



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING

December 5, 2017

155 Apsley Street - Administration Building

7:00 p.m.

AGENDA

- I. **Call the Meeting to Order**
- II. **Minutes of the Following Meeting Presented for Approval:**
Regular Meeting: November 14, 2017
- III. **Public Participation:**
In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:
 - *Speakers should address their issues and concerns, and avoid personal attacks;*
 - *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
 - *Persons addressing the Committee should limit their statements to approximately two minutes.*
- IV. **Reports:**
 1. Report of the Superintendent
 2. Subcommittee Reports (if needed)
 3. Student Report (if any)
- V. **Matters for Discussion:**
 1. Discussion of Policy Manual Revision Process Disclaimer
 2. Reading of Proposed Adoptions and Revisions of School Committee Policies Section 'A'
 3. Reading of Proposed School Committee Policy *Substance Use Prevention and Education Policy*
 4. Discussion of Building Envelope Systems
 5. Discussion of Massachusetts Superintendents Trip to Lisbon, Portugal, April 2018
- VI. **Matters For Action:**
 1. Reclassifications of Funds (if needed)
 2. Items of Interest to the School Committee



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VII. Executive Session/Adjournment

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

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

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: November 14, 2017

Location: Administration Building
155 Apsley Street

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

Members absent: Ben Carme, Student Representative

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

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

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

Approval of Minutes:

Regular Meeting: October 24, 2017

A motion to approve the minutes of October 24, 2017 was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

Public Participation:

None.

Reports:

Report of the Superintendent

Dr. Rodrigues shared with Committee members that the presentation tonight will be about English learners and how the District educates them, support services provided, and data collection representative of those services and the progression of the language acquisition that is in the District.

Director of English Learner Education, Erin Goldstein, presented to the Committee the ACCESS and MCAS testing data and identified the District level trends in English learner achievement and the diversity of these English learners, the changing demographics, the increase in numbers overall and the increase in English learners per school.

Ms. Goldstein also shared the MCAS and ACCESS 2.0 achievement data for District proficiency in areas such as grade District progress and attainment, as well as gender, language, school, domain and student grade point average.

Discussion ensued.

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

Student Report

Student Representative, Ben Carne, was not present for the meeting but provided an update for Committee members:

1. High School Update:

- Hudson High School Drama Society presents *The Adventures of Tom Sawyer*
Dates: Friday, November 17th, Saturday, November 18th, and Tuesday, November 21st
Time - 7:00 p.m.
Location - Hudson High School Auditorium, 69 Brigham Street
- Thanksgiving Day – all were invited to attend the annual football game
- Spirit week (3 days)

2. Community Council Update: Mr. Carne's update indicated that the group acts as a voice for the student body to share their opinions and ideas and that Community Council has been hard at work planning the new year and mapping out goals, including:

- Teacher of the month
- Feminine Products
- Senior parking lot
- Design on pavement
- School- wide discussions
- Stress
 - Why isn't there a group to handle stress?
 - Any suggestions?

Discussion ensued.

Subcommittee Reports

Committee member, Steve Smith, shared that the Policy Subcommittee had met and began review of Section 'A' of the current School Committee Policies Manual and that these policies will be brought before the full Committee at the next scheduled School Committee meeting on Tuesday, December 5th.

Committee Chair, Michele Tousignant Dufour, shared that the IBB training session for interest-based bargaining for the teacher and para unions has been completed. Officials negotiations will begin for both Hudson Education Association and Hudson Paraeducators Association.

Matters for Discussion:

1. Discussion of End of Year Summary Report FY17:

Executive Director of Finance and Operations, Patty Lange, presented to the Committee the annual financial report submitted by each District to the Department of Elementary and Secondary Education and highlighted the comparison of data items reported in FY15 through FY16 based on information reported and audited by the State to ensure that all Districts record the information accurately and in accordance with their guidelines.

Discussion ensued.

2. Discussion of October 1st Enrollment Update:

Executive Director of Finance and Operations, Patty Lange, presented to the Committee the October 1st enrollment numbers of 2,607 students which will be the District's foundation for Chapter 70 funding for FY19.

Ms. Lange and Dr. Rodrigues also highlighted comparison data for enrollment numbers for Assabet Valley Vocational High School and AMSA Charter School.

Discussion ensued.

3: Discussion of MASC Conference

Committee Chair, Michele Tousignant Dufour, attended the MASC Conference and participated in a number of sessions, including implementation of a college and career pathways program, the Superintendent evaluation process, State of the Economy, opioid crisis, social and emotional learning, as well as cyber security.

4. Discussion of Assabet Valley Collaborative Report

Dr. Rodrigues presented the first quarterly report of Assabet Valley Collaborative to Committee members which highlighted the activities of the Collaborative and their services provided. Future reports will include the annual report and financial audit, annual budget report and tuition rates, and any amendments to the By-laws of the Collaborative.

Discussion ensued.

5. Discussion and Update on Town Warrant and Town Meeting

Committee Chair, Michele Tousignant Dufour, invited all Committee members to attend the Town meeting scheduled for Monday, November 6th at 7:30 p.m. at Hudson High School and updated Committee members that the District did have a Warrant Article submitted for a new five-year transportation contract but because an extension was approved, this Warrant Article is no longer needed and has been withdrawn.

6. Discussion of MCAS Information Meeting with Parents

Dr. Rodrigues shared that two MCAS information meetings were held on November 6th and November 9th where parents were given an opportunity to speak with the Principals and Curriculum Directors about any questions that they had relative to the MCAS testing and results.

Dr. Rodrigues noted that six parents attended the first meeting and that the conversation was very rich and informative and covered a variety of topics. No one attended the second scheduled meeting.

Dr. Rodrigues encouraged anyone with a question or concern regarding MCAS to please contact their building Principal.

Discussion ensued.

7. Discussion of Aspen Update

Dr. Rodrigues shared that parents received information on how to access Aspen. There was a batch of emails that were bounced back as spam emails, but the District continues to work on that. Log in accounts continue to increase, and information continues to be updated on the District website for parents.

Discussion ensued.

Matters for Action:

Reclassifications:

A motion to approve the reclassifications of funds, as presented, was made by Mr. Luoto and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

Items of Interest to the School Committee:

Committee member, Allyson Hay, noted that in the past, the Committee has participated in the Hudson Holiday Coalition and sponsored a family in Hudson. The Coalition was very successful last year and sponsored 150 families in Town, and Ms. Hay shared that she would be happy to coordinate that process for this year.

Executive Session/Adjournment

At 8:30 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

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

Not Approved

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

Vote by roll call:

Ms. Tousignant Dufour – yes

Ms. Hay – yes

Mr. Luoto – yes

Mr. Maston – yes

Ms. Hallsworth - yes

Mr. Smith – yes

Mr. Tracy – yes

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

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee



DECEMBER 5, 2017

Hudson Public Schools

REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.


SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators I-E

Standard II: Indicators II-A, B, C,

Standard III: Indicators III-A, B, C, D

Standard IV: Indicators IV-A, C



REPORT OF THE SUPERINTENDENT

I. ENTRY PLAN UPDATE

- Completed all Listening Sessions with Staff and Parents
- Conducted a Listening Session for Portuguese-speaking parents
- Presentation of the Entry Findings to the School Committee moved from January 9, 2017 to January 23, 2017

II. SUBSTITUTE TEACHERS RECRUITING EFFORTS

CURRENT STATUS

- 55 active substitutes

SUBSTITUTE PREFERENCE/REQUESTS

- 22 Farley Elementary
- 22 Forest Avenue
- 25 Mulready Elementary
- 23 Quinn Middle School
- 22 Hudson High School

HELP WANTED ADVERTISEMENT FLYER – NOVEMBER 3, 2017

- Flyers were hung at:
Hudson Public Library (Adult Section)
Hudson Public Library (Children Section)
Bolton Public Library
Global Fitness in Stow
Rail Trail Flatbread
Hudson Town Hall
Hudson Post Office
Victor's 50's Diner
Hudson Senior Center
- Text Messages
Texts messages were sent to Portuguese and Spanish speaking parents
- Emails/Newsletters to Parents
District-wide e-mail sent to all Hudson Public School parents
Hudson High School Round Robin
Quinn Middle School daily announcements
Farley Elementary School Principal e-mail
Forest Avenue Elementary School Principal e-mail
Mulready Elementary School Principal e-mail

- Social Media
 - Hudson Public Schools Facebook Page
 - Hudson Parents information Facebook Page
 - Assabet Valley Chamber of Commerce Facebook Page
 - Hudson Mom's Facebook Page
 - Hudson Public Schools Twitter
 - Hudson Public Schools Google+
 - Hudson Public Schools LinkedIn pages
 - Hudson Public Schools Weekly Newsletter - Creating Connections

- Websites
 - Hudson Public Schools
 - Hudson High School
 - Quinn Middle School
 - Farley Elementary School
 - Forest Avenue Elementary School
 - Mulready Elementary School

RESULTS OF OUR RECRUITING EFFORTS OVER A TWO-WEEK PERIOD

- 20 applications were received and all were called for an interview.
 - a) 4 applicants did not return our phone call after three attempts;
 - b) 3 applicants had pursued other employment and;
 - c) 1 applicant was scheduled for an interview, but did not show.

FINAL RESULT

- 12 applicants interviewed for daily substitute positions and moved forward to the Superintendent for approval.

III. ASPEN AND 1:1 TECHNOLOGY PLAN UPDATES

- Aspen Parent Accounts
- Aspen Training for Elementary Teachers
- 1:1 Technology Parent Support

Policy Manual Revision Process

The Sub-Committee on Policy is currently engaged in the revision of the district's current Policy Manual. The revision process takes into consideration the updated language of the Policy Manual recommended by the Massachusetts Association of School Committees (MASC).

The district is reviewing and revising the Policy Manual in a sequential manner, starting with *Section A: Foundations and Basic Commitments* and will proceed through Section L, the last section of the Policy Manual. Considering that policies under a particular section inter-connect with other sections and these policies may be reviewed and potentially updated at a later date, the administration advises the School Committee to consider, and to approve, the following disclaimer to be posted on the district's website for the duration of the Policy Manual review process:

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.

SECTION A - FOUNDATIONS AND BASIC COMMITMENTS

Policy

- AB** THE PEOPLE AND THEIR SCHOOL DISTRICT – Do recommend
- AC** NONDISCRIMINATION – Recommend MASC
- ACA** NONDISCRIMINATION ON THE BASIS OF SEX – Recommend MASC
- ACAB** SEXUAL HARASSMENT – Recommend MASC
- ACE** NONDISCRIMINATION ON THE BASIS OF DISABILITY – Recommend MASC
- AC-E1** DISCRIMINATION OR HARASSMENT FLOW CHART FOR COMPLAINTS –
Eliminate
- ADC** TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED –
Recommend MASC
- ADDA** BACKGROUND CHECKS – Recommend MASC
- ADDA-R** DCJIS MODEL CORI POLICY – Recommend MASC
- AE** COMMITMENT TO ACCOMPLISHMENT – Recommend MASC

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION A – FOUNDATION AND BASIC COMMITMENTS

Section	Existing Policy	Proposed Change or New Policy
<p><u>Policy</u> <u>AB</u></p> <p>The People and Their School District</p>	<p>None</p>	<p>The Hudson School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community’s youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.</p> <p>The School Committee therefore affirms and declares its intent to:</p> <ol style="list-style-type: none"> 1. Maintain two-way communication with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.

2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.

3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

SOURCE: MASC

NOTE: Since this is a reference manual, no adoption dates are given. The date of adoption, and revision dates, if any, should be noted on each policy in a local School Committee's policy manual.

Recommendation: Recommend adoption of this policy.

Section	Existing Policy	Proposed Change or New Policy
<p data-bbox="108 164 204 240"><u>Policy</u> <u>AC</u></p> <p data-bbox="108 293 342 496">Non-Discrimination Policy and Grievance Procedure</p>	<p data-bbox="476 164 668 196"><u>Introduction</u></p> <p data-bbox="363 248 1093 756">The Hudson Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, age, and expression of political views, are not tolerated. Discrimination, including harassment, is contrary to the mission of the Hudson Public Schools and its commitment to equal opportunity in education.</p> <p data-bbox="363 805 1093 1438">The Hudson Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Hudson Public Schools, or in obtaining the advantages, privileges and courses of study of the Hudson Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation (M.G.L. c. 76 § 5), or expression of political views. Additionally, the Hudson Public Schools does not tolerate harassment based upon race, color, sex, gender identity, religion, national origin, or sexual orientation. (603 CMR 26.08).</p>	<p data-bbox="1115 164 2023 410">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:</p> <ol data-bbox="1210 456 2023 1495" style="list-style-type: none"> <li data-bbox="1210 456 2023 621">1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations. <li data-bbox="1210 667 2023 873">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. <li data-bbox="1210 919 2023 1084">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. <li data-bbox="1210 1130 2023 1247">4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups. <li data-bbox="1210 1292 2023 1495">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.

For purposes of this policy and procedure, "school" includes school-sponsored events, trips, sports events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Hudson Public Schools takes allegations of discrimination, including harassment, seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Hudson Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

“Discrimination” includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national origin,

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 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 or disability, their complaint should be registered with the Title IX 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

sexual orientation, age, disability, or expression of political views. Harassing conduct involving these bases can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, gender identity, sexual orientation, religion, disability, age, or expression of political views. Harassment is prohibited by the Hudson Public Schools, and violates the law.

Examples of harassment include:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or

Rehabilitation Act of 1973

Education for All Handicapped Children 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)

BESE regulations 603CMR [26:00](#) Amended 2012

BESE regulations 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

NOTE: This category is for a general policy covering all types of nondiscrimination and relating to students, staff, and others. Federal and state laws apply.

If a policy relates to staff only, to students only, or a particular form of non-discrimination, it is better filed elsewhere. Appropriate codes for such statements are indicated by the cross-references.

