>	<b>3,758,517.72</b>

Circuit Breaker Balance Carry Forward from FY18	0.00
Estimated Circuit Breaker Revenue FY19 @70%	1,025,199.70
<b>Estimated Circuit Breaker Available for FY19</b>	<b>1,025,199.70</b>

**Exhibit A2**  
**Hudson Public Schools**  
**FY19 Budget Update**  
**as of August 21, 2018**  
**Zero Circuit Breaker Spending in FY19**

**FY19 Revenue Sources**

Town Appropriation @2.5%	38,091,026.00
<b>School Choice</b>	<b>3,758,517.72</b>
Estimated Circuit Breaker spending	-
<b>Total Estimated Revenue</b>	<b>41,849,543.72</b>

<b>FY19 Voted Expense Budget</b>	<b>41,911,571.49</b>
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<b>Deficit</b>	<b>(62,027.77)</b>
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<b>School Choice Balance June 30, 2017</b>	<b>2,799,309.49</b>
Income FY18	747,761.00
Spending FY18	(4,616.25)
Food Svs - Deficit	(110,534.32)
<b>School Choice Available FY18</b>	<b>3,431,919.92</b>
School Choice Spending FY18	(173,402.20)
School Choice Balance Carry Forward to FY19	3,258,517.72
Estimated School Choice Revenue FY19	500,000.00
<b>Estimated School Choice Revenue Available for FY19</b>	<b>3,758,517.72</b>

Circuit Breaker Balance Carry Forward from FY18	0.00
Estimated Circuit Breaker Revenue FY20 @70%	1,025,199.70
<b>Estimated Circuit Breaker Available for FY20</b>	<b>1,025,199.70</b>

\*\* Assumes Zero Circuit Breaker spending in FY19 moving all funds earned in FY19 to fund the FY20 Budget



**Exhibit B**  
**Hudson Public Schools FY18 Actual Spending**

Expense	FY18 Budget	FY18 Actual Spending	FY18 Balance
Personnel	31,882,508.43	30,790,710.89	1,091,797.54
General Expenses	7,839,282.53	6,055,490.96	1,783,791.57
Transportation	2,047,516.02	1,967,969.96	79,546.06
<b>Total</b>	<b>41,769,306.98</b>	<b>38,814,171.81</b>	<b>2,955,135.17</b>

<b>Revenue</b>	
Town Appropriation	37,161,977.00
Circuit Breaker FY18	899,620.00
Circuit Breaker FY17 Carryover	579,172.61
School Choice	173,402.20
<b>Total Funding</b>	<b>38,814,171.81</b>

## **ELEMENTARY SCHOOL HANDBOOK**

In response to the School Committee's feedback on July 31<sup>st</sup>, the three Elementary Principals worked on the student handbook to reflect one document for all three schools. In order to customize the handbook to their particular school, the handbook will begin with a school-pertinent information section, followed by the policies and procedures section that is extensive to all three schools.

Attached please find the chart with the changes to the policies and procedures to the handbook and the insert pertinent to each school.

**C. A. FARLEY  
ELEMENTARY SCHOOL**

**Student-Parent  
Handbook**

**2018-2019**



**District Mission Statement:**

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

**School Mission Statement:**

At Farley School, we foster a partnership of teachers, students, families, and community members in order to provide a safe, respectful, and academically challenging learning environment, which will support the growth and development of the whole child. We are a respectful and responsible community ready to learn and do our best.

**Administrative Message:**

Dear Farley School families,

Welcome the 2018-2019 school year!

This handbook contains information that will help make the transition from home to school easier. It will also serve to keep everyone informed of our policies, rules and expectations for the students and families of Farley Elementary School. Please keep this in a safe place so that you can continue to refer to it in the future. We hope that you find this a helpful resource of information. Farley Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Farley Elementary School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection. We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,

Melissa A. Provost, Principal  
Rachel Scanlon, Asst. Principal

### **Farley Elementary School Student Drop-Off and Pick Up by Parent/Guardian**

- Student drop off time begins at 8:15 A.M. Please do not drop off any child/children prior to 8:15 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:15AM.
- All buses, morning and afternoon, will use the front entrance of the building.
- For the safety of your children and other children, we insist no child is dropped off in the parking lot area. All students are to be dropped off curbside, in the drop off zone where the teacher on duty can ensure the safety of every student.
- No vehicle is permitted to park along the curb. If you are walking your child/children in for a particular reason, you must park in a parking space and escort your child.
- No parent will be allowed to park between the drop off sign and the orange cones in the morning. This space is designated for continuous traffic flow only.
- Do not pass cars that are stopped and in process of dropping off students. If your child has exited your car you must wait until the car(s) in front of you have started exiting from the drop off zone before you can begin to exit and move forward.
- Cars will enter the access road at Packard Street and proceed one way toward gym.
- Drop-Off will be single lane, one way on the access road. Cars will drop off students near the basketball court. A staff member will direct the drop-off.
- Students **must** stay in cars until directed to exit the car by a staff member.
- Cars will proceed slowly, single line, one way behind the school to exit on Cottage Street.
- Please **yield** to school buses when approaching the exit.
- Students should not be dropped off at Packard Street.

If you regularly pick up your child/children at dismissal, 2:50 P.M., you need to follow the procedures described below:

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a
  - PPU form on file.
- Once school begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive onto the access road in the back of the school.
- Cars will enter the access road at Packard Street and proceed one way toward the gym.
- Cars may line up on the access road in single line, one way to the end of the gym.
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.
- Cars will proceed slowly, single lane, one-way behind the school to exit on Cottage Street.
- Please **yield** to school buses when approaching the exit.
- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick up their child.

If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by 1:00 p.m. that same day. The school number is: 978-567-6153 or send in a note on that day with the child.

# Forest Avenue Student/Parent Handbook

2018-2019



# **A Message from the Forest Avenue Principal**

On behalf of the Forest Avenue School Community welcome to the 2018 – 2019 school year! Each year we embark on a journey of discovery together as a community of learners dedicated to creating an atmosphere of high expectations for our students grounded in the growth mindset belief that an individual’s intelligence can be grown or developed with persistence, effort, effective strategies, and a focus on learning. As a school community, we define our vision in terms of teaching our students to make a difference in the world around them so that they become effective, participatory citizens entering the world with a belief in the value of service as well as the ability to pose thoughtful questions. We believe in creating a positive and rigorous environment for both intellectual and social development. Our school culture is one in which all members of our community exemplify fairness, outstanding citizenship, responsibility, empathy, respect, and trustworthiness through the implementation of our positive behavioral support program The Leaves of Citizenship. This reinforces our school’s mission to promote innovation and excellence while valuing the whole child as the future steward of the 21<sup>st</sup> century world.

This handbook contains information that will help make your transition from home to school easier. It will also serve to keep you informed of our policies, expectations, and rules. I believe that you will find it to be a helpful resource throughout the school year. I look forward to a very positive and productive school year with you and your child. Please feel free to contact me if you have any questions or concerns.

Sincerely,

*David Champigny*

David Champigny

Principal

978-567-6190

[dchampigny@hudson.k12.ma.us](mailto:dchampigny@hudson.k12.ma.us)





### **I. Mission Statement:**

The mission of the Forest Avenue Elementary School is to promote innovation and excellence while valuing the whole child as future stewards of our 21<sup>st</sup> century world.

### **II. Forest Avenue Leaves of Citizenship:**

#### **SUPPORT GOALS**

- To challenge students academically.
- To help students become lifelong learners.
- To foster a sense of community pride through our social curriculum. This includes Responsive Classroom strategies and Community Service Learning.
- To teach students to think critically about their connections to their world through their learning.
- To help students understand that acts of kindness are both respectful to themselves and others

#### **Forest Avenue's Positive Behavior Mission Statement:**

Our mission is to develop a school wide positive behavior support plan that will create and enhance a culture where all members of our school community, staff, students, parents and visitors, exemplify fairness, outstanding citizenship, responsibility, empathy, show respect and trustworthiness.

#### **FOREST AVENUE PROMISE**

In order to promote a caring community, we, the students of Forest Avenue School promise to demonstrate: Fairness, Outstanding Citizenship, Responsibility, Empathy, Respect, and Trustworthiness. Through Courage, Honesty, and Perseverance, we hope to create a school community where everyone feels Safe, Respected, and Included.

We here at Forest Avenue School will effectively teach appropriate behavior to all children. When taught, all children can exhibit appropriate behavior. As a result of this belief, it is our responsibility to identify the contextual setting, events, and environmental conditions that allow all students to demonstrate appropriate behavior. Our commitment is to determine and provide the tools and opportunities to actively teach these pro-social behaviors.

The Positive Behavioral Support Team development committee has developed a positive and proactive code of behavioral expectations. The behavioral expectations are developed from information provided by classroom teachers and other members of the school community. These are the expectations that are posted in many classrooms throughout Forest Avenue School, in some cases stated differently. They are as follows:

#### **Behavioral Expectations**

##### **F-Fairness:**

Everyone has a place in the school community.

Fair means everyone gets what they need to be successful.

##### **O-Outstanding Citizenship:**

I will do my share to make the school community better for everyone.

I will build a good reputation for the school community by working together and cooperating.



**R-Responsibility:**

I will do what I agree to do and always try my best.

I will think about my actions before I act, and I will be held accountable for the choices I make.

**E-Empathy:**

I will understand that everyone has their own thoughts, feelings, and attitudes.

I will accept that everyone's thoughts, feelings, and attitudes may be different from mine.

**S-Shows Respect:**

I will treat others the way I want to be treated.

I will deal peacefully with anger, insults, and disagreements.

**T-Trustworthiness:**

I will be honest and do what I say I will do.

I will have the courage to stand by my family, friends, and people in the school community.

Along with the establishment of concrete behavioral expectations, we will teach such behaviors across all school community settings. The students are made aware of the different behavioral expectations they are expected to follow in individual settings throughout the school community. These expectations are actively taught as well as being posted throughout the school community.

The Response to Intervention multitier model allows for Forest Avenue community members to differentiate levels of behaviors and design differentiated interventions. All students are held accountable for demonstrating behaviors that are aligned with the school code of appropriate behavior as stated in the student handbook. In order to discourage inappropriate behaviors, students will be directly taught the Levels of Behaviors and the Levels of Consequences.

