

**HUDSON SCHOOL COMMITTEE**  
**December 17, 2019**  
**155 Apsley Street – Administration Building**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting: December 3, 2019

**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:*

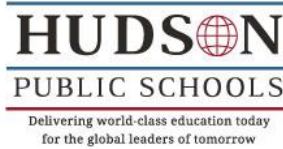
- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to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

**IV. Reports and Presentations**

- a) Report of the Superintendent: Metrowest Youth Risk Survey Results
- 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. Teacher Mini-Grant Celebration
  - 2. Chartwells Update
  - 3. First Reading of Proposed Adoptions and Revisions of School Committee Policies J Section
  - 4. Dual Language Task Force



**VI. Matters for Action:**

a) Old Business

1. To request the board of selectmen work with the School Committee in identifying a solution for housing the school administration, due to structural condition and lack of functionality of the current building.
2. To support the initial space and building requirements defined in the Buildings and Grounds presentation shared with the School Committee on December 3, 2019.

b) New Business

1. Approval of change in January 2020 School Committee meeting dates
2. Approval of FY20 Financial Education Innovation Grant in the amount of \$2000.00

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

**VIII. Executive Session**

To discuss strategy in preparation for negotiations with non-union personnel (Patricia Lange) whereas discussion in an open session, may have a detrimental effect on the legal position of the Committee.

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

**IX. Adjournment**

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

# Approval of Minutes

Regular Meeting: December 3, 2019

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** December 3, 2019

**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

**I. Call the Meeting to Order: 7:01 p.m.**

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

**II. Approval of Minutes:**

Regular Meeting: November 12, 2019

A motion to approve the minutes of November 12, 2019 was made by Ms. Tousignant Dufour and seconded by Ms. Ryan. On a vote of 7-0, the motion passed.

**III. Public Participation:**

none

**IV. Reports and Presentations**

**Report of the Superintendent:** Climate Survey

Dr. Rodrigues stated that the report of the superintendent would showcase the results of the climate survey performed last spring. As part of the action plan of the District Improvement Plan under objective #4, a survey to gauge parent, student, and staff perception about the climate and culture in our schools was administered. The goal of the District Improvement Plan for objective #4 is to have more positive responses for climate and culture at the end of the three year plan. The survey used is sponsored by US Department of Education and is designed to get perception of the three domains of engagement, safety, and environment. Under each of these domains there are sub domains.

The four respondent groups surveyed between the end of May and June 2019 were students in grades 5-11, parents/guardians in all grade levels, teachers/instructional staff in all grade levels, and non-instructional staff for high school staff only, due to a glitch during the administration of the survey. There was good participation for students and parents/guardians. There was less participation for teachers and non-instructional staff.

Ms. Kathy Provost, Assistant Superintendent, spoke on the scores that are part of the results. She explained that benchmark scale scores were created by taking items that were similar and putting them together. There are performance levels of 3,2,1 corresponding to Most Favorable, Favorable, and Least Favorable based on the aggregate scale score for each of



the domains. Ms. Provost reported that the benchmark scale score was not available for the parent/guardian respondent group, but for the other groups the overall scale score fell consistently in the level 2 favorable category.

Dr. Weksner asked why there is not a parent scale score. Dr. Rodrigues reported that the score is not provided due to the collating environment of the data. Ms. Provost went on to say that the district leadership team feels that all the items on the survey are important and item level data was analyzed and the team collectively developed an action plan.

Mr. Todd Wallingford, Curriculum Director for Humanities, spoke about the item level trends with the following highlights:

**Teachers/Instructional Staff/ Non- Instructional Staff**

- General sense that people respect one another's cultural diversity
- They feel safe and welcomed at their school
- The staff collaborates well together
- There are plenty of opportunities for students to take part in extracurricular areas

**Parents/Guardians**

- Schools encourage their kids to take challenging courses
- Felt that their kids feel they belong in their schools
- The school is doing a good job encouraging them to be active participants in their child's education
- They feel they are kept in the loop in an emergency or with safety issues
- Parents feel teachers are there for the kids

**Students**

- Different cultural backgrounds are respected
- Teachers notice when they are absent
- They feel safe
- There are plenty of opportunities for extracurricular activities
- They feel that teachers are pushing them to do their best
- They feel they can reach out and talk to their teachers

Mr. Wallingford went on to say the next step was for the District Leadership Team to sift through the data to find the most high leverage and pronounced places where people feel dissatisfaction. The result was a list that was fit into a matrix. This matrix shows pockets of issues where things could be clustered into single actions covering multiple issues.

Mr. Jason Medeiros, Principal of Hudson High School presented the following action plan highlights:

1. Reflection around culturally inclusive practices in terms of academic programming, courses and materials, and areas of instructional practices. Action steps are:
  - Examine current curriculum materials
  - Prioritize list of materials to be included in FY21 Budget
  - Evaluate High school Inclusive practices to encourage the diverse student population to participate in advanced coursework.

Mr. Smith asked if there will be follow up at the school level. Mr. Medeiros stated that the leadership team looked at the aggregate results, and each principal has their school's particular data available for analysis. Discussion ensued.

2. Bullying and Cyberbullying
  - Review and revise policy, prevention and intervention plan
3. Support of students with IEP's
  - Use tool of MTSS for assessment of best practices and potential areas of growth
4. Student Discipline
  - Review policy
  - Review handbooks
  - Evaluate protocols and practice
5. Social Emotional Learning
  - Implement district and school systemic student support plan
6. E cigarettes
  - Identify resources for parents and students
7. Involvement of teachers in the decision making process
  - Develop internal capacity for decision making through the Instructional Leadership Team

Dr. Rodrigues stated that the items presented are just some of the highlights of the action plan. There are more steps in the document. The survey validates things we already knew and are already working on in the District Improvement Plan. Dr. Rodrigues shared that we are looking at how the energy and effort of the things we are working on contribute to helping the things that were pointed out by staff, parents, and students.

Mr. Tracy asked if there are any areas where there is a baseline for things that might need immediate action. He mentioned safety in particular. Dr. Rodrigues confirmed that there was. He stated that anything above 15% negative was a trigger. Dr. Rodrigues reminded the committee that sometime there are perceptions without data to inform this. Discussion ensued.

Mr. Smith asked about the student discipline action steps, and the focus on the baseline and procedures. Discussion ensued about different standards across schools.

Dr. Rodrigues stated that we do not discuss student discipline in schools because of FERPA. This requirement can contribute to the perception that discipline is not fair. Dr. Rodrigues stated that the policies need to be cleaned up and there need to be consistent standards. Discussion ensued about the measurable.

Mr. Medeiros pointed out that the only data the state collects is suspension data. He went on to say there is a lot of other data, for example office referrals. Discussion ensued about building nuances and how the data is being recorded.

Mr. Maston made note of a difference in perception between what students and non-instructional staff felt under safety. Discussion ensued. One possible explanation could be the gender of the participants.

Mr. Maston asked Dr. Rodrigues if the goal was a 20% improvement in the survey results per the District Improvement Plan. Dr. Rodrigues confirmed it was the goal.

**Subcommittee Reports**

**Budget Subcommittee**

none

**Policy Subcommittee**

Mr. Smith reported that there will be policies for review at the next School Committee meeting.

**Strategic Goals Subcommittee**

Mr. Maston stated that they were in the process of trying to schedule a meeting.

**Superintendent's Evaluation Subcommittee**

Mr. Maston stated that another meeting of this subcommittee is not needed until the mid-year report.

**Buildings and Grounds Subcommittee**

Dr. Maston stated that this subcommittee had met and the committee would be hearing more on this later this evening.

**Student Report**

none

V. **Matters for Discussion:**

- a) Old Business
- b) New Business

1. Assabet Valley Collaborative Report

Dr. Rodrigues stated that collaboratives are mandated to report to their respective school committees four times a year. The report this evening is the first report. This report introduces the collaborative, their plans for this year, and highlights the programming and services. It also highlights the accomplishments of the previous year. Dr. Rodrigues commented on what a great support the collaborative is for the district.

2. Discussion of Administration Building Proposal

Mr. Len Belli, Director of Facilities, gave a presentation on the conditions of the Administration Building at 155 Apsley Street. This included envelope studies, anticipated space needs for current administration staff, and school committee room usage for 2018.

He presented the following timeline:

- Winter of 2016-17: bricks and slate noticed on the sidewalk
- Spring 2017: chimneys stabilized by removing loose veneer brick
- Summer 2017: Raymond Design Associates commissioned for Building Envelope Study
- Fall 2017: Findings presented
- Winter 2018: narrow chimney on Lake St. side removed and flashing stabilized
- Spring 2019: Two main chimneys wrapped to contain falling brick

\$56,000 has been spent to date

He went on to present photos of some existing conditions including:

- Exterior Deterioration
- Falling Chimney Brick
- Water Infiltration
- Temperature control issues
- Poor accessibility
- Insufficient space and storage
- Men's Room Conditions

He presented the following financials with estimated repair costs. The cost to repair chimneys, replace the roof with fiberglass shingles, and repair cornice work is \$441,000. This is an important number because it exceeds the 30% trigger requiring us to comply with ADA and Fire Code requirements.

Options:

1. Renovate existing facility for 4.5 M
  - This would involve relocating for 12+ months and does not correct the poor functionality of the building.
2. Long Term Lease or buy an existing building
3. Build new

Discussion ensued about the value of the Apsley Street Building.

Mr. Tracy asked if there was a timeline of action in the envelope study. Mr. Belli confirmed that this had not been extrapolated but went on to say that things will continue to get worse. The things we can do, will not increase the functionality of the building. Mr. Belli also pointed out that construction costs are escalating at about 6% per year.

Ms. Ryan asked about the process moving forward. Dr. Rodrigues stated the last time this was presented to the Board of Selectmen there were a lot of unanswered questions and more information needed. The Buildings and Grounds Subcommittee met with the purpose of putting this information together. Dr. Rodrigues stated that this item would be brought for a vote at the next School Committee meeting. The vote would be to approve the need for a new location of the administration building. The next step would be for the Board of Selectmen to take this up, hear the answers to any of their unanswered questions, and examine the possibilities.

Discussion ensued about where funding would come from.

Mr. Tracy asked what the expectation of a timeline for construction if approved. Discussion ensued about other major capital improvements in our existing buildings we are expecting over the next few years. Mr. Belli shared that we have been effectively chipping away at these and are in pretty good shape. Discussion ensued about not having to ask for other capital improvements on top of a new building.

Mr. Maston asked when the town would finish paying for the High School. Discussion ensued.

Discussion ensued about the square footage requirements. Mr. Belli has provided the GSA guideline for government employees in addition to what he thought was needed.

VI. **Matters for Action:**

a) Old Business

1. **Second Reading and Approval of Proposed Adoptions and Revisions of School Committee Policies J Section, GCBDB**

Ms. Ryan asked for clarification of the number of school committee members required on the sick bank in the GCBDB policy. Ms. Cindy Fensin, Director of Human Resources, clarified that there is one member.

A motion to approve the proposed adoptions and revisions of School Committee Policies Section J and policy GCBDB was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

b) New Business

1. **Approval of FY20 increase of \$17,968 to the Adult Learning Center Grant**

A motion to approve the FY20 increase of \$17,968 to the Adult Learning Center Grant was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

2. **Reclassification of Funds**

A motion to approve the reclassification of funds as presented was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

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

Dr. Weksner asked about the outcome of the Board of Health vaping forum. Ms. Tousignant Dufour stated that it was a hearing and several people spoke including Dr. Rodrigues and Mr. Maston. Ms. Tousignant Dufour stated that there would be a vote at their next meeting.

Dr. Weksner asked if the School Committee would be having a presentation on vaping by the Board of Health. Dr. Rodrigues confirmed that he was working on getting that scheduled.

*Not Approved*

Ms. Tousignant Dufour shared that Paul “Skip” Johnson had recently passed away. At the most recent production at Hudson High drama society his memory was honored before the second act. His wife and sons were in attendance the final night.

**VIII. Executive Session**

At 8:34 p.m., Committee Chair Glenn Maston noted that Executive session was not needed.

**IX. Adjournment**

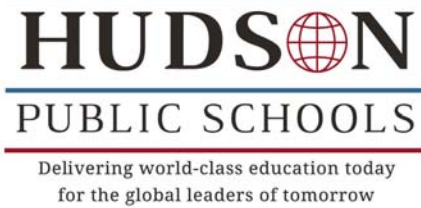
A motion to adjourn was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

Respectfully submitted,

Michele Tousignant Dufour, Secretary  
Hudson School Committee

# Report of the Superintendent

- Metrowest Youth Risk Survey Results



# Report of the Superintendent

## 2018 MetroWest Adolescent Health Survey Results

December 17, 2019

Marco C. Rodrigues, Ed.D.

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



# Background and Purpose

- The MetroWest Adolescent Health Survey (MWAHS) is an initiative of the MetroWest Health Foundation.
- The 2018 survey is the 7th administration of the MWAHS, which has been administered every other year since 2006 in the region served by the MetroWest Health Foundation.
- In 2018, over 41,000 middle and high school students in all 25 communities in the region participated in the survey.
- The survey data is dedicated to:
  - improving adolescent health and wellness by supporting data-driven advancements in prevention efforts, programs, and policies.
  - monitoring trends in adolescent health and risk behaviors.

