

**HUDSON SCHOOL COMMITTEE**  
**February 25, 2020**  
**155 Apsley Street – Administration Building**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting: February 4, 2020

**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:*

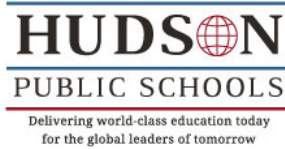
- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to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

**IV. Reports and Presentations**

- a) Report of the Superintendent: District Improvement Plan: Mid-Year Progress Report
- b) Subcommittee Reports
  - Budget Subcommittee (if any)
  - Policy Subcommittee (if any)
  - Strategic Goals Subcommittee (if any)
  - Superintendent's Evaluation Subcommittee (if any)
  - Buildings and Grounds Subcommittee (if any)
- c) Student Presentation (if any)

**V. Matters for Discussion:**

- a) Old Business
- b) New Business
  - 1. District/Schools Report Card
  - 2. Q2 Student Activity Account Report
  - 3. Superintendent's Mid-Year Goals/ Progress Report
  - 4. FY20 Q2 Budget Forecast
  - 5. First Reading of Proposed Revisions and Additions to J Policy Manual: Student Athletics, Fundraising, Student Activities



**VI. Matters for Action:**

- a) Old Business
- b) New Business
  - 1. Approval of overnight field trip for Hudson High School Varsity Baseball team 3/27/20-3/29/20 to Plymouth, Falmouth, and Marion Massachusetts

**CONSENT AGENDA**

- 2. Approval of contract with Robert H. Lord Company, Inc. in the amount of \$18,298.50 for 150 Elephant Z Stools for Quinn Middle School
- 3. Reclassification of Funds

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

**VIII. Executive Session**

Not Needed

**IX. Adjournment**

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

# Approval of Minutes

Regular Meeting: February 4, 2020

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** February 4, 2020

**Location:** 155 Aspley Street

Members present: Glenn Maston, Steven Smith, Adam Tracy, Nina Ryan, Matthew McDowell, Michele Tousignant Dufour, and Rebecca Weksner

Members absent: none

Others present: Dr. Marco C. Rodrigues, Superintendent  
Annamarie O'Donnell, Recording Secretary  
Caitlin Reagan, Student Representative

**I. Call the Meeting to Order: 7:00 p.m.**

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

**II Approval of Minutes:**

Regular Meeting: January 21, 2020

Mr. Maston noted that there is a change in the minutes. The date of the approval of minutes Regular Meeting should be changed from January 21, 2019 to January 21, 2020. A motion to approve the amended minutes of January 21, 2020 was made by Mr. Tracy and seconded by Ms. Tousignant Dufour. On a vote of 6-0-1 with Mr. McDowell abstaining, the motion passed.

**Public Participation:**

None

**Reports and Presentations**

**Report of the Superintendent:** Student Support Services

Dr. Rodrigues spoke about the District Improvement Plan and the new programs and services developed over time in response to the needs of our students. He introduced Ms. Cathy Kilcoyne, Director of Student Services, who along with members of her team gave an overview of support services available to students in the Hudson Public Schools.

Presenters included, Cheryl Langill, Parent volunteer SEPAC, Sarah Mielke, School Social Worker at Farley, Shauna Hoeffy, Clinician at Farley, Ashley Conley, Speech and Language Pathologist at Farley, Jennifer Coleburn, District Physical Therapist, Jamie Gravelle, School Social Worker at Hudson High, Julie Daniels, School Psychologist at Quinn, Denise Hayes, Secondary Coordinator of Special Education, Alise Wells, Elementary Coordinator of Special Education, Keith Goodier, Special Education Teacher at Forest Ave., and Jessica Marois, Clinician at Forest Ave.

Ms. Kilcoyne and those present gave an overview of Student Support Services with the following highlights:

**Tiered Interventions**

- Individualized Education Plans (IEP)
  - Students are referred, parental permission is obtained for the evaluation, after the evaluation the team meets to determine if there is a disability and if specially designed instruction is needed.
  - IEP developed, signed by parent and implemented
- 504 Plans

- A plan that ensures equal access to education for students with physical or mental impairments through accommodations. Students are referred, team meets to review information and determine if accommodation is required, the 504 plan is written
- Instructional Student Teams (IST)
  - Each school has IST process to support students who are struggling academically, behaviorally, or with attendance issues. Student data is reviewed and strategies are discussed. Progress monitoring is scheduled. Discussion ensued about the process and parental involvement in this process.

Discussion ensued about parental involvement in the IST process

- Foster Care
  - When students who are in foster care move to another town a best interest determination meeting is held with district staff, the new district, the foster parents, and DCF. A decision is made by this unit on where the student should attend school.
- McKinney Vento
  - Homeless students have a right to continue in their district of origin. Transportation is provided, and there is a 50/50 split of the transportation cost between the district they are going to school in and the district they are living in.
- Home and Hospital Tutoring
  - For students who are ill and unable to attend school, a form is completed by the student's physician attesting to this. Student Services works with hospitals so students can access tutoring. Counselors work with the Principals to find tutors for the students who may not be hospitalized but are unable to attend school.

Mr. Tracy asked if there was a threshold of the number of days. Ms. Kilcoyne stated this is indicated on the physician's statement.

Dr. Weksner asked if this applies for psychiatric hospitalizations. Ms. Kilcoyne stated there is an agency that works with the hospitals and gets the physician's statement. She added that different hospitals may contract with different agencies.

Discussion ensued about partial programs.

Ms. Ryan asked about students out 13 days. Ms. Kilcoyne stated that the physician's documentation sets any home hospital tutoring in motion. She went on to say the 14-day threshold does not have to be consecutive and that each student is a case-by-case basis.

- Specialized programs and service
  - Special Education encompasses a range from related services in schools or services that require residential placement. Services could be inclusion services (grid b) or Special Education services(grid c). The goal is to provide the services in the least restrictive environment and each student's needs are considered individually. The Office of Student Services is responsible for the following programs:
    - **Preschool Services**  
Services are provided for students ages 3-5 at Hubert, Farley, and Mulready. Some are students receive itinerant services and other students attend full day.
    - **Special Education Related Services**

Related services are provided for both general education and special education students. Related services are defined as any supports or services needed for a student to access and participate in the school curriculum. Individually, the related services providers are experts in their field collectively they come together to focus on supporting the academic goals.

Additionally, the related services providers are committed to meeting the needs for general education students. Over the last two years, related areas have worked to create a tiered support program for students in general education.

○ **Specialized programs**

The Child Development Program at Mulready Elementary is primarily for students with autism. Currently 21 students receive services in this program.

The Language Based Services program at Farley Elementary is for students with language based needs either expressive or written.

The Life Skills Program for is students who need their instruction highly modified at Quinn Middle School and Hudson High School.

○ **Therapeutic Services**

In each program, therapeutic supports are provided at an individual level. In each program there is a teacher, a clinician, and 1-2 paraprofessionals. A common thread is to service students in the least restrictive setting with the goal of enabling students to participate in their general education program as much as possible.

Additionally the district has 2 clinicians from Wayside. They provide the following services:

- Individual and small group counseling across all schools
- Parent support workshops
- A 10 hour mini course entitled Trauma Informed Classrooms for faculty
- A ½ day session for special education staff

Dr. Weksner asked about the referral criteria for individual and small group counseling. Ms. Kilcoyne stated that the Principal or Clinicians make a referral and that currently they are working to support students with Mass Health.

Ms. Ryan asked when the grant expires and if we will be keeping the clinicians. Ms. Kilcoyne stated that this is being worked on. Currently, the clinicians are working with 18-21 students. Discussion ensued about billable hours and the paperwork involved with documentation.

○ **Behavioral and Mental Health Services**

S3 academy: Systematic Student Support

Some staff in the district have been attending this academy. This academy is helping the district establish a protocol to review each student's social emotional well-being. Each school has formed a team composed of teachers, school psychologists, school adjustment counselors, and administrators to develop a systematic manner to evaluate students twice a year in an already existing school structure. As a district, we are in the process identifying a universal screener that can be used. Currently the team is reviewing best practices from other schools. The district has 6 school psychologists: 1 at each of the 5 schools and an additional psychologist who floats between Quinn and Hudson High.

The district has 2 School Adjustment Counselors and 8 Guidance Counselors along with the Director of Guidance.

Ms. Ryan asked about schools with no adjustment counselor. Discussion ensued about students falling through the cracks. Discussion ensued about resources available through support from paraprofessionals, Wayside and the S3 academy.

School psychologists are developing MTSS to provide targeted intervention for students with emotional and behavioral needs. Discussion ensued about the timing.

- **Nursing Department**

The nursing department collaborates with students, parents, health care providers and staff to optimize student participation and learning. On a day-to-day basis they assess, treat, refer, and follow up on physical, mental and emotional issues with both students and staff. They are case managers for students with chronic health conditions. They write individual health care plans based on health needs of students. They provide screening the SBIRT screening.

- **SEPAC (Special Education Parent Advisory Council)**

Every school district in the state is required to have a SEPAC. They advise the School Committee on matters that pertain to the education and safety of students with disabilities. Additionally, they provide support for families with trainings including basic rights. Regular business meetings are held. Each meeting offers parent support after the official meeting is over.

Mr. Tracy asked if and how the kindergarten screening process has changed with the demographic shift and more diverse population. Ms. Kilcoyne stated the coordinators are very well versed in understanding the difference between a disability and language acquisition. Ms. Kathy Provost, Assistant Superintendent, stated that she has been working with a team of kindergarten teachers. There are 5 teachers on the committee with at least 1 teacher from every building. The committee looked at the best screeners available and wrote their own screener. This year the committee has met and started to talk about how to tweak the screener. She went on to say we have also adopted a social emotional screening questionnaire, which gives the teachers a lot of information of the child. The teachers have used this information throughout the year.

## **Subcommittee Reports**

### **Budget Subcommittee**

Mr. Maston stated that there are 2 meetings scheduled, one on 2/6/20 and another on 2/10/20.

### **Policy Subcommittee**

Mr. Smith reported that this subcommittee met and there would be some policies around athletics and student finances in the next packet.

### **Strategic Goals Subcommittee**

Mr. Tracy stated that this subcommittee had met on January 28. This meeting was a kickoff meeting to discuss school start times particularly at Hudson High School. There is anticipation of a monthly meeting through the end of the year. The next meeting is scheduled for February 24.

### **Superintendent's Evaluation Subcommittee**

This subcommittee will meet on February 10.

### **Buildings and Grounds Subcommittee**

none

### **Student Report**

Caitlin Reagan, Student Representative, presented the student report with the following highlights:

- Course selection week is this week at Hudson High School
- Thursday, Community Council begins the annual the “Kiss your Crush” fundraiser
- The Junior Boosters are creating a Hawk Family Cookbook
- Community Council met with and received approval from Mr. Medeiros to install a dispenser for feminine products in the girls’ bathrooms at Hudson High School.
- Community Council is looking to host a video game fundraiser, where students play video games in tournament form. They are looking to partner with the video game club and hoping to reach out to the Quinn student body to get them interested.

**Matters for Discussion:**

- a) Old Business
- b) New Business

1. Dual Language Update

Dr. Rodrigues presented the following update on the work of the Dual Language subcommittee:

- 1/24/2020 there will be an information night for prospective parents. There will be 2 parallel meetings, 1 in English and 1 in Portuguese at 6pm at Hudson High School
- 1/25/2020 Kindergarten Registration will begin. All registration will be in person and there will be a wider range of scheduling appointments. Information will go out next week with registration information.

Mr. Tracy asked when we would have some idea on numbers for the lower level grades for school choice numbers. Dr. Rodrigues responded that this would be voted sometime in April. Additionally, he stated that he is recommending that school choice not be an option for the Dual language Program.

2. Assabet Valley Collaborative Report #2

Dr. Rodrigues introduced the report as the second of four that are presented to the collaborative member School Committees. He stated that this report is a letter from the auditor and some financial statements.

Mr. Tracy made note of the chart indicating savings in office supplies and asked if there are other buying power opportunities. Dr. Rodrigues stated that each collaborative has different areas they focus on. Currently we are taking advantage of the paper and specialized education transportation.

3. Business Manager Hiring Process

Dr. Rodrigues provided a timeline for processes put into place to hire for this position. There are projected dates but they are subject to change. The objective is to have a 3-4 week posting to gather candidates, have a screening panel, and an interview panel. He went on to say hopefully by the end of March we can secure a candidate for the start of the next school year.