Regulations pertaining to all forms of nondiscrimination -
- or a procedure all persons can resort to for redress of

activity of the Hudson Public Schools; or (ii) creates an intimidating, threatening or abusive educational environment.

Many forms of harassment have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like M.G.L. 151C) by federal courts, state courts, the U.S. Department of Education, Office for Civil Rights, and the Massachusetts Commission Against Discrimination "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities, or as a basis for employment decisions.**
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.**

grievances related to nondiscrimination -- would follow under code AC-R.

Law in most instances requires official School Committee approval of regulations in this area.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has

the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

Please note that sexual harassment can occur: adult to student, student to adult, student to student, male to female, female to male, female to female and male to male.

III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment

a. Introduction

If any Hudson Public Schools student, parent or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Hudson Public Schools. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Administrators aware of harassment or discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

b. Please note that while these procedures relate to the Hudson Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Hudson Public Schools' authority to discipline or take remedial action for conduct which the Hudson Public Schools deems unacceptable.

Grievance Procedures

ii. District Contact

District Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation and Age is:

**Patricia Lange, Executive Director of
Finance and Operations
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749
Telephone: 978-567-6100
E-Mail: plange@hudson.k12.ma.us**

Students, parents or employees who wish to initiate the formal complaint process may

also put their complaint in writing to the building Principal. Any Principal receiving such a complaint shall immediately forward the complaint to the District Coordinator listed above, who will then begin the formal procedure described below.

Any teacher or other employee who receives a formal complaint of discrimination or harassment shall immediately forward the complaint to the building Principal. The Principal will then forward the complaint to the District Coordinator listed above, who will begin the formal procedure described below.

The District Coordinator shall handle the investigation and resolution of the complaint, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the chairperson of the school board, who should consult with legal counsel concerning the handling and investigation of the complaint.

ii. Internal Grievance Procedure

1. Informal Resolution of Discrimination and Harassment Complaints

Before initiating the formal procedure, the student/parent/employee may wish, if possible, to resolve the complaint on an informal basis through discussion.

A student or parent can discuss the issue with his/her teacher or building Principal. An employee can discuss the issue with his/her immediate supervisor or the building Principal. Any teacher who receives an informal complaint should notify the Principal and any Principal who receives a formal complaint should notify the District Coordinator. From there, the District Coordinator and the Principal will determine if the informal complaint process is appropriate and who will handle resolution of the informal complaint.¹

The person assigned to address the informal complaint shall attempt, within his/her authority, to work with the complainant to resolve the issue fairly and expeditiously within ten (10) working days of receiving the complaint. If the complainant is not satisfied

¹ Informal resolution may not be appropriate in all cases, including but not limited to more severe or egregious allegations of discrimination or harassment.

with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

2. Contact information for building Principals and for the Superintendent is located below.

3. Formal Resolution of Discrimination and Harassment Concerns:

A student, parent or employee who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time by putting the complaint in writing to the District Civil Rights Coordinator. An employee, at the request of the student, may put the complaint in writing for the student.

a. What the complaint should include

The student/parent/employee's complaint should include: the name of the individual making the complaint, the name of the individual aggrieved, the name of the individual(s) accused of committing the harassing or discriminatory practice, the location of the school/department where the alleged discriminatory practice occurred, the basis for the complaint, witnesses (if any) and

the corrective action the complainant is seeking.

If the written complaint does not contain this information, the District Civil Rights Coordinator will ask the complainant for this information.

a. When to file a complaint

Efforts should be made to file such complaint within twenty (20) calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, the Hudson Public Schools will investigate any complaint no matter when it is filed.

b. What will happen after the complaint is filed:

Promptly after receiving the complaint, the District Civil Rights Coordinator will conduct the necessary investigation, including making good faith efforts to gather all relevant evidence for consideration. In the course of his/her investigation, the District Civil Rights Coordinator shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant; and the person against whom the complaint was filed and/or the appropriate authority

involved; interviewing witnesses; and considering relevant documentation. During this process, complainants will have the opportunity to present witnesses and other relevant evidence to the District Civil Rights Coordinator conducting the investigation.

The District Coordinator or designee should use appropriate interim measures during the investigation of a complaint to ensure that the complainant is free from discrimination and/or harassment during the pending investigation.

Barring extenuating circumstances, the District Civil Rights Coordinator, will complete the investigation within twenty (20) working days. When more than twenty (20) working days is required for the investigation, the District Civil Rights Coordinator shall inform the complainant that the investigation is still ongoing.

After completing the formal investigation of the complaint, the District Civil Rights Coordinator shall make a decision on the complaint within ten (10) working days and shall inform the complainant and the person(s) against whom the complaint was made, of the results of the investigation in writing. If the District Civil Rights Coordinator finds that there is reasonable cause for believing that a discriminatory or

harassing practice has occurred, the District Civil Rights Coordinator will refer the matter to the Superintendent of the Hudson Public Schools and/or his or her designee for appropriate action, up to and including discipline for either the employee or the student(s) who engaged in the harassing or discriminatory conduct.

a. What you can do if you are not satisfied with the outcome of the formal complaint procedure:

If the complainant is not satisfied with the District Civil Rights Coordinator's decision, he/she can appeal the District Civil Rights Coordinator's finding to the Superintendent within ten (10) school days.

The Superintendent will review the information considered by the District Civil Rights Coordinator, collect any additional information he/she believes is necessary to make an informed decision and shall issue a written decision to the complainant and the person against whom the complaint was made. Again, strict timelines cannot be set for conducting the investigation because each set of circumstances is different. However, the Superintendent will make sure that the complaint is handled as quickly as feasible and will strive to complete the investigation

within ten (10) working days.

If the complainant is not satisfied with the Superintendent's decision, or if he/she does not choose either of the internal resolution processes, he/she may follow the external grievance procedure described below:

iii. External Grievance Procedure

Any student, parent or employee who chooses not to use the district's internal grievance procedures or who is not satisfied with the district's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

1. For complaints related to

discrimination/harassment of students:

**The Office for Civil Rights US Department of
Education 8th Floor**

5 Post Office Square, Suite 900

Boston, MA 02109-3921

Telephone: 617-289-0111

FAX: 617-289-0150

TDD: 877-521-2172

**The Massachusetts Commission Against
Discrimination**

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108
Phone:617-994-6000
TTY: 617-994-6196

***2. For complaints related to
discrimination/harassment of parents:***

**The Office for Civil Rights US Department
of Education**
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150
TDD: 877-521-2172

***For complaints related to
discrimination/harassment of employees:***

**The Office for Civil Rights US Department of
Education 8th Floor**
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150
TDD: 877-521-2172

**The Massachusetts Commission
Against Discrimination**
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone:617-994-6000

**The Equal Employment Opportunities
Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000
TTY: 617-994-6196**

IV. General Policies

- 1. No reprisals or retaliation shall be invoked against any person for processing, in good faith, a complaint, either on an informal basis or formal basis, or for participating in any way in these complaint procedures.**
- 2. No reprisals or retaliation shall be invoked against any person who, in good faith, has testified, assisted or participated in any manner in any investigations, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.**
- 3. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.**

- 4. The Hudson Public Schools will work with an individual who files a complaint of discrimination or harassment, including conducting an investigation and holding conferences, in order to fairly and expeditiously resolve the complaint.**
- 5. Investigations will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.**
- 6. In the event the timelines above cannot be met, the complainant will be informed.**
- 7. In the event the complainant/respondent is subject to a collective bargaining agreement that sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.**
- 8. Any disciplinary action imposed on an employee or a student following an investigation pursuant to this policy is subject to applicable procedural requirements.**

Recommendation: To adopt MASC's Section AC in its entirety to replace current AC policy.