# Hudson Public Schools Participation

- The survey was administered to middle school students in grades 6 and 7 and high school students in grades 9 through 12.
- Student participation was voluntary with opt-out choice by parents and students.
- Data collection at each school was guided by a protocol that protected the privacy of students' responses.
- 580 students in grades 6 through 8 (91% participation rate) and 577 students in grades 9 through 12 (85% participation rate) participated in the survey.



## 2006-2018 Trends in Key Indicators

- Substance Use
  - Cigarettes, Electronic Vapor, Alcohol, and Marijuana
- Violence
  - Physical fights and Weapons
- Bullying Victimization
  - Bullying and Cyberbullying
- Mental Health
  - Stress, depressive symptoms, self-injury, and suicide
- Physical Activity and Body Weight
  - Exercise and obesity

# Substance Use: Cigarettes and Electronic Vapor

<b>Hudson</b>	<b>MetroWest</b>
<b>Cigarette Smoking</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 38.6% (2008) to 10.5% (2018)	Decreased from 35.3% (2006) to 12.2% (2018)
Grades 7 - 8	Grades 7 - 8
Decreased from 8.8% (2010) to 1.8% (2018)	Decreased from 9.6% (2006) to 2.9% (2018)
<b>Electronic Vapor</b>	
Grades 9 - 12	Grades 9 - 12
Increased from 30.9% (2014) to 37.8% (2018)	Increased from 30.5% (2014) to 41.1% (2018)
Grades 7 - 8	Grades 7 - 8
Increased from 6.5% (2014) to 12.3% (2018)	Increased from 6.4% (2014) to 9.9% (2018)

# Substance Use: Alcohol and Marijuana

<b>Hudson</b>	<b>MetroWest</b>
<b>Alcohol</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 67.4% (2008) to 46.4% (2018)	Decreased from 66.5% (2006) to 50% (2018)
Grades 7 - 8	Grades 7 - 8
Decreased from 8.8% (2010) to 1.8% (2018)	Decreased from 21.9% (2006) to 11.7% (2018)
<b>Marijuana</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 38.3% (2008) to 29.7% (2018)	Decrease from 33.2% (2006) to 31.3% (2018)
Grades 7 - 8	Grades 7 - 8
Decrease from 7.4% (2010) to 3.6% (2018)	Decreased from 4.8% (2006) to 3.0% (2018)

# Violence: Physical Fights and Weapons

<b>Hudson</b>	<b>MetroWest</b>
<b>Physical Fights on School Property</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 9.9% (2008) to 2.1% (2018)	Decreased from 8.7% (2006) to 4.0% (2018)
Grades 7 - 8	Grades 7 - 8
Decreased from 18.2% (2010) to 15.5% (2018)	Decreased from 18.9% (2006) to 11.1% (2018)
<b>Carried a Weapon on School Property</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 2.9% (2008) to 0.9% (2018)	Decrease from 3.3% (2006) to 1.4% (2018)
Grades 7 - 8	Grades 7 - 8
Decrease from 1.6% (2010) to 0.5% (2018)	Decreased from 3.3% (2006) to 0.8% (2018)

# Bullying Victimization: Bullying and Cyberbullying

<b>Hudson</b>	<b>MetroWest</b>
<b>Bullying Victim on School Property</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 27.1% (2008) to 20.1% (2018)	Decreased from 25.5% (2006) to 18.9% (2018)
Grades 7 - 8	Grades 7 - 8
Decreased from 33.8% (2010) to 24.9% (2018)	Decreased from 38.8% (2006) to 24.5% (2018)
<b>Cyberbullying Victim</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 2.9% (2008) to 0.9% (2018)	Increased from 14.6% (2006) to 18.3% (2018)
Grades 7 - 8	Grades 7 - 8
Decrease from 1.6% (2010) to 0.5% (2018)	Increased from 15.6% (2006) to 17.8% (2018)

# Mental Health: Stress and Depressive Symptoms

<b>Hudson</b>	<b>MetroWest</b>
<b>Stress</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 27.1% (2008) to 20.1% (2018)	Decreased from 25.5% (2006) to 18.9% (2018)
Grades 7 - 8	Grades 7 - 8
Decreased from 33.8% (2010) to 24.9% (2018)	Decreased from 38.8% (2006) to 24.5% (2018)
<b>Depressive Symptoms</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 2.9% (2008) to 0.9% (2018)	Increased from 14.6% (2006) to 18.3% (2018)
Grades 7 - 8	Grades 7 - 8
Decrease from 1.6% (2010) to 0.5% (2018)	Increased from 15.6% (2006) to 17.8% (2018)



# Mental Health: Self-Injury and Suicide

<b>Hudson</b>	<b>MetroWest</b>
<b>Self-Injury</b>	
Grades 9 - 12	Grades 9 - 12
Decreased from 15.6% (2008) to 13.5% (2018)	Remained same 13.3% (2006) to 13.5% (2018)
Grades 7 - 8	Grades 7 - 8
Increased from 6.3% (2010) to 8.5% (2018)	Increased from 7.7% (2006) to 9.7% (2018)
<b>Considered Suicide</b>	
Grades 9 - 12	Grades 9 - 12
Increased from 12.1% (2008) to 14.1% (2018)	Increased from 10% (2006) to 13.1% (2018)
Grades 7 - 8	Grades 7 - 8
Increased from 9.4% (2010) to 15.6% (2018)	Increased from 9.9% (2006) to 14.2% (2018)

# Physical Activity and Body Weight

<b>Hudson</b>	<b>MetroWest</b>
<b>Exercised <math>\geq</math> 60 minutes on 5 or more days (grades 9-12) and <math>\geq</math> 20 minutes on 3 or more days (grades 7-8)</b>	
Grades 9 - 12	Grades 9 - 12
Remained same from 40.7% (2008) to 40% (2018)	Increased from 33.7% (2006) to 50.4% (2018)
Grades 7 - 8	Grades 7 - 8
Increased from 78.7% (2010) to 79.5% (2018)	Decreased from 77.1% (2010) to 70.1% (2018)
<b>Overweight or obese (base on BMI standards)</b>	
Grades 9 - 12	Grades 9 - 12
Increased from 21.3% (2008) to 24.3% (2018)	Increased from 19.9% (2006) to 20.7% (2018)
Grades 7 - 8	Grades 7 - 8
Decrease from 20.4% (2010) to 19.6% (2018)	Increased from 24.7% (2010) to 25.8% (2018)



## MetroWest Conclusions

- The 2018 data show that Hudson is making important advances in some behavioral health areas, such as alcohol use, cigarette smoking, and violence.
- While these demand continued attention, the data also highlight other areas of concern, including use of electronic vapor products and mental health.
- Continued use of the MWAHS data to identify priorities and drive local decisions will help to address the greatest challenges to adolescent health and lead to safer and healthier communities.

# District Improvement Plan Focus

- Strategic Goal #2 - Educating the Whole Child
- Strategic Goal #4 - School Climate and Culture
  - Developed an SEL Plan for each school and district through S3 Academy
  - Utilized the MTSS Framework Implementation Tool to map assets and needs
  - Created new programs through reallocation of resources:
    - TSP – Therapeutic Stabilization Program at Forest Ave (Grades K-2)
    - SEA – Social Emotional Academic Program at Farley (Grades 2-4)
    - PACE Program at Quinn Middle School (Grades 5-7)
    - Harbor Program at Hudson High (Grades 8-12)
    - Bridge Program – SEL Program at Hudson High (Grades 8-12)



# District Focus

- Partnered with Wayside MetroWest Community Services for clinical and counseling services inside our schools.
- SBIRT in grades 7 and 9 (Screening, Brief Intervention, Referral to Treatment).
- Partnered with Hudson Board of Health to identify resources for the education and awareness on the health risks associated with the use of e-cigarettes and vaping.
- Provided Cultural Competency Training for Administrators and Support Staff.
- Developed Climate Survey Action Plan to address most salient issues identified by parents, staff, and students.

Matters for Discussion  
New Business

1. Teacher Mini- Grant Celebration

# Matters for Discussion

## New Business

### 2. Chartwells Update



Hudson Public Schools K-12

# **One Team One Community**

December 17, 2019



A Wellness Partnership



**One Community One Team**

## Chartwells Team

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- Shane Riordan - Food Service Director
- Michelle Palladino - Resident Dietitian
- Chris Callahan – District Manager

## Accomplishments

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- New Kitchen Equipment
- Chartwells in the Community
  - Healthy Holiday Sampling
  - Nutrition Sampling
  - Student Choice
- Financial Results MTD & YTD
- What's Ahead

# Kitchen Equipment Upgrades





# Healthy Holiday Sampling – Overnight Oats





# Nutrition Sampling– Smoothies at Mulready



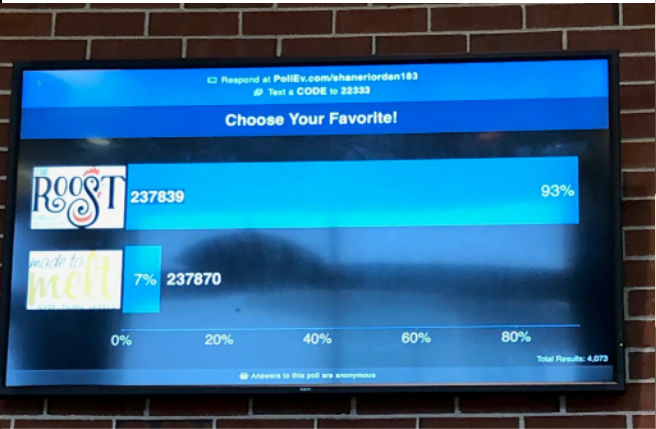
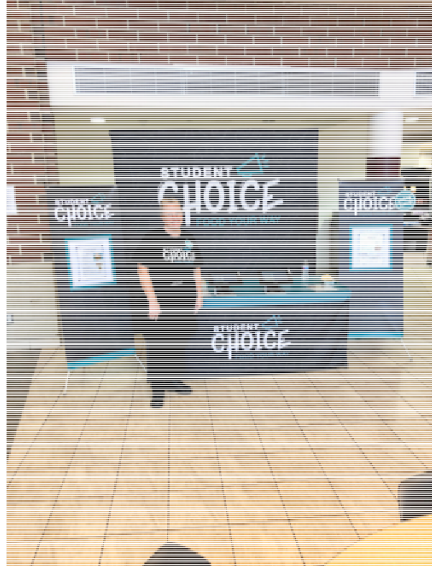
## Student Choice- HHS

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- Students Sample two menu items from two different concepts
- Their votes are totaled and the winning concept takes over a station for the week
- Choices were Nashville Chicken Sandwich or Grilled Turkey Reuben



# Student Choice- HHS





## Financial Accomplishments

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- Reimbursable Meal Participation Increase 2%
- Meal Counts up by 15,000
- Total Revenues up by 20% YTD
- Total Program Costs Managed better by 9% YTD
- Program Profit of \$3360 through November.

## Breakfast Participation – November YTD SY20 vs. SY19

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	2020	2019
High School	9%	8%
Quinn Middle	11%	9%
Farley Elementary	14%	7%
Mulready Elementary	21%	16%
Forest Elementary	20%	22%

# Lunch Participation – November YTD SY20 vs. SY19

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	2020	2019
High School	48%	43%
Quinn Middle	47%	42%
Farley Elementary	43%	41%
Mulready Elementary	47%	43%
Forest Elementary	49%	46%

## Financial Results MTD – November

	Nov 2019	Nov 2018	Variance
Sales	\$ 46,970	\$ 41,769	\$5,201
Reimbursements	\$ 46,217	\$ 43,435	\$2,782
Product Costs	\$ 42,934	\$ 34,057	
Discounts	<u>\$ -11,563</u>	<u>\$ -5,594</u>	
Net Product Cost	\$ 31,371	\$ 28,463	\$ 2,908
Personnel Costs	\$ 52,333	\$ 51,437	\$ 896
Other Costs	\$ 3,337	\$ 3,285	\$ 52
Fees	<u>\$ 6,180</u>	<u>\$ 6,000</u>	<u>\$ 180</u>
<b>Profit/Loss</b>	<b><u>\$ -34</u></b>	<b><u>\$ -3981</u></b>	<b><u>\$3,947</u></b>

## Financial Results YTD – August - November

	2019	%	2018	%
Sales	\$ 168,155		\$ 134,259	
Reimbursements	<u>\$ 168,082</u>		<u>\$ 146,023</u>	
<b>Total Revenues</b>	<b>\$ 336,236</b>		<b>\$ 280,282</b>	
Product Costs	\$ 143,415		\$ 119,362	
Discounts	<u><b>\$ -27,725</b></u>		<u><b>\$ -17,966</b></u>	
Net Product Costs	<u>\$ 115,690</u>	34.4%	<u>\$ 101,396</u>	36.2%
Personnel Costs	\$ 181,898	54.1%	\$ 173,000	61.7%
Other Costs	\$ 16,749	5.0%	\$ 11,358	4.1%
Fees	<u>\$ 18,540</u>		<u>\$ 18,000</u>	
<b>Total Expenses</b>	<b>\$ 332,876</b>	<b>99%</b>	<b>\$ 303,754</b>	<b>108%</b>
<b>Profit/Loss</b>	<u><b>\$ 3,360</b></u>		<u><b>\$ -23,472</b></u>	

## What's Ahead

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- Senior Breakfast
- Fuel up to Play 60 Grant Purchase of Blenders
- Winter Nutritional Samplings
- Student Choice Round 2
- Continued Program Development

# Questions?

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THANK YOU!