**Matters for Action:**

- a) Old Business
- b) New Business



1. **Approval of Warrant Article for May 2020 Town Meeting**  
This is a recurring article that is put on town Meeting every year for Professional Development funding.  
Mr. Smith asked how long this has been funded at this level. Ms. Patty Lange, Business Manager, stated that it might have been raised once in the past five years. A motion to approve the Warrant Article for the May 2020 meeting was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.
  2. **Approval of Contract with New England School Services, Inc. in the amount of \$10,286.00 for the window door project in preparation for the Mulready boiler replacement**  
A motion to approve the contract with New England School Services, Inc in the amount of \$10,286.00 for the window door project in preparation for the Mulready window door replacement was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. Mr. Tracy asked if this was part of the capital improvement plan. Dr. Rodrigues confirmed it was. Discussion ensued about the windows on the plan. On a vote of 7-0, the motion passed.
- CONSENT AGENDA**
3. Approval of FY20-589 Civics Teaching and Learning Grant in the amount of \$25,333.00
  4. Approval of FY20 Edward Krysa Memorial Scholarship in the amount of \$1000.00
  5. Approval of FY20 Thomas and Myra Ryan Memorial Scholarship in the amount of \$2000.00
  6. Approval of Reclassification of Funds  
A motion to approve the FY20-589 Civics Teaching and Learning Grant in the amount of \$25,333.00, the FY20 Edward Krysa Memorial Scholarship in the amount of \$1000.00 , the FY20 Thomas and Myra Ryan Memorial Scholarship in the amount of \$2000.00, and the reclassification of funds as presented by consent agenda was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

**Items of Interest to the School Committee**

None

**Executive Session**

Not needed

**Adjournment**

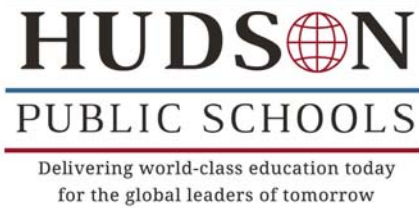
At 8:34 pm, a motion to adjourn was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

Respectfully submitted,

Michele Tousignant Dufour, Secretary  
Hudson School Committee

# Report of the Superintendent

- District Improvement Plan: Mid-Year Progress Report



## Report of the Superintendent

# 2019-2020 District Improvement Plan Mid-Year Progress Report

February 25, 2020

Marco C. Rodrigues, Ed.D.

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

## 2019-2020 District Improvement Plan Implementation Status

Objective 1	High Quality Instructional Practices	Progress toward 100%
Priorities	1.1 Build capacity through a reflective cycle of inquiry.	<div style="width: 25%; background-color: #4f81bd;"></div>
	1.2 Build experiences that demonstrate diverse student-centered instructional practices.	<div style="width: 40%; background-color: #4f81bd;"></div>
	1.3 Increase the effective use of data.	<div style="width: 25%; background-color: #4f81bd;"></div>
Objective 2 Educating the Whole Child Progress toward 100%		
Priorities	2.1 Establish a social-emotional curriculum to ensure a positive learning community at each school.	<div style="width: 50%; background-color: #4f81bd;"></div>
	2.2 Implement the District's MTSS Framework to support the academic success of all students.	<div style="width: 10%; background-color: #4f81bd;"></div>
Objective 3 Innovative Educational Practices Progress toward 100%		
Priorities	3.1 Define and expand K-12 pathways that ensure rigorous learning experiences for all students.	<div style="width: 50%; background-color: #4f81bd;"></div>
	3.2 Expand availability and application of the District-wide 1:1 technology.	<div style="width: 50%; background-color: #4f81bd;"></div>
	3.3 Engage in a cycle of curriculum refinement.	<div style="width: 10%; background-color: #4f81bd;"></div>
Objective 4 Climate and Culture Progress toward 100%		
Priorities	4.1 Build a strong community among all stakeholders.	<div style="width: 25%; background-color: #4f81bd;"></div>
	4.2 Ensure an environment where students engage in age-appropriate social-emotional learning.	<div style="width: 25%; background-color: #4f81bd;"></div>
	4.3 Strengthen the effectiveness of the district's Leadership Team.	<div style="width: 40%; background-color: #4f81bd;"></div>

Matters for Discussion  
New Business

1. District/ Schools Report Card

Matters for Discussion  
New Business


2. Q2 Student Activity Account Report

**HUDSON**  
**PUBLIC SCHOOLS**  
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for the global leaders of tomorrow

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**To:** School Committee, Principals, Advisors, Student Officers, Town Accountant and Town Treasurer  
**cc:** Dr. Marco Rodrigues, Superintendent of Schools  
**From:** Patricia Lange, Executive Director of Finance and Operations   
**Date:** 2/21/2020  
**Re:** Student Activities Reporting Period Ending December 31, 2019

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Attached are the Student Activity Reports for the period ending December 31, 2019, for Hudson High School and Quinn Middle School. The cover page is the reconciliation of the Agency Savings account to the Town's general ledger. The bottom of the page shows that the totals of the reconciled balances of the Agency savings account and the school checking account total to the subsidiary ledger of the student fund balances. The second page shows the subsidiary ledger, listing the student fund balances.

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

Student Activity Funds Reconciliation				FY20
HHS Account 1217 - AGENCY ACCOUNT				
YTD 12/31/2019				
				Avidia #0050631701
	Town	Bank	VADAR Variance	
	General Ledger	AGENCY ACCT		
Balance at June 30, 2019	74,147.19	229,990.79		
Cash Management Transfer	0.00	(155,843.60)		
Bank Interest	235.89	292.19		
Receipts	46,017.93	62,222.90	(16,204.97)	
NSF & Debits Adjustments	(35.00)	(65.00)	(100.00)	
Expenditures	(47,194.58)	0.00		
<b>Ending Balance</b>	<b>73,171.43</b>	<b>136,597.28</b>	<b>(63,425.85)</b>	
<b>ACTION NEEDED BY TOWN</b>				
December Deposits	16,204.97			
December Interest	56.30			
NSF Check	(30.00)			
<b>TOWN ADJUSTMENTS</b>				<b>ACTION NEEDED</b>
Cash Management Xfer - Debit		(11,870.39)		
Cash Management Xfer - Debit		(3,876.65)		
Cash Management Xfer - Debit		(18,640.20)		
Cash Management Xfer - Debit		(12,807.34)		
<b>Total Warrants</b>		<b>(47,194.58)</b>		
<b>SCHOOL ADJUSTMENTS</b>				
<b>Total Reconciled Balance</b>	<b>89,402.70</b>	<b>89,402.70</b>	<b>0.00</b>	

Prepared by: Smt  
Date: 1/16/2020  
Approved by: P. Lenz  
Date: 2/18/20

	November	Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	deposits	
Checking Account	45,285.81	(5,151.55)	12,807.34	\$ 52,941.60
Agency Account	136,597.28	(47,194.58)	0.00	\$ 89,402.70
<b>Total Reconciled Balance</b>				<b>\$ 142,344.30</b>
<b>Total Subsidiary Accounts</b>				<b>\$ 142,344.30</b>
<b>Quickbook's Variance</b>				<b>\$ -</b>



**Hudson High School Student Activity Fund**  
**Profit & Loss**  
 July 2010 through December 2019

	Jul '10 - Dec 19
<b>Income</b>	
Advanced Placement	6,642.51
Advanced Placement Text	786.38
All School Musical	31,648.61
<b>Athletics</b>	
Athletic General	573.13
Athletic Ice Hockey	2,240.76
Athletics -Boys' Tennis	725.95
Athletics Boys' Basketball	696.00
Athletics Boys Soccer	375.00
Athletics Cheering	150.00
Athletics Cross Country	168.00
Athletics Field Hockey	121.40
Athletics Football	454.20
Athletics Girls' Soccer	2,786.14
Athletics Girls Basketball	1,274.73
Athletics Girls JV Tennis	74.80
Athletics Gymnastics	1,012.64
Athletics Softball	1,332.35
Athletics Volleyball	1,141.76
Baseball	630.17
<b>Total Athletics</b>	<b>13,757.03</b>
Band	4,267.81
Bank Charges and Interest	5,333.27
Bus Account	961.51
Chorus	2,476.93
Class of 2020	19,514.53
Class of 2021	8,374.74
Class of 2022	6,859.45
Class of 2023	3,001.65
Class of 2024	2,099.00
<b>Class/Team Fundraisers</b>	
Amazon Trip April	223.89
Anatomy Class MOS Field trip	97.20
Field Trip Boston Day & Evening	456.00
Macbeth Field Trip English 10	376.48
Physics Class Field Trip	259.45
<b>Total Class/Team Fundraisers</b>	<b>1,413.02</b>
Community Council	922.25
CSL/Interact Club	225.21
Earth Council	516.35
General Fund	3,314.65
Germany Trip	1,630.52
Guidance	630.00
Ham Radio	30.00
Journalism Club	877.26
Junior Honor Society	613.85
Math League	319.75
National Art Honor Society	683.12
National Honor Society	258.18
Outdoor Club	208.37
S.A.D.D.	2,216.45
School Store	4,544.12
Senior Class Parking	1,461.72
Ski Club	5,656.17
Spirit Committee	4,783.03
Strive	1,061.57
TV Studio	1,827.55
Ultimate Frisbee	923.24

9:32 AM  
01/16/20  
Cash Basis

**Hudson High School Student Activity Fund**  
**Profit & Loss**  
July 2010 through December 2019

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	<u>Jul '10 - Dec 19</u>
UNESCO Trip	2,320.67
Yearbook	183.83
<b>Total Income</b>	<b>142,344.30</b>
<b>Gross Profit</b>	<b>142,344.30</b>
<b>Net Income</b>	<b>142,344.30</b>

Student Activities Fund - HHS  
 Bank to Subsidiary Account Reconciliation  
 December 31, 2019

**CHECKING BANK ACCOUNT**

Balance per Bank, 12/31/2019 45,285.81

**Less: Outstanding Checks (list)**

9746	90.00
10176	400.15
10268	450.00
10269	450.00
10321	786.55
10401	55.47
10416	17.00
10422	2,812.38
10420	90.00

(5,151.55)

Reconciled Bank Balance 40,134.26

Balance Per Subsidiary Ledger 40,134.26

Variance 0.00

**Plus: Outstanding Deposits (list)**

24-Dec 12,807.34

Reconciled Bank Balance 52,941.60

**AGENCY BANK ACCOUNT**

Balance per Bank, 12/31/2019 136,597.28

**Less: Outstanding Cash Transfer -**

9/29/2019	11,870.39
10/18/2019	3,876.65
12/3/2019	18,640.20
12/24/2019	12,807.34

(47,194.58)

Reconciled Bank Balance 89,402.70

**Plus: Outstanding Deposits (list)**

Reconciled Bank Balance 89,402.70

Reconciled Bank Balances 142,344.30

Subsidiary Ledger Total 142,344.30

variance 0.00

Prepared by: sm

Date: 1/18/2020

Reviewed by: [Signature]

Date: 2/24/2020

Student Activity Funds Reconciliation				FY20
QMS Account 2838 - AGENCY ACCOUNT				
YTD 12/31/2019				
	Town	Bank	VADAR Variance	Avidia #0051801401
	General Ledger	AGENCY ACCT		
Balance as of June 30, 2019	12,122.46	31,862.62		
Cash Management Transfer	0.00	(19,740.16)		FY19 4th Qtr. Transfer
Bank Interest	24.32	24.32		
Receipts	2,653.80	2,653.80		
Expenditures	0.00	0.00		
<b>Ending Balance</b>	<b>14,800.58</b>	<b>14,800.58</b>	<b>0.00</b>	
<b><u>ACTION NEEDED BY TOWN</u></b>				
<b><u>TOWN ADJUSTMENTS</u></b>				
				<b>ACTION NEEDED</b>
Cash Management Xfer - Debit				
<b>Total Warrants</b>		<b>0.00</b>		
<b><u>SCHOOL ADJUSTMENTS</u></b>				
<b>Total Reconciled Balance</b>	<b>14,800.58</b>	<b>14,800.58</b>	<b>0.00</b>	

Prepared by: SM  
Date: 2/18/2020  
Approved by: Stacia Lopez  
Date: Feb 19, 2020

	December	Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	Deposits	
Checking Account	4,957.51	(80.00)		4,877.51
Agency Account	14,800.58	0.00	0.00	14,800.58
<b>Total Reconciled Balance</b>				<b>\$ 19,678.09</b>
<b>Total Subsidiary Accounts</b>				<b>\$ 19,678.09</b>
<b>Variance</b>				<b>\$ -</b>

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

**MONTH of December 2019**

Band/Chorus	\$	1,817.82
Drama	\$	7,446.69
Class Teams:		
Spruce(Amber) Team	\$	108.73
Coral Team	\$	-
Maple(Jade) Team	\$	-
Oak(Onyx) Team	\$	56.60
Bonsai Team	\$	25.06
Magnolia(Sapphire) Team	\$	-
Balsam(Topaz) Team	\$	515.55
General Funds	\$	7,513.74
Interest Earnings	\$	474.38
Library	\$	-
Ski Club	\$	47.17
Student of the Month	\$	94.15
Yearbook	\$	1,578.20
<b>Total of Student Activity Accounts</b>	<b>\$</b>	<b><u>19,678.09</u></b>

HUDSON PUBLIC SCHOOLS  
David J. Quinn Middle School  
STUDENT ACTIVITIES ACCOUNT  
BANK ACCOUNT RECONCILIATION

**CHECKING BANK ACCOUNT #0031673601**

Balance per Bank 12/31/19 4,957.51  
Less: Outstanding Checks (list)

CHECK #1567 80.00

Total Outstanding Checks 80.00  
Checkbook Balance 4,877.51

Reconciled Bank Balance 4,877.51  
Plus: Outstanding Deposits

Reconciled Bank Balance 4,877.51

**AGENCY BANK ACCOUNT #0051801401**

Balance per Bank, 12/31/19 14,800.58  
Less: Outstanding Cash Transfer -  
for warrants from:

Total Outstanding Cash Transfers 0.00

Reconciled Bank Balance 14,800.58

Reconciled Bank Balances 19,678.09  
Subsidiary Ledger Total 19,678.09

variance 0.00

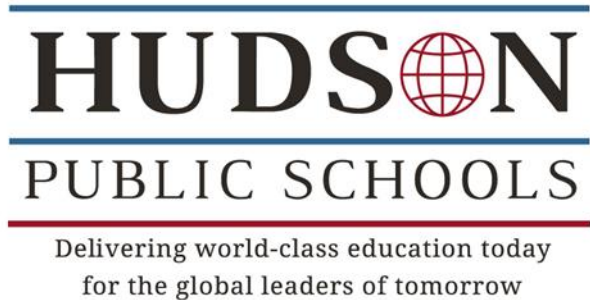
Submitted by: Laura DePomasi

Reviewed by: [Signature]

## Matters for Discussion

### New Business

3. Superintendent's Mid- Year Goals/ Progress Report



# SUPERINTENDENT'S MID-CYCLE GOALS PROGRESS REPORT

MARCO C. RODRIGUES, ED.D.