They are as follows:

**LEVEL I BEHAVIORS**

Level I behaviors are minor rule violations that will result in an immediate verbal correction with a possible consequence. May include but not limited to:

Failure to follow classroom/playground rules	Lack of work completion not due to academic difficulties
Name calling	Intentional classroom disruptions (verbal and physical)
Swearing or obscene gestures	Minor physical contact: pinching, pushing, poking, hugging, tripping
Graffiti (writing on books, walls, and desks)	Taking others' belongings without permission
Destruction of school supplies (pencil, pen, classroom supplies)	Spreading rumors

**LEVEL I CONSEQUENCES**

Students who engage in Level I behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. Students may receive a mild consequence designed to discourage the inappropriate behavior from occurring in the future. Consequences for Level I behaviors may include but are not limited to:

Verbal correction	Apologizing
Loss of privileges	Class meeting
Correction of mistake (cleaning desk, replacing materials, giving items back, complete assignments)	Group mediation

**LEVEL II BEHAVIORS**

Level II behaviors are more serious in nature. Level II behaviors will result in an immediate verbal correction, a logical consequence, and a written behavior report that is signed by and discussed with the student's teacher and parent.

Cheating	Destruction of school property such as: doors, walls, carving, electronic equipment
Chronic Level I behavior Three or more times	

**LEVEL II CONSEQUENCES**

Students who engage in Level II behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The teacher and parent will document the incident using a behavior report form that will be signed and discussed. The student will be responsible for returning the form signed within 24 hours. Consequences for Level II behaviors may include but are not limited to:

Apology	Time out
Verbal correction	Behavioral Contract

**LEVEL III BEHAVIORS**

Serious fighting, harassment, and verbal abuse violate the dignity, wellbeing, and safety of another person. These behaviors will not be tolerated and will result in possible suspension from school. Other Level III behaviors may result in suspension but may also be corrected using a variety of logical consequences.

Chronic Level II Behaviors	Physical Altercations
Intimidation/verbal and physical threats towards peers and adults-Bullying	Inappropriate touching (area covered by a bathing suit) of others
False alarms(fire, bomb, intruder)	Use or possession of a weapon and/or illegal substances
Violation of Behavioral contract	Setting a fire
Stealing	Leaving school grounds without adult supervision

**LEVEL III CONSEQUENCES**

Students who engage in Level III behaviors will be referred to the principal for immediate corrective action. After consulting with the parents and appropriate school personnel the principal will issue appropriate consequences and facilitate corrective action designed to help the student improve her/his behavior.

In House or Out of School suspension	Police involvement/school officer
Behavioral Contract	Legal consequences
Parental Escort at School	Expulsion

## **Student Arrival Procedures**

### **Arrival By Bus**

Students will be dropped off at the Woodrow Street sidewalk. A staff member greets each bus and direct the children to enter the building.

### **Arrival By Car (Student Drop Off)**

Parents will enter the parking lot from Forest Avenue and proceed past the Main Office entrance to the designated drop off area. Students will exit the vehicle from the passenger side, then walk on the sidewalk to the Woodrow Street side of the building where a staff member will be there to greet them and direct them to enter the building. Once the students have exited the vehicle, the car will exit the property via Woodrow Street. Cones will be placed at the crosswalk on the Woodrow Street side of the building so that cars will **not** be able to pass one another on the driver's side. Traffic will need to proceed in a single file line onto Woodrow Street.

### **Arrival By Car (Parent Escort)**

Parents who wish to escort their student into the building should park their vehicle in the Forest Avenue Lot then walk their student to the main door at the center of the building.

## **Student Dismissal Procedures**

On the first bell at 2:50 PM, all students line up at their bus station. Walkers and pick-ups walk to the cafeteria and line up by the Art room doors to be dismissed to a parent or to the crosswalk. Parents picking up students at regular dismissal time should park in the Forest Avenue parking area and must enter the building via the Cafeteria doors sign out their student.

On the second bell, students are dismissed to their bus as it arrives.

If you are picking up a child before the 2:50 PM dismissal, please come to the office and your child will be called from class. A note should be sent in notifying the teacher of the early dismissal.

# JOSEPH L. MULREADY SCHOOL



**STUDENT HANDBOOK  
2018-2019**

# Joseph L. Mulready

## Staff 2018-2019

### Administration

Kelly Sardella, Principal  
Michelle Monteiro, Secretary

### Nurse

Lyndsey Kilduff

### Preschool

Cindy Prockett

### Kindergarten

Julie McGowan  
Sarah Humphreys  
Ashley Valente

### Grade One

Angela Bettinelli  
Christine Lange

### Grade Two

Amy Hamilton  
Melissa Johnson  
Patricia Regh

### Grade Three

Todd Glines  
Catherine Murphy  
Lauren O'Brien

### Grade Four

Katie Paoletta  
Coleen Garofalo

### ELL

Anna Gallo-Knight

### Reading Support

Judy Hamilton

### Resource Room

Linda Goodnow  
Annemarie Caloggero

### Elementary Instructional Coach

Heather Fisher

### School Psychologist

Kristina Hughes

### Speech/Language

Trisha Cardinal

### Title One Math

Terri Buscemi

### Fine Arts

Elena Westberg

### Music

Ashley Steinhaus

### Drama

Sara Worrest

### Library/Media Spec.

Donna Kaufman

### Physical Education

Dan Fahey

### Technology

Linsey Colarullo

### Cafeteria

Nadine Teabo- Lead  
Luisa Chaves

### Custodians

Maria Silva- day  
Rob Bowen - night

### ParaEducators

Gillian Charbonneau  
Barbara Cunningham  
Katelyn Lash  
Linda Luz  
Linda McGrath  
Susan O'toole  
Michelle Shutt  
Stephanie Feleja

### Child Development Program

Meghan Walsh  
Kathleen Park  
Amanda Muse  
Jessica Rouse

### ABA Therapists

Lori Baker  
Karen Bowser  
Jane Carme  
Karen Dunner  
Bryanna duPont  
Victoria Galvin  
Brittany Giaimo  
Michelle Giusti  
Amy LaFlamme  
Diane Levell  
Maggie McCarley  
Keri Richardson  
Renee Savoie  
Cynthia Sutkus

### OT/PT

Dr. Jennifer Colbourne  
Ann Cleary



Dear Mulready School Families,

Welcome to the 2018-2019 school year!

This handbook contains information that will help make the transition from home to school easier. It will also serve to keep everyone informed of our policies, rules and expectations for the students and families of Mulready Elementary School. Please keep this in a safe place so that you can continue to refer to it in the future. We hope that you find this a helpful resource of information.

The Mulready Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home, and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Mulready Elementary School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection. We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,  
Kelly Costa Sardella, Principal

### **MISSION STATEMENT**

At the Joseph L. Mulready School, we are proud of our academic risk taking, hard work, and perseverance. Coupled with exemplary teaching and a rigorous academic curriculum, we grow as learners. In keeping with the growth mindset, we know when we make a mistake, learning begins. Students, staff, parents, and the community, working together in partnership, support the social, emotional, and intellectual development of each student.

We are an ohana, or family. Family means no one gets left behind or forgotten. (Lilo and Stitch)

## **SCHOOL HOURS**

### **All Hudson Elementary Schools**

8:15 a.m. – 8:30 a.m. Student Arrival

8:15 a.m. – 8:30 a.m. Breakfast Available

8:30 a.m. Starting Time

2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)

*\*Lunch is not served on early release days and dismissal is at 11:40*

## **OPEN HOUSE**

In September, parents are invited to school for an evening open house. At this event, faculty will conduct grade and classroom-based presentations regarding curriculum and expectations for the school year. Our open house is scheduled for Thursday, September 20<sup>th</sup>.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises.

Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: October 16<sup>th</sup> and 17<sup>th</sup> and April 9<sup>th</sup> and 10<sup>th</sup>. Evening conferences will be held October 17<sup>th</sup> and April 9<sup>th</sup>.

## **REPORT CARDS**

Report cards for grades K-4 are issued three times per year.

The dates are:

December 7, 2018

March 22, 2019

Last day of school

## **DROP-OFF/PICK-UP PROCEDURES**

### **MORNING ARRIVAL**

Morning arrival – buses and cars, front entrance

- Student drop off time begins at 8:15 A.M. Please do not drop off any child/children prior to 8:15 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:15 A.M.
- All buses, morning and afternoon, will use the front entrance of the building.
- For the safety of your children and other children, we insist no child is dropped off in the parking lot area. All students are to be dropped off curbside, in the drop-off zone where the teacher on duty can ensure the safety of every student.
- No vehicle is permitted to park along the curb. If you are walking your child/children in for a particular reason, you must park in a parking space and escort your child.
- No parent will be allowed to park between the drop off sign and the orange cones in the morning. This space is designated for continuous traffic flow only.
- Do not pass cars that are stopped and in process of dropping off students. If your child has exited your car, you must wait until the car(s) in front of you have started exiting from the drop off zone before you can begin to exit and move forward.
- It is against the law to pass a bus while the lights are flashing and children are boarding or disembarking the bus

### **AFTERNOON DISMISSAL**

**IMPORTANT:** Unless a parent is volunteering in the school or already in the school for another reason, no parent is allowed to enter the school to meet his/her child(ren). If a child is to be dismissed, all dismissals must take place at or before 2:30 pm. If not, a parent must wait for a child in the pick-up line or outside the school. Parents of walkers cannot park in the school lot. If you come with a car you must be in the pick-up line. Walkers should leave the school and follow the sidewalk next to the school to the exit onto Cox Street.

If you regularly pick up your child/children at dismissal, 2:50 P.M., you need to follow the procedures described below:

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a PPU form on file.
- Once School begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive in the back of the school
- Cars will drive in and line up in single file.
- Proceed to the left to exit. Follow the car in front of you - do NOT pass or cut in front of the lead cars.
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.
- Please yield to school buses when approaching the exit.
- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick-up their child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by 12:00 noon the same day. The school number is: 978-567-6170 or send in a note on that day with the child.



## MULREADY CARES PROGRAM

The Mulready CARES Program is our positive behavior support program. When children demonstrate the various characteristics (Cooperation, Achievement, Responsibility, Effort, and Safety) they receive a ray. Each month, children from each grade level are randomly chosen from the rays to have lunch with the principal. If a child violates this code of conduct or other school-wide expectations, there are consequences based on the level of the violation.

### **Mulready CARES Mission Statement:**

Our Mission is to develop a school wide positive behavior support plan that will create and enhance a culture where all members of our school community (staff, students, parents, and visitors) exemplify cooperation, achievement, responsibility, effort, and safety.