## Matters for Discussion

### New Business

3. First Reading of Proposed Adoptions and Revisions of School Committee Policies J Section



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
JIC	No Existing Policy	<p><b>JIC - STUDENT DISCIPLINE</b></p> <p><b>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</b></p> <p><b>Each Principal or designee (hereinafter “Principal”) shall include a non-exhaustive list of prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.</b></p> <p><b>Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.</b></p> <p><b>The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures outlined in this policy. <u>remainder of this policy, law, or regulation.</u></b></p>

		<p><b>The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.</b></p> <p><b>M.G.L. ch. 71, Sections 37H and 37H1/2</b></p> <p><b>M.G.L. ch. 71, Section 37H authorizes a principal to suspend or expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:</b></p> <ul style="list-style-type: none"><li><b>• possession of a dangerous weapon including, but not limited to, a gun or knife.</b></li><li><b>• possession of a controlled substance (including marijuana, cocaine, heroin)</b></li><li><b>• assault on educational staff, including threats, as defined in relevant statutes.</b></li></ul> <p><b>Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.</b></p> <p><b>M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal complaint if the principal determines that the student's continued presence in school would have "a substantial detrimental effect on the general welfare of the school." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school." Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.</b></p> <p><b>A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.</b></p>
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**Suspension**

**In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal or designee (“Principal”) shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.**

**Notice of Suspension:**

**In accordance with applicable Massachusetts law, Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.**

**Emergency Removal**

**A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in**

		<p><b>writing of the removal including a description of the danger presented by the student.</b></p> <p><b>The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.</b></p> <p><b>A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.</b></p> <p><b>In School Suspension - not more than 10 days consecutively or cumulatively</b></p> <p><b>The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.</b></p> <p><b>The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.</b></p> <p><b>Principal's Hearing - Short Term Suspension of up to 10 days</b></p> <p><b>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student</b></p>
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		<p><b>committed the disciplinary offense, and if so, the consequences for the infraction.</b></p> <p><b>At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.</b></p> <p><b>The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.</b></p> <p><b>The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</b></p> <p><b>The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.</b></p> <p><b>The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.</b></p> <p><b>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.</b></p> <p><b>Principal's Hearing - Long Term Suspension of more than 10 days but no more <u>less</u> than 90 days (consecutive or cumulative)</b></p>
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		<p><b>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</b></p> <p><b>At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.</b></p> <p><b>The Principal shall provide the student and parent/guardian, <u>if present</u>, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</b></p> <p><b>The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the</b></p>
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		<p>parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.</p> <p><b>If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.</b></p> <p><b>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.</b></p> <p><b>Superintendent's Hearing</b></p> <p><b>A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent or designee (hereinafter "Superintendent").</b></p>
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		<p><b>The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.</b></p> <p><b>The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.</b></p> <p><b>The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.</b></p> <p><b>The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.</b></p> <p><b>The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.</b></p>
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		<p><b>Expulsion</b></p> <p><b>Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.</b></p> <p><b>Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.</b></p> <p><b>Academic Progress</b></p> <p><b>Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.</b></p> <p><b>Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.</b></p> <p><b>The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner</b></p>
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		<p>consistent with, the academic standards and curriculum frameworks established for all students under the law.</p> <p>The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.</p> <p>For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.</p> <p><b>Reporting</b></p> <p>The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.</p> <p>The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.</p> <p><b>SOURCE:</b> MASC December 2014</p> <p><b>LEGAL REF:</b> M.G.L. <a href="#">71:37H</a>; <a href="#">71:37H ½</a>; <a href="#">71:37H ¾</a>; <a href="#">76:17</a>; 603 CMR <a href="#">53.00</a></p> <p><b>NOTE:</b> The DESE regulations on student discipline and this policy, consistent with Massachusetts law, set forth the minimum</p>
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		<p>procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. <a href="#">71, S. 37H</a> or <a href="#">37H½</a>. The Principal, pursuant to the above <b>previously</b> referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Such <b>Except that the</b> removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.</p>
<p>JICFB</p>	<p><b>ANTI-BULLYING</b></p> <p>The Hudson Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.</p> <p>“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed</p>	<p><b>JICFB - BULLYING PREVENTION</b></p> <p>The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.</p> <p>“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:</p> <p><b><u>"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:</u></b></p>

<p>at a target that:</p> <ul style="list-style-type: none"> <li>• causes physical or emotional harm to the target or damage to the target's property;</li> <li>• places the target in reasonable fear of harm to him/herself, or of damage to his/her property;</li> <li>• creates a hostile environment at school for the target;</li> <li>• infringes on the rights of the target at school; or</li> <li>• materially and substantially disrupts the education process or the orderly operation of a school.</li> </ul> <p>“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:</p> <ul style="list-style-type: none"> <li>• wire</li> <li>• radio</li> <li>• electromagnetic</li> <li>• photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.</li> </ul> <p>Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or</p>	<ul style="list-style-type: none"> <li>• causes physical or emotional harm to the target or damage to the target's property;</li> <li>• places the target in reasonable fear of harm to themselves, or of damage to their property;</li> <li>• creates a hostile environment at school for the target;</li> <li>• infringes on the rights of the target at school; or</li> <li>• materially and substantially disrupts the education process or the orderly operation of a school.</li> </ul> <p><b>"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:</b></p> <ul style="list-style-type: none"> <li>• wire</li> <li>• radio</li> <li>• electromagnetic</li> <li>• photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.</li> </ul> <p><b>Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.</b></p> <p><b>Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.</b></p> <p><b><u>Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home.</u> When</b></p>
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<p>knowingly impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.</p> <p>Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.</p> <p>Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families is expected.</p> <p>For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber- bullying.</p> <p>“Target” means a student against whom bullying or retaliation has been perpetrated.</p> <p>“Perpetrator” means a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.</p>	<p><b>bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.</b></p> <p><b>For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.</b></p> <p><b>Bullying is prohibited:</b></p> <ul style="list-style-type: none"> <li>• <b>On school grounds;</b></li> <li>• <b>On property immediately adjacent to school grounds;</b></li> <li>• <b>At school-sponsored or school-related activities;</b></li> <li>• <b>At functions or programs whether on or off school grounds</b></li> <li>• <b>At school bus stops;</b></li> <li>• <b>On school buses or other vehicles owned, leased or used by the school district; or,</b></li> <li>• <b>Through the use of technology or an electronic device owned, leased or used by the school district;</b></li> </ul> <p><b>Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:</b></p> <ul style="list-style-type: none"> <li>• <b>create a hostile environment at school for the target;</b></li> <li>• <b>infringe on the rights of the target at school; and/or</b></li> <li>• <b>materially and substantially disrupt the education process or the orderly operation of a school.</b></li> </ul> <p><b><u>Prevention and Intervention Plan</u></b></p> <p><b>The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The</b></p>
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<p>Bullying is prohibited:</p> <ul style="list-style-type: none"> <li>• On school grounds;</li> <li>• On property immediately adjacent to school grounds;</li> <li>• At school-sponsored or school-related activities;</li> <li>• At functions or programs whether on or off school grounds;</li> <li>• At school bus stops;</li> <li>• On school buses or other vehicles owned, leased or used by the school district; or,</li> <li>• Through the use of technology or an electronic device owned, leased or used by the Hudson Public Schools;</li> </ul> <p>Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school- related or through the use of technology or an electronic device that is not owned, leased or used by the Hudson school district if the act or acts in question:</p> <ul style="list-style-type: none"> <li>• create a hostile environment at school for the target;</li> <li>• infringe on the rights of the target at school; and/or</li> <li>• materially and substantially disrupt the education process or the orderly operation of a school.</li> </ul> <p><b>Prevention and Intervention Plan</b></p> <p>The Superintendent and/or his designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include</p>	<p><b>bullying prevention and intervention plan shall be reviewed and updated at least biennially.</b></p> <p><b>The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.</b></p> <p><b><u>Reporting</u></b></p> <p><b>Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report</b></p> <p><b>Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.</b></p> <p><b>Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.</b></p> <p><b>Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.</b></p> <p><b>A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.</b></p> <p><b><u>Investigation Procedures</u></b></p> <p><b>The Principal or their designee, upon receipt of a <u>viable</u> report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.</b></p> <p><b>The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include</b></p>
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teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The Bullying Prevention and Intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school except when a reported bullying incident involves the Principal or the Assistant Principal as the alleged perpetrator. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged perpetrator, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety

interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

**Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.**

**Confidentiality shall be used to protect a person will be in accordance with the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, and as set forth in 603 CMR 49.07. who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.**

**If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal may shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency may shall be notified.**

**The investigation shall be completed promptly within fourteen school days from the date of the report. The parents or guardians shall be notified promptly consistent with state and federal law; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation. contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.**

**Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.**

<p>of the alleged victim.</p> <p>Nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L. c. 76 §5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.</p> <p><b>Reporting</b></p> <p>Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, should report incidents to a member of the school staff. If the reported bullying incident involves the Principal or his/her designee as the alleged perpetrator, reports can be made to the Superintendent or designee. If the reported bullying involves the Superintendent as the alleged perpetrator, reports can be made to the School Committee or designee.</p> <p>The target shall, however, not be subject to discipline for failing to report bullying.</p> <p>Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.</p> <p>Any student who knowingly makes a</p>	<p><b>Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.</b></p> <p><b>Confidentiality shall be maintained to the extent consistent with the school's obligations under law.</b></p> <p><b><u>Retaliation</u></b></p> <p><b>Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.</b></p> <p><b><u>Target Assistance</u></b></p> <p><b>The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.</b></p> <p><b><u>Training and Assessment</u></b></p> <p><b>Annual training shall be provided for school employees <u>and volunteers who have significant contact with students</u> in preventing, identifying, responding to, and reporting incidents of bullying.</b></p> <p><b>Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.</b></p> <p><b><u>Publication and Notice</u></b></p> <p><b>Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.</b></p> <p><b>Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be</b></p>
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false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee, or to the Superintendent or designee when the Principal or the assistant Principal is the alleged aggressor, or to the school committee or designee when the Superintendent is the alleged aggressor.

#### **Investigation Procedures**

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged student perpetrator of bullying. The actions to be taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

In the event the reported bullying involves the school principal or

**trained annually on the bullying prevention and intervention plan applicable to the school.**

**Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.**

**The bullying prevention and intervention plan shall be posted on the school district website.**

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

**Federal Regulation 74676 issued by EEO Commission**

**Title IX of the Education Amendments of 1972**

**603 CMR [26:00](#)**

**M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)**

**REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan**

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

**[ACAB](#), Sexual Harassment**

**JBA, Student-to-Student Harassment**

**[JIC](#), Student Discipline**

**[JICFA](#), Prohibition of Hazing**

**SOURCE: MASC August 2013**

designee as the alleged perpetrator, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges may be warranted. If

it is determined that criminal charges may be warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within twenty (20) working days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Staff who have committed an act of bullying or retaliation are subject to discipline in accordance with the District's personnel policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent

consistent with the school's obligations under law.

**Retaliation**

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

**Target Assistance**

The Hudson Public Schools shall provide counselling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and student perpetrators, affected by bullying, as necessary.

**Training and Assessment**

Annual training shall be provided for all school staff in staff duties under the plan, preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

**Publication and Notice**

Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the Bullying Prevention and Intervention Plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The Bullying Prevention and Intervention Plan shall be posted on the Hudson Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended  
Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

	<p>603 CMR49.00 MGL 71:370 MGL 265:43A MGL 268:13B MGL 269:14A</p> <p>CROSS REFS.: AC, Non-discrimination</p> <p>Adopted by the Hudson School Committee: April 12, 2011</p> <p>Amended by the Hudson School Committee: February 25, 2014</p>	
JKAA	<p><b>RESTRAINT OF STUDENTS</b></p> <p>The Hudson Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.</p> <p><u>Methods and Conditions for Implementation.</u></p> <p>School staff may use physical restraint<sup>1/</sup> only (1) when non- physical interventions would be ineffective <u>and</u> the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's Individualized Education Program or other written plan developed in accordance with state and federal law and approved by the school and</p>	<p><b>JKAA - PHYSICAL RESTRAINT OF STUDENTS</b></p> <p><b>Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.</b></p> <p><b>When an emergency situation arises, and physical restraint is necessary because a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. <u>the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member,</u> A teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.</b></p>

parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Chemical<sup>2/</sup> and mechanical restraints<sup>3/</sup> may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion<sup>4/</sup> is prohibited.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Staff Training. All school staff must receive training with respect to the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. Additionally, the school must identify specific staff to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations.

**The definitions of forms of restraint shall be as defined in 603CMR [46.02](#).**

**The use of mechanical restraint, medical restraint, and seclusion is prohibited.**

**Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.**

**The Superintendent will develop procedures identifying:**

- **Appropriate responses to student behavior that may require immediate intervention;**
- **Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;**
- **Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;**
- **Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;**
- **Procedures for receiving and investigating complaints;**
- **Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;**
- **A procedure for conducting periodic review of data and documentation on the use of physical restraints;**
- **A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03\(1\)\(b\)](#), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#),**

Reporting Requirements and Follow-Up. In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days

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- 1/ Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student. The Hudson Public Schools uses a variety of physical restraint methods including, but not limited to, [insert list].
  - 2/ Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement.
  - 3/ Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body and does not include a protective or stabilizing device ordered by a physician.
  - 4/ Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff and does not include the use of "time out"

- A process for obtaining Principal approval for a time out exceeding 30 minutes.

**Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.**

**In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.**

**Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.**

**Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".**

**This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.**

**SOURCE: MASC**

**ADOPTED: August 2015**

**LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)**



procedures during which a staff member remains accessible to the student following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints regarding restraint practices should be directed to the building principal or Director of Pupil Services. Upon receipt of a complaint, the building principal or

	<p>Director of Pupil Services will arrange for a local investigation into the complaint. The person(s) designated to investigate the complaint will consult with the Director of Pupil Services on an as needed basis. If the complainant is not satisfied with the resolution of the complaint, s/he should contact the Superintendent of Schools. The Superintendent's decision regarding the proper resolution of the complaint will be the final decision of the school district.</p> <p><u>Additional information</u>, including a copy of the regulations, can be obtained from the building Principal or the office of Director of Pupil Services, who can be reached at (978) 567-6111. A copy of the regulations may also be obtained at <a href="http://www.doe.mass.edu/lawsregs/603_cmr46.html">www.doe.mass.edu/lawsregs/603_cmr46.html</a>.</p> <p>Adopted by the Hudson School Committee: December 19, 2002</p>	
JKF	<p><b>DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT</b></p> <p>The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 <u>et seq.</u> and its implementing regulations, 34 C.F.R. § 300 <u>et seq.</u>, provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.</p> <p><u>Exclusions for More Than 10 Cumulative School Days</u></p>	<p><b>DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT</b></p> <p><b>The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 <u>et seq.</u> and its implementing regulations, 34 C.F.R. § 300 <u>et seq.</u>, provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.</b></p> <p><b><u>Exclusions for More Than 10 Cumulative School Days</u></b></p> <p><b>In general, special education students may be excluded from their programs, just as any other student may be, for up to ten school days per school year. However, once a special education student is excluded from his/her program for more than ten cumulative school days in the same</b></p>

In general, special education students may be excluded from their programs, just as any other student may be, for up to ten school days per school year. However, once a special education student is excluded from his/her program for more than ten cumulative school days in the same school year, the student's Special Education Team, which includes the parent(s), must develop a plan for a functional behavioral assessment and then use that assessment to develop a behavioral intervention plan. When the student is excluded for more than the ten cumulative days, the District also must provide alternative services to the extent necessary for him/her to progress in the curriculum and in his/her IEP goals.

Exclusions That Constitute a Change of Placement

When a student is excluded (1) for more than ten consecutive school days or (2) for shorter periods that accumulate to more than ten cumulative school days and constitute a pattern because of factors such as the length, total time, and proximity of the removals, the student's exclusion constitutes a "change in placement." When there is a "change in placement," the district must conduct the functional behavioral assessment and provide services as described above as well as convene the Team to determine whether the student's misconduct is a manifestation of the student's disability.

If the Team determines that the student's behavior was not a manifestation of the disability, the school may discipline the student according to the school's code of conduct, except that the district must provide the student

school year, the student's Special Education Team, which includes the parent(s), must convene a manifestation determination. If the disciplinary conduct is a manifestation of a student's disability, the Team must propose **develop a plan for** a functional behavioral assessment and then use that assessment to develop a behavioral intervention plan. When the student is excluded for more than the ten cumulative days, the District also must provide a free and appropriate public education to allow **alternative services to the extent necessary for him/her to** progress in the curriculum and in his/her IEP goals.

Exclusions That Constitute a Change of Placement

When a student is excluded (1) for more than ten consecutive school days or (2) for shorter periods that accumulate to more than ten cumulative school days and constitute a pattern because of factors such as the length, total time, and proximity of the removals, the student's exclusion constitutes a "change in placement." **When there is a "change in placement," the district must conduct the functional behavioral assessment and provide services as described above as well as convene the Team to determine whether the student's misconduct is a manifestation of the student's disability.**

If the Team determines that the student's behavior was not a manifestation of the disability, the school may discipline the student according to the school's code of conduct, except that the district must provide the student with educational services once the student has been excluded from school for more than ten cumulative school days in the same school year. These educational services must enable the student to progress in the curriculum and in the IEP goals. However, if the Team determines that the behavior was a manifestation of the disability, the student may not be excluded from the student's current educational placement (except in the case of weapons, drugs or dangerousness) until the Team develops, and the parent(s) consent(s) to, a new Individualized Education Plan.

When a parent disagrees with the Team's decision on the "manifestation determination" or regarding an alternative placement related to discipline, the parent has a right to request an expedited due process

with educational services once the student has been excluded from school for more than ten cumulative school days in the same school year. These educational services must enable the student to progress in the curriculum and in the IEP goals. However, if the Team determines that the behavior was a manifestation of the disability, the student may not be excluded from the student's current educational placement (except in the case of weapons, drugs or dangerousness) until the Team develops, and the parent(s) consent(s) to, a new Individualized Education Plan.

When a parent disagrees with the Team's decision on the "manifestation determination" or regarding an alternative placement related to discipline, the parent has a right to request an expedited due process hearing from Bureau of Special Education Appeals. While the appeal is pending, the student is entitled to remain in his current educational placement (except in the case of weapons, drugs or dangerousness).

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function, a school may place a student in an interim alternative education setting determined by the Team for up to 45 days. Additionally, hearing officers may order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the student's continued participation in the current placement is substantially likely to result in injury to the student or others. Courts may also order a change in the student's placement.

hearing from Bureau of Special Education Appeals. **While the appeal is pending, the student is entitled to remain in his current educational placement (except in the case of weapons, drugs or dangerousness).**

**In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function or causes serious bodily injury, a school may place a student in an interim alternative education setting determined by the Team for up to 45 days. Additionally, hearing officers may order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the student's continued participation in the current placement is substantially likely to result in injury to the student or others. Courts may also order a change in the student's placement.**

#### **Additional Information Available**

**Additional information regarding the procedural protections for students who have been identified as eligible for services under the IDEA or who are suspected of having a disability that would qualify them for such eligibility may be obtained from the Director of Pupil Services who may be reached at (978) 567-6111.**

Additional Information Available

Additional information regarding the procedural protections for students who have been identified as eligible for services under the IDEA or who are suspected of having a disability that would qualify them for such eligibility may be obtained from the Director of Pupil Services who may be reached at (978) 567-6111.

**Discipline of Students Subject to Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections as does the IDEA. Additional information regarding such procedural protections may be obtained from the Section 504 Coordinator, who may be reached at (978) 567-6116.

Adopted by the Hudson School Committee:  
May 28, 2002

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

## SECTION J – STUDENTS

	Existing Policy	Proposed Change or New Policy
<b>JL</b>	<p><b>STUDENT WELFARE</b></p> <p><u>Reporting to Authorities – Suspected Child Abuse or Neglect</u> Any school official or employee, who, in his professional capacity shall have cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall report such condition to the Department of Children and Families (Hotline 800-792-5200) or to the person in charge of the school, whereupon the person in charge shall become responsible to make the report of any suspected child abuse or neglect. LEGAL REF: M.G.L. <u>Ch. 119.S 51A</u></p> <p>The District shall provide the most recent <i>Joint Advisory on the Responsibilities of Mandated Reporters</i> published by the Massachusetts Department of Elementary and Secondary Education and the Department of Children and Families to all employees at the beginning of each school year.</p> <p><u>Student Safety</u> Instruction in courses that utilize instructional materials or equipment that may present a safety hazard, including science, art, physical education, health, or any other</p>	<p><b>JL - STUDENT WELFARE</b></p> <p><u>Supervision of Students</u> <b>School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.</b> <b>In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency. During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent or guardian.</b></p> <p><u>Reporting to Authorities - Suspected Child Abuse or Neglect</u> <b>Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. <u>119, S 51A</u>.</b> <b>In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.</b></p> <p><u>Student Safety</u> <b>Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.</b></p>

instruction where materials or equipment introduce an element of risk of accident or injury, will include and emphasize accident prevention. Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of industrial quality protective eye devices in appropriate activities. Each visitor to any such classroom shall also be required to wear such protective eyewear.

LEGAL REF. M.G.L. Chapter 71, section 55c

#### Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity.

#### Multi-Hazard Evacuation Plan

The District shall cooperate with appropriate public safety departments to formulate a school specific multi-hazard plan which shall encompass, but not be limited to, evacuations for fires, hurricanes and other hazardous storms or disasters in which bodily injury might occur, shootings and other terrorist activities and bomb threats. Students and staff may be instructed in the plan developed and may participate in drills. LEGAL REF: M.G.L. Chapter 159, section 363

**Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.**

#### Safety on the Playground and Playing Field

**The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:**

- **A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;**
- **Instruction of students in the proper use of equipment;**
- **Supervision of both organized and unorganized activity.**

#### Fire Drills and Reporting

**The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.**

**LEGAL REFS: MGL [71:37L](#); [148:2A](#)**

**SOURCE: MASC 8/2006**

	<p><u>Automated External Defibrillators (AEDs)</u></p> <p>Employees of the Hudson Public Schools have access to AEDs to respond in cases of cardiac arrest. AEDs housed in the Hudson Public Schools will be accessible before, during, and after school hours. One AED is located in the lobby of each of the schools. Hudson High School has one publicly accessible AED in the lobby and two additional AEDs, used by athletics and the Nurses' Office, which are not publicly accessible. Use of an AED is intended to maximize the chance of survival based upon the steps taken during the critical minutes before emergency medical services (EMS) providers arrive and assume responsibility for care of the victim. Employees who wish to receive AED training should consult with the School Nurse.</p> <p>Adopted by Hudson School Committee: May 14, 2013</p>	
<p><b>JLC</b></p>	<p style="text-align: center;"><b>HEALTH ASSESSMENTS</b></p> <p>Massachusetts General Law, Chapter 71, Section 57, and Massachusetts Department of Public Health regulations mandate a specific number of assessments and screenings to be conducted in the public schools.</p> <p>In order to be eligible to participate in athletics, a student must have undergone an examination by the school physician, or provide written evidence of an examination by a private physician within one calendar year of the first day of practice.</p> <p>During the twelve months following the physical examination, an interval health history will be completed by the parent or guardian and returned to the coach prior to participation in another sport.</p> <p>Evidence of the annual physical examination and/or the</p>	<p style="text-align: center;"><b>JLC - STUDENT HEALTH SERVICES AND REQUIREMENTS</b></p> <p><b>Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.</b></p> <p><b>The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.</b></p> <p><b>The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.</b></p> <p><b><u>Procedures for Emergency at School</u></b></p>



interval health history will be placed on file with the school nurse.

Adopted by the Hudson School Committee: June 11, 1991

**School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.**

**Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.**

**The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:**

- **Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;**
- **Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the School Nurse;**
- **Provisions shall be made (in all cases of injury or illness) for reporting such cases to the building administrator immediately;**
- **Prompt reporting by staff to the Principal or Nurse of any accident or serious illness.**

**Student Illness or Injury**

**In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.**

		<p><b>Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.</b></p> <p><b>Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.</b></p> <p><b>SOURCE: MASC Updated July 2012</b></p>
<p><b>JLCA</b></p>	<p><b>PHYSICAL EXAMINATIONS</b></p> <p>The school health program requires and encourages regular health appraisals by a physician.</p> <p>Upon request, the school nurses will send home physical examination forms and a letter stating requirements in order to implement appraisals by family physicians. The school nurses will allow parents to choose between school physicals and physicals by private physicians.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p><b>JLCA - PHYSICAL EXAMINATIONS OF STUDENTS</b></p> <p><b>Students in selected grades will be screened in areas such as: sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.</b></p> <p><b>A physical exam is required for students entering the District and in grades 4, 7, and 10. Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.</b></p> <p><b>Every candidate for a school athletic team will present the signed consent from parent or guardian in order to participate. on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the</b></p>

		<p><b>student's physician will be sent to the school Principal, Athletic Director, or Nurse.</b></p> <p>The school physician will make a prompt examination of all children referred to them by the school nurse. They will examine school employees when, in their opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.</p> <p>Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.</p> <p>The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.</p> <p><i>* NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.</i></p> <p><b>SOURCE: MASC</b>  <b>Updated July 2012</b>  <b>LEGAL REFS.: M.G.L. <a href="#">71:53</a>; <a href="#">71:54</a>; <a href="#">71:56</a>;</b>  <b><a href="#">71:57</a> 105 CMR 200</b>  <b>CROSS REF.: <a href="#">JF</a>, School Admissions</b></p>
<b>JLCB</b>	<p align="center"><b>IMMUNIZATION POLICY</b></p> <p>All students attending the Hudson Public Schools must be immunized as required by Mass. Gen. Laws Chapter 76, Section 15 and the regulations promulgated by the Massachusetts Department of Public Health. The only</p>	<p><b>JLCB - INOCULATIONS OF STUDENTS – IMMUNIZATION POLICY</b></p> <p><b>Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against</b></p>

	<p>exceptions are:</p> <ul style="list-style-type: none"> <li>• If the child has had at least the first in a series of immunizations, and the others in the series are scheduled;</li> <li>• The child's parent or guardian states in writing that immunizations conflict with his sincere religious beliefs; or</li> <li>• The child's physician certifies that he has personally examined the child and that such immunizations would endanger the child's health.</li> </ul> <p>As required by state law, Hudson will exclude children who lack the requisite immunizations and do not meet one of the foregoing exceptions. The foregoing exceptions do not apply if there is an emergency or epidemic of disease declared by the Massachusetts Department of Public Health.</p> <p>The Hudson Public School administration will establish administrative procedures regarding implementing this policy.</p> <p>Adopted by the Hudson School Committee: October 9, 2001</p>	<p><b>communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made upon receipt of a written statement from a doctor that immunization would not be in the best interests of the child (medical exemption), or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian (religious exemption). These letters must be provided to the school nurses annually, on the first day of school.</b></p> <p><b>SOURCE: MASC October 2016</b></p> <p><b>LEGAL REF.: M.G.L. <a href="#">76:15</a></b></p>
<p><b>JLCC</b></p>	<p><b>INFECTIOUS OR COMMUNICABLE DISEASE</b></p> <p>The public schools are responsible for the general health of all children during their attendance at school. Therefore, if in the opinion of the school nurse or school medical inspector, a child has some infectious or communicable disease, as defined by the Massachusetts Department of Public Health, the nurse or principal will request the parent to take the child home until he has been checked and given approval to return to school by the family physician or school physician.</p> <p>Adopted by the Hudson School Committee January 13, 1981</p>	<p><b>JLCC - COMMUNICABLE DISEASES</b></p> <p><b>The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.</b></p> <p><b>The School Committee recognizes that communicable diseases which may afflict students range from common childhood</b></p>

conditions **diseases**, acute and short-term in nature, to chronic, life-threatening conditions. **diseases**.