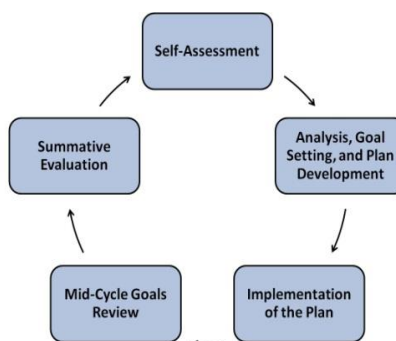
FEBRUARY 25, 2020



# SUPERINTENDENT’S MID-CYCLE GOALS PROGRESS REPORT

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## FIVE-STEP CYCLE



## Cycle 4 – Mid-Cycle Goals Review

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### **Progress Report:**

The Superintendent’s goals and key strategic actions for the 2019-2020 school year are currently in the implementation phase and I expect to meet all benchmarks for each goal by the end of the school year. The goals selected and approved by the School Committee this year reflects a wide-range of elements that are directly aligned to each strategic objective in the District Improvement Plan.

*Goal 1 - Student Learning: By June 2020, the Action Steps for each Strategic Priority identified within the District Improvement Plan for the 2019-2020 year will be implemented.*

The District Leadership Team continues to make strides toward implementing the Action Plan for the District Improvement Plan. The Team has made periodic evaluation of the implementation with minor course corrections where needed. The expectation is for all action steps to be completed by June 2020.

*Goal 2 - Professional Practice: To strengthen the District Leadership Team’s ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process.*

The strength of the District Leadership Team is at the core of this goal. Team members continue to implement the District Leadership Action Plan and the communication areas identified for their personal goal. All Leadership Team meetings have agendas with objectives, group norms, and closing questions. The expectation is for all action steps to be completed by June 2020.

*Goal 3 - District Improvement: By March 2020, the Budget Leadership Team, in conjunction with the School Committee Members, will develop a balanced budget for the FY21 school year.*

The Budget Leadership Team has done an outstanding job developing the FY21 Budget. We are on target to deliver the FY21 Budget to the School Committee for approval on March 24, 2020.

*Goal 4 - District Improvement: By June of 2020, I will have completed weekly standing meetings with each building principal, with at least 50% of the meetings dedicated to walkthroughs followed by debriefing sessions.*

Prioritizing time for weekly meetings and walkthroughs with building principals is a vital step in building internal leadership capacity in the District. To date, the walkthroughs have not reached the 50% mark as anticipated and the frequency varies from building to building. Considering that the two secondary principals joined the Hudson administration this year, our weekly agendas carry items that are likely to contain more pressing, time sensitive issues that consume most of the meeting time. In addition, my weekly meetings with the principals at Forest Ave and Mulready schools started later into the school year.

To enhance our ability to conduct a steady flow of walkthroughs in all building, the Principals agreed to host our bi-monthly Principals' Meetings (all principals, assistant superintendent, and superintendent) at their respective schools. We will reserve a block of time to conduct walkthroughs in each school every meeting.

The reports below identify the status of each key strategic action and benchmark (On Target, Off Target, and Not Started).

The areas identified as "Not Started" signify the work to be accomplished from February to June of 2020.

Description	Comments	On Target	Off Target	Not Started
<b>Goal 1: Student Learning</b>				
By June 2020, the Actions Steps for each Strategic Priority identified within the District Improvement Plan for the 2019-2020 year will be implemented.				
<b>Key Strategic Actions</b>				
1. By September 2019, present to the School Committee the 2019-2020 Action Steps devised by the District Leadership Team.	The Action Steps for each Strategic Priority were presented to the School Committee on September 24, 2019.	X		
2. By February 2020, through the District Leadership Team, evaluate the implementation process and provide a mid-year status report to the District and to the School Committee.	The District Leadership Team reviewed the implementation process in February. The mid-year status report to the School Committee is scheduled for February 25, 2020.	X		
3. By June 2020, evaluate the Action Plan implementation and develop a summary of findings report to be presented to the School Committee and to guide the Summer Leadership Institute agenda.				X
<b>Benchmarks</b>				
1. Presentations and mid-year status report completed on schedule.		X		
2. Summary of findings report completed.				X

Description	Comments	On Target	Off Target	Not Started
<b>Goal 2 - Professional Practice</b>				
To strengthen the District Leadership Team’s ability to communicate effectively and to develop a culture of mutual accountability by focusing on the agreed upon norms of collaboration and decision making process.				
<b>Key Strategic Actions</b>				
1. By June 2020, the District Leadership Team will implement the areas identified in the Leadership Team Action Plan.	The District Leadership Team has reviewed the implementation of the Action Plan at DELTA meetings on December 12, 2019 and January 16, 2020.	X		
2. By June 2020, each Leadership Team member will show progress toward his/her personal goal that addresses and supports the District Leadership Team Communication Plan.	Each member of the District Leadership Team monitors the progress toward meeting this goal with his/her evaluator through the Educator Evaluation Process.	X		
3. By June 2020, the Superintendent will provide evidence of his support to the Leadership Team relative to communication and engagement.		X		
4. At the end of each leadership team meeting, participants will answer the following questions: a. What are the key takeaways from this meeting? b. What decisions were made? c. What are our next steps?	Leadership Team agendas include time for members to answer these questions.	X		
<b>Benchmarks</b>				
1. Completed summary of Leadership Team Action Plan implementation.				X
2. Completed summary of Communication Plan implementation.				X
3. Completed analysis of District Leadership Team effectiveness.				X

Description	Comments	On Target	Off Target	Not Started
<b>Goal 3 - District Improvement</b>				
By March 2020, the Budget Leadership Team, in conjunction with the School Committee Members, will develop a balanced budget for the FY21 school year.				
<b>Key Strategic Actions</b>				
1. By October 2019, members of the Budget Leadership Team participate in budget parameters and priority setting session aligned with the Zero-Based Budget process and Strategic Budget Stabilization Plan.	The Budget Leadership Team participated in the FY21 budget parameters and priority setting session on October 18, 2019.	X		
2. By November/December 2019, members of the Budget Leadership Team present their school/department resource allocation proposals for FY21.	Each Budget Owner presented their FY21 budget allocation proposal on November 22 and 25, 2019.	X		
3. By February 2020, conduct at least two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub-Committee.	The Budget Leadership Team participated in 4 prioritization sessions on January 10, 17, 24 and 29, 2020. The School Committee prioritization sessions were held on February 6 and 10, 2020.	X		
4. By March 2020, deliver to the School Committee the FY21 Budget for deliberation and approval.				X
<b>Benchmarks</b>				
1. Completed parameters for budget setting.	Parameters completed and disseminated to Budget Team.	X		
2. Completed prioritization sessions with School Committee.	Prioritization sessions completed.	X		
3. FY21 Budget approved by the School Committee and submitted to Town officials.				X

Description	Comments	On Target	Off Target	Not Started
<b>Goal 4 - District Improvement</b>				
By June of 2020, I will have completed weekly standing meetings with each building principal, with at least 50% of the meetings dedicated to walkthroughs followed by debriefing sessions.				
<b>Key Strategic Actions</b>				
1. By October 2019, develop a weekly standing meeting schedule with each principal.	Weekly standing meetings have been scheduled with each building principal.	X		
2. By February 2020, evaluate the frequency of walkthroughs to date.	The walkthroughs with principals have fluctuated according to the need/urgency on the items for discussion at each meeting with the principals. Typically, the topics for discussion take priority to the walkthroughs. At this time, I have spent significantly less than 50% of the meeting in walkthroughs. However, effective February 14th, all principals, Kathy Provost, and I will conduct walkthroughs as part of the bi-monthly principals' meetings.		X	
3. By June 2020, gather evidence of completion of 50% weekly meeting with walkthroughs.				X
<b>Benchmarks</b>				
1. Completed schedule of weekly standing meetings.		X		
2. Completed mid-year evaluation of walkthroughs frequency.			X	
3. Completed each principal's Educator Evaluation process including a mid-year cycle review.		X		

# ACTION PLAN 2019-2020 MID-YEAR PROGRESS REPORT

STRATEGIC PRIORITY 1.1: Build capacity through a reflective cycle of inquiry.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
1.1	ELEVATE Team DELTA Team Time	Define criteria and procedures for effective cycles of inquiry.	By August 2019, ELEVATE has defined the criteria and procedures for the effective implementation of cycles of inquiry.	Completed
1.1	ELEVATE Team Time	Identify method(s) that ELEVATE members will have to implement and to promote a reflective cycle of inquiry within the district.	By June 2020, members of ELEVATE Team will be able to demonstrate quantifiable progress toward the implementation of the cycle of inquiry within their school or department.	In-Progress
1.1	Curriculum Directors Principals Administrators Time	Evaluate the District practices relative to: gathering evidence of student learning and mastery of content to inform instruction. how accurately our assessments are being used to drive instruction and to reflect student growth and achievement in grades K-12.	By June 2020, the Curriculum Directors, Principals, and Administrators will have evaluated District's practices and have created a proposed course of action to enhance the District's capability to identify evidence of student learning.	In-Progress
STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
1.2	ILT Curriculum Directors Time, Data	Identify, learn, and use 3-5 instructional practices, based on research, to strengthen core instruction, and to be adopted school-wide.	By October 2019, the Instructional Leadership Teams will have identified the instructional practices to be adopted school-wide.	In-Progress
1.2	ILT Time Professional Training	Develop a targeted professional development plan that builds expertise in selected evidence-based practices.	By November 2019, the Instructional Leadership Teams will have created a professional development plan building expertise in selected evidence based practices.	In-Progress
1.2	ILT Time Data	Create an internal accountability system (inspect what we expect) to monitor the implementation of the adopted instructional practices.	By November 2019, the Instructional Leadership Teams will have created an internal accountability system to monitor the implementation of the adopted instructional practices.	In-Progress
1.2	ILT Time Data	Develop a targeted plan to engage families and community in supporting the school-wide instructional focus.	By December 2019, the Instructional Leadership Teams will have developed a targeted plan to engage families and community in supporting the school-wide instructional focus.	Completed: Elementary In-Progress: Secondary

## ACTION PLAN 2019-2020 MID-YEAR PROGRESS REPORT

STRATEGIC PRIORITY 1.3: Increase the effective use of data.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
1.3	Curriculum Directors ELEVATE, DELTA	Identify data points needed for each group and establish effective use of data to inform instructional practices.	By June 2020, ELEVATE Team members will demonstrate quantifiable progress toward the use of data to inform instructional practices.	In-Progress
1.3	ELEVATE Team DELTA Team Data Research and Accountability Specialist	Monitor the use of data at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal’s Meetings, professional development days, ILTs, DELTA, ELEVATE.) to ensure the establishment of a positive culture of data inquiry.	By June 2020, ELEVATE team members will provide evidence (quantitative and qualitative) of progress toward building a positive culture of data inquiry.	In-Progress
STRATEGIC PRIORITY 2.1: Establish a social-emotional curriculum to ensure a positive learning community at each school.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
2.1	SEL Committee Principals Time	Develop a plan to support schools to implement specific changes to existing school structures to make them more comprehensive for students.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
2.1	SEL Committee Principals Time	Analyze and organize school and community resources across the district, and help establish and maintain community partnerships to address student strengths and needs.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
2.1	SEL Committee Principals Time	Develop a plan to support the school-level processes (before, during, and after meetings) for reviewing students in the selected structure.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
STRATEGIC PRIORITY 2.2: Implement the District’s MTSS Framework to support the academic success of all students.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
2.2	Principals, Curr. Directors, Building Staff, Time	Complete the MTSS Implementation Tool to identify each school’s and department’s current practices related to each intervention tier identified in the MTSS Framework.	By June 2020, the Leadership Team will be able to demonstrate quantifiable progress toward the completion of the MTSS Implementation Tool for each school and department.	To be completed from February through June
2.2	DELTA Time	Monitor the implementation of the MTSS Tool to map out available and needed resources.	By June 2020, the DELTA Team will review data, on a monthly basis, of MTSS Implementation Tool.	Not Yet Started