### **Mulready Promise:**

***In order to promote a caring community, we, the students of the Mulready School, promise to demonstrate: Cooperation, Achievement, Responsibility, Effort, and Safety.***

#### **C- Cooperation:**

- I will work and play appropriately with my fellow students
- I will be kind and help others

#### **A- Achievement:**

- I will be a life-long learner and problem solver
- I will work toward accomplishing my goals

#### **R- Responsibility:**

- I will take care of my school
- I will be accountable for my actions
- I will respect myself, fellow students, and Mulready community

#### **E- Effort:**

- I will be a brave learner
- I will try my best everyday
- I will persevere through challenges

#### **S-Safety:**

- I will keep my hands and feet to myself
- I will use materials for their designated purpose

Along with the establishment of concrete behavioral expectations we will teach such behaviors across all school community settings. These expectations are actively taught as well as being posted throughout the school community.

<b>SCHOOL EXPECTATIONS</b>	<b>C.A.R.E.S for OURSELVES</b>	<b>C.A.R.E.S for OTHERS</b>	<b>C.A.R.E.S for PROPERTY</b>
<b>ALL SETTINGS</b>	Be on task Give your best effort Follow adult direction	Be kind with words and actions Hands and feet to yourselves Use indoor voice	Recycle Clean up after yourself Take only what you need Take care of all your belongings/materials
<b>HALLWAYS &amp; WALKWAYS</b>	Walk on the right side Use the right hand door Stay in your own physical space Pass the door to those behind you	Use indoor voice Use your eyes to enjoy posted work Only touch your own belongings Hands and feet to yourself while in line	Keep all areas clean and clutter free Hang up belongings
<b>PLAYGROUND</b>	Listen to the teachers on duty Follow line-up procedure	Play safely Hands and feet to ourselves Use kind words Include others Take turns	Pick up trash Use equipment safely Use equipment properly Put away equipment
<b>BATHROOMS</b>	“Go, flush, wash, leave”	Use indoor voice Get help if someone needs it Give others their privacy	Keep bathroom clean Paper towels in trash can One to two squirts of soap Get help if something is wrong
<b>CAFETERIA</b>	Eat your own food Take all your belongings Throw away or recycle	Use indoor voice Keep your hands and feet to yourself Use kind words Practice table manners Respond to signal	Pick up and clean around your table Get up with permission Follow lunch procedures
<b>WHOLE SCHOOL MEETING/ASSEMBLY</b>	Sit in one spot	Body still Voice Quiet Eyes watching Ears listening Hands Raised	Take care of school property
<b>ARRIVAL/DISMISSAL</b>	Take belongings with you Sit in one spot	Hands and feet to yourself Use indoor voice Stay in your own physical space Be kind to others	Take trash with you Only touch your own belongings

**J. L. Mulready School  
Discipline/Referral Levels**

<b>GREEN</b>	<b>YELLOW</b>	<b>RED</b>
<b>Level 1- Incidental Violations (Non-referred/Recorded)</b>	<b>Level 2- Minor Violations (Non-referred/Recorded)</b>	<b>Level 3-Major Violations (Referred/Major Violation Form Completed)</b>
<ul style="list-style-type: none"> <li>• Running</li> <li>• Loud Voices/yelling</li> <li>• Off-task behavior</li> <li>• Name calling</li> <li>• Insubordination</li> <li>• Out of seat</li> <li>• Disruptive</li> <li>• Breaking cafeteria rules</li> <li>• Breaking playground rules</li> <li>• Inappropriate behavior in the bathrooms (i.e.: wet towels, loud voices)</li> <li>• Minor property damage (i.e.: writing on school property in a way that is easily fixed, destruction of school supplies)</li> <li>• Exclusion behaviors (i.e.: teasing, name calling, alienate from group, asking peers to alienate the student)</li> <li>• Taking others materials (not theft)</li> <li>• Negotiating/Arguing</li> </ul>	<ul style="list-style-type: none"> <li>• Lying/cheating</li> <li>• Indirect, inappropriate language/gestures/pictures</li> <li>• Inappropriate dress</li> <li>• Graffiti (permanent damage to the property of school or others)</li> <li>• Inappropriate behavior in the bathrooms (i.e.: physical damage to soap dispensers, stuffing toilets with paper towels/tissue, locking stall doors, peeking in at others)</li> <li>• Level 2 physical contact (i.e.: pinching, poking, pushing,</li> <li>• Defiance/refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Direct, inappropriate language/gestures</li> <li>• Fighting/physical aggression to cause harm (spitting, biting, punching, kicking, grabbing clothing/body/hair, throwing/turning over objects)</li> <li>• Harassment/bullying</li> <li>• Overt defiance (refusal to follow a consequence)</li> <li>• Property destruction/misuse</li> <li>• Theft</li> <li>• Internet misuse/cyberbullying</li> <li>• Inappropriate touching</li> <li>• Fourth level 2 offence</li> <li>• Reference in conversation, writing or pictures to weapons or acts of violence</li> <li>• Assault/ direct threats referencing a student/adult in conversation, writing or pictures</li> <li>• Extreme property damage/vandalism</li> </ul>
	<p>1<sup>st</sup> Minor Offense: Minor Incident Report            2<sup>nd</sup> Minor Offense: Minor Incident Report            3<sup>rd</sup> Minor Offense: Minor Incident Report            4<sup>th</sup> Minor Offense: Office Referral</p>	<p>1<sup>st</sup> Major Offense: Immediate Office Referral            2<sup>nd</sup> Major Offense: Immediate Office Referral/Principal referral to Counselor            3<sup>rd</sup> Major Offense: Principal Choice</p>

# Memorandum

**To:** Marco Rodrigues  
**From:** Melissa Provost  
**Date:** July 27, 2018  
**Re:** Substantive Changes to the Hudson Elementary School Handbook: 2017-18

The elementary administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes. The changes are in the “proposed changes” column below with new language **underlined and bolded**.

Page	Section Heading	Existing Language	Proposed Change
1	School Committee Policy	None	Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on this website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.
	Non-Discrimination Policy and Grievance Procedure – Policy AC	Replace entire policy	<b><u>Policy AC – Approved by the School Committee on May 22, 2018</u></b>
	Non-Discrimination on the Basis of Disability – Policy ACE	None	<b><u>Policy ACE – Approved by the School Committee on May 22, 2018</u></b>
7	Conversations with the Principal	The principals invite parents/guardians to join them for an informal meeting once a trimester. This is an opportunity to share information, ask questions and generally learn what is happening at your child’s school. You will receive notifications of times and dates from your building principal.	Remove

9	<b>Healthy Snacks</b>	<p>Healthy Snacks</p> <p>Healthy bodies make healthy minds for Hudson students! Please send your child to school with a healthy snack and a water bottle. Why? Because the work we do in the classroom is challenging and brains and bodies need the energy that only healthy snacks can provide. Students need food and water that will sustain their energy and keep them hydrated so they can concentrate on their school work. So what kinds of snacks are healthy snacks? Here is a list of some healthy snack choices: Applesauce, Popcorn, Breakfast/Granola bars, Pretzels. Dairy products such as yogurt, cottage cheese, string cheese, etc., Raisins and dried fruit. Fresh fruit such as oranges, grapes apples, bananas, kiwi, pears. Whole-grain cereal and crackers, Fresh vegetables such as cucumbers, peppers, carrot sticks, or broccoli.</p>	Remove
10	<b>Food Services</b>	<a href="https://sites.google.com/a/hudson.k12.ma.us/hps/departments/food-services">https://sites.google.com/a/hudson.k12.ma.us/hps/departments/food-services</a>	Remove
11	<b>Computer Lab</b>	Children in grades 2, 3, and 4 will attend computer class once per week for 40 minutes.	<b>Children in grades K through 4 will attend computer class once per week for 40 minutes.</b>
13	<b>Title I contact</b>	Karen Martin, Director of Elementary Education at 978-567-6107 or <a href="mailto:kamartin@hudson.k12.ma.us">kamartin@hudson.k12.ma.us</a> .	<b>Kathleen Provost, Assistant Superintendent of Curriculum, Instruction, and Professional Learning at 978-567-6100 or <a href="mailto:kprovost@hudson.k12.ma.us">kprovost@hudson.k12.ma.us</a></b>
13	<b>SEPAC</b>	<p><u>SEPAC</u> - Hudson Special Education Parent Advisory Council</p> <p>The Hudson Special Education Parent Advisory Council (SEPAC) is a group of parents whose children have special needs and who attend Hudson Public Schools or programs funded by Hudson Public Schools. Any parent of a child with special needs can join the SEPAC.</p> <ul style="list-style-type: none"> <li>• SEPAC meets regularly with the school administration to advise on the needs of children receiving special education services.</li> <li>• SEPAC has speakers and videos regarding topics of interest to parents of children with special needs, including parent rights, IEP's, learning disabilities, autism, behavior management, etc.</li> <li>• SEPAC supports parents and act as resources for each other. They have books and videos available for borrowing.</li> </ul>	<p><b>SEPAC Hudson- The Special Education Parent Advisory Council of Hudson</b></p> <p><b>SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.</b></p> <ul style="list-style-type: none"> <li>• <b>Learn about special education services offered at each of the Hudson Public Schools.</b></li> <li>• <b>Meet other parents with similar concerns for their children's needs.</b></li> <li>• <b>Improve Hudson resources for children with special needs.</b></li> <li>• <b>Understand effective ways for parents and educators to work together.</b></li> <li>• <b>Learn how to better navigate the IEP and 504 process.</b></li> <li>• <b>Become a better advocate for your child.</b></li> </ul>

14	School Nursing Services	Replace entire policy.	<u>See School Health Services Policy attached.</u>
17	Dress Code Guidelines	<p>Students are expected to dress and groom themselves in such a manner as to avoid conflicting with the values and educational pursuits of the school. Distracting attire such as:</p> <ul style="list-style-type: none"> <li>• Shirts that expose midriffs</li> <li>• Mesh or see-through attire</li> <li>• Shorts, skirts or dresses that fall higher than four inches above the knees</li> <li>• Heels that are taller than one and one-half inches</li> <li>• Inappropriately torn or altered clothing, and</li> <li>• Clothing bearing offensive themes or that advertise merchandise not suitable for minors</li> <li>• Shoulder shirt straps that are less than 1” wide.</li> <li>• The above-mentioned list is not limited.</li> </ul>	To be approved by the School Committee.



## **NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE**

The Hudson Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Hudson Public Schools is committed to maintaining an educational environment where bigotry and intolerance, including discrimination and harassment, on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age, are not tolerated. The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national

origin, sexual orientation, age, or disability, their complaint should be registered with the non-discrimination compliance officer.