**Management of common communicable diseases shall be in accordance with the Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.**

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

**In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's**

		<p><b>condition. The determination of those who need to know shall be made by the Superintendent.</b></p> <p><b>SOURCE: MASC October 2016</b>  <b>LEGAL REF.: M.G.L. <a href="#">71:55</a></b></p>
<p><b>JLCD</b></p>	<p align="center"><b>ADMINISTERING OF MEDICATIONS</b></p> <p>The School Committee adopts this policy relating to the administration of medication by the school nurse, self-medication by students, and the administration of medication by non-licensed personnel, all as described and regulated by the Massachusetts Department of Public Health at 105 CMR 210.000. This policy and the procedures developed to implement this policy shall be reviewed and revised as needed, with a review occurring at least every two years.</p> <ol style="list-style-type: none"> <li>1. The school nurse will be the supervisor of the medication administration program in the school and will be responsible for: developing a medication administration plan for each student receiving a prescription medication, documenting the administration of medication; developing a plan for responding to a medication emergency; the medically appropriate and secure storage of medication; reporting and documenting any medication errors; training and permitting selected non-licensed school personnel who may be delegated to administer medication, as described in paragraphs 7, 8 and 9; and resolving questions between the school and a parent or guardian regarding the administration of medications. Information regarding medication policies shall be available to parents or guardians upon request from the school nurse, in accordance with the procedures developed by the Superintendent of Schools or his/her designee, as described in paragraph 11.</li> <li>2. Except as stated in sections 7, 8 and 9 of this policy, all medications will be administered by the school nurse, under the direction of the licensed prescriber and with the written</li> </ol>	<p><b>JLCD - ADMINISTERING MEDICINES TO STUDENTS</b></p> <p><b>Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). A student may be approved for self-administration by school nurse. If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. <u>No one</u> but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.</b></p> <p><b>Exceptions:</b></p> <p><b>The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.</b></p> <p><b>The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.</b></p> <p><b>If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee</b></p>

permission of the student's parent or guardian. It is the responsibility of the parent, or guardian, to deliver to the school nurse the required forms and medication. A telephone order or an order for any change in prescription medication by the licensed prescriber shall be received only by the school nurse. Any verbal order must be followed by a written order within 3 school days.

3. When a student must take prescription medication prescribed by a licensed prescriber during school hours, a permission form signed by the student's parent or guardian and the licensed prescriber's orders must be on file in the nurses' office before the medication may be administered in the school. The unexpired medication must be brought school by a parent, guardian, or authorized adult in the original container from the pharmacy or manufacturer labeled container and given to the nurse. The nurse receiving the medication shall document the quantity of the prescription medication. The information on the label must coincide with the information on the permission form and on the licensed provider's orders. The licensed prescriber's orders must be renewed at the beginning of each school year and as needed.
4. For short term prescription medications, i.e. those requiring administration for ten days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order with the written permission of the parent or guardian. The medication must be unexpired. The nurse may request a licensed prescriber's order for any short term medication.
5. Any over-the-counter medications to be administered by the school nurse must be supplied by the parent or guardian in the original manufacturer labeled container, labeled with the child's name, and be unexpired. Before a school nurse may administer over-the-counter medication, a permission form signed by the parent or guardian and the licensed prescriber's orders must be provided.
6. In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered

**shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.**

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

**SOURCE: MASC October 2016**

**LEGAL REF.: M.G.L. [71:54B](#) Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00**

any prescription medication which, based on the school nurse's individual assessment and professional judgement, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse.

7. Hudson Public Schools registers with the Department of Public Health every two years for the limited purpose of training unlicensed school personnel to administer emergency epinephrine by auto-injector to students with diagnosed life-threatening allergic conditions when the school nurse is not immediately available. The school nurse trains selected school personnel in the safe and proper administration of epinephrine by auto-injector, and tests for competency. It will be the responsibility of the parent or guardian to supply the school with the prescribed epinephrine by auto-injector.
8. When a school nurse is unavailable to accompany a class on a field trip or other short term special school events and administer medication, the school nurse may delegate the responsibility of administering a prescribed medication to trained non-licensed school personnel going on the field trip. The school nurse may delegate the authority to administer medication without the written authorization of the student's parent or guardian for the named trained school staff person to administer the medication. A school nurse shall be on duty in the school system while prescription medications are being administered by designated unlicensed school personnel and be available for consultation. Hudson Public Schools must register with the Department of Public Health every two years in order to delegate medication administration during field trips and other short term special school events.
9. The school nurse may permit self-administration of prescription medication by a student provided that the conditions outlined in 105 CMR 210.000 are met. Self-administration shall mean that the student is able to consume or apply prescription medication in the manner



directed by the licensed prescriber, without additional assistance or direction. When self-administration is permitted, monitoring by the school nurse is required. A plan will be developed by the school nurse to monitor the student's self-administration. The school nurse, in collaboration with the student, parent/guardian and school staff, will determine a plan for the safe storage of the prescription medication that will be self-administered.

10. Whenever possible, all unused, discontinued or outdated prescription medications will be returned to the parent or guardian. Prescription medications that are not retrieved by the parent or guardian by the end of the school year will be destroyed or disposed of by the school nurse in accordance with accepted standards of nursing practice and local, state, or federal for disposal.
11. The Superintendent of Schools or his/her designee will issue procedures for dissemination of information to parents or guardians regarding administration of medications.

Adopted by the Hudson School Committee: June 24, 1997  
Amended by the Hudson School Committee: October, 2002  
Amended by the Hudson School Committee: March 14, 2017

Reviewed and approved every 2 years;  
Amended by the Hudson School Committee: Date

Amended by the Hudson School Committee: Date

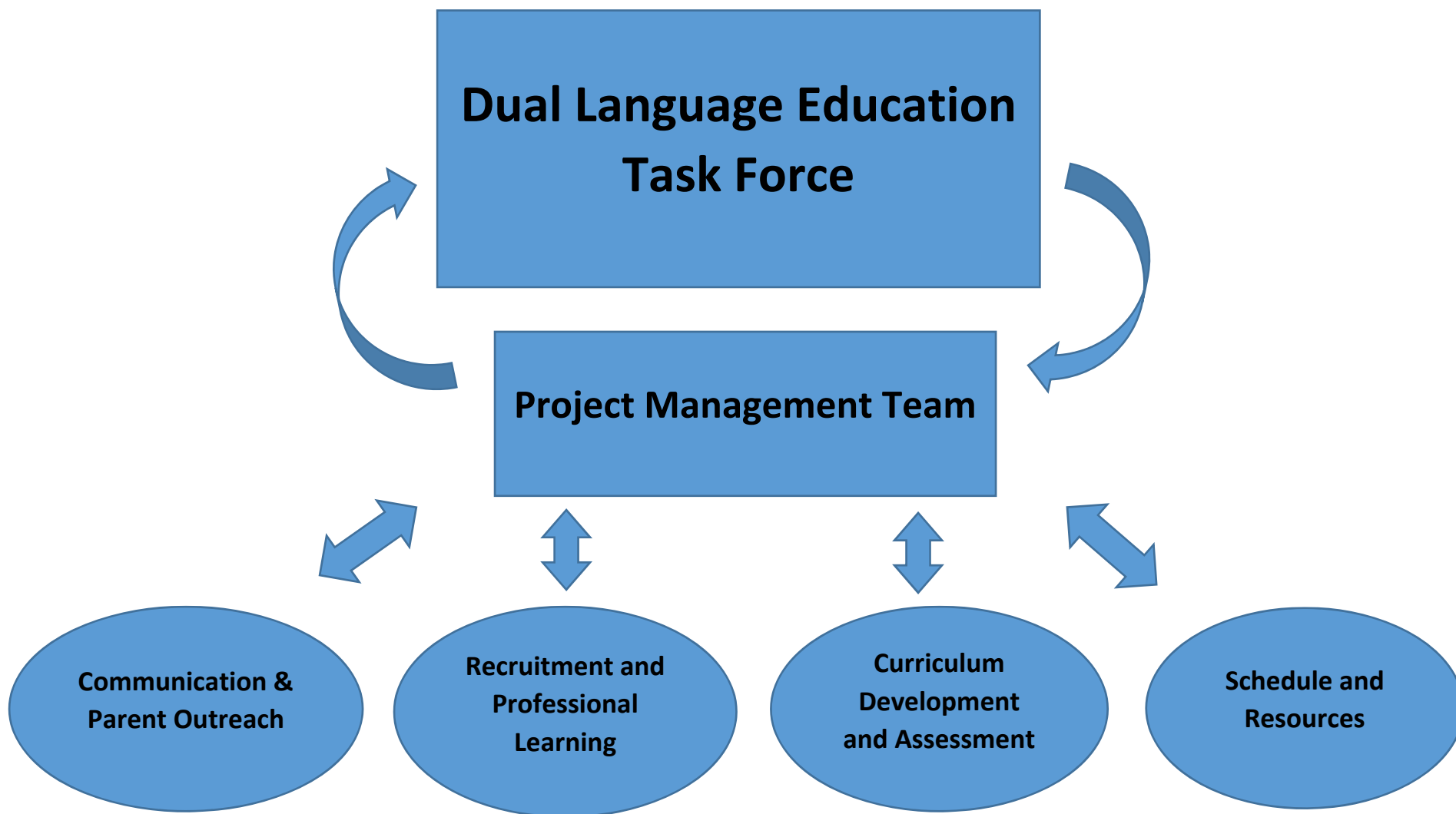
Matters for Discussion  
New Business

4. Dual Language Task Force

# Dual Language Program

*"The human brain is wired for multilingualism"*

Thomas & Collier, 2017



# Dual Language Program

*"The human brain is wired for multilingualism"*

Thomas & Collier, 2017

The Dual Language Task Force met for the first time on December 10<sup>th</sup> to continue the planning process. Most of the members below attended the La Siembra two-day retreat in November and were engaged in the learning of the programmatic aspect of a Dual Language Program.

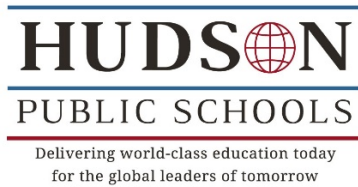
## Task Force Members

Name	Title	Name	Title
Marco Rodrigues	Superintendent	Kathy Provost	Assist. Superintendent
Melissa Provost	Farley Principal	Ana Pimentel	World Language Coordinator
Cindy Fensin	Human Resources	Wendy Anderson	ELE Director
Lori Belcourt	Farley Grade 1 Teacher	Tiago Duarte	Registrar/P. Liaison Portuguese
Kristin Charbonneau	Farley Kinder Teacher	Sandra Maiuri	Parent Liaison – Spanish
Rachel Otenti	Farley Instr. Coach	Ellen Schuck	Technology Director
Robert Knittle	Mathematics Director	Cathy Kilcoyne	Student Services Director
Sarah Davis	Science Director	Tanya O'Connell	Student Services Assist. Director
Todd Wallingford	Humanities Director	David Champigny	Forest Ave Principal
Maggie Woodcome	HEA Co-President	Nina Ryan	School Committee
George Luoto	Community Member		

## Matters for Action

### Old Business

1. To approve the need for a new school administration building due to its current structural condition and lack of functionality.