## ACTION PLAN 2019-2020 MID-YEAR PROGRESS REPORT

STRATEGIC PRIORITY 3.1: Define and expand K-12 pathways that ensure rigorous learning experiences for all students.				
S.P	Resources	Action Steps	Early Evidence of Change	Status
3.1	Curric. Directors, Principals, Asst. Superintendent, Time, Funding	Develop a committee to analyze and plan the establishment of a Dual Language Program for the 2020-2021 school year.	By June 2020, the Dual Language Committee has produced a plan for the establishment of a Dual Language Program to start in August of 2020.	In-Progress
3.1	Curric. Directors, Subject Leaders, Principals, Time	Establish Advisory Boards for each College and Career Pathway to meet twice per academic year.	By December 2019, each College and Career Pathway will have held its first Advisory Board meeting. The second board meeting should be held by May 2020.	Not Yet Started
3.1	Curric. Directors, Subject Leaders, Principals, Time	Analyze data relative to students' current level of access and participation in advanced courses.	By December 2019, the Leadership Team will have analyzed student data and provided action steps to increase student access and participation in advanced courses.	In-Progress
3.1	Principals, Assist. Superintendent, Survey	Survey secondary students and parents about their interests and potential academic pathways in the future.	By November 2019, the administration has surveyed students and parents regarding their interest for future courses and pathways.	Completed
3.1	Curric. Directors, Subject Leaders, Principals	Evaluate District's protocol for course referral/offerings and student scheduling.	By September 2019, the Leadership Team has evaluated the District's protocol and offered suggestions if necessary.	In-Progress
STRATEGIC PRIORITY 3.2: Expand availability and application of the District-wide 1:1 technology.				
S.P	Resources	Action Steps	Early Evidence of Change	Status
3.2	1:1 Technology Task Force Time	Implement and monitor research-based leveled modules of instruction on the appropriate use of Digital Citizenship to accommodate students, parents, and staff needs.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of research-based leveled modules of Digital Citizenship instruction.	In-Progress
3.2	1:1 Technology Task Force Curriculum Directors Principals, Time	Implement and monitor effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of Digital Literacy instructional practices across content areas.	In-Progress

## ACTION PLAN 2019-2020 MID-YEAR PROGRESS REPORT

3.2	1:1 Technology Task Force, Time, Professional Development	Identify staff's professional development needs to support the implementation of effective instructional practices on Digital Literacy using the 1:1 technology.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of targeted professional development to support the implementation of Digital Literacy instructional practices.	<b>Not Yet Started</b>
<b>STRATEGIC PRIORITY 3.3:</b> Engage in a cycle of curriculum refinement.				
<b>S.P</b>	<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>	<b>Status</b>
3.3	Curriculum Directors Assistant Superintendent Teachers Time , Funding	Examine completed curriculum maps to identify existing and potential research-based practices for integration of technology.	By February 2020 (High School) and August 2020 (Elementary and Middle School) the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure integration of technology.	<b>In-Progress</b>
3.3	Curriculum Directors Assistant Superintendent Teachers Time, Funding	Examine completed curriculum maps to identify existing and potential research-based practices for diverse learners.	By August 2020, the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure its best practices addresses the needs of our diverse learners.	<b>Not Yet Started</b>
<b>STRATEGIC PRIORITY 4.1:</b> Build a strong community among all stakeholders.				
<b>S.P</b>	<b>Resources</b>	<b>Action Steps</b>	<b>Early Evidence of Change</b>	<b>Status</b>
4.1	DELTA Team ELEVATE Team Time	Implement the District Leadership Communication Plan designed to improve internal and external communication with all stakeholders.	By June 2020, members of the District Leadership Team will be able to demonstrate quantifiable progress toward the implementation of the Communication Plan.	<b>In-Progress</b>
4.1	DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).	Demonstrate yearly evidence of communication and participation in events and meeting with various stakeholder groups.	<b>In-Progress</b>
4.1	DELTA Team Time	Create partnerships with area businesses and higher education institutions for internships, service learning, sponsorships, and articulation agreement opportunities.	Demonstrate yearly evidence of growth in partnerships with businesses and higher education institutions.	<b>In-Progress</b>

## ACTION PLAN 2019-2020 MID-YEAR PROGRESS REPORT

STRATEGIC PRIORITY 4.2: Ensure an environment where students engage in age-appropriate social-emotional learning.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
4.2	SEL Committee Principals Time	Define and communicate the district's vision for systemic student support with school teachers, staff, administrators, and community stakeholders.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.	In-Progress
4.2	DELTA Team Time Funding	Provide education and promote awareness of Social Emotional Learning practices to key (internal and external) stakeholders.	By June 2020, the DELTA Team has created demonstrable opportunities for Social Emotional Learning education and awareness to multiple stakeholders.	In-Progress
4.2	DELTA Team School Counselors	Conduct Cultural Competency training for the Leadership Team and School Counselors.	By June 2020, members of the DELTA Team and School Counselors have completed a Cultural Competency training.	Completed
STRATEGIC PRIORITY 4.3: Strengthen the effectiveness of the district's Leadership Team.				
S.P.	Resources	Action Steps	Early Evidence of Change	Status
4.3	DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District's identified values.	By October 2019, the DELTA Team has developed an Action Plan, with action steps and timeline to effectively address the areas identified through the surveys.	Completed
4.3	DELTA Team	Develop an Action Plan to address the areas for growth identified through the analysis of the Parent, Student, Staff survey results.	By October 2019, the DELTA Team has developed an Action Plan, with action steps and timeline to effectively address the areas identified through the surveys.	Completed
4.3	Superintendent Assistant Superintendent	Devote time on Principals, DELTA, Curriculum, and ELEVATE agendas to seek answers to the following questions: What are the key takeaways from this meeting? What decisions were made? What are our next steps?	For each leadership team meeting in 2019-2020 school year, the Superintendent and Assistant Superintendent have devoted time on the agenda for Team participants to respond to each question.	In-Progress

Matters for Discussion  
New Business

4. FY20 Q2 Budget Forecast

**Hudson Public Schools**  
**FY20 Budget Projection**  
**February 2020**

<b>Fund</b>	<b>FY20 Budget</b>	<b>FY20 Projected</b>	<b>FY20 Balance</b>
Personnel	32,559,245.00	31,957,759.21	601,485.79
General Expenses	7,199,490.00	6,846,403.12	353,086.88
Transportation	2,300,000.00	2,065,547.96	234,452.04
<b>Total School Expense Budget</b>	<b>42,058,735.00</b>	<b>40,869,710.29</b>	<b>1,189,024.71</b>

	<b>FY20 Budget</b>	<b>FY20 Projected</b>	<b>FY20 Balance</b>
Personnel	31,103,279.00	31,957,759.21	(854,480.21)
General	6,101,430.00	6,846,403.12	(744,973.12)
Transportation	1,838,594.00	2,065,547.96	(226,953.96)
<b>Total Town Appropriation</b>	<b>39,043,303.00</b>	<b>40,869,710.29</b>	<b>(1,826,407.29)</b>

**Revenue:**

Town Appropriation	39,043,303.00
School Choice Carryover	219,961.29
School choice Receipts	500,000.00
Circuit Breaker	1,106,446.00
<b>Total Revenue</b>	<b>40,869,710.29</b>

<b>School Choice Balance June 30, 2019</b>	2,592,651.51
Estimated Income FY20	500,000.00
School Choice Transfer	(719,961.29)
Projected Spending FY20	(30,000.00)
Projected Food Svs - Deficit	(45,000.00)
<b>Projected School Choice Available June 30, 2020</b>	<b>2,297,690.22</b>

**Hudson Public Schools  
 FY20 Budget Projection  
 School Choice Balance  
 February 2020**

<b>School Choice Balance June 30, 2019</b>	2,592,651.51
Estimated Income FY20	500,000.00
School Choice Transfer	(719,961.29)
Projected Spending FY20	(30,000.00)
Projected Food Svs - Deficit	(45,000.00)
<b>Projected School Choice Available June 30, 2020</b>	<u><u>2,297,690.22</u></u>
Additional Purchases to be made in FY20:	250,000.00
FY22 Budget Carryforward	582,144.00
FY21 Budget Carryforward	582,144.00
Transportation Savings designated to Dual Language Program:	234,452.04
Total School Choice Spending Above the February Projection	<u><u>1,648,740.04</u></u>
Unallocated School Choice Balance:	<u><u>648,950.18</u></u>

## Matters for Discussion

### New Business

5. First Reading of Proposed Revisions and Additions to J Policy Manual: Student Athletics, Fundraising, Student Activities

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 underlined and bolded and in **red**.

## SECTION J – STUDENTS

Section	Existing Policy	Proposed Change or New Policy
JJE	<p><b>FUNDRAISING</b></p> <p><b>School Fundraising</b> All school-sponsored fundraising activities for individual schools or for the school district shall be approved by the building principal of the participating school(s) and/or the superintendent or his or her designee.</p> <p><b>Athletic Fundraising</b> Fundraising by individual athletic teams is not permitted, except when the athletic team has the opportunity for special post-season tournament play and receives the approval of the school committee to participate and to permit community-wide fundraising by that athletic team.</p> <p>The Athletic Department as a whole, however, may engage in in-house or community-wide fundraising efforts provided that all funds collected will go into the Athletic Revolving Fund for the benefit of the entire regular athletic program. Self-funded sports programs are not considered part of the regular athletic program and cannot receive any funds from Athletic Department fund raising.</p> <p><b>Fundraising by Supporting Organizations</b> Private organizations, such as parent groups and the Hudson Education Foundation, may occasionally conduct</p>	<p><b>JJE - STUDENT FUND-RAISING ACTIVITIES</b></p> <p><b>While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process.</b></p> <p><b>The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.</b></p> <p><b>Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and/or Superintendent.</b></p> <p><b>Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the Principal or Superintendent for approval.</b></p> <p><b>For safety reasons and because the School Committee recognizes that community members receive requests for support from</b></p>



fundraising activities that are not school-sponsored and are managed independently from the Hudson Public Schools. As a courtesy, the school district asks that private organizations notify and seek guidance from the building principal and/or the superintendent or his or her designee on the appropriateness and frequency of any fundraising activity or event that is intended to benefit the Hudson schools or its programs.

In all circumstances, if private organizations wish to use school facilities for their event or activity, the Facilities Use policies (1500, 1501, 1502 and 1503) shall be followed. Likewise, if a private organization intends to distribute or post promotional materials relative to the event or activity, the Distribution of Materials Policy (1700) shall be followed. As noted in the Distribution of Materials Policy, all notices and advertisements for fundraising events should clearly identify the sponsoring organization(s).

### **Standards for Fundraising**

The School Committee expects that any fundraising events or activities held for the benefit of the school district and its students be conducted a lawful manner and consistent with preserving the good name and reputation of the Hudson Public Schools. All advertising of fundraising and fundraising events should follow the standards set in the advertising policy. Questions regarding the appropriateness of the activity or event may be directed to the building principal, and/or the superintendent or his or her designee if more than one school is involved or the principal cannot be reached. Students will be subject to the rules and regulations of the student handbook, including the discipline code, while participating in any school- sponsored fundraising event or activity. Hudson Public Schools will not accept donations from private organizations that are generated by inappropriate, as deemed by the School Committee and/or the

**many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.**

**No money collections of any kind may be held in the schools without the specific consent of the Principal or Superintendent.**

**SOURCE: MASC October 2016**

**CROSS REFS.: [JP](#), Student Gifts and Solicitations**

**[KHA](#), Public Solicitations in the Schools**

	<p>superintendent or his or her designee, or unlawful fundraising activities or events.</p> <p>Cross-reference:Facilities Use policies (1500, 1501, 1502 and 1503) Distribution of Materials Policy (1700) Advertising Policy 1710</p> <p>Adopted by the Hudson School Committee: February 27, 2007</p>	
<p>JJEA</p>	<p><b>ATHLETIC FUND-RAISING</b></p> <p>In order that the community not be inundated with an overwhelming number of fund-raising efforts by athletic teams, and in order to avoid pitting athletic teams in competition for scarce financial resources against each other, community-wide fund-raising by athletic teams is not permitted, except as stipulated below:</p> <p>If an athletic team has the opportunity for special post-season tournament play, and receives the approval of the School Committee to participate, the School Committee may also approve community-wide fundraising by that athletic team.</p> <p>In recognition of the fact that athletic teams could benefit from additional funds, the Athletic Department, as a whole, may engage in in-house or community-wide fund-raising efforts with the following stipulations:</p> <ol style="list-style-type: none"> <li>1. All funds collected will go into the Athletic Revolving Fund for the benefit of the entire regular athletic program.</li> <li>2. Self-funded sports programs are not considered part of the regular athletic program and cannot receive any funds from Athletic Department fund-raising.</li> </ol> <p>Funds collected through school-sponsored activities will be</p>	

	<p>deposited into the Athletic Revolving Account and expended through standard administrative procedures.</p> <p>Adopted by the Hudson School Committee: November 12, 1991</p>	
JJF	<p>No Existing Policy</p>	<p><b>JJF - STUDENT ACTIVITY ACCOUNTS</b></p> <p><b>Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.</b></p> <p><b>In compliance with Massachusetts General Law, the School Committee:</b></p> <ol style="list-style-type: none"> <li><b>1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.</b></li> <li><b>2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and expended in accordance with the procedures</b></li> </ol>

established in the Hudson Public Schools Student Activity Guidelines.