SOURCE: MASC

UPDATED: June 2012

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Individual with Disabilities Education Act

Age Discrimination Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 1993

M.G.L.76:16 (Chapter 622 of the Acts of 1971)

603CMR 26:00 Amended 2012

603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

JB, Equal Educational Opportunities

JFABD, Homeless Students: Enrollment Rights and Services

*Approved by Hudson School Committee – January 9, 2018*

*Update approved by the Hudson School Committee – May 22, 2018*



## NON-DISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Section 504 of the Rehabilitation Act of 1973 provides that:

no otherwise qualified handicapped individual . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Therefore, it is a policy of the Hudson Public Schools that the provisions of Section 504 shall be implemented in all activities and procedures of the school system.

**Definition:** A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

**Reasonable Modification:** The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation should be made in writing to the Section 504 or ADA Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual requesting the accommodation, the location where the accommodation is required and why the accommodation is needed. For public meetings and hearings, the Section 504 or ADA Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the Section 504 Coordinator will respond to such a request in accordance with the Hudson Public Schools' Section 504 Policies and Procedures or Special Education Policies and

Procedures. For all other individuals, the Section 504 or ADA Coordinator will respond within two (2) school days of receipt of the request.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters on-site or through video remote interpreting (VRI), note takers, real-time computer-aided transcription services, written materials, exchange of written notes, telephone handset amplifiers, assistive listening devices, assisted listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, including real time captioning, voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices, videotext displays, accessible electronic and information technology; and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials and displays, large print materials, screen reader software; magnification software, optical readers, secondary auditory programs (SAP), accessible electronic and information technology or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that an action would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and their applicability, as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA and Section 504.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA and Section 504, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or Section 504. The District shall make available to all interested individuals the following coordinators:

Cindy Fensin,  
Title II - ADA Coordinator for the District  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749  
Telephone: 978-567-6100  
E-Mail: [ckfensin@hudson.k12.ma.us](mailto:ckfensin@hudson.k12.ma.us)

Cathy Kilcoyne  
504 Coordinator  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749  
Telephone:  
E-Mail: [cakilcoyne@hudson.k12.ma.us](mailto:cakilcoyne@hudson.k12.ma.us)

The employees so designated shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA or Section 504. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

#### Website Accessibility

The Hudson Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Hudson Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Hudson Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials, such a request should be made to the ADA Coordinator.

SOURCE: MASC – 7/16

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Individuals with Disabilities Education Act

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

603 CMR 28.00

CROSS REFS.: [IGB](#), Support Services Programs

*Approved by the Hudson School Committee – January 9, 2018*

*Update approved by the Hudson School Committee – May 22, 2018*

## SCHOOL HEALTH SERVICES

HPS school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Nursing coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

Hudson School Nurses provide the following services during the school day:

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care providers

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"><li>• All students in grades 7 &amp; 9</li><li>• Confidential screening</li></ul>

### Immunizations and Physical Examinations

**In accordance with MDPH regulations:**

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.

### When to keep your child home from school

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.

- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours

**Please contact the school nurse if your child has:**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice
- An extended absence or anticipated absence due to a health condition (three school days or more)
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

**Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

**Medication Policy**

The complete district policy (JLCD) is available on the HPS website under school committee policies. Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

**Pregnant Students**

Pregnant students are permitted to attend classes and participate in extracurricular activities throughout their pregnancy. Exceptions will be made only when a physician expressly prohibits the student's participation. The district does not require a pregnant student to obtain a physician's certification that the student is able to continue in school. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular program as before the pregnancy leave.

**High School Nursing Services**

General Health Office hours are Monday through Friday from 7:15 a.m. – 2:15 p.m. Student office hours are posted on the door. Passes signed a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the Health Office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with Health Care Providers will be arranged on a case-by-case basis. Please call the Health Office to schedule an appointment.

There is a strict "no cell phone" policy in the Health Office at all times. Students may use cell phones in the Health Office *only with the nurses' permission*.



## Medical Transportation Procedure

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school. The guidelines and process for Medical Transportation is as follows:

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan - Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Nursing along with a copy of the completed Student Collaborative Health Plan –Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Nursing or the Director of Student Services.
- r) The Director of Nursing maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### Specific Guidelines

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors



potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures, surgery or amputations may be eligible for medical transportation. Students who are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

**Seizure Disorder:** Transportation for students experiencing intermittent seizure activity may be provided door-to-door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

**Other:** Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.

# Memorandum

**To:** Marco Rodrigues, School Committee  
**From:** Jason Webster  
**Date:** July 30<sup>th</sup>, 2018  
**Re:** Substantive Changes to the David J. Quinn Middle School Handbook 2018-19

The elementary administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes. The changes are in the “proposed changes” column below with new language **underlined and bolded** and deleted language bolded and in **red**.

Page	Section Heading	Existing Language	Proposed Change
	School Committee Policy	None	<b><u>Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on this website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.</u></b>
	<b>Non-Discrimination Policy and Grievance Procedure – Policy AC</b>	Replace entire policy	<b><u>Policy AC – Approved by the School Committee on May 22, 2018</u></b>
	<b>Non-Discrimination on the Basis of Disability – Policy ACE</b>	None	<b><u>Policy ACE – Approved by the School Committee on May 22, 2018</u></b>
	SEPAC	None	<b><u>SEPAC Hudson- The Special Education Parent Advisory Council of Hudson</u></b>  <b><u>SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on</u></b>

			<p><u>IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.</u></p> <ul style="list-style-type: none"> <li>• <u>Learn about special education services offered at each of the Hudson Public Schools.</u></li> <li>• <u>Meet other parents with similar concerns for their children’s needs.</u></li> <li>• <u>Improve Hudson resources for children with special needs.</u></li> <li>• <u>Understand effective ways for parents and educators to work together.</u></li> <li>• <u>Learn how to better navigate the IEP and 504 process.</u></li> <li>• <u>Become a better advocate for your child.</u></li> </ul>
4	Developmental Designs	<p><b>Developmental Designs: Six Basic Principles that Guide Instruction at Quinn</b></p> <ul style="list-style-type: none"> <li>• Social learning is as important to success as academic learning.</li> <li>• We learn best by constructing our own understanding through exploration, discovery, and application.</li> <li>• The greatest cognitive growth occurs through social interaction within a supportive community.</li> <li>• There is a set of personal and social skills that students need to learn and practice in order to be successful socially and academically.</li> <li>• Knowing the physical, emotional, social, and intellectual needs of the students we teach is as important as knowing the academic content we teach.</li> <li>• Trust among adults is a fundamental necessity for academic and social success in a learning community.</li> </ul>	Remove (outdated)
4	Student Schedule and Courses	<p>Quinn students are expected to attend a full schedule of required courses. We believe that the course schedules provide a challenging, yet balanced learning program for our middle school students. Every student takes Math, English Language Arts, Science and Social Studies. In addition to these classes each day <b>there is a literacy period, and two periods</b> dedicated to subjects outside of the academic core. On the first day of school each student is provided with two copies of their individual schedule. Parents, please keep a copy for your records and reference. An outline of the course of studies can be found on page 10.</p>	<p>Quinn students are expected to attend a full schedule of required courses. We believe that the course schedules provide a challenging, yet balanced learning program for our middle school students. Every student takes Math, English Language Arts, Science and Social Studies. In addition to these classes each <b>day there are three periods</b> dedicated to subjects outside of the academic core. An outline of the course of studies can be found on page 10.</p>

5	<b>Attendance Policy</b>	<ul style="list-style-type: none"> <li>• Parents of students who are absent more than 3 times without medical documentation in a 45 day period will be contacted by the student's guidance counselor to discuss the reasons for the absences and to create a plan to avoid future absenteeism.</li> <li>• Parents of students who are absent more than 6 times without medical documentation in a 45 day period may be informed by mail of their child's attendance record and advised that upon an 8<sup>th</sup> absence, a Child Requiring Assistance (CRA) diversion meeting will be scheduled.</li> <li>• Parents of students who are absent 8 times without medical documentation in a 45 day period may be asked to attend a CRA diversion meeting that will include a representative from the state probation department. A CRA will be filed on any student missing more than 9 undocumented days in a 45 day period.</li> <li>• When a pattern of lateness is identified by administration, guidance or the nurse, the student will be interviewed by his/her guidance counselor and parent(s) will be contacted. If the pattern continues further action may result in a referral to DCF, the courts through the CRA procedures or Hudson Police if it is determined that the parent(s) are not presenting the child for school.</li> </ul>	<b>TBA</b>
8	<b>Books</b>		Section Heading to be updated as <b><u>Books/Chromebooks</u></b>
9	<b>Dress Code Guidelines</b>	<p>In establishing basic levels of behavior and dress for our middle school, our goal is to establish respect for oneself and others. We expect students to maintain a clean and neat appearance and to wear foot apparel at all times. In addition, students are not permitted to dress in a manner that is disruptive to the educational process or environment of the school. Clothing that could create disruption or disorder includes, but is not limited to: wear that is showing (including bra straps, boxers, brief, etc.) • Clothing with words or pictures that are profane or suggestive or that promote products or activities illegal • Clothing that is disparaging to others in the school environment • Clothing that reveals a bare midriff • Low cut or see through tops, shirts, pants, or shorts • Hats • Clothing that do not reach to the wearer's finger tips with the arm extended.</p> <p><b>ask students to call home for a change of clothes if this is necessary. We will not allow students who are dressed inappropriately for a learning setting. Please be aware of your child's clothing when they are wearing to school.</b></p>	<b><u>To be approved by School Committee.</u></b>
13	<b>Bring Your Own Device</b>	Students may use family owned technology at Quinn Middle School after submitting a signed contract and registering the device(s) the student intends to use. Forms are available on the website. Guest internet privileges are available for students using registered devices. No device is required by the school or district. A list of devices that the district judges to be of the most help to students is maintained on the website. Technical support is not offered by the school for family owned devices. Devices may not be charged in school. Telephones may be used as technology devices, but phoning and/or texting are not allowed. Contract on Pg. 20	<b>Remove</b> (outdated, topic addressed by Chromebook policy separately from handbook)
14	<b>School Nursing Services</b>	Replace entire policy.	<b><u>See School Health Services Policy attached.</u></b>
15	<b>Thursday Folders</b>	Quinn has adopted a less-paper-dependent school-to-home communication system. Students will bring some notices and teacher communications home each Thursday, but most information will be posted in a Thursday Folder tab on the Quinn website. Families that want paper-copies may request them by calling or emailing the main	<b>Remove</b> (addressed on school website, email)