Re: Administration Building Envelope Study / Building Replacement

For December 3, 2019 meeting – Your Packet includes:

- Administration Building Envelope Study dated 12/5/2017 summarizes estimated repair costs and the accumulative effects that would trigger ADA compliance and the addition of fire suppression sprinklers.
- Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023 to accommodate the approval and bidding process time lines.
- Administration Building Space Programming lists all current employees, and anticipated ancillary space needs estimated at 15,500 SF with no consideration for growth to answer questions raised by the Board of Selectmen regarding the validity of the request.
- 2018 Calendar of School Committee Room Utilization to address concerns over the 1,000 SF allocated for a school committee room and the validity of that need. Calendar shows all usage for a one-year period.

12/5/2017 **Administration Building Envelope Study**

155 Apsley Street

**Equalized Assessed Value\*** \$1,435,213

<b>Item</b>	<b>Estimated Cost</b>	<b>Cumulative</b>
<b>Building Envelope Items</b>		
Chimney Repairs / Removal	\$ 19,800	19,800
Replace Roof with Fiberglass Shingles	\$ 361,500	381,300
Cornice Repair (ornamental wood at eaves)	\$ 60,000	441,300
Window Replacement	\$ 173,280	
Masonry Restoration (repointing brick veneer)	\$ 268,800	
Misc. Siding Replacement	\$ 18,000	
Replace Basement Bulkhead	\$ 24,000	
Repair Basement Side Access	\$ 29,040	
Repair Existing Ramps	\$ 97,080	
General Conditions	\$ 100,000	
<b>Sub Total</b>	<b>\$ 1,151,500</b>	
<b>ADA and Fire Code</b>		
ADA Compliance Items (elevators, ramps, entrance)	\$ 958,200	
Fire Protection (sprinklers)	\$ 218,250	
Contractor General Conditions 8 mos.	\$ 218,000	
Soft Costs - arch design, contingency, relocation	\$ 1,170,444	
Contingency for unforeseen items	\$ 381,893	
Escalation for multi year phased project	\$ 351,341	
<b>Sub Total</b>	<b>\$ 3,298,128</b>	
<b>Grand Total</b>	<b>\$ 4,449,628</b>	
30% Triggers ADA Items	\$430,563.90	
33% Triggers Sprinklers	\$473,620.29	

# Hudson School Administration Building

**20,000 SF**

\$6,300,000	Cost of Building (Trade Work)	\$ 310/SF (Assumed Number for 2019)
	Cost of General Contractor	
	General Conditions	9.0%
	Insurance	3.0%
	Bldg Permit	1.5%
	Construction Contingency	7.5%
	OH + P / Fee	<u>4.0%</u>
\$1,575,000	TOTAL	25.0%

**\$7,875,000 THIS TOTAL ABOVE IS WHAT WE WOULD CALL THE COST OF CONSTRUCTION**

ADDED TO THIS VALUE WOULD BE THE OWNER'S INDIRECT COSTS BELOW:

\$ 35,000	Land Survey	Allowance	\$25-35,000
\$ 35,000	Geotechnical	Allowance	\$25-35,000
\$ 20,000	Peer Reviews	Allowance	\$15-20,000
\$ 315,000	OPM		4.0%
\$ 790,000	A/E Fees (includes \$50k Civil Allowance)		10%
\$ 50,000	Reimbursables/Add'l Services	Allowance	\$30-50,000
\$ 20,000	Reproduction Costs	Allowance	\$15-20,000
\$ 25,000	Testing	Allowance	\$20-25,000
\$ 240,000	Furnishings		\$12/SF
\$ 15,000	Legal	Allowance	\$10-15,000
\$ 50,000	Utility Backcharges	Allowance	\$25-50,000
\$ 790,000	Owner Contingency		<u>10%</u>
<b>\$ 2,385,000</b>			

**\$10,260,000 4<sup>th</sup> Qtr 2019 Bid Price**  
**\$ 1,051,650** Escalation 5% / year (4<sup>th</sup> Qtr 2021 Bid Price) 2 Years  
**\$11,311,650**

**\$10,260,000 4<sup>th</sup> Qtr 2019 Bid Price**  
**\$ 1,617,233** Escalation 5% / year (4<sup>th</sup> Qtr 2022 Bid Price) 3 Years  
**\$11,877,233**

**\$10,260,000 4<sup>th</sup> Qtr 2019 Bid Price**  
**\$ 2,211,094** Escalation 5% / year (4<sup>th</sup> Qtr 2023 Bid Price) 4 Years  
**\$12,471,094**



11/1/2019		Administration Building Space Programming				
Department	Title	Last Name	First Name	SF Req'd	Sub	GSA Avg.
<b>Executive</b>						
PO	Superintendent	Rodgriues	Marco	375		
	Executive Asssistant	O'Donnell	AnnaMarie	300		
PO	Assist. Super./Cirriculum	Provost	Kathy	150		250
PO	Conference Room Super	Rodgriues	Marco	200		
PO	Exec. Director Finance	Lange	Patty	175		250
PO	Director HR	Fensin	Cindy	150		150
PO	Research/Accountability		Vacancy	150		
	Receptionist/Waiting	Coughlin	Tammy	300		
	File/Storage Space	150 SF		150		
					1,950	
<b>Finance</b>						
PO	Payroll	Anderson	Sue	120		115
PO	Accts Payable	Breen	Yvonne	120		115
PO	Grants Specialist	Gooch-Zebal	Sharon	120		115
PO	Senior Accountant	Morrison	Cristy	120		115
PO	HR Coordinator	Murphy	Rebecca	120		115
SP	Admin Assist.	TBD	TBD	100		
PO	Registrar/ Medicaid	Mansfield	Denise	120		115
	File/Storage Space	150 SF		150		
					970	
<b>Student Services</b>						
PO	Director	Kilcoyne	Cathy	175		250
PO	Asst. Director	O'Connell	Tanya	120		115
PO	SPED Coordinator	Hayes	Denise	120		115
PO	SPED Coordinator	Wells	Alise	120		115
PO	Admin. Assist. Finance	Graca	Renee	120		115
SP/OO	Secretary	Parker	Maureen	100		
SP/OO	Secretary	Gebo	Michelle	100		
SP/OO	Secretary	Bianchini	June	100		
	File / Storage	375 SF		375		
					1,330	
<b>Curriculum</b>						
PO	Director Science	Davis	Sarah	120		115
PO	Director Math	Knittle	Bob	120		115
PO	Director ELL	Anderson	Wendy	120		115
PO	Director Humanities	Wallingford	Todd	120		115
PO	Curriculum Coord	TBD	TBD	120		115
SP	Meeting Space	Shared		144		
SP/OO	Interpreter	Duarte	Tiago	100		
SP/OO	Secretary	Tallent	Deliah	100		
	File / Storage	275		275		
					1,219	
<b>Nursing</b>						
PO	Director Nursing	TBD	TBD	150	150	
<b>Mail Room</b>						
	Custodian / Mail Courier	Stacey	Mike			
	Mail Room/Copier/Sorter			200		
	Receiving Area			200	400	

<b>Facilities</b>						
	PO Director	Belli	Len	175		250
	PO Assist. Director	Miller	Wayne	120		120
	PO Manager Custodial	Parker	Brad	120		120
	SP/OO Manager Electrical	White	Paul	120		120
	SP/OO Manager HVAC Tech	Goulding	Tim	120		120
	SP/OO Manager Bldg Mtce.	Harrington	Greg	120		120
	PO Admin /Grants/Comm	Reid	Denise	200		
	Plan File / Storage	150 SF		150		
	Small Repairs Shop	500 SF		500		
	Tech Closet	75		75		
					1,700	
<b>Food Services</b>						
	SP/OO FS Manager	Riordan	Shane	120		
	SP/OO FS Coordinator	Haley	Kelly	120		
	Storage / File	100 SF		100		
					340	
<b>Conference</b>	Training / Sch Comm	900		900		
	Executive Conf. RM	175		175		
	Student Services	225		225		
	General Use	225		225		
	Facilities Conference	150		150		
	Science Store/work area	750		750		
					2,425	

check

Department Needs	10,484	10,484
Mechanical Space 15%	1,573	
Electrical Space 15%	1,573	
Bathrooms	650	
Circulation 20%	2,097	
Custodial	150	
		6,042

PO = Private Office  
 SP = Shared Space  
 SP/OO = Shared Space Open Office Furniture

Total	16,526	16,526
Say	<b>16,526</b>	

# July 2018

June '18							August '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2			1	2	3	4	
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31 School Committee 5-10pm	1	2	3	4
5	6	Notes <b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>				

# August 2018

July '18							September '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	31					23	24	25	26	27	28	29
							30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21 School Committee 5-10pm	22	23	24	25
26	27	28	29	30	31 No School Labor Day	1
2	3	Notes				
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>						

# September 2018

August '18							October '18							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	21	22	23	24	25	26	27	
26	27	28	29	30	31		28	29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3 <i>No School - Labor Day</i>	4	5 Math Dept. Mtg. 8-10am	6	7	8
9	10 <i>No School - Prof. Dev.</i>	11 School Committee 5-10pm	12 Curriculum/Inst. 3-4:30pm	13 Asst. Super. 3:10-4:10pm	14	15
16	17	18 D.E.L.T.A. Mtg. 10am-1pm Superintendent 1-2pm	19 Superintendent 8-10am Prof. Dev. 2-4pm	20 D.I.P. Mtg. 2:30-3:30pm	21	22
23	24 D.E.S.E. 9am-3pm	25 School Committee 5-10pm	26 D.E.L.T.A. Mtg. 8-10am Curriculum/Inst. 3-4:30pm	27	28	29
30	1	Notes  <b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>				



# October 2018

September '18							November '18							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1						1	2	3
2	3	4	5	6	7	8	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	25	26	27	28	29	30		
						30								

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2 A.O. 3-3:30 pm	3 Asst. Super. 3-4 pm	4 Facilities 10:30-11:30 am	5 NRT Bus Mtg. 9:30-10:30 am	6
7	8 <i>No School - Columbus Day</i>	9 <i>No School - Prof. Dev.</i> School Committee 5-10pm	10 Facilities Mtg. 10 - 11am Curriculum/Instr. 3-4:30	11	12	13
14	15	16 Asst. Super 12:30-1:30	17 Superintendent 1-2:30 pm	18 SPED Mtg. 3-4 pm	19 Science Dept. Mtg. 8-11 am	20
21	22 D.E.S.E. 9am-3pm	23 Kindergarten Mtg. 3-4pm School Committee 5-10pm	24 D.E.L.T.A. Mtg. 2-4 pm	25 Superintendent 2-3 pm Science Dept. 8:15am-4pm	26	27
28	29	30	31 Superintendent 12-4pm	1	2	3
4	5	Notes				
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>						

# November 2018

October '18							December '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6							1
7	8	9	10	11	12	13	2	3	4	5	6	7	8
14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30	31				23	24	25	26	27	28	29
							30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
28	29	30	31	1	2	3	
4	5	6	7 Curriculum/Inst. 3-4:30pm	8 SPED Mtg. 3-4pm	9	10	
11	12 <i>No School - Veterans' Day</i>	13 Math Dept. Mtg. 8am-2pm School Committee 5-10pm	14 <i>District 1/2 - Day Prof. Dev.</i>	15 D.E.L.T.A. Mtg. 8-10am	16 Math Dept. Mtg. 8am-2pm	17	
18	19	20	21 <i>No School Thanksgiving Holiday</i>	22 <i>No School Thanksgiving Holiday</i>	23 <i>No School Thanksgiving Holiday</i>	24	
25	26	27 FinCom Budget Mtg. 7pm	28 Principal Meeting 7-3 Curriculum/Inst. 3-4:30pm	29 EL Mtg. 8:15am-2:15pm Secretary Union 4:30pm Biomed Council 7-8pm	30 Budget Mtg. 8:30-11:30am D.E.S.E. 9:30am-1:30pm	1	
2	3	Notes					
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>							

# December 2018

November '18							January '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3			1	2	3	4	5
4	5	6	7	8	9	10	6	7	8	9	10	11	12
11	12	13	14	15	16	17	13	14	15	16	17	18	19
18	19	20	21	22	23	24	20	21	22	23	24	25	26
25	26	27	28	29	30		27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	1
2	3 D.E.S.E. 9am-3pm	4 School Committee 5-10pm	5 Budget Mtg. 10:30-11:30am Master Sched. 11am-1pm	6 Math Dept. Mtg. 8-11am	7 Budget Mtg. 8:30-10:30am	8
9	10 H & S Mtg 5:30-6:30pm	11 Asst. Super. 3:15-4:15pm	12 <i>District 1/2 - Day Prof. Dev.</i> Curriculum/Inst. 3-4:30pm	13 D.E.L.T.A. Mtg. 8-10am	14	15
16	17 World Lang. Interviews 8:30am-1pm	18 School Committee 5-10pm	19 Prof. Dev 2-4pm	20 Admin Staff Mtg. 12-1pm Secretary Union 5-8pm	21	22
23	24 <i>No School</i> <i>December Break</i>	25 <i>No School</i> <i>December Break</i>	26 <i>No School</i> <i>December Break</i>	27 <i>No School</i> <i>December Break</i>	28 <i>No School</i> <i>December Break</i>	29
30	31	Notes  <b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>				



# January 2019

December '18							February '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1						1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28		
30	31												