Section	Existing Policy	Proposed Change or New Policy
<p><u>Policy</u> <u>ACA</u></p> <p>Non-Discrimination on the Basis of Sex</p>	<p>None</p>	<p>The Hudson School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.</p> <p>The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.</p> <p>The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.</p> <p>SOURCE: MASC</p> <p>LEGAL REFS.: Title IX of the Education Amendments of 1972 45 CFR, Part 86, (Federal Register, 6/4/75) M.G.L. <u>76:5</u>; <u>76:16</u> (Chapter 622 of the Acts of 1971) BESE 603 CMR <u>26:00</u></p> <p>CROSS REF.: <u>AC</u>, Nondiscrimination</p>

Recommendation: To adopt section ACA in its entirety.

Section	Existing Policy	Proposed Change or New Policy
<p><u>Policy</u> <u>ACAB</u></p> <p>Sexual Harassment</p>	<p>None</p>	<p>All persons associated with the Hudson Public Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.</p> <p>Because the Hudson School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.</p> <p>Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.</p> <p><u>Definition of Sexual Harassment:</u> Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:</p>

- 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.**

Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.

- 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.**

The Grievance Officer:

**Patricia Lange, Executive Director of Finance and Operations
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749
Telephone: 978-567-6100
E-Mail: plange@hudson.k12.ma.us**

The committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

- 1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.**

2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:

a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.

b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.

c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.

d. On the basis of the grievance officer's perception of the situation he/she may:

- Attempt to resolve the matter informally through reconciliation.**

- Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.**

3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain

confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education 603 CMR 26:00

Recommendation: To adopt Section ACAB to align with Section AC recommendation.

Section	Existing Policy	Proposed Change or New Policy
<p data-bbox="108 164 204 196"><u>Policy</u></p> <p data-bbox="108 204 187 237"><u>ACE</u></p> <p data-bbox="108 293 336 451">Non-Discrimination on the Basis of Disability</p>	<p data-bbox="378 164 463 191">None</p>	<p data-bbox="1017 164 2017 537">Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, 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.</p> <p data-bbox="1017 586 2017 873"><u>Definition:</u> 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.</p> <p data-bbox="1017 922 2017 1170"><u>Reasonable Modification:</u> 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.</p> <p data-bbox="1017 1219 2017 1503"><u>Communications:</u> 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</p>

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, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, 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, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee 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 its applicability to the services,

programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

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, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals to:

**Patricia Lange,
Title II and ADA Coordinator for the District
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749
Telephone: 978-567-6100
E-Mail: plange@hudson.k12.ma.us**

the employee so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. 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.

SOURCE: MASC July 2016

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

Education for All Disabled Children Act of 1975

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

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

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: IGB, Support Services Programs

NOTE: Due to federal and state laws, many school committees are adopting policies and extensive regulations pertaining to Nondiscrimination on the Basis of Handicap. At times, policy, regulations, and specific plans for action are combined in one long statement presented as policy. Other school systems present policy and regulatory statements separately.

Recommendation: To adopt Section ACE as described above.

Section	Existing Policy	Proposed Change or New Policy
<p><u>Policy AC-E1</u></p> <p>Discrimination or Harassment Flow Chart for Complaints</p>	<p>Following internal process, complaints may be made informally or formally by any person believing that they have been harassed or discriminated against.</p> <p><u>Informal</u></p> <p><u>Student or Parent</u></p> <p>Contact Teacher or Principal</p> <p>Teacher receiving informal complaint notifies Principal</p> <p>Principal determines if informal process is adequate and who will handle resolution</p> <p>Complaint resolved in ten (10) working days</p> <p>If yes, done</p> <p>If no, Complainant should file formal complaint.</p> <p><u>Employee</u></p> <p>Contact Supervisory or Principal</p> <p>Note: If the complaint is about the</p>	<p>None</p>

Supervisor or Principal, file a formal complaint.

Recommendation: To discontinue use of Section AC-E1 to align with MASC AC recommendations.

Section	Existing Policy	Proposed Change or New Policy
<p data-bbox="104 162 257 454"><u>Policy</u> <u>ADC</u> Tobacco-Free Schools Policy</p>	<p data-bbox="274 162 1364 544">The Hudson School Committee is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The Committee believes that education plays a critical role in establishing life-long health habits for its students. A comprehensive health curriculum K-12 should emphasize the dangers of tobacco. The Hudson School Committee also has a strong interest in the health of its employees and in their serving as positive role models for students with regard to promoting the abstention from use of tobacco products.</p> <p data-bbox="274 592 1364 755">In accordance with M.G.L., Chapter 71, Sec. 37H smoking and the use of any tobacco products shall be prohibited on school property. This shall include school buildings, the school facilities, the school grounds, and on school owned/contracted/leased vehicles.</p> <p data-bbox="274 803 563 836"><u>Prevention Effort</u></p> <p data-bbox="274 885 1364 1226">All employees, by means of instruction and example, should cooperate in an effort to discourage and prevent student and staff use of tobacco products. The Health Education Curriculum, at all levels, should focus on the role of smoking as the leading cause of premature death and disability in our country and on the impact of long-term exposure to involuntary or passive smoking on the non-smoker. External resources should be sought and utilized to support the prevention effort.</p> <p data-bbox="274 1274 436 1307"><u>Sanctions</u></p> <p data-bbox="274 1356 1364 1437">All employees and students share in the responsibility for adhering to and enforcing this policy.</p> <p data-bbox="274 1485 1364 1518">The Superintendent of Schools or his/her designee will issue</p>	<p data-bbox="1381 162 2023 836">The Hudson School Committee is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The Committee believes that education plays a critical role in establishing life-long health habits for its students. A comprehensive health curriculum K-12 should emphasize the dangers of tobacco. The Hudson School Committee also has a strong interest in the health of its employees and in their serving as positive role models for students with regard to promoting the abstention from use of tobacco products.</p> <p data-bbox="1381 885 2023 1437">Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.</p>

administrative regulations specifying what disciplinary provisions will be taken when students, staff, or authorized visitors are found to have violated the policy. Repeated offenses will be treated as insubordination and shall be dealt with in accordance with established policies and procedures for suspension and dismissal of employees, or in accordance with established procedures and regulations for suspension and expulsion of students.

Notifications

Pursuant to M.G.L. Chapter 71, Sec. 37H, a copy of this policy and its accompanying regulations will be distributed to all employees of the district, and must be incorporated into all student handbooks published by the district, a copy of this policy and its accompanying regulations must be provided to any individual or association which is granted use of school property pursuant to School Committee policies.