20	<b>Bring Your Own Device (BYOD)</b>	<p>office.</p> <p><b>Protocol for the Use of BYOD Devices</b>  As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools may now bring personal devices (as defined below) to school for enhanced participation in classroom instruction.</p> <p><b>Definition of Device</b>  For the purposes of this project, “device” means privately owned wireless and/or portable electronic hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems listed on the document entitled “HPS Recommended Devices”. It should be noted that the device should have multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.</p> <p><b>Internet</b>  Only the internet gateway provided by the school may be accessed while in school. Students with devices having 3G or 4G access will be required to use only the school’s wireless network. This is to ensure that they are protected by the district’s content filter during the school day.</p> <p><b>Security and Damages</b>  Responsibility for keeping the device secure rests with the individual owner. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other personal property is handled. It is recommended that skins (decals) and other custom touches are used to physically distinguish your device from others. Additionally, protective cases for devices are encouraged. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.</p> <p><b>BYOD Student Agreement</b>  The use of a device to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her device while at school. When abused, including but not limited to violations of this protocol and of any of the School Committee policies incorporated herein, privileges will be taken away (in addition to penalties set forth in the School Committee policies incorporated herein and in related handbook provisions for violation of those policies). When used properly and respectfully, these devices will benefit the learning environment as a whole.</p> <p>Students and parents/guardians participating in this program must adhere to the Student Code of Conduct, as well as all School Committee policies. In particular, and without limitation, use of devices pursuant to this protocol shall comply at all times with Hudson School Committee Policy IJNDB, “Internet Acceptable Use Policy”/Policy IJNDB-E, “Elementary Internet Safety Policy and Rules for Using School Computers, and with Hudson School Committee Policy JICFB, “Anti-Bullying” [available on the HPS website].</p> <p>In addition, the device:</p> <ul style="list-style-type: none"> <li>• Must be in silent mode or used by means of headphones while on school campus and while riding school buses.</li> <li>• May be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours for school assignments only with positive intent.</li> <li>• Cannot be used in school to photograph, film, or otherwise record images or the voice of any person at any time and in any location without that person’s express knowledge or</li> </ul>	<p><b>Remove</b> (outdated, topic addressed by Chromebook policy separately from handbook)</p>
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		<p>consent. Clandestine or concealed use of the device to photograph, film or record the images or voice of another person is expressly forbidden. The sole exception to this requirement is for activities which are explicitly directed by the teacher and which are specifically linked to the curriculum. If a parent does not want a student to appear in these activities, he/she must fill out the Hudson Public Schools' Picture Restriction form and return it to the school's main office. Otherwise, consent will be assumed.</p> <ul style="list-style-type: none"><li>• May be used to access files on computer or internet sites which are relevant to the classroom curriculum only.</li></ul> <p>Students acknowledge, understand, and agree that:</p> <ul style="list-style-type: none"><li>• The school's content filters will be applied to one's connection to the internet and the student will not attempt to bypass this software.</li><li>• Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy.</li><li>• Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of School Committee Policy.</li><li>• The school or district has the right to collect and examine any device at any time.</li><li>• Printing from devices will not be possible at school.</li><li>• Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Charging stations will not be available during the school day.</li></ul> <p>The HPS Technology Department and school personnel will not be responsible for providing technical support of these devices.</p>	
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## **NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE**

The Hudson Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Hudson Public Schools is committed to maintaining an educational environment where bigotry and intolerance, including discrimination and harassment, on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age, are not tolerated. The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national



origin, sexual orientation, age, or disability, their complaint should be registered with the non-discrimination compliance officer.

SOURCE: MASC

UPDATED: June 2012

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Individual with Disabilities Education Act

Age Discrimination Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 1993

M.G.L.76:16 (Chapter 622 of the Acts of 1971)

603CMR 26:00 Amended 2012

603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

JB, Equal Educational Opportunities

JFABD, Homeless Students: Enrollment Rights and Services

*Approved by Hudson School Committee – January 9, 2018*

*Update approved by the Hudson School Committee – May 22, 2018*

## NON-DISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Section 504 of the Rehabilitation Act of 1973 provides that:

no otherwise qualified handicapped individual . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Therefore, it is a policy of the Hudson Public Schools that the provisions of Section 504 shall be implemented in all activities and procedures of the school system.

**Definition:** A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

**Reasonable Modification:** The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation should be made in writing to the Section 504 or ADA Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual requesting the accommodation, the location where the accommodation is required and why the accommodation is needed. For public meetings and hearings, the Section 504 or ADA Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the Section 504 Coordinator will respond to such a request in accordance with the Hudson Public Schools' Section 504 Policies and Procedures or Special Education Policies and

Procedures. For all other individuals, the Section 504 or ADA Coordinator will respond within two (2) school days of receipt of the request.

**Communications:** The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

**Auxiliary Aids and Services:** "Auxiliary aids and services" includes (1) qualified interpreters on-site or through video remote interpreting (VRI), note takers, real-time computer-aided transcription services, written materials, exchange of written notes, telephone handset amplifiers, assistive listening devices, assisted listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, including real time captioning, voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices, videotext displays, accessible electronic and information technology; and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials and displays, large print materials, screen reader software; magnification software, optical readers, secondary auditory programs (SAP), accessible electronic and information technology or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

**Limits of Required Modification:** The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that an action would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

**Notice:** The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and their applicability, as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA and Section 504.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA and Section 504, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or Section 504. The District shall make available to all interested individuals the following coordinators:

Cindy Fensin,  
Title II - ADA Coordinator for the District  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749  
Telephone: 978-567-6100  
E-Mail: [ckfensin@hudson.k12.ma.us](mailto:ckfensin@hudson.k12.ma.us)

Cathy Kilcoyne  
504 Coordinator  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749  
Telephone:  
E-Mail: [cakilcoyne@hudson.k12.ma.us](mailto:cakilcoyne@hudson.k12.ma.us)

The employees so designated shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA or Section 504. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

#### Website Accessibility

The Hudson Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Hudson Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Hudson Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials, such a request should be made to the ADA Coordinator.

SOURCE: MASC – 7/16

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Individuals with Disabilities Education Act

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

603 CMR 28.00

CROSS REFS.: [IGB](#), Support Services Programs

*Approved by the Hudson School Committee – January 9, 2018*

*Update approved by the Hudson School Committee – May 22, 2018*

## SCHOOL HEALTH SERVICES

HPS school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Nursing coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

Hudson School Nurses provide the following services during the school day:

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care providers

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

<b>Screening</b>	<b>Grades</b>
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"><li>• All students in grades 7 &amp; 9</li><li>• Confidential screening</li></ul>

### Immunizations and Physical Examinations

**In accordance with MDPH regulations:**

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required *within one year prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.

### When to keep your child home from school

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.

- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours

**Please contact the school nurse if your child has:**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice
- An extended absence or anticipated absence due to a health condition (three school days or more)
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

**Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

**Medication Policy**

The complete district policy (JLCD) is available on the HPS website under school committee policies. Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

**Pregnant Students**

Pregnant students are permitted to attend classes and participate in extracurricular activities throughout their pregnancy. Exceptions will be made only when a physician expressly prohibits the student's participation. The district does not require a pregnant student to obtain a physician's certification that the student is able to continue in school. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular program as before the pregnancy leave.

**High School Nursing Services**

General Health Office hours are Monday through Friday from 7:15 a.m. – 2:15 p.m. Student office hours are posted on the door. Passes signed a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the Health Office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with Health Care Providers will be arranged on a case-by-case basis. Please call the Health Office to schedule an appointment.

There is a strict "no cell phone" policy in the Health Office at all times. Students may use cell phones in the Health Office *only with the nurses' permission*.



## Medical Transportation Procedure

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school. The guidelines and process for Medical Transportation is as follows:

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan - Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Nursing along with a copy of the completed Student Collaborative Health Plan –Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Nursing or the Director of Student Services.
- r) The Director of Nursing maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### Specific Guidelines

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors

potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures, surgery or amputations may be eligible for medical transportation. Students who are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

**Seizure Disorder:** Transportation for students experiencing intermittent seizure activity may be provided door-to-door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

**Other:** Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.



# Memorandum

**To:** Marco Rodrigues  
**From:** Danica Johnston  
**Date:** July 11, 2018  
**Re:** Substantive Changes to the High School Handbook: 2018-19

The high school administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes. The changes are in the “proposed changes” column below with new language **underlined and bolded** and deleted language bolded and in **red**.

Page	Section Heading	Existing Language	Proposed Change
1	School Committee Policy	None	<b><u>Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on this website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.</u></b>
3	Eligibility for Senior Activities	Seniors who have met all other academic requirements and who are eligible to graduate must be enrolled and passing 18 credit hours of academic course work with 16 of those credits coming from yearlong 4-credit courses on the 4th quarter senior	Seniors who have met all other academic requirements and who are eligible to graduate must be enrolled and passing 18 credit hours of academic course work with 16 of those credits coming from yearlong 4-credit courses on the 4th quarter senior report card to be eligible to participate in Senior

		report card to be eligible to participate in Senior Week activities. Senior activities include the Senior Reception and Senior Class Trip.	Week activities. Senior activities include the Senior Reception and Senior Class Trip. <b><u>Any senior who is suspended from school in the 4th quarter, or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate in senior activities, including graduation. Students who are expelled will not be eligible to participate. Additionally, seniors in violation of the school's attendance policy who have lost credit may not be allowed to participate in the graduation ceremony.</u></b>
4	<b>SENIOR X-Block Privileges</b>	a. Academic Expectations: A student must maintain good academic standing in order to be eligible for X-Block. If a student fails to maintain a GPA of 3.0 (5.0 scale), they will lose X- Block eligibility.	a. Academic Expectations: A student must maintain good academic standing in order to be eligible for X-Block. If a student fails to maintain a GPA of 3.0 (5.0 scale), <b><u>or if they become ineligible</u></b> , they will lose X- Block eligibility.
5	<b>Grade Point Average and Rank in Class</b>	GPA will be calculated using only classes completed at Hudson High School. All classes completed at a transfer student's sending school will not be used to calculate GPA. Course grades for approved dual enrollment courses (Future Steps, ACE Program) and Virtual High School courses will be included in all GPA calculations.	GPA will be calculated using only classes completed at Hudson High School. All classes completed at a transfer student's sending school will not be used to calculate GPA. <b><u>If a student transfers to HHS during the school year, any grades the student earned at his or her sending school will be used to calculate final grades for that particular school year.</u></b> Course grades for approved dual enrollment courses (Future Steps, ACE Program) and Virtual High School courses will be included in all GPA calculations.
5	<b>Grade Point Average and Rank in Class</b>	Honors courses at Hudson High School are the more challenging of two levels of college preparatory classes. The course work is designed to prepare the most able students to attempt the Advanced Placement courses during their junior or senior year.	Honors courses at Hudson High School are the more challenging of two levels of college preparatory classes. The course work is designed to prepare the most able students to attempt the Advanced Placement courses during their junior or senior year. <b><u>If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them</u></b>