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 <i>No School New Year's Day</i>	2	3 D.E.L.T.A. Mtg. 8-10am	4 EL Dept. 8:30-10:30am	5
6	7 D.E.S.E. 9am-3pm	8 World Lang. Dept. 8-10am School Committee 5-10pm	9 <i>District 1/2 - Day Prof. Dev.</i> Curriculum/Inst. 3-4:30pm	10 Asst. Super 1-2:30pm World Lang. Dept. 2-4:30pm Math Dept. 3-5pm	11 Liaison Mtg. 12-2pm	12
13	14 Asst. Super. 12-1pm	15 Liaison Mtg. 10am-12pm	16 D.E.L.T.A. Mtg. 8-10am	17 Liaison Mtg. 8-11am	18	19
20	21 <i>No School Martin Luther King Jr.</i>	22 School Committee 5-10pm	23 Curriculum/Inst. 3-4:30pm	24 Secretary Union 5-8pm	25 Math Dept. Mtg. 2-3pm	26
27	28	29	30 Budget Mtg. 2:30-4:30pm	31 Principal Interview 1-3pm	1	2
3	4	Notes  <b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>				

# February 2019

January '19							March '19							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5							1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28	29	30	
							31							

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4 EL Meeting 8:30-11:30	5 School Committee 5-10pm	6	7 Superintendent 8am-4pm Budget Mtg. 7-10pm	8 Superintendent 8am-4pm	9
10	11 Superintendent 5:30-9pm	12 Exec. Asst. 10-11am	13 <i>District 1/2 - Day Prof. Dev.</i> Curriculum/Inst. 3-4:30pm	14 D.E.L.T.A. Mtg. 8-10am Finance Dept. 2-4pm	15 Custodian Union 9-11am	16
17	18 <i>No School</i> <i>February Break</i>	19 <i>No School</i> <i>February Break</i>	20 <i>No School</i> <i>February Break</i> Exec. Asst. 11am-12pm	21 <i>No School</i> <i>February Break</i> Liaison Mtg. 9:30-10:30am	22 <i>No School</i> <i>February Break</i>	23
24	25	26	27	28	1	2
3	4	Notes				
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>						

# March 2019

February '19							April '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28			28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24	25	26	27	28	1	2
3	4	5 Custodian Union 9-11am Registrar Mtg. 12:30-4pm	6	7 EL Mtg. 8:30-11:30am Registrar Mtg. 12:30-4pm	8	9
10	11 Registrar Mtg. 12:30-4pm	12 School Committee 5-10pm	13 <i>District 1/2 - Day Prof. Dev.</i> Registrar Mtg. 12:30-4pm Curriculum/Inst. 3-4pm Custodian Union 4-6pm	14 Liaison Mtg. 9-10 am Asst. Super. 12am-1:30pm	15 Registrar Mtg. 12:30-4pm	16
17	18	19 Registrar Mtg. 9am-12pm Asst. Super. 1-2pm	20 Prof. Dev. 2-4pm	21 Asst. Super. 10:30am-12pm Custodian Union 5-7pm	22	23
24	25	26 School Committee 5-10pm	27 D.E.L.T.A. Mtg. 8-10am Curriculum/Inst. 3-4:30pm	28 EL Mtg. 8:30-11:30am	29	30
31	1	Notes				
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>						

# April 2019

March '19							May '19								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2						1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	12	13	14	15	16	17	18		
17	18	19	20	21	22	23	19	20	21	22	23	24	25		
24	25	26	27	28	29	30	26	27	28	29	30	31			
31															

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 EL Dept. 3:30-4:30pm	2	3 Asst. Super. 12-3pm	4 Medicaid 8:30-11:30am	5 Finance Dept. 10-12am	6
7	8 EL Dept. 8:30-11:30am	9 SPED 10:30am-12pm School Committee 5-10pm	10 Curriculum/Inst. 3-4:30pm	11 D.E.L.T.A. Mtg. 8am-1pm	12	13
14	15	16 D.E.S.E. 9am-1pm	17	18	19	20
21	22 <i>No School - April Break</i> Bid Opening 10-11am	23 <i>No School - April Break</i> Staff Meeting 11am-1pm School Committee 5-10pm	24 <i>No School - April Break</i> D.E.S.E. 9am-3pm Curriculum/Inst. 3-4:30pm	25 <i>No School - April Break</i> SPED Mtg. 8am-4pm	26 <i>No School - April Break</i> Exec. Asst. 9-9:30am	27
28	29 D.E.S.E. 9am-3pm	30	1	2	3	4
5	6	Notes  <b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>				

# May 2019


April '19							June '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6							1
7	8	9	10	11	12	13	2	3	4	5	6	7	8
14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30					23	24	25	26	27	28	29
							30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1 HR 7am-4pm	2	3 D.E.L.T.A. Mtg. 8-10am Humanities Mtg. 1-2:30pm	4
5	6 S:3A 3-4:30pm	7 EL Meeting 3-5pm	8 Curriculum/Inst. 3-4:30pm	9	10 Finance Dept. 10-11:30am	11
12	13	14 SPED 8:15am-1:30pm School Committee 5-10pm	15 D.E.L.T.A. Mtg. 8-10am Prof. Dev. 2-4pm	16 Liaison Mtg. 12-2:30pm	17 D.E.S.E. 9:30am-1pm	18
19	20	21 Curriculum/Inst. 3-4:30pm	22	23	24	25
26	27 <i>No School - Memorial Day</i>	28 School Committee 5-10pm	29	30	31	1
2	3	Notes				
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>						

# June 2019

May '19							July '19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4		1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13
12	13	14	15	16	17	18	14	15	16	17	18	19	20
19	20	21	22	23	24	25	21	22	23	24	25	26	27
26	27	28	29	30	31		28	29	30	31			

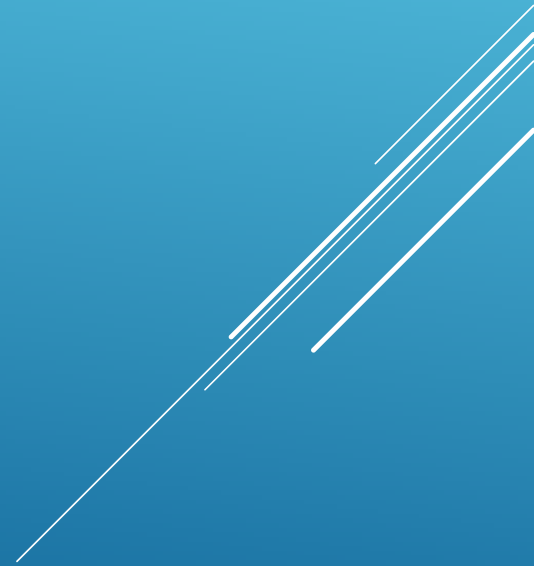
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4 Lang. Based Services 8am-3:30pm	5	6 D.E.L.T.A. Mtg. 8-10am	7	8
9	10	11 Lang. Based Services 8am-3:30pm School Committee 5-10pm	12 HR Mtg. 8am-4pm	13	14 EL Mtg. 11am-1pm	15
16	17	18	19 Liaison Mtg. 8:30-10:30am	20	21 Humanities Mtg. 2-4pm	22
23	24	25	26	27	28	29
30	1	Notes				
<b>Hudson Public Schools' - School Committee Room Calendar 2018-2019</b>						

The background is a blue gradient, transitioning from a lighter blue at the top to a darker blue at the bottom. Several white diagonal lines of varying thicknesses cross the background from the bottom-left towards the top-right.

# **SCHOOL ADMINISTRATION BUILDING 2019**

# IN YOUR MATERIALS

Original Building Envelope Assessment study by Raymond Design Associates, Inc. citing needed building repairs, construction implications and estimated hard and soft costs





# IN YOUR MATERIALS

Original Building Envelope Assessment study by Raymond Design Associates, Inc. citing needed building repairs, construction implications and estimated hard and soft costs

Administration Building Envelope Study dated 12/5/2017 summarizes estimated repair costs and the cumulative effects that would trigger ADA and addition of fire suppression sprinklers.

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Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023

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Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023

Administration Building Space Programming lists all current employees, anticipated ancillary space needs estimated at 16,500 SF with no consideration for growth to answer questions raised by the Board of Selectmen regarding the validity of the request.

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Hudson School Administration Building 20,000 SF addresses anticipated construction cost escalations projected to 2023

Administration Building Space Programming lists all current employees, anticipated ancillary space needs estimated at 16,500 SF with no consideration for growth to answer questions raised by the Board of Selectmen regarding the validity of the request.

2018 Calendar of School Committee Room Utilization to address BOS concerns Re: need for a school committee room. Calendar shows all usage for a one-year period.

# SCHOOL ADMINISTRATION BUILDING 2019

- **TIMELINE – HOW WE GOT HERE**
- **EXISTING CONDITIONS – HOW WE LIVE NOW**
- **FINANCIALS – COSTS TO REPAIR & RAMIFICATIONS**
- **OPPORTUNITIES**

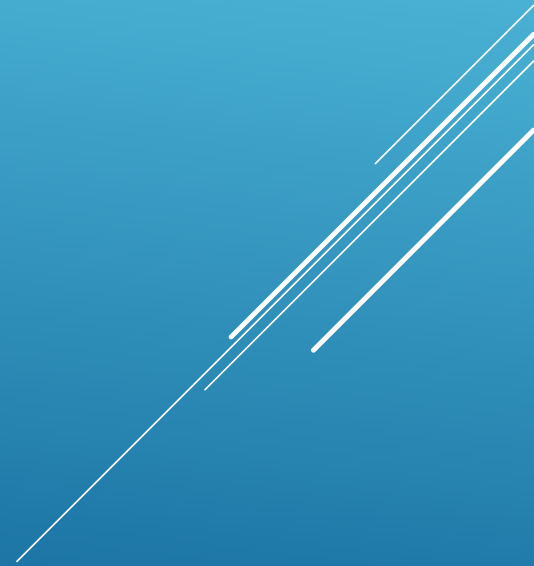
# SCHOOL ADMINISTRATION BUILDING

EVENT TIME LINE

## EVENT TIMELINE

- WINTER 2016/17 – BRICKS & ROOFING SLATES FALLING ONTO SIDEWALKS AND SIDE ENTRANCES
  - SPRING 2017 – STABILIZED CHIMNEYS BY REMOVING LOOSE VENEER BRICK
  - SUMMER 2017 – COMMISSIONED RAYMOND DESIGN ASSOCIATES FOR BUILDING ENVELOPE STUDY
  - FALL 2017 – PRESENTED REPORT FINDINGS
  - WINTER 2018 – REMOVED NARROW CHIMNEY LAKE STREET SIDE STABILIZED ROOF FLASHING
  - SPRING 2019 – WRAPPED TWO MAIN CHIMNEYS TO CONTAIN FAILING BRICK
- **\$56,000 - SPENT TO DATE ON REPAIRS**