All school buildings, at every entrance frequently used for public access to the building, every athletic field maintained by the district, and every vehicle owned/contracted/leased by the School Department will be clearly posted indicating “Smoking or the use of any tobacco products is prohibited.”

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

Recommendation: To replace policy language with MASC policy.

Section	Existing Policy	Proposed Change or New Policy
<p><u>Policy</u> <u>ADDA</u></p> <p>Criminal Offender Records Information / Background Checks</p>	<p>The following policy is established by the Hudson Public Schools for the purpose of complying with M.G.L. c. 71, sec. 38R which requires public schools to obtain all available Criminal Offender Record Information (CORI) from the Criminal History Systems Board (CHSB). CORI checks must be completed for all employees, prospective employee(s) or volunteer(s) of the schools department including any individual who regularly provides school related transportation to children, who have or may have direct and unmonitored contact with children.^{2/} CORI checks are required prior to hiring an employee or accepting any person as a volunteer, and shall be conducted not less than every three years for current school employees and volunteers.</p> <p>The Superintendent shall take the necessary steps to becoming CORI certified under the law and shall designate other employees for CORI certification purposes. In accordance with the law and regulations, only</p>	<p>It shall be the policy of the Hudson Public Schools District that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, <u>may</u> obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.</p>

^{2/}Pursuant to a Department of Education CORI Law Advisory dated February 17, 2003, and for the purpose of this policy "Direct and unmonitored contact with children means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

certified individuals are authorized to have access to CORI information.

REQUESTS FOR CORI

The Superintendent shall develop administrative procedures for requesting and maintaining CORI information consistent with state law, state regulations and this policy.

Current employees who refuse to sign the request form will be considered insubordinate and appropriate disciplinary action, up to and including dismissal, may be taken. If a current or prospective volunteer, whose volunteer position may result in the volunteer having direct and unmonitored contact with children, refuses to sign a CORI request form, the individual will not be permitted to volunteer.

ADVERSE EMPLOYMENT DECISIONS

If the district is inclined to make an adverse employment decision based on the results of an applicant's or current employee's CORI check, the applicant or employee will be notified immediately. The applicant or employee shall be provided with a copy of the criminal record and the district's CORI policy, advised of the part(s) of the record that make the individual

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-

unsuitable for the position or license, and provided an opportunity to dispute the accuracy and relevance of the CORI record. Applicants or employees challenging the accuracy of the policy shall be provided a copy of the Criminal History Systems Board's (CHSB) Information Concerning the Process in Correcting a Criminal Record. The Superintendent may contact the CHSB and request a detailed search consistent with CHSB policy. The Superintendent shall review any additional information provided by the applicant or employee from the CHSB. The Superintendent shall inform applicant or employee of the decision and shall document all of the steps taken to comply with this paragraph. Decisions about employment that are based on CORI information shall be made on a case-by-case basis.

CONFIDENTIALITY

Dissemination of CORI for any purpose other than to further the protection of school children is prohibited. CORI is not subject to the public records law and must be kept in a secure location, separate from the personnel files kept in the Superintendent's office, but shall be considered part of the personnel file.

based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts

Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the

handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

Historical reference and/or comparison with future CHRI requests,

Dispute of the accuracy of the record

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;

The date on which the school employer received the national criminal history check results; and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Provide the individual with a copy of his/her CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy;

Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI;

and

Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school

employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject Name;

Subject Date of Birth;

Date and Time of the dissemination;

Name of the individual to whom the information was provided;

Name of the agency for which the requestor works;

Contact information for the requestor; and

The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “Direct and unmonitored contact with children’ means contact with

students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. “ Contact” refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records which the

Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any

applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.[6:167-178](#); [15D:7-](#)
; [71:38R](#), [151B](#), [276:100A](#)

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR [51.00](#)

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

[FBI Criminal Justice Information Services Security Policy](#)

[Procedure for correcting a criminal record](#)

[FAQ – Background Checks](#)

SOURCE: MASC October 2014

NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA-R.

Recommendation: To adopt the Section ADDA in its entirety.

Section	Existing Policy	Proposed Change or New Policy
<p data-bbox="102 167 251 245"><u>Policy</u> <u>ADDA-R</u></p> <p data-bbox="102 293 212 456">DCJIS Model CORI Policy</p>	<p data-bbox="293 167 378 196">None</p>	<p data-bbox="953 167 2017 289">This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.</p> <p data-bbox="953 329 2017 500">Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.</p> <p data-bbox="953 540 1555 573"><u>CONDUCTING CORI SCREENING</u></p> <p data-bbox="953 621 2017 743">CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.</p> <p data-bbox="953 784 2017 946">If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.</p> <p data-bbox="953 995 1278 1027"><u>ACCESS TO CORI</u></p> <p data-bbox="953 1076 2017 1409">All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.</p>

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;**
- (b) The nature of the work to be performed;**
- (c) Time since the conviction;**
- (d) Age of the candidate at the time of the offense;**
- (e) Seriousness and specific circumstances of the offense;**
- (f) The number of offenses;**
- (g) Whether the applicant has pending charges;**
- (h) Any relevant evidence of rehabilitation or lack thereof;**
- and**
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.**

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of Cori outside this organization, including dissemination at the request of the subject.

SOURCE: MASC May 2014

Recommendation: To adopt Section ADDA-R in its entirety.

Section	Existing Policy	Proposed Change or New Policy
<p><u>Policy</u> <u>AE</u></p> <p>Commitment to Accomplishment</p>	<p>None</p>	<p>The Hudson School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the District, the School Committee will maintain a program of accountability consisting of the following elements:</p> <ul style="list-style-type: none"> • Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions. • Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the District. • Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met. • Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the District. • Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the District. <p>Every effort will be made by the School Committee, Superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability. SOURCE: MASC</p>

Recommendation: To adopt Section AE in its entirety.

Hudson Public Schools

Substance Use Prevention and Education Policy – November 2017

1. Introduction

Massachusetts is one of the states affected by the growing opioid epidemic. Schools play an important role in preventing substance use among students and educating students about the dangers of substance abuse. Hudson Public Schools (HPS) is one of many districts that are taking action to address the potentially devastating effects of substance abuse on our students and their families through establishment of policies, protocols and educational programs that address substance use prevention. In accordance with Mass. General Laws c.71, s. 96, and the guidance and recommendations from the Massachusetts Department of Public Health (MDPH) and the Department of Elementary and Secondary Education (DESE), HPS continues to implement preventive and educational substance use strategies. Guidance and recommendations shall be reviewed and regularly updated to reflect applicable research and best practices. HPS shall file its substance use prevention and abuse education policies with the department of elementary and secondary education in a manner and form prescribed by the department.