**3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Principal or designee. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal or designee and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.**

**4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.**

**5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.**

**For accounts with maximum balance limits that exceed \$25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years**

**Graduating Class Funds**

**Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.**

**Once a class has graduated from High School, their funds should be removed from the High School Student Activity**

**Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.**

**Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee if the amount is \$500 or more. Amounts less than \$500 will be allocated based on a recommendation of the Principal to the Finance Director and Superintendent for final approval. In no case shall the disposition benefit specific individuals. The primary goal in disposition should be to benefit the student body.**

**Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.**

**Inactive Student Activities**

**When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:**

- 1. The Principal shall request action to close the account from the School Committee.**

		<p><b>2. All assets of the student activity organization shall be determined and stated in writing.</b></p> <p><b>3. Any disposition of the student activity organization of \$500 or more shall be determined by the School Committee. Any disposition assets of an inactive student activity organization of \$499.99 or less shall be the recommendation of the Principal to the Finance Director and Superintendent for final approval. In no case shall the disposition benefit specific individuals. The primary goal in disposition should be to benefit the student body.</b></p> <p><b>Identify in writing all assets of the student activity. The disposition of any assets will be in accordance with the Student Activity Account Guidelines and may not benefit specific individuals.</b></p> <p><b>Student Activity Deficits</b></p> <p><b>Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.</b></p> <p><b>SOURCE: MASC July 2018</b></p> <p><b>LEGAL REFS: MGL <a href="#">71:47</a></b></p> <p><b>CROSS REFS: <a href="#">JJA</a> - Student Organizations</b></p>
JJFA	<p><b>ATHLETIC USER FEE POLICY</b></p> <p>An Athletic User Fee will be applied to students participating in interscholastic athletics,</p> <ol style="list-style-type: none"> <li>1. A seasonal fee, established no later than June first, will be charged to all students participating in interscholastic athletics, including cheerleading. A</li> </ol>	

	<p>receipt is to be provided to the student. All fees will be paid at the high school main office.</p> <p>2. There are no provisions for reduced fees, except in unusual circumstances approved by the principal. All requests for reduced fees must be submitted in writing to the principal.</p> <p>User fees are kept in a physical education revolving account and may be spent in accordance with MGL Ch, 71, S3 47.</p> <p>Payment of the Athletic User Fee does not guarantee playing time except for the time directed by the coach.</p> <p>Adopted by the Hudson School Committee: June 11, 1991</p>	
JJIB	<p><b>INTERSCHOLASTIC ATHLETICS</b></p> <p><u>Relationship to total educational program</u>  The interscholastic athletic program, along with regular class instruction and intramural sports, is a recognized part of the total education program. Interscholastic athletics provide opportunity for students to develop physical and social skills and emotional controls to a degree not usually found in the regular class instruction in physical education or in intramural games. The prime purpose of the interscholastic athletics program is to benefit participating students. However, there are additional worthwhile benefits derived from such interscholastic games when proper controls of the program are exercised. One benefit is the enhancement of school spirit among the student body.</p> <p><u>Participating and standards</u>  Interscholastic athletics shall be offered to all interested and eligible students on such teams as are approved by the School Committee. Teams shall be taught the principles of good sportsmanship and school citizenship, as well as athletic skills.</p>	<p><b>JJIB - INTERSCHOLASTIC ATHLETICS</b></p> <p><b>The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.</b></p> <p><b>Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.</b></p> <p><b>At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Intramural athletic activities may be offered as an outgrowth of class instruction in physical education.</b></p> <p><b>The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish</b></p>

Financing the program

In accordance with Massachusetts General Law, Chapter 71, Section 47, monies received in connection with inter-scholastic athletics in any manner whatsoever, from the sale of tickets or otherwise, shall be deposited with the town treasurer. Annually, the School Committee may provide funds to meet the needs of the athletic program in the regular school budget.

With the recommendation of the superintendent and input from the principal and athletic director, changes in league affiliation will be subject to School Committee and MIAA approval.

The Massachusetts Interscholastic Athletic Association (MIAA) Rules and Regulations governing athletics are subscribed to by the Hudson School Committee. All athletic contests in all sports in which teams from Hudson Public Schools participate, shall be governed by the MIAA rules.

The principal and the athletic director shall make all coaches aware of the MIAA general rules pertaining to interscholastic athletics and the specific rules pertaining to individual sports, and any additional local or league rules. It will be the responsibility of the athletic director and each coach to see that the rules are followed.

The athletic director will be responsible for developing schedules for all teams in all sports approved by the School Committee. Schedules of games and times will be presented for approval to the School Committee prior to the season. The fall sports schedules will be presented by June first of the prior school year. The winter sports schedules will be presented by November first. The spring sports schedules will be presented by March first. The athletic director must clear the dates needed for buses with the bus coordinator. Night games may be scheduled in all sports.

Practices and games should not be scheduled seven days

**regulations to ensure the safety and well-being of students and staff members who participate in these activities.**

**SOURCE: MASC**

**LEGAL REFS.: M.G.L. [71:47](#); [71:54A](#); [76:5](#)**

**603 CMR [26.00](#)**

**CROSS REFS.: [AC](#), Nondiscrimination (and subcodes)**

**NOTE: Requirements for insurance coverage and physical examinations might be part of a policy in this category or they could be dealt with under Student Insurance (JHA) and Physical Examinations of Students (JHCA) and cross-referenced from this page. The cross reference on the sample policy above is to a related statement in this manual.**



in a row. Any coach wishing to conduct a practice on either Saturday or Sunday must get prior approval from the athletic director.

Participation, in general, by interscholastic athletic teams will be limited to contests which have been scheduled at the beginning of the regular season. The superintendent shall give final approval for post- season tournament participation by teams and as such decisions are made, shall report them to the School Committee. Among the factors to be considered before the superintendent shall grant approval for post- season tournament participation are the recommendations of the coaches, the principal, and the athletic director, the status of the tournament with the MIAA, the distances to be traveled, and the expense that will be incurred.

Whenever safe and practical, the athletic department should follow a "no cut" policy in order to afford the maximum number of students an opportunity to be a team member. The athletic director and the principal will be responsible for deciding when a "cut" policy is required, Written "cut" criteria should be issued by the athletic director and available to students prior to making any cuts.

Crossing over from one sport to another during the same season will not be permitted after the first game of a season has been played, without approval of the sending coach, receiving coach, and the athletic director.

A player dropped from a roster for disciplinary reasons will be ineligible for membership on any other team during that same season.

Practice sessions must be reasonable in length. As a general rule they will not exceed two hours without prior approval of the athletic director. Double sessions may be conducted only on days when school is not in session, if approved in advance

by the principal and the athletic director. The sessions should be separated by an adequate intermission. No double sessions may be scheduled after the first game has been played.

Afternoon practice sessions should be concluded by 6:30 PM. Any exceptions will require approval by the superintendent.

All workers at athletic events (officials, police, ticket sellers, etc.) will be arranged for or hired by the athletic director with the approval of the principal and superintendent of schools.

Injuries to participants must be reported to the principal on the appropriate forms on the next school day by the coach in charge.

Coaches are responsible for the behavior of all squad members on buses.

A captain or captains will be chosen in each sport by vote of the entire team membership before the first scheduled game of any season.

All pupils must carry the school insurance policy to be eligible to participate in interscholastic or intramural practices or contests. No pupil may start practice without school insurance. Coaches are responsible for compliance with this section.

All safety equipment, including helmets and mouth guards required for games, must be worn during practice games and drills.

At every athletic contest, a faculty representative or appointed coach of Hudson High School must be in attendance for the entire game.

	Adopted by the Hudson School Committee: June 11, 1991	
JJIBE	<p><b>SELF-FUNDED SPORTS PROGRAMS</b></p> <p>It is the desire of the School Committee to provide Hudson students with every possible opportunity to participate in. Extracurricular athletic sports programs unfortunately, budget limitations restrict the number of sports programs that can be supported within the school budget. It is the intent of this policy to facilitate the establishment of reasonable, self-funded sports programs.</p> <p>Since safety, resources, and impact on existing sports programs are important considerations in establishing any new program, the School Committee will make all determinations regarding whether a proposed program is reasonable in context with the existing athletic program, and whether it is self-funding. In doing so, it may ask for the recommendations of the athletic director and the superintendent, but the decision of the School Committee will be final.</p> <p>The requirements for a self-funded sports program are as follows:</p> <ol style="list-style-type: none"> <li>1. All funds collected will go into the athletic revolving fund, and will be reserved to defray the expenses of the specific athletic program for the approved school year.</li> <li>2. Any excess funds collected (after all expenses of the specific program are paid), will become part of the athletic revolving fund at the conclusion of the school year.</li> <li>3. Each program must be approved individually by the School Committee. School Committee approval will be for one school year only (this process must be repeated for each program in</li> </ol>	

	<p>every subsequent year).</p> <ol style="list-style-type: none"><li>4. Financial budgets for proposed programs must contain all identifiable general expense, personnel, and transportation costs.</li><li>5. Funds for the program will be raised through athletic fees. No student/school supported fund-raising will be allowed. Private or corporate sponsorships/donations will be accepted.</li><li>6. The School Committee approval must state the minimum number of students required for the program to occur. If the minimum number of students do not sign up and submit fees prior to the start of the program, the program is automatically cancelled.</li><li>7. The School Committee approval must state the budget for the program, all monies from fees and any private or corporate sponsorships must be received by the school administration no later than two days prior to the start of the program. If the total received does not equal the approved budget, the program is automatically cancelled.</li><li>8. All stipends for coaches and the athletic director must be paid in accordance with the collective bargaining agreement.</li><li>9. The fees actually charged to each participating student will be the maximum of the following;<ol style="list-style-type: none"><li>a. The athletic user fee for the regular athletic program.</li><li>b. The result of dividing the approved budget,</li></ol></li></ol>	
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	<p>reduced by any donations, by the actual number of participating students as of one week prior to the start of the program.</p> <p>10. By definition, these programs cannot receive any funds from the school budget or regular school fund-raising, since they are intended to be self-funded.</p> <p>11. Money raised from ticket sales, if any, for a self-funded sports program will go into the general athletic revolving fund; and cannot be used to retroactively reduce fees for said program.</p> <p>12. Written proposals for self-funded sports programs must be submitted to the school administration no later than three months prior to the start of the season for the sport proposed.</p> <p>Funds collected under this policy may be dispersed by the Athletic director under the same administrative procedures as in effect for athletic programs funded by the school budget. Coaching appointments must also follow all established policies and procedures, including approval by the School Committee.</p> <p>Adopted by the Hudson School Committee: November 12, 1991  Revised by the Hudson School Committee: February 11, 1992</p>	
JJIBF	<p><b>PARTICIPATION BY ATHLETIC TEAMS IN "AWAY" GAMES</b></p> <p>While the School Committee is aware that team participation in athletic contests by members of the student body requires that "away" games be scheduled, it also recognizes a need to regulate certain aspects of student participation in such contests.</p>	

	<p>To insure the safety and well-being of the staff and students who participate in any "away" game, the following shall be observed:</p> <ul style="list-style-type: none"> <li>a, All transportation of team members shall be via school department buses. Any deviation from this rule must be cleared in advance by the principal and athletic director.</li> <li>b, Only authorized personnel shall be allowed to travel with the team on the bus. The coach shall be responsible for the enforcement of this rule.</li> <li>c. Following the return of the team bus at Hudson High School, parents are responsible for providing transportation home for children.</li> </ul> <p>Adopted by the Hudson School Committee: June 11, 1991</p>	
JJIBG	<p><b>SPORTS EQUIPMENT</b></p> <p>The Department of Athletics shall recommend to the School Committee, through the Superintendent, the items deemed necessary for students to participate in athletic competition as representatives of the public schools of Hudson. The recommendation shall be in writing. Some athletic equipment may be provided by the athletic department. However, equipment which is reusable is to be returned at the close of the athletic season.</p> <p>Coaches will be held responsible for all uniforms and equipment issued to their teams.</p> <ul style="list-style-type: none"> <li>a. Equipment will be issued for team use on the date prescribed by the MIAA.</li> <li>b. A season's opening inventory of all supplies, equipment, and uniforms will be prepared by the athletic director. It</li> </ul>	

	<p>will be the responsibility of each coach to notify the athletic director of any changes in that inventory as a result of damage, theft, dropping of an individual from the roster, etc.</p> <p>c. A season's closing inventory will be conducted by the athletic director and the coach, The coach will send the athletic director a request, in writing, for all equipment, supplies, and materials needed for the next season, The request must be submitted not more than two weeks after the close of the season,</p> <p>d. Students will be charged full replacement costs for any equipment issued by the school department which is either not returned, or is damaged by negligence,</p> <p>Adopted by the Hudson School Committee: June 11, 1991</p>	
JJIF	<p><b>Head Injuries and Concussion in Extracurricular Athletics</b></p> <p><b><u>Introduction</u></b></p> <p>The Hudson Public Schools (the District) seeks to prevent concussion and provide a safe return to activity for all students after injury, particularly after a head injury. Upon adoption of this policy by the Hudson School Committee, the District will submit affirmations on our school letterhead, documenting that we have complied with the regulatory requirement to develop appropriate head injury policies. The District will update and submit this affirmation by September 30, 2013 and every two years thereafter.</p> <p>1. <b><u>Persons Responsible for Implementation of Concussion School Policy and Procedures</u></b></p> <p>The Hudson School District has designated its Athletic</p>	<p><b>JJIF - ATHLETIC CONCUSSION POLICY</b></p> <p><b>The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities<sup>1</sup> including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or</b></p>

Director (AD) to oversee the implementation of policies and protocols governing the prevention and management of sports-related head injuries. In addition, the AD will be responsible for:

- (1) Supporting and enforcing the protocols, documentation, required training and reporting
- (2) Assuring that all documentation is in place
- (3) Reviewing, updating and implementing policy every two years and including updates in annual training and student and parent handbooks.

## **2. Annual Training Requirement**

The Commonwealth of Massachusetts requires annual safety training on prevention, identification and management of a sports-related injury including head trauma and second impact syndrome for designated school personnel as well as parents or legal guardians of children who participate in any extracurricular athletic activity. This annual safety training shall be required for the District's Coaches, certified Athletic Trainers, trainers, volunteers, School Nurses, school and team physicians, Athletic Directors, directors responsible for a school marching band whether employed by a school or school district or serving as a volunteer, parent or legal guardian of a child who participates in an extracurricular athletic activity, and students who participates in an extracurricular athletic activity.