			<b><u>that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.</u></b>
6	<b>Grading Policy</b>	12. On the grading scale, there will also be a grade of Incomplete. An Incomplete will be given when the student has unfinished course assignments. Upon completion and evaluation of those assignments, the teacher will record the appropriate regular grade. For each marking period, a student must complete unfinished assignments within two weeks after the end of the marking period. The grade for missing assignments will become an "F" if not completed by the appropriate time.	12. On the grading scale, there will also be a grade of Incomplete. An Incomplete <del>will be given when the student has unfinished course assignments</del> <b><u>may be given in extenuating circumstances and with approval from the Principal or Assistant Principal.</u></b> Upon completion and evaluation of those assignments, the teacher will record the appropriate regular grade. For each marking period, a student must complete unfinished assignments within two weeks after the end of the marking period. The grade for missing assignments will become an "F" if not completed by the appropriate time.
7	<b>Attendance Regulations</b>	5. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, including credit loss, loss of privileges, and referral to the appropriate state and local agencies will be taken as necessary.	5. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, <del>including credit loss</del> , loss of privileges, and referral to the appropriate state and local agencies will be taken as necessary.
7	<b>Attendance Regulations</b>	After number 8. add a new section: <b><u>Attendance Information for Student Athletes</u></b>	<b><u>Athletes Attendance</u></b> <b><u>Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) are expected to arrive to</u></b>

			<p><b><u>school on time and to attend all their classes on the day the activity is scheduled or in situations when practice is held prior to the school day (i.e. ice hockey), students are required to arrive to school on time and to attend all their classes after practice.</u></b></p> <p><b><u>Students with legitimate reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director. It is extremely important that the coach be notified if a student-athlete is not going to be present at practice or a game. Practice is where plans for upcoming contests are devised and perfected. The coaches in our program expect their athletes be present at all team-related activities. Suspension or dismissal may take place as a result of such absences. Student-athletes are excused from team activities for academic or religious reasons (when accompanied by a note from teacher or parent), and/or family emergencies (prior notification to the coach is still expected when possible). Random attendance checks on games days will be performed for each team.</u></b></p> <p><b><u><i>Additionally, the Athletic Director will run periodic reports on athlete attendance. Any athlete that has accrued multiple tardies will be called in to meet with their respective Assistant Principal and be given a verbal warning letting them know that an additional tardy will result in a temporary suspension from extracurricular activities. The duration of the suspension will vary based on the number of tardies.</i></u></b></p> <p><b><u>The Athletic Director will send separate emails to the applicable coaching staff(s) notifying them about athletes on their roster who receive a verbal warning and are currently in jeopardy of</u></b></p>
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			<b><u>suspension if they receive another unexcused tardy or absent.</u></b>
8	<b>Homework Policy</b>	In the event that a student is absent from school, students are asked to obtain homework assignments from fellow classmates. When they are absent, they should contact a classmate for the day's work. In cases of extended absence, (three or more days), homework assignments or class work may be requested through the guidance office. Please allow two days for the guidance office to compile the requested material.	In the event that a student is absent from school, students are asked to obtain homework assignments from <del>fellow-classmates</del> <b><u>their teachers.</u></b> When they are absent, they should contact a classmate for the day's work. In cases of extended absence, (three or more days), homework assignments or class work may be requested through the guidance office. Please allow two days for the guidance office to compile the requested material.
13	<b>Standardized Tests</b>	Below the last paragraph- add additional text.	<b><u>If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.</u></b>
15	<b>Summer School</b>	No more than one summer school course may be taken in one subject area unless permission is given by administration. For example, if freshman English is taken at summer school, no other English courses may be taken at summer school during the student's remaining years at Hudson High School. All other English classes would need to be passed in a regular high school setting. The maximum number of summer school courses that can be taken in one	No more than one summer school course may be taken in one subject area. <del>unless permission is given by administration.</del> For example, if freshman English is taken at summer school, no other English courses may be taken at summer school during the student's remaining years at Hudson High School. All other English classes would need to be passed in a regular high school setting. The maximum number of summer school courses that can be taken in one summer is three unless permission is given by administration. No more than 16 summer school



		summer is three unless permission is given by administration. No more than 16 summer school credits can be on a student's final transcript.	credits can be on a student's final transcript.
15	Summer School	Students need to earn a passing grade of 65 or better in the summer school course order to earn credit for the course. In the event that a letter grade and a percentage grade is issued, Hudson High School will only accept the letter grade.	Students need to earn a passing grade of <del>65</del> <u>70</u> or better in the summer school course order to earn credit for the course. In the event that a letter grade and a percentage grade is issued, Hudson High School will only accept the letter grade.
21	Academic Eligibility for Participation in Extracurricular Activities	2. Seniors enrolled in fewer than four major courses (4 credits each) must be passing all of their major courses and be passing a minimum of 18 credits total to be eligible for extra-curricular activities. For example, a senior who is enrolled in 3 major courses (English 12, statistics, and sociology) plus 4 semester-based electives and fails sociology but passes all other courses is considered ineligible.	2. <del>Seniors</del> <u>Students</u> enrolled in <del>fewer than four</del> <u>four or fewer</u> major courses (4 credits each) must be passing all of their major courses and be passing a minimum of 18 credits total to be eligible for extra-curricular activities. For example, a <del>senior</del> <u>student</u> who is enrolled in 3 major courses (English 12, statistics, and sociology) plus 4 semester-based electives and fails sociology but passes all other courses is considered ineligible.
24	Saturday School	Appeal: If the Saturday School is assigned by an Assistant Principal, the student may appeal to the principal. There are no appeals beyond the principal for Saturday School.	<del>Appeal: If the Saturday School is assigned by an Assistant Principal, the student may appeal to the principal. There are no appeals beyond the principal for Saturday School.</del>
25	Procedures for Short-term Suspension	The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term	The principal, or <del>his/her—designee</del> <u>Assistant Principal (Referred to as "Principal" in this section)</u> , may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term

		suspension:	suspension:
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30	<b>Alcoholic Beverages and Controlled Substances</b>	4. The principal will decide what other actions should be taken. Where discipline is to be taken, the principal has the discretion to limit such discipline with the condition that the student participate in Drug/Alcohol counseling or rehabilitation.	4. The principal will decide what other actions should be taken. <del>Where discipline is to be taken, the principal has the discretion to limit such discipline with the condition that the student participate in Drug/Alcohol counseling or rehabilitation.</del>
30	<b>Breathalyzer Policy</b>	A breathalyzer may be utilized under circumstances involving reasonable suspicion of intoxication. The breathalyzer will not be used as a prerequisite for entry into a dance or extra-curricular activity but rather only in those situations that may involve alcohol intoxication. The purpose of the breathalyzer is to encourage a safe and drug free environment and to deter the illegal consumption of alcohol by minors. Refusal to take the breathalyzer when instructed will result in parental notification and out of school suspension.	A breathalyzer may be utilized under circumstances involving reasonable suspicion of intoxication. <del>The breathalyzer will not be used as a prerequisite for entry into a dance or extra-curricular activity but rather only in those situations that may involve alcohol intoxication.</del> The purpose of the breathalyzer is to encourage a safe and drug free environment and to deter the illegal consumption of alcohol by minors. Refusal to take the breathalyzer when instructed will result in parental notification and <b><u>may result in</u></b> out of school suspension.

32	<b>Dress Code Guidelines</b>	DRESS CODE The goal of the Hudson High School dress code is to have a school conducive to learning, to prepare our students to enter the world of work knowing how to appropriately dress for success and to reduce the threat of physical harm. All students shall avoid dress and/or grooming that poses any hazard to the welfare, health or safety of themselves or others. Articles of clothing which are disruptive to the educational	<b><u>To be approved by the School Committee</u></b>
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		<p>atmosphere of the school are prohibited.</p> <p>Students are expected to exercise good judgment in their style of dress. The basic guidelines of good taste, cleanliness and practicality should prevail. At all times, students should treat school as if it were a place of business and dress accordingly.</p> <p>Any student who wears an item, which is in violation of this policy, will be asked to remove or cover up the offending article of clothing. Students who refuse to remove offensive items will be sent home, parents will be contacted and a parent conference will be held.</p> <p>The following is a list of attire that may be considered inappropriate for school. This list is not exclusive and may be changed as needed. School administration will have the final determination as to whether certain attire is or is not in violation of the dress code.</p> <ol style="list-style-type: none"> <li>1. Tube tops, halters, tops that expose midriffs, spaghetti straps and muscle shirts</li> <li>2. See-through or transparent clothing</li> <li>3. Visible undergarments</li> <li>4. Clothing with obscene printing or pictures and profanity</li> <li>5. Clothing promoting alcohol, tobacco products, drugs, or violence</li> <li>6. Excessively torn or ripped garments</li> <li>7. Short skirts</li> <li>8. Short shorts</li> <li>9. Low cut tops</li> <li>10. Low slung pants</li> <li>11. Hoods are not worn in school</li> </ol>	
36	District Policies		<u>Move the entire contents of the “GENERAL INFORMATION” section (pages 53-56) to page</u>

			<b><u>36 before “DISTRICT POLICIES”</u></b>
40	<b>Non-Discrimination Policy and Grievance Procedure – Policy AC</b>	Replace entire policy	<b><u>Policy AC – Approved by the School Committee on May 22, 2018</u></b>
	<b>Non-Discrimination on the Basis of Disability – Policy ACE</b>	None	<b><u>Policy ACE – Approved by the School Committee on May 22, 2018</u></b>
53	<b>General Information</b>	EMERGENCY TRANSPORTATION If a student needs emergency transportation because of illness or injury, parents must make the necessary arrangements for transportation. We must request the name and telephone number of a person designated by your parents as a person to notify in case of an emergency when we are unable to contact your parents. This information will be requested when you complete your emergency card.	<b><u>Delete Section – See School Health Services attached.</u></b>
56	<b>Vehicle Privileges</b>	No student will be allowed to leave school in his/her car during the school day without the school administration contacting a parent. Any student who leaves school in his/her vehicle without permission will face the possibility of losing his/her vehicle privileges. Any student who leaves school grounds without permission may not participate in any after school activity on that day.	No student will be allowed to leave school in his/her car during the school day without the school administration contacting a parent. Any student who leaves school in his/her vehicle without permission will <b><u>be suspended and will</u></b> face the possibility of losing his/her vehicle privileges. Any student who leaves school grounds without permission may not participate in any after school activity on that day.
58	<b>School Nursing Services</b>	Replace entire policy	<b><u>See School Health Services Policy Attached</u></b>
59	<b>SEPAC</b>	None	<b><u>SEPAC Hudson- The Special Education Parent Advisory Council of Hudson</u></b>  <b><u>SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the</u></b>



			<p><b><u>schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.</u></b></p> <ul style="list-style-type: none"><li>• <b><u>Learn about special education services offered at each of the Hudson Public Schools.</u></b></li><li>• <b><u>Meet other parents with similar concerns for their children's needs.</u></b></li><li>• <b><u>Improve Hudson resources for children with special needs.</u></b></li><li>• <b><u>Understand effective ways for parents and educators to work together.</u></b></li><li>• <b><u>Learn how to better navigate the IEP and 504 process.</u></b></li><li>• <b><u>Become a better advocate for your child.</u></b></li></ul>
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## **NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE**

The Hudson Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Hudson Public Schools is committed to maintaining an educational environment where bigotry and intolerance, including discrimination and harassment, on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age, are not tolerated. The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national

origin, sexual orientation, age, or disability, their complaint should be registered with the non-discrimination compliance officer.