2. Leadership

HPS believes that all students should be supported to continuously strive for academic, personal and professional success. A healthy lifestyle, a safe and supportive school environment, and a committed and supportive team is essential to achieve these expectations. This teamwork approach is the foundation of substance use preventive strategies for HPS. The HPS Health and Wellness Advisory Council, comprised of the superintendent, administrators, educators, school nurses, Board of Health, guidance, school adjustment counselors, social workers, resource officers, community members, substance abuse prevention coalition members, parents and students is a source of leadership supporting substance use prevention activities. Our district will strive to collaborate with community organizations and coalitions to implement and oversee youth substance use prevention programs.

3. Professional Development

The faculty and staff who work closely with students may recognize potentially troublesome changes in student academic performance, physical appearance and general demeanor that may indicate a student may be engaging, or are at risk of engaging, in unhealthy behaviors such as substance abuse. Therefore, it is important for staff to be trained in the recognition of early warning signs and other factors that may indicate misuse, or potential misuse, of substances by students. HPS will provide a tiered training approach so that all school staff will know district policies, procedures, and protocols for prevention, intervention and follow up in order to prevent and respond to substance use and abuse. HPS school nurses and other support personnel, such as middle school guidance counselors, will receive training on the use of a verbal screening tool for substance use disorders. HPS wellness educators and other staff responsible for developing and implementing substance use prevention curricula and other evidenced-based substance use prevention programs will be provided with specific training and professional development.

4. Academic and Non-Academic Strategies

HPS health and wellness educators will utilize evidenced-based and developmentally appropriate instruction for educating students on alcohol, tobacco and other substance use prevention strategies in grades 5-12. Periodically, health curriculum is evaluated and revised to meet current state and federal guidelines.

Student athletes are expected to conform to the Massachusetts Interscholastic Athletic Association's (MIAA) chemical health policy. All student athletes and their families are provided with written educational material on substance use prevention and identification prior to the beginning of each athletic season.

HPS school nurses and middle school guidance counselors have been screening students in grades 7 for the past several years as a pilot district for the evidenced-based verbal substance use prevention screening tool-Screening, Brief Intervention and Referral to Treatment (SBIRT). Grades 8 and/or 9 were included in this pilot as well. Beginning in school year 2017-2018, Massachusetts regulations now require this screening in 2 different grade levels in all school districts on an annual basis. Parent/guardians or pupils may opt out of the screening, in writing, any time prior to or during the screening. HPS collects and reports de-identified screening data to MDPH, as required.

HPS participates in the MetroWest Adolescent Health Survey (MWAHS), along with other local communities. This survey is administered biennially to students in grades 6-8 and 9-12 through a grant by the MetroWest Health Foundation. Data from the survey is utilized to determine specific substance use trends and other trends reflecting unhealthy behaviors in our students. Data is also used to identify school and community interventions that may be indicated to address any significant, negative trends in unhealthy behaviors.

5. Access to Resources and Services

Any school staff member who identifies potential or actual substance abuse by students should confer with the school counselors, school nurses or other appropriate support staff for appropriate referrals, counseling or other interventions. A resource list of area agencies, counseling services and substance use treatment programs will be established and be made available to appropriate school staff, administrators and parents. HPS will work collaboratively with community-based behavioral health providers and other resources to address student-specific issues, including interventions such as individual supports and establishment of appropriate school re-entry plans, and for consultative support and input, when indicated.

HPS will collaborate with community substance abuse prevention coalitions and other appropriate organizations that are established to positively impact substance use or misuse among Hudson youth.

6. Collaboration with Families

HPS believes that families are critical partners in the schools' efforts to prevent student substance abuse. Parental input helps to identify and establish priorities for substance abuse prevention in the schools. This input is especially vital when parents are aware of or suspect that their child has substance related problems. The school-community-home collaborations are important for establishing resources for comprehensive, multifaceted approaches to preventing substance use and abuse. With this in mind, HPS will provide parents/guardians with information on the district's and school's substance use prevention and abuse education policies through written and online sources.

Quinn MS Health Education

Content Distribution Among Grade Levels

<u>Concept/ Theme</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>
Personal Wellness	Nutrition, goal setting, puberty/hygiene info	Healthy Relationships, Decision Making, Resistance Skills	Wellness Wheel, connections, Influences, Reproduction process
Bullying Prevention	Bullying, Empathy training	Bystander power influence	Cyberbullying, Internet and Social Media Safety, Digital Citizenship
Substance Abuse Prevention	DARE topics	Substance Abuse, Influences	Drug Culture in society, Influences, Addiction, resistance skills
Stress/Mental/ Emotional Management	Managing Emotions Identifying Stress	Stress Response, Stress Reduction Mental Illnesses	Managing Mental Health Issues, Stress Across Age Groups

*5th grade students come to QMS with limited formal Health Education experience. Due to the benchmarks given by the National Health Education Standards, the expectation is that students will learn a variety of health topics in a short period of time (30 classes). 5th grade will learn K-5 NHES benchmarks, 6 and 7th grade need a solid base to form for 6-8 NHES. Content is prioritized by what is needed by each grade level, based partly on the Metrowest Health Adolescent Survey, therefore there are a few units/ areas of content that are only covered 1 or 2 years depending on the necessity.

	Concept/Theme	8 th	9 th	10 th	11 th	12 th
Physical Education	Fitness	Fitness Concepts and Assessments				
	Extension And Prior Activities	Supplemental and Prior Knowledge Activities				
	Group Initiatives	8 th grade Group Initiatives	9 th Grade Group Initiatives	10 th Grade Group Initiatives	11 th Grade Group Initiatives	12 th Grade Group Initiatives
	Dance and Rhythmic Activities	Ballroom Dance	Square and Line Dancing	Dance through the Decades	Rhythmic Gymnastics	Interpretive Dance
	Games and Sports	Net Games	Territorial Activities	Competitive Team Sports		Lifetime Activities
	Targeted Fitness Area		Body Resistance Training Part I		Body Resistance Training Part II	
	Body-Mind-Spirit Connections			Guided Relaxation Practices	Stress Reduction	
Health Education	Wellness	Wheel of Wellness Identification	Wheel of Wellness Refinement	Wheel of Wellness Self-Assessment	Wheel of Wellness Reflection	Wheel of Wellness Application
	Anti-Bullying	Anti-Bullying Seminar				
	Substances	Drug Education and Substance Abuse				
	Mind-Spirit Connections	Stress and Stress Reduction	BFFD and Coping Techniques			Stress and Time Management
	Decision Making	Decision Making		Career and Post Secondary Planning		
	Human Anatomy and Growth	Human Reproduction	Nutrition	Body Systems		Reproduction and STDs
	Relationships	Healthy Relationships		Family Challenges	Relationships and Consumer Science	
	Certification		CPR/AED		Recertification CPR/ AED	

We are facing an epidemic of opioid addiction and overdose deaths in Massachusetts.

For youth, opioid addiction may start when a clinician prescribes opioids following an injury; through having access to painkillers in the family medicine cabinet; or by borrowing from friends.

Opioids are powerful prescription painkillers. Examples of commonly prescribed opioids include **Oxycontin, Percocet, Vicodin and Fentanyl.**

Although these medications are effective when prescribed and taken appropriately, they can be misused and lead to significant negative consequences, including overdose and addiction. Some people who are addicted may even transition to heroin, which is less expensive and widely available.