# EXISTING CONDITIONS

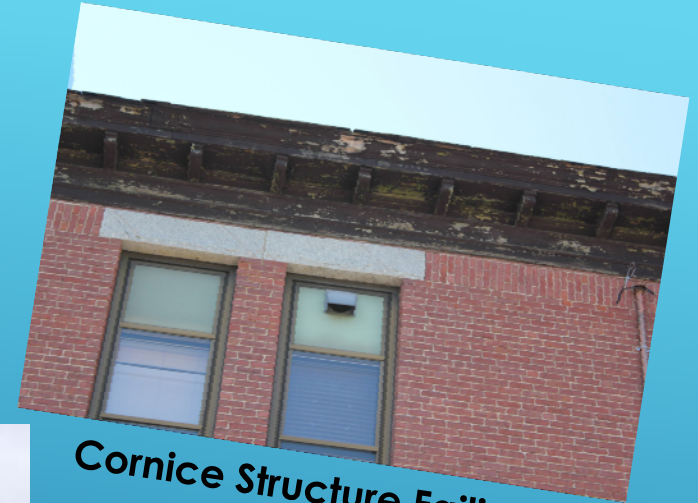




# Exterior Deterioration



Wood Trim and Masonry Deterioration



Cornice Structure Failing



Squirrel Damage to Cornice



Damaged Ice & Snow Guards



Bird and Rodent Access to Attic

# Failing Chimney Brick



Leaning Chimney



Damaged Flashing



Brick Veneer Failing



Falling Slate Roof Tiles



Cracked Chimney Removed



Chimney Wrap Failing



# Water Infiltration



Leaks Causing Falling Plaster



Leaks Causing Peeling Paint



Leaks Causing Drooping Ceilings



Leaks At Side Entrance Vestibule

# Challenge To Control Temperature



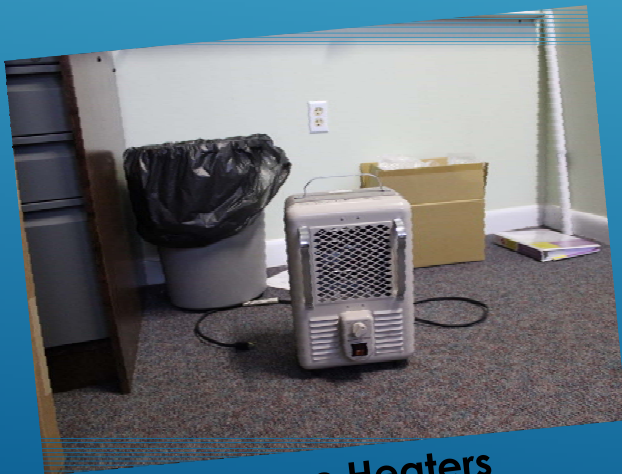
Use of many Window AC Units



Rattling Drafting  
Windows



Single Pane 123 YRO Windows



Space Heaters



Space Heaters



# Poor Accessibility



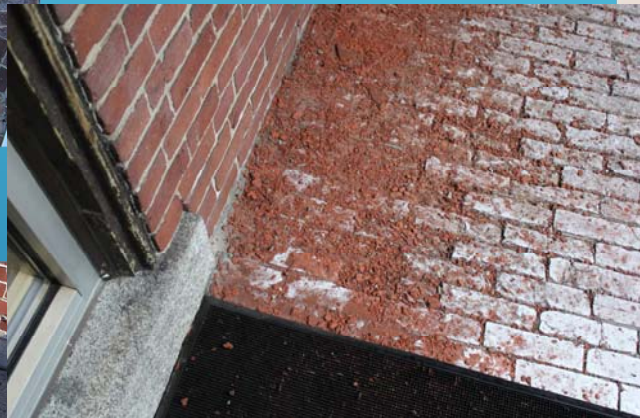
Falling Ice Snow Bricks & Slate



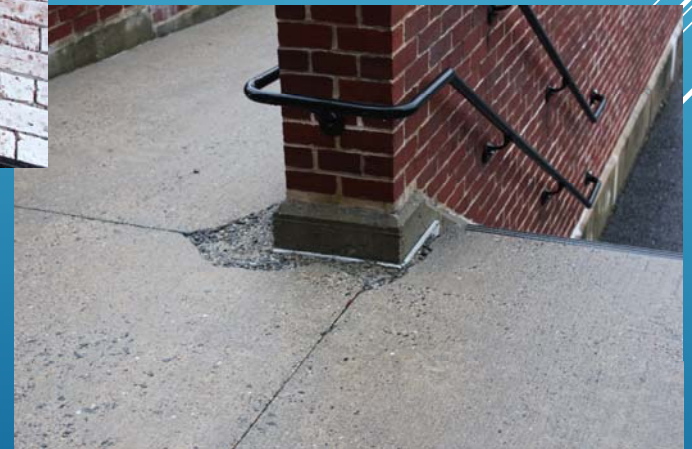
No Elevator



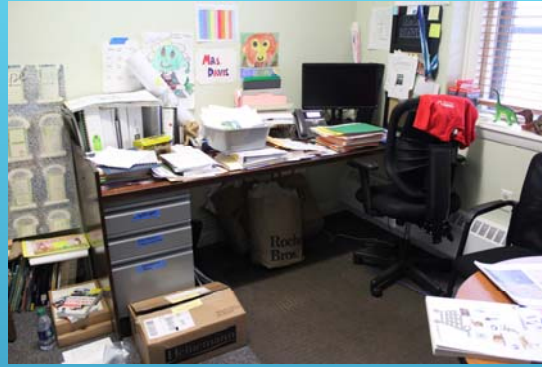
Handicap Ramp



Crumbling Brick Entry



Side Entrance



## Insufficient Space & Storage – Office Sharing





# Men's Room Conditions



Outdated Fixtures



Missing Tiles - Inadequate substrate



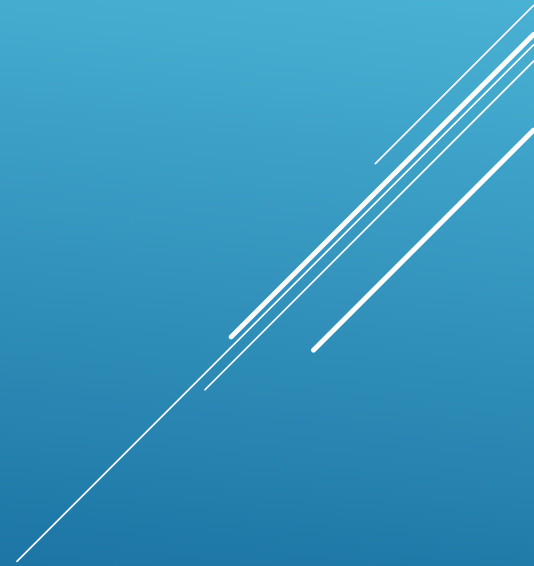
Tripping Hazards



Chipped Tile

**FINANCIALS**

**ESTIMATED REPAIR COSTS**





# ESTIMATED REPAIR COSTS

	Item	Estimated Cost	Cumulative
	<b>Building Envelope Items</b>		
1	Chimney Repairs / Removal	\$ 19,800	19,800
2	Replace Roof with Fiberglass Shingles	\$ 361,500	381,300
3	Cornice Repair (ornamental wood at eaves)	\$ 60,000	441,300
4	Window Replacement	\$ 173,280	
5	Masonry Restoration (repointing brick veneer)	\$ 268,800	
7	Misc. Siding Replacement	\$ 18,000	
8	Replace Basement Bulkhead	\$ 24,000	
9	Repair Basement Side Access	\$ 29,040	
10	Repair Existing Ramps	\$ 97,080	
11	General Conditions	\$ 100,000	
	Sub Total	\$ 1,151,500	
*	30% Triggers ADA Items	\$430,563.90	
*	33% Triggers Sprinklers	\$473,620.29	

# OPTIONS

## ❖ RENOVATE EXISTING FACILITY - \$4.5M

	<b>ADA and Fire Code</b>	<b>Estimated Cost</b>
12	ADA Compliance Items (elevators, ramps, entrance)	\$ 958,200
13	Fire Protection (sprinklers)	\$ 218,250
14	Contractor General Conditions 8 mos.	\$ 218,000
15	Soft Costs - arch design, contingency, relocation	\$ 1,170,444
16	Contingency for unforeseen items	\$ 381,893
17	Escalation for multi year phased project	\$ 351,341
	Sub Total	\$ 3,298,128
	<b>Grand Total</b>	<b>\$ 4,449,628</b>

# OPTIONS

- ❖ **RENOVATE EXISTING FACILITY - \$4.5M**
  - ❖ Need to consider 12+ months of relocation, rental and moving expense
  - ❖ Renovation does not fix poor functionality or storage shortage
  - ❖ Addition of elevator removes usable space from footprint
- ❖ **LONG TERM LEASE / BUY EXISTING BUILDING**
- ❖ **BUILD NEW**
  - ❖ **Old Police Station discussion**

**THANK YOU !**

The image features a blue gradient background that transitions from a lighter shade at the top to a darker shade at the bottom. Several white diagonal lines of varying thickness and length are scattered across the right side of the image, creating a sense of motion or energy.

## Matters for Action

### New Business

1. Approval of change in January 2020 School Committee meeting dates

HUDSON SCHOOL COMMITTEE  
MEETING SCHEDULE  
2019-2020 SCHOOL YEAR  
MEETINGS WILL BEGIN AT 7:00 P.M.

**2019**

**2020**

- ❖ July 30, 2019
- ❖ August 20, 2019
- ❖ September 10, 2019
- ❖ September 24, 2019
- ❖ October 8, 2019
- ❖ October 22, 2019
- ❖ November 12, 2019
- ❖ December 3, 2019
- ❖ December 17, 2019

- ❖ January 7, 2020
- ❖ January 21, 2020
- ❖ February 4, 2020
- ❖ February 25, 2020
- ❖ March 10, 2020
- ❖ March 24, 2020
- ❖ April 7, 2020
- ❖ April 28, 2020
- ❖ May 12, 2020
- ❖ May 26, 2020
- ❖ June 9, 2020

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Approved by School Committee: \_\_\_\_\_ 4/9/2019 \_\_\_\_\_

Matters for Action  
New Business

2. Approval of FY20 Financial Education  
Innovation Grant in the amount of \$2000.00

## GRANT ACCEPTANCE FORM

The following grant has been awarded to Hudson Public Schools and presented to the School Committee for Acceptance.

<b>GRANT</b>	<b>Grant Information</b>
<b>Description:</b>	<b>FY20 Financial Education Innovation Grant</b>
<b>Purpose:</b>	This grant has been awarded by the MA Treasurer to continue the support of Hudson's HHS Credit for Life / Reality Fair.
<b>Type of Funder:</b>	State - MA Treasury
<b>Awarded Amount:</b>	\$2000.00
<b>Start Date</b>	3/01/2020
<b>End Date</b>	6/30/2020
<b>Status</b>	Active
<b>Grantor</b>	Commonwealth of Massachusetts - Treasurer
<b>PROGRAM Admin</b>	Denise Reid / Kerry Bartlett
<b>PROGRAM Notes:</b>	<p><b>MA STATE-TRE Grant</b></p> <p><b>General Fund use:</b> Grant will be used to support promotional and material costs for this year's HHS Reality Fair.</p> <p><b>Grantor Name / Address:</b> Commonwealth of Massachusetts Office of the Treasurer and Receiver General One Ashburton Place – 12 Floor Boston, MA 02180</p> <p><b>Grantor Contact Name / Number / Email:</b> Christine Callahan – Business Manager Email: ccallahan@tre.state.ma.us Direct: (617) 367-9333 x.613</p>
<b>Program Location:</b>	<b>Hudson High School</b>

School Committee Date: \_\_\_\_\_

Vote: \_\_\_\_\_



**Hudson Public Schools  
FY20 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	FY20 GRANT YEAR / GRANT NAME	BRIEF DESCRIPTION OF AWARD	TOTAL AWARD
Federal	MA DOE	Entitlement	20-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 310,461.00
Federal	MA DOE	Entitlement	20-140 Title II	Title II, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	\$ 61,539.00
Federal	MA DOE	Entitlement	20-180 Title III	Title III of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English Learners (ELs) and Immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,412.00
Federal	MA DOE	Entitlement	20-309 Title IV	Title IV, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity and help ensure that all students have equitable access to high quality educational experiences.	\$ 17,353.00
State	MA Office of Public Safety & Research	Competitive	20-Safer Schools and Communities	Hudson has been awarded this grant to update and / or replace the security access, locks, keypads, and software technology at Hudson High School.	\$ 60,000.00
Federal	MA DOE	Entitlement	20-240 SPED IDEA	The purpose of this Federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 719,820.00
Federal	MA DOE	Entitlement	20-262 SPED Early Childhood Education	The purpose of this Federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,616.00
State	MA DOE	Competitive	20-734 Early Grade Literacy	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farley, Forest and Mulready elementary schools.	\$ 18,000.00
Corporate	Grant	Competitive	Avidia Bank Charitable Foundation	This grant, renewable since 2012, funds an advanced ESOL class each year running from January - June @ Hudson High School as part of their Community Partnerships program.	\$ 4,000.00
Corporate	Grant	Competitive	New England Dairy & Food Council -- Fuel Up to Play 60	This grant is a joint grant with Food Services and Athletics supporting Breakfast / Exercise programs at Farley and QMS.	\$ 5,525.00
Corporate	Grant	Competitive	Mass Cultural Council - Big Yellow Bus Grants	We have received two grants, QMS and FOR, to date for FY20. Each \$250 grant is given to offset transportation field trip costs. Each individual Hudson school can apply per year.	\$ 500.00
State	Grant	Competitive	MA Adult Learning Center (ADL)	The FY20 ADL grant was previously presented to the School Committee this past spring for \$365,595. Earlier this month, we received an additional allocation of \$17,968 for the FY20 grant. Funds will be used to increase teaching and PD hours.	\$ 383,563.00
State	Grant	Competitive	MA Treasury Financial Innovation Grant	Now in its 4th year, the Financial Innovation Grant is used to host the Annual Financial Career Fair at Hudson High School.	\$ 2,000.00
<b>TOTAL GRANTS:</b>					<b>\$ 1,665,789.00</b>

**Hudson Public Schools  
FY20 Grant and Gift Presentation Summary**

			<b>FY20 GIFTS TO HUDSON PUBLIC SCHOOLS</b>	<b>DISTRICT OR PER SCHOOL ALLOCATION</b>	<b>\$ Gift Amount</b>
Corporate	Sponsor	Corporate	Alliance Energy, LLC	Local Gas Station Rewards Program - Donation to be used within Hudson High School Science Program	\$ 500.00
Corporate	Corporate	Recognition	FHL Bank - Boston / New England Partnerships on Behalf of Avidia Bank.	Recommend by Avidia Bank, Hudson is presented to Hudson Adult Learning Center in recognition of the important work in the Hudson community.	\$ 1,000.00
Corporate	Foundation	Foundation	Best Buddies / Quinn Home & School	Gift to SEPAC Hudson to support stipend and program costs for Best Buddies program at Quinn Middle School.	\$ 2,000.00
<b>TOTAL GIFTS:</b>					<b>\$ 3,500.00</b>
			<b>FY20 GIFTS FOR HHS SCHOLARSHIPS</b>	<b>HUDSON HIGH SCHOOLS</b>	<b>\$ Gift Amount</b>
Estate	Corporate		The Thomas Hamilton Estate	Additional proceeds from The Thomas Hamilton Estate.	\$ 1,006.50
<b>TOTAL SCHOLARSHIPS:</b>					<b>\$ 1,006.50</b>
<b>SCHOOL COMMITTEE PRESENTATIONS GRAND TOTAL:</b>					<b>\$ 1,670,295.50</b>