While not required by MDPH, the District also offers this training to school counselors, physical education teachers, and other school personnel. In addition, our game officials engaged by the District shall complete one of the training programs approved by the Department of Public Health.

The trainings available for District staff, parents/guardians and student-athletes are MDPH approved. On-line course. Required training is available free of charge, and lasts only about 30 minutes. The District will provide use of a device for completion of on-line training for anyone needing the resource.

**volunteers; and students who participate in an extracurricular activity and their parents/guardians.**

**Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated every two years thereafter upon review or revision of its policies.**

**The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:**

- 1. Verifications of completion of annual training and receipt of materials;**
- 2. DPH Pre-participation forms and receipt of materials;**
- 3. DPH Report of Head Injury Forms, or school based equivalents;**
- 4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and**
- 5. Graduated reentry plans for return to full academic and extracurricular athletic activities.**

**This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.**

**Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many**



- Center for Disease Control and Prevention Heads Up Concussion in Youth Sports On-Line Training Program  
[http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)
- National Federation of State High School Associations Concussion in Sports – What you Need to Know  
<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

Training materials, this policy, and forms will be available in the High School Athletic Department office and on the department website at [http://www1.hudson.k12.ma.us/schools\\_district/hhs/athletics/index.html](http://www1.hudson.k12.ma.us/schools_district/hhs/athletics/index.html). Copies of the same will be available in the school health office and will be included in the Student-Athlete/Parent handbook.

The District’s Athletic Director is responsible for ensuring that the training requirements for staff, parents, volunteers, Coaches and students are met, recorded, and records are maintained.

The written verification of completion of the annual training (either the certificate of completion from the on-line courses or a signed verification that written materials have been read and understood) will be kept on file by the following Department Heads:

- District Director of Health, Nursing, and Safety-all School Nurses and the School Physician Consultant
- Athletic Director- all members of the athletic staff, volunteers at any extra-curricular athletic activity, and parents or legal guardians of children who participate in any extracurricular athletic activity or whose children are members of the marching band
- Director of Health Education – all members of the physical education staff
- Director of Music – Director of Marching Band

**high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents/guardians, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.**

**Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.**

**The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents/guardians and other persons required by law.**

**This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.**

### **3. Physical Examination**

Every student-athlete must be separately and carefully examined, on an annual basis, by a duly licensed physician, nurse practitioner or physician assistant, prior to the student's participation in competitive athletics. The completed and signed copy of the medical clearance form should be mailed, faxed or hand delivered to either the school health or athletic office. No student-athlete will be allowed to participate in athletic activities until all forms, including annual physical examinations, are signed and submitted.

- *Frequency of Exam:* As a matter of school policy, the District accepts physical examinations completed within 13 months to allow for insurance coverage that would not be possible if examinations are within a 12 month period. This medical examination should be completed by a physician, nurse practitioner, or other qualified health professional, and should authorize the student-athlete to participate in multiple sports seasons during the following 13 months that the student is medically cleared to do so.
- *Where Forms Kept:* The current annual medical examination form should be submitted to the School Nurse and filed in the student's medical record. The School Nurse and/or Athletic Director will ensure that all student-athletes that are participating in extracurricular school sports have been medically cleared annually.
- A student-athlete will not be allowed to participate in an extracurricular sports activity if she/he has not had a physical examination within the last 13 months.

### **4. Pre-Participation Head Injury Reporting Forms, Submission and Review**

The Massachusetts concussion law requires student-athletes and

**LEGAL REFS: M.G.L. [111:222](#); 105 CMR 201.000**  
**SOURCE: MASC December 2011**

their parents to inform their Coaches about prior head injuries at the beginning of each sports season. This reporting is done via the **Pre-Participation Head Injury/Concussion Reporting Form** and should be completed by the student's parent(s) or legal guardian(s) and the student. It must be submitted to the Athletic Director, *prior to the start of each season a student plans to participate in an extracurricular athletic activity.* This form provides a comprehensive history with up-to-date information relative to concussion history. This form is designed to ensure that particular attention is paid to identifying athletes with a history of brain or spinal injuries.

**Until the pre-participation form (or school-based equivalent) is completed and signed by the parent/guardian and student and returned to the school, which is required prior to the start of each sports season, the student cannot participate in the extracurricular sports activity.**

*History of Multiple Concussions on Pre-participation Form:* The decision to allow participation by a student who reported a history of multiple concussions on her/his pre-participation form should be made only after consultation with the student's physician or primary care provider; the sports medicine or concussion specialist, and the neuropsychologist if one is involved, and the appropriate school athletic staff and the parent. Current evidence indicates that youth who have suffered one or more concussions are more likely to suffer a subsequent one. Options may include switching positions, limiting contact in practices, or changing sports altogether to minimize the risk of re-injury. The focus of the District will always be on protecting the health and safety of the student and avoiding long-term consequences that can occur from repeated concussions.

*Collection/Distribution of Pre-participation Forms:* The District has the pre-participation forms available electronically on the athletic department website

[http://www1.hudson.k12.ma.us/schools\\_district/hhs/athletics/index.html](http://www1.hudson.k12.ma.us/schools_district/hhs/athletics/index.html). Hard copies of these forms are also available at the Athletic Department and School Health office.

The parent/student should fax, mail, or hand deliver the completed and signed pre-participation form to the Athletic Director who will forward a copy to the School Nurse. During the months of July and August when there is no School Nurse in the schools, coordination between the Athletic Department and School Health departments is particularly important. The Athletic Director will provide a complete update of forms and issues to the School Nurse before each school year begins.

#### **5. Medical/Nursing Review of Pre-Participation Forms**

At the start of each sports season, the Athletic Director will review all pre-participation forms and forward to the School Nurse those forms indicating a history of head injury. The School Nurse and Athletic Trainer are responsible for:

- reviewing or having the School Physician review completed pre-participation forms
- addressing any questions raised by the Athletic Director
- communicating with the Coach regarding the student's concussion history and discussing concerns
- following up with parents and students as needed prior to the student's participation in extracurricular athletic activities.

#### **6. Reporting and Medical/Nursing Review of Head Injury during the Season**

The following procedures will be followed when an athlete receives a head injury that includes a blow to the head during an extracurricular athletic activity:

- Athlete is removed from the contest or practice.

- Physician, certified Athletic Trainer, or Coach evaluates the student.
- The certified Athletic Trainer or Coach completes the “Report of Head Injury During Sports Season Form” and sends copy to the School Nurse and Athletic Director.
- School Nurse notifies student’s school counselor and teachers of injury and any modifications ordered by physician.
- Physician notifies School Nurse of student’s progression.
- School Nurse notifies all necessary staff of progression, recovery and return-to- academics protocol.
- Once student is fully returned to academics, Athletic Trainer assesses student and when student is fully asymptomatic, begins gradual return-to-play protocol.
- Coaches assure that student-athlete adheres to the return-to-play protocol.

**7. Removing Athletes from Play and Medical Evaluation**

If a student-athlete receives a blow to the head and any signs or symptoms are present, or if the student is suspected of having a head injury, the Coach or Athletic Trainer must remove the student from play/practice and the student will not return to play/practice that day. The Coach or Athletic Trainer will refer the student to the student’s primary health-care provider or, if unavailable, a hospital emergency room. A copy of the symptom checklist will be sent with the student for review by medical personnel. Students must follow their primary care physician’s written orders concerning return to school/academics and physical activity (which includes physical activity in Physical Education class, recess, sports practice and/or games). The Coach will also be responsible for notification of parents/legal guardians.

**8. Medical Clearance for Return to Play**

If it is determined that a student-athlete has a concussion or suspected concussion, s/he will be held out of competition until he/she can be cleared for participation by a physician. No player shall go from being sidelined with a concussion to full play until he/she has followed the recommended stepwise process from the treating physician regarding return to activity. Each athlete will likely have his/her own course of recovery, which may depend upon prior medical history of concussion. Each student who is removed from practice or competition shall have a written graduated re-entry plan for return to full academics and extracurricular athletic activities. The plan shall be developed by the student's teachers, school counselor, School Nurse, certified Athletic Trainer, parent, members of the building-based student support and assistance team or individualized education program (IEP) team as appropriate and in consultation with the student's primary care provider or the treating physician. This written plan shall include instructions, as appropriate, by the School Nurse, physician, team physician, and Athletic Trainer for students, parent(s) and school personnel addressing physical and cognitive rest, graduated return to academics and athletics, estimated time intervals for resuming activities and assessment frequencies, to be followed until full return to academics and athletics is authorized. A plan for communication and coordination shall also be put into place with the above individuals who are managing the student's recovery.

Graduated return to athletics plans will begin only after a student has returned to full academic participation and is completely symptom free at rest. Student-athletes with a diagnosed concussion must have approval from the treating physician to begin the graduated return-to-play protocol. Athletes will follow a step-by-step protocol gradually reintroducing the athlete into play. A student-athlete will only move on to next step, after completing the previous step, without post-concussion symptom. If at any point post-concussion symptoms develop, the athlete will drop back to the previous level and progress again after 24-hrs rest. No

medications may be taken at any stage of the progression. Student-athletes will be required to follow return-to-play protocol under the supervision of the certified Athletic Trainer. Step 1 is light aerobic activity such as walking, stationary cycling, or light jogging. No resistance training or heavy exertion is allowed at this point. Activity will be limited to 30 minutes or less. Step 2 is sport-specific training such as stretching routine, agility drills, sprinting and change of direction drills. No extended exertion or contact will be allowed, along with any use of equipment or helmet. Step 3 is light contact training such as body contact drills, light resistance training, with helmet and equipment on (if applicable) while limiting direct head contact. Step 4 is full contact practice with participation in all areas of practice, contact is allowed and resistance training is full strength. The post-injury ImPACT test will be taken, if appropriate, at this point and results will be read by certified Athletic Trainer and/or physician as needed. Step 5 is game play, and the student-athlete will resume all activity in sport. All steps will be signed off on by athlete and certified Athletic Trainer before next step is taken in protocol. Clearance will be made by certified Athletic Trainer and Physician, and parents will be notified of status.

**9. Development and Implementation of Post-Concussion Graduated Re-entry Plans**

Requires that all students, returning to school and athletics after a concussion have a written plan for reentry. School staff, such as teachers, School Nurses, school counselors, administrators, speech-language pathologists, Coaches and others should work together to develop and implement this plan in coordination with the student, their parent/guardian and the primary care provider.

Graduated return to academic plans are based on the stages of recovery framework that takes a student from rest, to

gradual return to full participation in academic activities.

Graduated return to athletic plans will begin only after a student has returned to full participation in academics and is completely symptom free at rest.

The written reentry plans will be signed by the student, the School Nurse, the lead teacher/guidance counselor, and Athletic Trainer so that school staff and students are in agreement as to the plan for re-entry. The School Nurse, school counselor and/or Athletic Trainer will notify parents/guardians of re-entry plans and document communication on the plans and send copy home for parents/guardians information. Frequent or periodic assessments by school personnel, including the School Nurse, Athletic Trainer, School Physician, as appropriate, may be necessary until full return to classroom activities and extracurricular athletic activities are authorized by medical staff. A copy of the return to academics plan will be kept in the student's medical record. A copy of the return to athletics plan will be kept by the certified Athletic Trainer.

**10. Providing Information, Forms and Materials to Parents and Athletes**

*a) Annual training requirement*

Parents/guardians and students who plan to participate in any District athletic program must also take a free on-line course. Two free on-line courses are available and contain all the information required by the law. The first is available through the National Federation of High School Coaches. You will need to click the "order here" button and complete a brief information form to register. At the end of the course, you will receive a completion receipt which should be provided to the Coach or Athletic Director as documentation. The entire



course, including registration, can be completed in less than 30 minutes.

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=1500>

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The second on-line course is available through the Centers Disease Control at: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion)

*b) Notifying parents when an athlete has been removed from play for a head injury or suspected concussion*

The Athletic Trainer, Coach, School Nurse and/or volunteers (EMS, sports physicians) should promptly inform the student-athlete's parents or guardians about the possible concussion during the day of the injury via telephone and/or email and give them the fact sheet on concussions. Parents will be given the "Report of Head Injury During Sports Season" (or school-based equivalent) and it must be explained that they will need to complete it and return it to the school. Parents will be informed that the student-athlete will have to be medically cleared by a medical professional before returning to play and the Post-Sports-Related Head Injury Medical Clearance and Authorization Form will need to be completed and returned to the school before the student can resume play. This protocol is the same for all home and away athletic events.

*c) Protocol for parents/students to obtain medical clearance for return to play and academics after a diagnosed concussion*

Parents and students will receive orientation about the protocol on obtaining medical clearance for return to play after a diagnosed concussion. In addition, the District's Student-Athlete/Parent Handbook shall include policies regarding concussion, including obtaining medical clearance after a concussion. Parents and students call the Athletic Department at 978 567-6250 ext. 1112, or the School Health office at 978 567-6250 ext. 5, to get further clarification or ask questions. No student will be allowed to return to athletic activities until the

medical clearance form is signed by authorized medical professional, and submitted and reviewed by the School Nurse and Athletic Trainer.