SOURCE: MASC

UPDATED: June 2012

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Individual with Disabilities Education Act

Age Discrimination Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 1993

M.G.L.76:16 (Chapter 622 of the Acts of 1971)

603CMR 26:00 Amended 2012

603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

JB, Equal Educational Opportunities

JFABD, Homeless Students: Enrollment Rights and Services

*Approved by Hudson School Committee – January 9, 2018*

*Update approved by the Hudson School Committee – May 22, 2018*



## NON-DISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Section 504 of the Rehabilitation Act of 1973 provides that:

no otherwise qualified handicapped individual . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Therefore, it is a policy of the Hudson Public Schools that the provisions of Section 504 shall be implemented in all activities and procedures of the school system.

**Definition:** A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

**Reasonable Modification:** The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation should be made in writing to the Section 504 or ADA Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual requesting the accommodation, the location where the accommodation is required and why the accommodation is needed. For public meetings and hearings, the Section 504 or ADA Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the Section 504 Coordinator will respond to such a request in accordance with the Hudson Public Schools' Section 504 Policies and Procedures or Special Education Policies and

Procedures. For all other individuals, the Section 504 or ADA Coordinator will respond within two (2) school days of receipt of the request.

**Communications:** The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

**Auxiliary Aids and Services:** "Auxiliary aids and services" includes (1) qualified interpreters on-site or through video remote interpreting (VRI), note takers, real-time computer-aided transcription services, written materials, exchange of written notes, telephone handset amplifiers, assistive listening devices, assisted listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, including real time captioning, voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices, videotext displays, accessible electronic and information technology; and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials and displays, large print materials, screen reader software; magnification software, optical readers, secondary auditory programs (SAP), accessible electronic and information technology or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

**Limits of Required Modification:** The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that an action would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

**Notice:** The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and their applicability, as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA and Section 504.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA and Section 504, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or Section 504. The District shall make available to all interested individuals the following coordinators:

Cindy Fensin,  
Title II - ADA Coordinator for the District  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749  
Telephone: 978-567-6100  
E-Mail: [ckfensin@hudson.k12.ma.us](mailto:ckfensin@hudson.k12.ma.us)

Cathy Kilcoyne  
504 Coordinator  
Hudson Public Schools  
155 Apsley Street  
Hudson, MA 01749  
Telephone:  
E-Mail: [cakilcoyne@hudson.k12.ma.us](mailto:cakilcoyne@hudson.k12.ma.us)

The employees so designated shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA or Section 504. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

#### Website Accessibility

The Hudson Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Hudson Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Hudson Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials, such a request should be made to the ADA Coordinator.

SOURCE: MASC – 7/16

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Individuals with Disabilities Education Act

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

603 CMR 28.00

CROSS REFS.: [IGB](#), Support Services Programs

*Approved by the Hudson School Committee – January 9, 2018*

*Update approved by the Hudson School Committee – May 22, 2018*

## SCHOOL HEALTH SERVICES

HPS school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Nursing coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

Hudson School Nurses provide the following services during the school day:

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care providers

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"><li>• All students in grades 7 &amp; 9</li><li>• Confidential screening</li></ul>

### Immunizations and Physical Examinations

**In accordance with MDPH regulations:**

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.

### When to keep your child home from school

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.

- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours

**Please contact the school nurse if your child has:**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice
- An extended absence or anticipated absence due to a health condition (three school days or more)
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

**Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

**Medication Policy**

The complete district policy (JLCD) is available on the HPS website under school committee policies. Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

**Pregnant Students**

Pregnant students are permitted to attend classes and participate in extracurricular activities throughout their pregnancy. Exceptions will be made only when a physician expressly prohibits the student's participation. The district does not require a pregnant student to obtain a physician's certification that the student is able to continue in school. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular program as before the pregnancy leave.

**High School Nursing Services**

General Health Office hours are Monday through Friday from 7:15 a.m. – 2:15 p.m. Student office hours are posted on the door. Passes signed a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the Health Office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with Health Care Providers will be arranged on a case-by-case basis. Please call the Health Office to schedule an appointment.

There is a strict "no cell phone" policy in the Health Office at all times. Students may use cell phones in the Health Office *only with the nurses' permission*.



## Medical Transportation Procedure

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school. The guidelines and process for Medical Transportation is as follows:

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan - Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Nursing along with a copy of the completed Student Collaborative Health Plan –Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Nursing or the Director of Student Services.
- r) The Director of Nursing maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### Specific Guidelines

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors



potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures, surgery or amputations may be eligible for medical transportation. Students who are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

**Seizure Disorder:** Transportation for students experiencing intermittent seizure activity may be provided door-to-door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

**Other:** Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.

## **Proposed Dress Code Policy and Guidelines for 2018-2019 School Year**

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### **School Committee Policy: JICA**

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action, with dignity and without shaming, in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

SOURCE: MASC

### **Dress Code Guidelines – Elementary Schools**

Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school

Students should also wear appropriate footwear that is conducive to the scheduled activities.

### **Dress Code Guidelines – Secondary Schools**

Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school

Students should also wear appropriate footwear that is conducive to the scheduled activities.

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

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Funding Source: Local Budget

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

**Contract for Goods**

**Company Information**

Company Name: Denver Equipment Co. of Charlotte, Inc.

Address: 5922 Harris Technology Blvd.

Charlotte, NC 28269-3713

Social Security #/ Federal Tax Identification #: 56-1701773

**Terms of Contract:**

A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

**Description of Items Purchased and Prices**

**The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:**

Refer to attached quote dated 7/26/18

◆ Convection St4eamer, Electric, Boilerless	\$16,533.00
◆ Kettle, Electric, Countertop	5,671.34
◆ Uncrate & Setup	<u>400.00</u>
◆	<b>TOTAL</b> \$22,604.34

**Timeline for Shipping:**

**Payment Schedule:** The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

**Termination:** 1. Termination for Cause: If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents shall become the property of the Town.

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination.

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in

the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor:

*[Handwritten Signature]*

Signature of Vendor

Date: 8-16-18

Hudson Public Schools

*[Handwritten Signature]*

School Business Manager

Date: 8/16/18

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

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

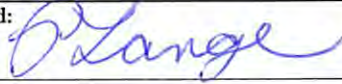
\_\_\_\_\_  
Hudson School Committee

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

# SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B Ch. 149 CH. 30 \$39m

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

Department: Food Service - FARLEY	Date: 7/24/2018	Department Head: (signature) 
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## Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

The Steamer and Kettle equipment at Farley Elementary school are unrepairable but key pieces to assist in the operation Food Service program at this location. Since the 2 pieces of equipment are joined and use the same boiler we both will have to be replace.

Page 1 of 2

## Recommended Quote or Bid

Date Quote Received: 7/26/2018	Quote: \$ 22,604.34	
Company Name: Denver Equipment Co. of Charlotte, Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>	
Address: 5922 Harris Technology Blvd, charlotte, NC 28269-3713		
Quote Issued By: James Poole	Tel.: 704-597-2688	FAX: 704-597-2677
Special Conditions/Notes: Equipment, Delivery and Set-up		


## Second Quote or Bid

Date Quote Received: 6/26/2018	Quote: \$ 23,580.00	
Company Name: Stafford-Smith, Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>	
Address: 916 N. Euclid Ave, Bay City MI 48706		
Email: mdombroski@staffordsmith.com		
Quote Issued By: Mark Dombrowski	Tel.: 978-684-4455 x3501	FAX: 989-509-6024
Special Conditions/Notes: Equipment, Delivery and Set-up		

## Third Quote or Bid

Date Quote Received: 6/27/2018	Quote: 22,771.39	
Company Name: TriMark Foodcraft	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>	
Address: 2601 Hope Church Road, Winston-Salem, NC 27103		
Quote Issued By: Judah Malin	Tel.: 336-768-7520	FAX:
Special Conditions/Notes: Equipment, Delivery and Set-up		

## Chief Procurement Officer Action

Approved: 	Date: 7/27/18
Comments:	

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

Posted  Newspaper  Central Register  CommBuys  Website

# SUPPLY/SERVICE PROCUREMENT FORM

Ch. 30B

Ch. 149

CH. 30 \$39m

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

Department:

Food Service - FARLEY

Date:

7/24/2018

Department Head:

(signature) \_\_\_\_\_

## Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

The Steamer and Kettle equipment at Farley Elementary school are unrepairable but key pieces to assist in the operation Food Service program at this location. Since the 2 pieces of equipment are joined and use the same boiler we both will have to be replace.

PAGE 2 of 2

## Fourth Quote or Bid

Date Quote Received: 6/27/2018

Quote: \$ 23,895.48

Company Name: Clark Food Service Equipment

Written  Verbal

Address: 2207 Old Philadelphia Pike, Lancaster, PA 17602

Quote Issued By: Parker Nixon

Tel.: 717-392-7550 x2220

FAX:

Special Conditions/Notes: Equipment, Delivery and Set-up

Posted

Newspaper

Central Register

CommBuys

Website

## SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B

 Ch. 149

 CH. 30 §39m

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

Department: Sarah Davis, Science	Date: 8-13-18	Department Head: <i>[Signature]</i> (signature)
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### Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

With the support of three different school-specific MassSTEMHub grants, Farley, Forest and Mulready Elementary schools are launching a new Project Lead the Way engineering curriculum in 2018-2019. The grants support an investment in materials kits and specialty equipment. The materials kits (see attached product lists) are only available through PLTW. The VEX IQ Construction Kits are exclusive to PLTW and not sold by other commercial providers. All materials already include the cost of shipping, so there are no additional shipping costs.