Get More Information

If you suspect your child is having a problem with prescription opioids or heroin, call the **MA Substance Abuse Information and Education Helpline** for free and confidential information about substance abuse, education and counseling resources for adolescents, families and adults.

With your help we can
Stop Addiction
In Its Tracks

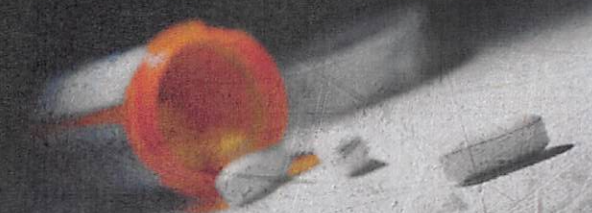
Contact:
1-800-327-5050

TTY: Use MassRelay at 711
or 1-800-439-2370
www.helpline-online.com

Or Visit:
www.mass.gov/stopaddiction

SA3534/English
September 2015

Tips for Protecting Your Kids from **Addiction**



STOP

Addiction
IN ITS TRACKS



Massachusetts Department of Public Health

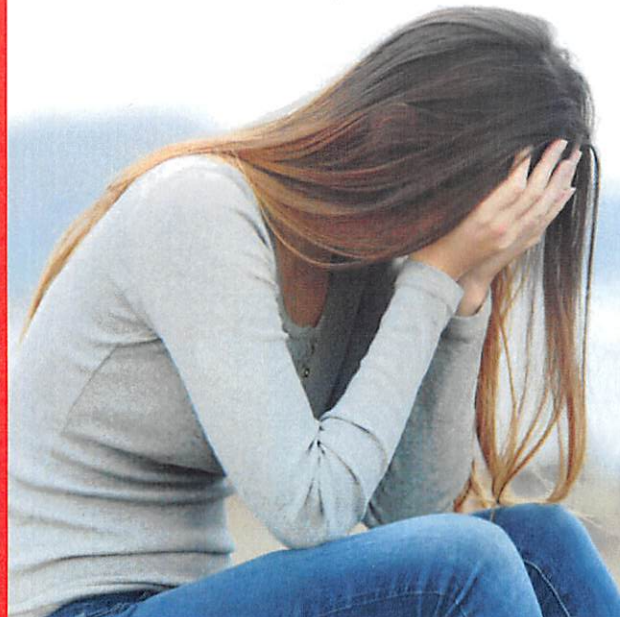
Some people who are addicted may even transition to heroin, which is less expensive and widely available.

Parents: Prevent Opioid Prescription Abuse

- 1. Talk to your teen** and warn them about the potential dangers of taking medications that are not prescribed for them, including addiction and overdose.
- 2. Be clear with your expectations** about drug and alcohol use and follow through by supporting healthy decisions that they make.
- 3. If your son or daughter needs medications while at school,** request an 8-12 hour dose so you can administer them at home. If medications must be taken during school hours, give them to the school nurse.
- 4. Ask your doctor** if any medications prescribed for your family have a potential for abuse.
- 5. Take a regular inventory** of medications that are kept in your home that can be abused.
- 6. Keep medications in a secure location** away from your children. Consider purchasing a locked box at your local pharmacy to store medications that can be abused.

Dispose of Unused Prescription Drugs:

- Bring unused medications to secure medication drop off boxes around the state. To find a drop box in your area, visit www.mass.gov/DrugDropbox.
- Do not flush medicines down the drain unless the label or accompanying patient information specifically instructs you to do so.
- Remove medications from their containers, crush them and mix them with coffee grounds or kitty litter. Place the mixture in an unmarked container, like an empty can or sealable bag, and throw the container in the trash.



Know the Signs

Many parents are often reluctant to believe that their children may misuse or develop an addiction to prescription opioids. But anyone who experiments with these powerful medications is at risk for negative consequences, including overdose and addiction.

Signs your child may be abusing or misusing opioids:

- Pills or medication bottles are missing from your home
- Taking medication in excess of how it has been prescribed
- Abrupt changes in their finances
- Dramatic mood changes
- Lower grades, changes in friends, or changes in sleep or appetite
- Loss of concern about appearance
- Physical signs such as fatigue, confusion, weight loss, slurred speech, dizziness and changes in pupil size



1.0 Executive Summary

Raymond Design Associates, Inc. (RDA) was retained by the Hudson School Department in July 2017 to provide an existing condition assessment of the building envelope at the Hudson School Department's Administration Building (the "School Administration Building") located at 155 Apsley Street in Hudson, Massachusetts. The School Administration Building is a 23,375 square foot, three story masonry Romanesque Revival structure with heavy timber floor and roof framing and a roof that is finished in slate. The structure was erected in 1892 and was used as an educational facility, known as the Harriman School up until 1964, when the Kennedy School was constructed. The Building has subsequently undergone interior alterations to create office space for the Hudson School Department but has not seen any major improvements since the 1970's with the exception of an exterior ramp on the west side and various heating and air-conditioning improvements completed in more recent years.

A. Task

Though the building envelope was the primary focus of the study, the scope of work required an analysis of the building's accessibility status, as is required by 521 CMR – The Rules and Regulations of the Massachusetts Architectural Access Board, and the building's fire suppression (sprinkler) systems as is required by M.G.L. Ch. 148 s. 26G – Enhanced Sprinkler Protection Law. Substantial work could be triggered by either or both of these codes based upon the cost of required building envelope improvements in comparison to the *equalized assessed value* of the building. In addition, the study team pulled the Massachusetts Historical Commission's Cultural Resource File for the building, known as a Form B and researched the applicability of any regulations or restrictions related to the historical nature of the structure.

In accordance with the requirements of the district's Request for Qualifications, RDA provided the district with the following services, documentation of which is contained in this report:

- An evaluation of the current conditions of the School Administration Building's envelope and related infrastructure to determine those items that should be addressed in preparation for a comprehensive five-year capital plan being prepared by the Facilities Department.
- A detailed building review that included, the following items:
 - Slate roof and related flashings
 - Copper roofing at the conical turret roof
 - Wooden eaves and decorative cornices
 - Masonry chimneys and gravity vents
 - Masonry exterior walls
 - Windows
 - A review of historic regulations as applicable to the structure
 - 521 CMR accessibility compliance, including interior accessibility and restroom facilities
 - A review of fire detection and suppression systems
 - Elevator requirements
- Recommendations for repair or replacement of building components and/or systems based on the evaluations noted above.
- A reasonably detailed estimate of the cost of labor and material (prevailing wage) to effect the recommendations, along with associated architectural and engineering fees to prepare documents for the bidding through the public procurement process. Material estimates include anticipated quantities and unit costs.

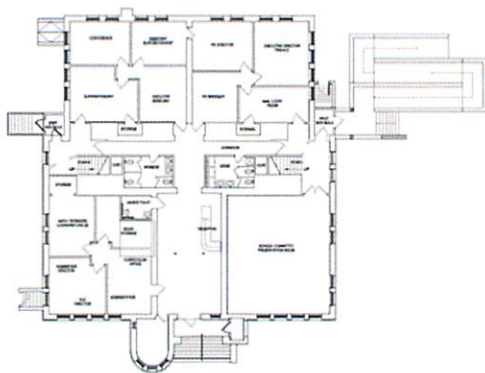
- A report with support photographs or sketches that allow the reader to fully understand the condition and/or issue being discussed.