*d) Parent's responsibility for completion of the pre - participation form*

At the school's Student-Athlete/Parent meeting in the fall, mandatory for parents and prospective student-athletes will be informed about the requirement to submit the required, on-line pre-participation form or school-based equivalent, signed by both student and parent, which provides a comprehensive history with up-to-date information relative to concussion history. It is the parent's responsibility to communicate with the student's coaches and School Nurse if the student has ever had a concussion via this form. In addition, the athletic includes District policies regarding sports concussion including the requirement to complete the pre-participation form by student and parent at the start of every sports season. The concussion protocols and policy can be found on the Athletic Department website

[http://www1.hudson.k12.ma.us/schools\\_district/hhs/athletics/index.html](http://www1.hudson.k12.ma.us/schools_district/hhs/athletics/index.html). Parents and students may call the athletic department at 978 567-6250 ext.1112, or the School Nurse office at 978-567-6250 ext. 5 to get further clarification or ask questions. These forms should be submitted to the Athletic Director who reviews them and then forwards the names of students with history of concussion to the School Health office for review. At the beginning of every sports season, no student will be cleared to participate in athletic activities until the pre-participation form is signed, submitted by parent and student and reviewed by designated staff.

*e) Parent's responsibility for completion of the report of a head injury form*

At the school's Student-Athlete/Parent meeting in the fall,

mandatory for parents and prospective student-athletes will be informed about the requirement to submit all forms including the Report of Head Injury Form signed by parent if the student has a head injury related to athletic activities. In addition, the Student-Athlete/Parent Handbook includes policies regarding sports concussion including the requirement to complete and sign the Report of Head Injury Form. The concussion protocols and policy can be found on the Athletic Department website [http://www1.hudson.k12.ma.us/schools\\_district/hhs/athletics/index.html](http://www1.hudson.k12.ma.us/schools_district/hhs/athletics/index.html). Parents and students may call the Athletic Department at 978-567-6250 ext.1112 or the School Health office at 978-567-6250 ext. 5 to get further clarification or ask questions. These forms should be submitted to the Athletic Director who reviews them and then forwards the names of students with history of concussion to the School Health office for review. At the beginning of every sports season, no student will be allowed to participate in athletic activities until all required forms, including the report of head injury form, has been signed, and submitted by parent and reviewed by school nursing and athletic department staff.

**11. Inclusion of Sports-Related Head Injury Policy in the Student and Parent Handbook**

The following paragraphs will be added to the HS and middle school handbooks:

**State Concussion Law Requirements:** The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law:

Student-athletes and band members and their parents, Coaches, Athletic Directors, Band Directors, School Nurses, and Physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The

law requires that athletes and their parents inform their Coaches about prior head injuries at the beginning of the season. If a student-athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play.” Students must also complete the Return to Academics and Return-to-Play Protocols before they will be allowed to resume full participation in extracurricular athletic activities.

Parents and student-athletes who plan to participate in any sports program at Hudson Public Schools must also take one free online course about concussions per school year. Two free online courses have been made available and contain all the information required by the law. The first online course option is offered through the National Federation of High School Coaches. You will need to click the “order here” button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes: <http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

The second online course option is offered through the Centers for Disease Control and Prevention at: [http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html).

### **12. Communicating with Parents with Limited English Proficiency**

*Need to check with Ana P, Sandra, Maria. Can the on-line training be translated in addition to the forms? Also are translated forms on school website, athletic website. . .? What about interpreters availability after school hours for contacting*

*parents?*

Because of limited English skills, some parents may be unable to communicate with school personnel and therefore may feel isolated from the school community. The District makes every attempt to communicate effectively with parents with limited English proficiency. The District shall provide translations of information on head injuries and concussions in extracurricular athletic activities and all forms in Portuguese and Spanish. These documents can be viewed or downloaded from Hudson High School's Athletic Department website in these languages. Hudson Public Schools will translate other materials as requested. In the event a student receives a concussion or is suspected of having a concussion the Athletic Director's office should notify the parent in the appropriate language. Interpreters are available by contacting the Principal's office.

**13. Outreach to Parents for Form and Training Completion**

Student-athletes will not be permitted to participate in extracurricular sports until both the parent and student have completed and returned the signed Pre-Participation Head Injury/Concussion Reporting Form (or school-based equivalent) for Extracurricular Activities forms *before the start of every sports season*. In the event the school has not received the Pre-Participation Head Injury/Concussion Reporting Form or other required forms, including documentation of an annual physical examination and documentation that both the student-athlete and their parent/guardian have completed the required annual training, the Athletic Director will notify the student that he/she is unable to participate in extracurricular athletic activity and advise student to communicate this information to his/her parents/guardians. The student-athlete will not be allowed to play or practice until the appropriate required signed and completed forms are returned to the Athletic Department.

**14. Sharing Concussion-Related Health Information**

Informal collaboration occurs on a temporary, as-needed basis for information exchange, as when the School Nurse informs (while adhering to protocols for confidentiality) the physical education teacher that a particular student may not participate in athletic activities because of a recent injury. There may be circumstances in which there is a need to share information in the student health record with authorized school personnel — either to enhance the educational progress of the student or protect his/her safety or well-being. For example, staff may need to be alerted to signs or symptoms of a medical problem on a need-to know-basis and offered a course of action. This type of disclosure should be made only to those authorized school personnel who work *directly with* the student in an instructive (academic or athletic), administrative, or diagnostic capacity.

If there is any question about the sensitivity of the information, the School Nurse should seek the permission of the parent/guardian and student, if appropriate, prior to disclosure to authorized school personnel. Ultimately, however, federal regulations permit information in the student health record to be seen by authorized school personnel on a need to know basis, and the basis for such sharing seems even more compelling when necessary to protect the well-being or safety of the student. See Chapter 2, Comprehensive School Health Manual <http://www.maclighthouse.com/SchoolHealthManualSite/schoolhealthmanual.htm> for further discussion of this issue.

There may be times when a School Nurse has the legal obligation to disclose health or related information to protect a student's health or safety. Public policy requires the protection of a patient's right to privacy by medical professionals, unless there is an immediate threat or serious harm to the student or others.

**15. Requirements that coaches, athletic trainers, trainers and volunteers teach strategies that minimize sports-related head injury and prohibit**

**dangerous play**

Coaches, Athletic Directors and Athletic Trainers of Hudson Public Schools should:

- Insist that safety comes first; develop, teach, implement and enforce safety rules
- Enforce rules prohibiting dangerous moves (e.g., “spearing” or “horse collaring”, clothes-lining or helmet to helmet contact in football, or free-falling flips or swan dives from any type of toss, partner stunt or pyramid in cheerleading);
- Ensure that student-athletes learn proper checking/tackling techniques that are safe and minimize the risk of head injury
- Promote good officiating of the existing rules;
- Follow MIAA rules, including those related to sportsmanship;
- Emphasize to athletes and parents that playing with a concussion is dangerous;
- Promote safe use of equipment all year; require that sports participants use the right protective equipment during all practices and games and that all equipment, particularly helmets, are properly fitted;
- Maintain and improve the surfaces of playing fields; routinely conduct hazard assessments of the playground; walk the field before each practice or game to check for divots, uneven surfaces, loose goal posts or other conditions that could affect play; ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation and maintenance.
- Check all equipment to ensure it is up to

	<p>manufacturer standards of quality and care and do not exceed expiration date.</p> <p><b><u>16. Penalties</u></b></p> <p>The Hudson Public School District takes the safety of students seriously. All members of the school staff are expected to follow these policies and protocols to support the health and safety of student-athletes. The underlying philosophy of these policies is “when in doubt, sit them out”. Failure to comply with the letter or spirit of these policies could result in progressive discipline for staff and/or forfeiture of games. If students or parents have concerns that the policies are being violated, they should contact the Principal or Superintendent and also place their complaint in writing with a request for resolution.</p> <p>Adopted by Hudson School Committee: March 23, 2012</p>	
JJIF-R	No Existing Policy	<p><b>JJIF-R - ATHLETIC CONCUSSION REGULATIONS</b></p> <p><b><u>Section I. What is a Concussion?</u></b></p> <p><b>A concussion (Traumatic Brain Injury) is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to</b></p>



**detect, student athletes must obtain medical approval before returning to athletics following a concussion.**

**Section II. Mechanism of Injury:**

**A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.**

**Section III. Signs and Symptoms:**

**Signs (what you see):**

- **Confusion**
- **Forgets plays**
- **Unsure about game, score, opponent**
- **Altered coordination**
- **Balance problems**
- **Personality change**
- **Slow response to questions**
- **Forgets events prior to injury (retrograde amnesia)**

- **Forgets events after injury (anterograde amnesia)**
- **Loss of consciousness (any duration)**

**Symptoms (reported by athlete):**

- **Headache**
- **Fatigue**
- **Nausea or vomiting**
- **Double vision/ blurry vision**
- **Sensitivity to light (photophobia)**
- **Sensitivity to noise (tinnitus)**
- **Feels sluggish**
- **Feels foggy**
- **Problems concentrating**
- **Problems remembering**
- **Trouble with sleeping/ excess sleep**
- **Dizziness**
- **Sadness**
- **Seeing stars**
- **Vacant stare/ glassy eyed**
- **Nervousness**
- **Irritability**
- **Inappropriate emotions**

**If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.**

**Section IV. Management and Referral Guidelines:**

- 1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital**

via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.

**2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. Worsening signs and symptoms requiring immediate physician referral include:**

- A. Amnesia lasting longer than 15 minutes**
- B. Deterioration in neurological function**
- C. Decreasing level of consciousness**
- D. Decrease or irregularity of respiration**
- E. Decrease or irregularity in pulse**
- F. Increase in blood pressure**
- G. Unequal, dilated, or unreactive pupils**
- H. Cranial nerve deficits**
- I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding**
- J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation**
- K. Seizure activity**
- L. Vomiting/ worsening headache**
- M. Motor deficits subsequent to initial on-field assessment**
- N. Sensory deficits subsequent to initial on-field assessment**
- O. Balance deficits subsequent to initial on-field assessment**
- P. Cranial nerve deficits subsequent to initial on-field assessment**
- Q. Post-Concussion symptoms worsen**
- R. Athlete is still symptomatic at the end of the game**

**3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.**

**4. Any athlete who is symptomatic but stable is allowed to go home with their parent(s)/guardian(s) following the head injury.**

**A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.**

**B. If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.**

**C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.**

**V. Gradual Return to Play Protocol:**

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (or other approved test identified by the School District). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents/guardians and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is mandatory for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. All student athletes and club cheerleading members will undergo ImPact testing. Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

		<p><b>A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.</b></p> <p><b>B. Following any concussion the athletic trainer must notify the athletic director and school nurses.</b></p> <p><b>C. Following a concussion the student athlete will take a <u>post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.</u> After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for <u>5 days.</u></b></p> <p><b>D. If, after the first post-injury ImPact test, the athlete is not back to their baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.</b></p> <p><b>E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.</b></p>
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**F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.**

**G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.**

**H. Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**

**I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.**

**Exertional Post Concussion Tests:**

**A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets,**

UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.

**B. Test 2: (40% to 60% maximum exertion):** Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.

**C. Test 3: (60% to 80% maximum exertion).** Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).

**D. Test 4: (80% maximum exertion).** Limited, controlled sports specific practice and drills.

**E. Test 5:** Full contact and return to sport with monitoring of symptoms.

**Section VI. School Nurse Responsibilities:**

- 1. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.**
- 2. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.**
- 3. Observe students with a concussion for a minimum of 30 minutes.**
- 4. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.**



- (a) If symptoms are not present, the student may return to class.
5. If symptoms appear after a negative assessment, MD referral is necessary.
  6. Allow students who are in recovery to rest in HO when needed.
  7. Develop plan for students regarding pain management.
  8. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
  9. Educate parents/guardians and teachers about the effects of concussion and returning to school and activity.
  10. If injury occurs during the school day, inform administrator and complete accident/incident form.
  11. Enter physical exam dates and concussion dates into the student information system.

**Section VII. School Responsibilities:**

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of

concussions and the educational impact concussions may have on students.

**9. Include concussion information in student handbooks.**

**10. Develop a plan to communicate and provide language-appropriate educational materials to parents/guardians with limited English proficiency.**

**Section VIII. Athletic Director Responsibilities:**

**1. Provide parents/guardians, athletes, coaches, and volunteers with educational training and concussion materials yearly.**

**2. Ensure that all educational training programs are completed and recorded.**

**3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity**

**4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.**

**5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.**

**6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.**

**7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.**

**Section IX. Parent/Guardian Responsibilities:**

- 1. Complete and return concussion history form to the athletic department.**
- 2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.**
- 3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.**
- 4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.**
- 5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:**
  - A. Loss of consciousness**
  - B. Headache**
  - C. Dizziness**
  - D. Lethargy**
  - E. Difficultly concentrating**
  - F. Balance problems**
  - G. Answering questions slowly**
  - H. Difficulty recalling events**
  - I. Repeating questions**
  - J. Irritability**
  - K. Sadness**
  - L. Emotionality**
  - M. Nervousness**
  - N. Difficulty with sleeping**
- 6. Encourage your child to follow concussion protocol.**
- 7. Enforce restrictions on rest, electronics and screen time.**
- 8. Reinforce recovery plan.**
- 9. Request a contact person from the school with whom you may communicate about your child's progress and**

academic needs.

10. Observe and monitor your child for any physical or emotional changes.

11. Request to extend make up time for work if necessary.

12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

**Section X. Student and Student Athlete Responsibilities:**

1. Complete Baseline ImPact Test prior to participation in athletics.

2. Return required concussion history form prior to participation in athletics.

3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.