### Recommended Quote or Bid

Date Quote Received: 8/3/18	Quote: \$15290.00
Company Name: PLTW	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 3939 Priority Way South Drive, Suite 400 Indianapolis, IN 46240	
Quote Issued By: PLTW	Tel.: 877-335-7589      FAX: 317-536-3518
Special Conditions/Notes: Sole source	

### Second Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel.:      FAX:
Special Conditions/Notes:	

### Third Quote or Bid

Date Quote Received:	Quote:
Company Name:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
Address:	
Quote Issued By:	Tel.:      FAX:
Special Conditions/Notes:	

### Chief Procurement Officer Action

Approved: <i>[Signature]</i>	Date: 8/15/18
Comments: Sole source per MBE 30B section 7	

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

Posted   
  Newspaper   
  Central Register   
  CommBuys   
  Website





155 Apsley Street  
Hudson, MA 01749  
978-567-6100

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**To:** School Committee, Principals, Advisors, Student Officers, Town Accountant and Town Treasurer  
**cc:** Dr. Marco Rodrigues, Superintendent of Schools  
**From:** Patricia Lange, Executive Director of Finance and Operations  
**Date:** 8/15/2018  
**Re:** Student Activities Reporting Period Ending June 30, 2018

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Attached are the Student Activity Reports for the period ending June 30, 2018, for Hudson High School and Quinn Middle School. The cover page is the reconciliation of the Agency Savings account to the Town's general ledger. The bottom of the page shows that the totals of the reconciled balances of the Agency savings account and the school checking account total to the subsidiary ledger of the student fund balances. The second page shows the subsidiary ledger, listing the student fund balances.

If you have any questions, or need additional information, please do not hesitate to contact me.

Student Activity Funds Reconciliation				FY18
HHS Account 1217 - AGENCY ACCOUNT				
YTD 6/30/2018				
				Avidia #0050631701
	Town	Bank	VADAR Variance	
	General Ledger	AGENCY ACCT		
Balance at June 30, 2017	A 91,128.61	226,558.24		
Cash Management Transfer	0.00	(135,790.63)		FY17 4th Qtr. Transfer
Cash Management Transfer		361.00		Correct overdraw of FY17 4th qtr xfer
Bank Interest	B 530.48	G 530.48		
Receipts	C 266,848.16	H 267,110.16	(262.00)	
NSF & Debits Adjustments	D (325.00)	I (587.00)	262.00	
Expenditures	E (267,585.02)	J (147,844.04)		
<b>Ending Balance</b>	<b>F 90,597.23</b>	<b>K 210,338.21</b>	<b>(119,740.98)</b>	
<b>ACTION NEEDED BY TOWN</b>				
<b>TOWN ADJUSTMENTS</b>				<b>ACTION NEEDED</b>
Cash Management Xfer - Debit		(32,586.80)		Outstanding warrant 4/6/18
Cash Management Xfer - Debit		(10,618.09)		Outstanding warrant 5/11/18
Cash Management Xfer - Debit		(19,541.24)		Outstanding warrant 6/4/18
Cash Management Xfer - Debit		(56,994.85)		Outstanding warrant 6/13/18
<b>Total Warrants</b>	<b>0.00</b>	<b>(119,740.98)</b>		
<b>SCHOOL ADJUSTMENTS</b>				
<b>Total Reconciled Balance</b>	<b>90,597.23</b>	<b>90,597.23</b>	<b>0.00</b>	

Prepared by:

Christy Morrison

Date: 8/14/2018

8-14-18

Approved by:

Patricia Lange

Date:

8/14/18

	June		Outstanding		Reconciled Balance
	Bank Statement		Checks/ Transfers	deposits	
Checking Account	N 66,811.73		O (23,931.42)	0.00	\$ P 42,880.31
Agency Account	K 210,338.21		L (119,740.98)		\$ M 90,597.23
<b>Total Reconciled Balance</b>					<b>\$ Q 133,477.54</b>
<b>Total Subsidiary Accounts</b>					<b>\$ R 133,477.54</b>
<b>Quickbook's Variance</b>					<b>\$ -</b>

12:35 PM

## Hudson High School Student Activity Fund

07/16/18

## Profit &amp; Loss

Cash Basis

July 2010 through June 2018

	Jul '10 - Jun 18
<b>Income</b>	
Advanced Placement	6,734.76
Advanced Placement Text	19.34
All School Musical	20,373.23
<b>Athletics</b>	
Athletic General	2,819.19
Athletic Ice Hockey	13.78
Athletics -Boys' Tennis	725.95
Athletics Boys' Basketball	183.00
Athletics Boys Soccer	375.00
Athletics Football	97.90
Athletics Girls' Soccer	2,037.34
Athletics Girls' Tennis	250.00
Athletics Girls Basketball	640.00
Athletics Girls JV Tennis	974.80
Athletics Gymnastics	122.64
Athletics Softball	1,029.01
Athletics Volleyball	563.75
Baseball	92.85
<b>Total Athletics</b>	<b>9,925.21</b>
Band	3,137.66
Bank Charges and Interest	3,958.08
Bus Account	1,648.26
Chorus	2,716.35
Class of 2018	7,344.71
Class of 2019	22,566.72
Class of 2020	9,522.79
Class of 2021	3,626.83
Class of 2022	551.49
<b>Class/Team Fundraisers</b>	
Amazon Trip April	223.89
Athletic Training Field Trip	580.00
Macbeth Field Trip English 10	376.48
Physics Class Field Trip	259.45
Sao Tome Trip	4,127.44
<b>Total Class/Team Fundraisers</b>	<b>5,567.26</b>
Community Council	922.25
CPR	686.85
Earth Council	516.35
General Fund	5,497.35
Germany Trip	3,159.37
Guldance	860.43
Journalism Club	877.26
Junior Honor Society	660.22
National Art Honor Society	480.64
National Honor Society	510.18
Outdoor Club	93.04
S.A.D.D.	1,785.45
School Store	4,544.12
Senior Class Parking	1,837.01
Ski Club	187.14
Spain Trip	353.25
Spirit Committee	4,100.96
Strive	1,061.57
TV Studio	1,661.05
Ultimate Frisbee	552.24

12:35 PM  
07/16/18  
Cash Basis

**Hudson High School Student Activity Fund**  
**Profit & Loss**  
July 2010 through June 2018

---

	Jul '10 - Jun 18
UNESCO Trip	3,227.95
Yearbook	2,212.17
<b>Total Income</b>	<b>133,477.54</b>
<b>Gross Profit</b>	<b>133,477.54</b>
<b>Net Income</b>	<b>133,477.54</b>

Student Activity Funds Reconciliation				FY18
QMS Account 2838 - AGENCY ACCOUNT				
YTD 6/30/2018				
	Town	Bank	VADAR Variance	Avidia #0051801401
	General Ledger	AGENCY ACCT		
Balance at June 30, 2017	A 22,683.20	46,682.95		
Cash Management Transfer	0.00	(24,009.75)		FY17 4th Qtr. Transfer
Cash Management Transfer		10.00		Deposit for FY17 4th qtr. Overdraw Cash Mgmt Txfer
Bank Interest	B 70.82	G 70.82		
Receipts	C 46,428.24	H 46,490.24		
NSF & Debit Adjustments	D (62.00)	I (124.00)		
Expenditures	E (52,338.90)	J (25,040.83)		
<b>Ending Balance</b>	<b>F 16,781.36</b>	<b>R 44,079.43</b>	<b>(27,298.07)</b>	
<b>ACTION NEEDED BY TOWN</b>				
<b>TOWN ADJUSTMENTS</b>				<b>ACTION NEEDED</b>
Cash Management Xfer Debit		(3,743.50)		Warrant 3/22/2018
Cash Management Xfer Debit		(3,526.41)		Warrant 4/5/2018
Cash Management Xfer Debit		(7,265.34)		Warrant 5/14/2018
Cash Management Xfer Debit		(6,048.24)		Warrant 6/19/2018
Cash Management Xfer Debit		(1,822.35)		Warrant 6/26/2018
Cash Management Xfer Debit		(4,892.23)		Warrant 6/27/2018
<b>Total Warrants</b>		<b>(27,298.07)</b>		
<b>SCHOOL ADJUSTMENTS</b>				
<b>Total Reconciled Balance</b>	<b>16,781.36</b>	<b>M 16,781.36</b>	<b>0.00</b>	

Prepared by:  
Date: 8/14/2018

*Christy Morrison*  
8-14-2018  
*Patricia Sage*  
8/14/18

Approved by:  
Date:

	June	Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	Deposits	
Checking Account	M 6,492.90	O (3,520.15)	P 4,892.23	O 7,864.98
Agency Account	R 44,079.43	L (27,298.07)	0.00	M 16,781.36
<b>Total Reconciled Balance</b>				<b>\$ 24,646.34</b>
<b>Total Subsidiary Accounts</b>				<b>\$ 24,646.34</b>
<b>Variance</b>				<b>\$ -</b>

**HUDSON PUBLIC SCHOOLS  
David J. Quinn Middle School  
STUDENT ACTIVITIES ACCOUNT  
SUBSIDIARY ACCOUNTS RECONCILIATION**

**MONTH of JUNE 2018**

Art Club	\$	275.95
Band/Chorus	\$	5,629.97
Drama	\$	8,991.24
Class Teams:		
Amber Team	\$	17.67
Coral Team	\$	80.00
Emerald Team	\$	-
Jade Team	\$	-
Onyx Team	\$	56.60
Pearl Team	\$	-
Ruby Team	\$	-
Sapphire Team	\$	-
Topaz Team	\$	-
General Funds	\$	6,816.89
Interest Earnings	\$	379.90
Library	\$	875.63
Ski Club	\$	27.17
Student of the Month	\$	140.06
Yearbook	\$	1,355.26
<b>Total of Student Activity Accounts</b>	<b>\$</b>	<b><u><del>21,622.25</del> T</u></b>



## Julia M. Pisegna

---

**From:** Sarah B. Davis  
**Sent:** Wednesday, August 15, 2018 7:01 AM  
**To:** Julia M. Pisegna  
**Cc:** Marco C. Rodrigues  
**Subject:** agenda item for SC mtg on 8.21

Hi Julia,

I have a procurement for over \$10,000 and need a School Committee signature. Can you please include this on the SC agenda for 8/21?

The vendor is Project Lead the Way.

The amount is \$15,290.

The materials to purchase are engineering kits for the Project Lead the Way Launch program.

The source of funds is MassSTEMHub grants (no district \$).

Please let me know what other details you need for the agenda.

Thanks -  
Sarah

*The Hudson Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status.*