B. Study Process

During the course of the study, RDA's team documented existing conditions in a variety of ways. As noted above, the study team, working with its historical consultant, Epsilon Associates, Inc. of Maynard, Massachusetts, pulled the Form B file from the Massachusetts Historical Commission (see Appendix) and secured electronic copies of the original 1892 blueprints for the front portion of the Administration Building from the Massachusetts Historical Commission as well. The 1898 blueprints for the rear wing were not available. Using these original drawings and field measurements of the rear addition, the study team created as-built plans and elevations of the building's existing conditions.

The RDA study team was on site multiple times to review the accuracy of its baseline as-built drawings and to document existing conditions. Using a lift, the study team closely examined the condition of the roof, cornices, chimneys, windows, masonry walls, and other hard to reach components of the building's envelope on July 29, 2017. During this site visit, ground-based observations of the lower portions of the building envelope were also conducted, as well as an survey of the building's interior layout. Photographs and measurements were taken to document existing conditions. Using this information from the site, the study team's as-built plans and elevations were updated as required.

A floor plan, site plan, and various photographs of the exterior of the Administration Building follow.



First Floor Plan with Ramp on West Side



Site Plan (North is down, West is to the right)



Front (north) w/ Turret & East Elev



Non-Accessible Front Entrance



Terra Cotta Panel – 2nd Flr



West Elev w/ Access Ramp to Rear



East Side Elevation



Rear (south) Elevation

The study team noted that many of the existing chimneys were in severely deteriorated condition with numerous loose bricks ready to fall. These conditions posed an immediate danger to not only the integrity of the existing slate roof adjacent to them, and also to persons and property at ground level. Based upon RDA's recommendation, the School Department commissioned immediate emergency repairs at certain chimneys that were in danger of partial collapse.

The study team went on to finish its review of the entire building envelope and to compile recommendations for necessary repairs. These recommendations include both photographic documentation of the existing conditions and drawing documentation of recommended scope. Documentation of existing conditions and suggested repairs can be found in Section 3. Drawings documenting recommended work can be found in Section 4.

C. Recommendations and Cost Projections

Just about every aspect of the School Administration Building's exterior envelope requires attention in order to preserve the integrity of the building.

In summary, the recommended building envelope repairs include the following:

1. Repairs and stabilization of the five existing chimneys.
2. Repairs to the two Metal Gravity Ventilators and replacement of surrounding flat roof areas.
3. Replacement of the existing hipped slate roof with a new asphalt shingle roof.
4. Repair of the existing copper turret roofing and restoration of the former frieze at its eave.
5. Replacement of failed roofing systems at the ground level entrances.
6. Repair and repainting of the ornate wooden cornice at the eave of the slate roofs.
7. Cleaning and repointing of the building's exterior brick walls.
8. Repair of the existing masonry and concrete ramp to the side door at the western parking lot.
9. Replacement of siding at the ground level entrances.
10. Replacement of the existing basement bulkhead at the eastern parking lot.
11. Replacement of existing aluminum windows.
12. Refurbishing of the rear basement access areaway on the west side of the building.

A construction cost estimate for this remedial building envelope work was compiled. The total construction value in FY2018 dollars was determined to be \$1,151,500.

The study team compiled a detailed review of accessibility and fire protection regulations that could be triggered by the value of the proposed construction scope. When compared to the Administration Building's Equalized Assessed Value of \$1,435,212 dollars, it became evident that the scope of a project to address all of the building envelope issues would have to be expanded to include full handicap accessibility compliance inside and out in accordance with 521-CMR, and that the building would have to be fully sprinkled in accordance with M.G.L. Ch. 148 s. 26G. The extent of the additional accessibility and fire protection scope

was documented by the study team and a revised construction cost estimate was compiled. This additional required scope included:

1. Installation of a chair lift and the reconstruction of the front entrance stairs to provide access to the front entrance.
2. Accessibility renovations inside the building, including modification of door clearances, stairways, door hardware, reception desks, braille door signage, and a new horn/strobe fire alarm system.
3. Construction of an addition with an accessible lobby at ground level on the western side of the building (adjacent to the existing ramp) and an elevator serving the first and second floors of the building. This was deemed much less disruptive to ongoing operations than the extensive internal renovations that would be required to install an elevator shaft inside the existing building.
4. Installing a sprinkler system throughout the entire extent of the building.

The building is located outside the Silas Fenton Local Historical District, though is it listed in the Massachusetts Historical Commissions Inventory. A review of historic regulations determined that there were no restrictions or requirements regarding the scope of work due to this listing by Massachusetts Historical Commission (as long as state or federal funding is not used), nor any preservation grants that could potentially offset the cost of the project.

To account for these additional regulatory requirements, the Construction Cost estimate was increased to \$2,927,843 in FY2018 dollars and then escalated three years out to \$3,279,184 to account for a project taking place in FY2021. The study team's Construction Cost estimate is included in Section 5 of this report.

Including other required 'soft costs' such as design fees and contingencies, the 'Project Cost' (*the required Town Meeting Appropriation*) of the required work at the School Administration Building is projected to be \$4,449,626.

Drawings documenting the recommended scope of work are included in Section 4.

Opportunity for Massachusetts Superintendents to visit Lisbon, Portugal

Senator Marc Pacheco introduced Julie Hackett, President of the Massachusetts Association of School Superintendents (MASS), to representatives from the Fundacao Luso-Americana Desenvolvimento (FLAD), and he encouraged her to write a grant for superintendents to visit Portugal. A stipulation of the grant is that priority must be given to superintendents in Portuguese-speaking communities.

MASS has been awarded a grant for 20,000 euros (the equivalent of approximately \$24,000 in US dollars). This amount should cover travel-related expenses for approximately 8 superintendents to visit Lisbon, Portugal during the April, 2018 school break.

The purpose of the trip is to provide Massachusetts public school superintendents with an opportunity to deepen their knowledge and understanding of the Portuguese speaking communities in order to better serve the many children of Portuguese descent in our public schools. We also are hoping to encourage possible partnerships and student exchanges between Massachusetts public schools and schools in Portugal.

Superintendents who have a population of Portuguese-speaking families in their school district were encouraged to apply for participation in this trip. If interest in the trip exceeded the amount available, MASS would make decisions based on demographics of the district and interest level.

Superintendents interested in participating in this trip were required to provide the following information:

- What percentage of your community's population is Portuguese-speaking?
- Do you currently offer Portuguese in your world language classes? How many students are enrolled?
- Do you plan to offer Portuguese in your foreign language classes in the near future?
- What other foreign languages do you offer in your schools?

Dr. Rodrigues and eight other superintendents were selected to participate in the trip to Lisbon, Portugal in April 2018. Additional details to follow.