4. Report all symptoms to athletic trainer and/ or school nurse.

5. Follow recovery plan.

6. **REST.**

7. **NO ATHLETICS.**

8. **BE HONEST!**

9. Keep strict limits on screen time and electronics.

10. Don't carry books or backpacks that are too heavy.

11. Tell your teachers if you are having difficulty with your classwork.

12. See the athletic trainer and/or school nurse for pain management.

13. Return to sports only when cleared by physician and the athletic trainer.

14. Follow Gradual Return to Play Guidelines.

15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.

- 16. Return medical clearance form to athletic trainer prior to return to play.**
- 17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.**

**Section XI. Coach & Band Instructor Responsibilities:**

- 1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.**
- 2. Ensure all student athletes have completed ImPact baseline testing before participation.**
- 3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.**
- 4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.**
- 5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.**
- 6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.**
- 7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.**
- 8. Follow Gradual Return to Play Guidelines.**
- 9. Refer any student athlete with returned signs and symptoms back to athletic trainer.**
- 10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete,**

including using a musical instrument, helmet or any other sports equipment as a weapon.

**Section XII. Post Concussion Syndrome:**

**Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:**

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

**Section XIII. Second Impact Syndrome:**

**Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a**

**second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.**

**After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.**

**Section XIV. Concussion Education:**

**It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents/guardians, athletic trainer and other school personnel. Every year student athletes and parents/guardians will participate in educational training on concussions and complete a certificate of completion. This training may include:**

- **CDC Heads-Up Video Training, or**
- **Training provided by the school district**

**The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents/guardians of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, SIT THEM OUT and have them see the appropriate healthcare professional!**

**SOURCE: MASC December 2011**



## Matters for Action

### New Business

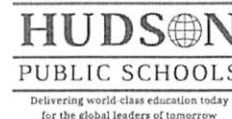
1. Approval of overnight field trip for Hudson High School Varsity Baseball team 3/27/20-3/29/20 to Plymouth, Falmouth, and Marion Massachusetts



# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250

www.hudson.k12.ma.us



Jason W. Medeiros, Principal  
Daniel R. McAnespie, Assistant Principal  
Danica A. Johnston, Assistant Principal

## Request for Overnight Field Trip

<b>Staff Member(s) Making the Request</b>	Timothy Reinhardt		
<b>Name of Team, Organization, or Class</b>	Hudson High School Baseball Team – Varsity		
<b>Title of Trip (be sure to include destination)</b>	Baseball Spring Trip (Plymouth, Falmouth, Marion)		
<b>Departure Date and Time</b>	Friday, March 27 – 2:30pm		
<b>Return Date and Time</b>	Sunday, March 29 – 3:00pm (approx.)		
<b>Estimated Number of Student Participants</b>	24		
<b>Number and Names of Chaperones</b>	5 chaperones Tim Reinhardt (Varsity Head Coach) Jeff Wood & Dan Fahey (Varsity Assistant Coaches) Mike Nanartowich & Eric Ahearn (Junior Varsity Coaches)		
<b>Cost Per Student</b>	About \$100 per student		
<b>Check One or Both</b>	Curricular		Extra-Curricular <input checked="" type="checkbox"/>

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable.”

### 1. Please describe the trip.

Candidates for the varsity baseball team will travel to participate in scrimmages at Plymouth North High School (Friday Afternoon) & Tabor Academy (Saturday Morning & Afternoon). The team will stay overnight at the Admiralty Inn & Suites in Falmouth. There is the possibility of adding an additional scrimmage or practice on the morning of Sunday, March 29.

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

The purpose of the trip is to provide the baseball players with opportunities to scrimmage – baseball fields in Central Massachusetts are often not ready for play this early in the season. The trip gives players an ability to engage in competitions before the season begins, and gives coaches the ability to evaluate players in game situations. The team also uses the weekend to engage in team building activities and leadership trainings/discussions. The trip has gone on for the past thirteen years; each season the team improves on the field as a result of the trip, and helps players and coaches form a closer bond. The schools we will scrimmage have artificial turf fields, which makes the competitions more likely to happen.

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

N/A

**4. Please provide a detailed itinerary.**

Friday, March 27

2:30pm – Depart HHS

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

8:00pm – Arrive at Admiralty Inn & Suites in Falmouth

8:00pm – Team dinner

9:30pm – Back to hotel – Team Meeting

10:00pm – Players in rooms

Saturday, March 28

7:00 – Breakfast at Hotel

10:00am-12:00pm – Scrimmage @ Tabor Academy (Marion, MA)

12:00-3:00pm – Lunch at Field & Break from Scrimmages

3:00-5:00pm – Scrimmage @ Tabor Academy (Marion, MA)

6:00 – Team Dinner & Team Building Activities

9:00pm – Back to Hotel – Team Meeting/Team Building Activities

10:00pm – Players in rooms

Sunday, March 29

7:00am – Breakfast at Hotel

10:00am-12:30pm – (Possible) Scrimmage @ TBA

3:00pm – Return to HHS (if no scrimmage, team will return to HHS earlier in the day)

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

N/A

6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).

Players and coaches will leave Friday after school is out, and will return on Sunday afternoon. No school will be missed by players or coaches.

Please attach copies of the following if you have them:

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

  
\_\_\_\_\_  
Signature of Staff Member Making Request

Feb. 3, 2020  
Date

  
\_\_\_\_\_  
Principal's Signature

2/3/2020  
Date

Date of School Committee Approval:	
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# HUDSON BASEBALL OVERNIGHT TRIP 2020

## **Cost of Trip:**

Players will be informed if they are going on the trip on or by March 23. Players going on the trip must submit a check or cash to pay for the trip by March 26. Checks should be made payable to HHS Boosters. The cost of the trip will be \$100 per player, and goes to hotel costs, breakfast for one of the mornings, lunch Saturday, dinner Saturday evening, and team building activities.

## **Hotel:**

The team will stay at the Admiralty Inn & Suites in Falmouth, MA. There will be 3 or 4 players per room.

## **Parents:**

Parents are welcome to come watch the team scrimmage on this trip. Parents can also stay at the Admiralty Inn & Suites, but will need to make reservations on their own. NOTE: Hotel is 40 minute ride to and from both scrimmage fields.

## **What to Bring:**

Players will be able to bring their baseball bag and a personal bag. Players should bring baseball gear, sweatshirts, jackets, and casual clothes for Friday and Saturday night. Players should bring \$20 for dinner on Friday night. Weather reports typically call for temperatures in the 50s & 60s, but has been in the 40s in years past. BE PREPARED!

## **Trip Schedule (times are approximate):**

### Friday, March 27th

2:30pm - Vans leave HHS (kids should have some snacks with them for the ride)  
4:00pm – Scrimmage vs. Plymouth North @ Plymouth North High School  
8:00pm – Hotel Check-In  
8:30pm – Team dinner at the 99 Restaurant in Falmouth  
10:30pm – Players in Rooms  
11:00pm – Lights Out

### Saturday, March 28th

7:00am – Wake up Call & Breakfast at Hotel  
10:00am – Scrimmage vs. Tabor Academy @ Tabor Academy  
4:00pm – Scrimmage vs. Hopkins School @ Tabor Academy  
7:00pm – Team dinner at DJs Famous Wings in Falmouth, MA  
10:00pm – Players in Rooms  
11:00pm – Lights Out

### Saturday, March 29th

8:00am – Breakfast at the Hotel, Team Meeting  
10:00am – Leave to Return to HHS  
12:00pm – Return to HHS

Matters for Action  
New Business

**CONSENT AGENDA**

2. Approval of contract with Robert H. Lord Company, Inc. in the amount of \$18,298.50 for 150 Elephant Z stools for Quinn Middle School
  
3. Approval of Reclassification of Funds

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

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**Funding Source:** General Fund

**Account Number:** 20.4262.15.3.079.0572.4230.5.6.99

**Contract for Goods**

**Company Information**

**Company Name:** Robert H. Lord Company, Inc.

**Address:** 220 Chapel Road, Manchester, CT 06042

**Social Security #/ Federal Tax Identification #:**

**Terms of Contract:**

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

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

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

**Description of Items Purchased and Prices**

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

- ◆ (150) NPS #6624B Elephant Z Stools with Back Rest, 24" h – Black Seat with Chrome Frame
- ◆ Price Includes Delivery and Assembly

**Timeline for Shipping:** by March 31, 2020

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

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

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

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

Vendor:

\_\_\_\_\_  
Signature of Vendor

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

*UP Balli*

Hudson Public Schools

*Patricia Taylor*  
\_\_\_\_\_  
School Business Manager

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

*Maria Rodriguez*  
\_\_\_\_\_  
Superintendent of Schools

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

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

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



## SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 36B

 Ch. 149

 Ch. 30 §38m

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

Department: HPS Facilities	Date: 1/29/2020	Department Head: <i>O'Keefe</i> (signature)
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### **Detailed Description of Items/Service being purchased (attach additional sheet if necessary):**

To purchase (150) NPS #6624B Elephant Z Stools with Back Rests from the Robert H. Lord Company, Inc.

For the David J. Quinn Middle School

Cost is \$126.19 each (includes installation)

MHEC Contract #MC11.C07

\$128.16 X 150 = \$18,298.50

*current seating not suitable for MCAS testing*

### **Recommended Quote or Bid**

Date Quote Received: 1/29/2020	Quote: \$18,298.50
Company Name: Robert H. Lord Company, Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 220 Chapel Road Manchester, CT 06042	
Quote Issued By: Peter Lord	Tel: 860-645-8700      FAX: 860-645-9100
Special Conditions/Notes:	

### **Second Quote or Bid**

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

### **Third Quote or Bid**

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

### **Chief Procurement Officer Action**

Approved: <i>[Signature]</i>	Date: 1/30/20
Comments:	

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

Posted     
  Central Register     
  COMMBUYS     
  Website

*UPB*

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

Batch/Block : \_\_\_\_\_

**TRANSFER Re-Class Adjustment Request**

Date: Tuesday, February 18, 2020

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following receipt re-class adjustment (s):

Transfer Re-Class	From:	Account Number	Account Description	Amount
		2112	Richard L. Rouse Scholarship	\$ (23.30)
		2380	Robert Carney Scholarship	(74.22)

Adjustment Number 1	To:	Account Number	Account Description	Amount
		3302	HHS SAF Scholarship fund	97.52

Transfer Re-Class Adjustment Number 2	From:	Account Number	Account Description	Amount
				\$ ( )
	To:			Amount
				\$

Transfer Re-Class Adjustment Number 3	From:	Account Number	Account Description	Amount
				\$ ( )
	To:			Amount
				\$

Transfer Re-Class Adjustment Number 4	From:	Account Number	Account Description	Amount
				\$ ( )
	To:			Amount
				\$

*Change 2/12/20*

Authorized Signature \_\_\_\_\_

Prepared by: *Sharon Gooch-Zeбал*

Authorized Signature(s):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Reason for reclassification:  
To transfer small balance scholarship residuals LT \$100.00 to HHS Scholarship Account and close previous #820 Scholarship accounts after this transaction is completed. All memorial funds have been previously awarded to graduating seniors.

- Please note:
- 1 Post date subject to final determination by Town Accountants Office.
  - 2 Reclassifications and transfers must net out to zero.
  - 3 Supporting documentation must accompany request.
  - 4 If authorized signatures are not needed, please explain.



### Ledger History - Detail - Expenditure Ledger

Tran. Name	Comment	Payee	Beginning	Debit	Credit	Ending
Account: 2380-820-3060-5426-122	ROBERT CARNEY SCHOLARSHIP	<i>Summary:</i>	0.00	5.65	79.87	74.22
	Block/Batch:	Posted: 07/01/2019		0.00	73.90	73.90
Tran. Type: Beginning Balance		By: rzhang				
	Post Carryforward			0.00	73.90	73.90
	Block/Batch: 2020.03/REC-2020-023	Posted: 09/30/2019		0.00	5.97	79.87
Tran. Type: Receivable		By: rzhang				
	Treasurer Trust Fun Interest-2019/09			0.00	5.97	79.87
	Block/Batch: 2020.06/REC-2020-049	Posted: 12/31/2019		5.65	0.00	74.22
Tran. Type: Receivable		By: rzhang				
	Treasurer Trust Interests-2019/12			5.65	0.00	74.22
1 Account(s) totaling:			0.00	5.65	79.87	74.22

  
 TRANS  
 To # 3302  
 1/2 close

### Ledger History - Detail - Expenditure Ledger

Tran. Name	Comment	Payee	Beginning	Debit	Credit	Ending
Account: 2112-820-3060-5426-122	RICHARD L ROUSE SCHOLARSHIP FUND	<i>Summary:</i>	0.00	0.00	23.30	23.30
	Block/Batch:	Posted: 07/01/2019		0.00	22.75	22.75
Tran. Type: Beginning Balance		By: rzhang				
Post Carryforward				0.00	22.75	22.75
	Block/Batch: 2020.03/REC-2020-023	Posted: 09/30/2019		0.00	0.19	22.94
Tran. Type: Receivable		By: rzhang				
	Treasurer Trust Fun Interest-2019/09			0.00	0.19	22.94
	Block/Batch: 2020.06/REC-2020-049	Posted: 12/31/2019		0.00	0.36	23.30
Tran. Type: Receivable		By: rzhang				
	Treasurer Trust Intersts-2019/12			0.00	0.36	23.30
1 Account(s) totaling:			0.00	0.00	23.30	23.30

23.30

*TRANS  
To # 3302  
close*