

HUDSON SCHOOL COMMITTEE
March 10, 2020
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: February 25, 2020

III. Public Participation:

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

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

IV. Reports and Presentations

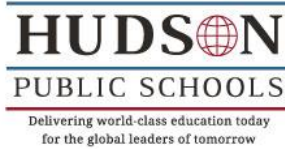
- a) Report of the Superintendent: Graduation/Drop Out Rates
- b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
 - Buildings and Grounds Subcommittee (if any)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 - 1. Kindergarten Registration/Dual Language Update

VI. Matters for Action:

- a) Old Business
 - 1. Second Reading of Approval of Proposed Revisions and Additions to J Policy Manual: Student Athletics, Fundraising, Student Activities



b) New Business

1. Approval of 2020-2021 School Calendar
2. Approval of Contract with N&T Mechanical Contractors, Inc. in the amount of \$19,000 for hot water heater replacement at Quinn Middle School

VII. Items of Interest to the School Committee

VIII. Executive Session

Not Needed

IX. Adjournment

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

Approval of Minutes

Regular Meeting: February 25, 2020

**Hudson School Committee
Open Session Minutes**

Meeting Date: February 25, 2020

Location: 155 Aspley Street

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

Members absent: none

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

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

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

II Approval of Minutes:

Regular Meeting: February 4, 2020

A motion to approve the minutes of February 4, 2020 was made by Mr. Smith and seconded by Ms. Tousignant Dufour. On a vote of 7-0, the motion passed.

Public Participation:

None

Reports and Presentations

Report of the Superintendent: District Improvement Plan: Mid-Year Progress Report

Dr. Rodrigues presented a summary of the progress on the action steps, strategic objectives, and priorities in the District Improvement Plan. Dr. Rodrigues stated that he worked with the Leadership Team to identify and report the status of the action steps. He reported that the district is in good standing and most action steps are in progress. He presented a chart with the basic status of where we are with respect to the priorities and the action steps associated with those priorities. He went to say that most areas are in progress or completed. He stated that some of these activities would be completed over the summer with the leadership team. Additionally, some of these steps are not a one-year commitment or are ongoing and not finite and will carry over to several years.

The following areas have not been started or are a little behind:

- Advisory Boards for the college and career pathways:

The High School program of studies along with the pathways was approved by the School Committee last month. If this is not completed this year, it will be moved to next year.

- 1:1 Technology:

The technology task force will continue to meet to implement some of the action steps of this priority. The budget will support this as we have included support for the teachers with a technology specialist.

- Curriculum Maps and research based practices for diverse learners.

Dr. Rodrigues stated that work will continue this summer. We will look at action steps for year 3 of the District Improvement Plan.

Mr. Smith asked if we anticipate that the action steps we are behind on would remain untouched. Dr. Rodrigues stated that he expects to make some progress this year.

Discussion ensued about the Advisory Boards and whether it makes sense to start now and then pick it up next year. Ms. Maston suggested it might be helpful to clarify the roles of the advisory committee even if we do not form the committees.

Mr. McDowell asked about priority 3.2 and if the intention of the action step was the planning or implementation of Professional Development. Dr. Rodrigues stated the intention is to have Professional Development in place.

Subcommittee Reports

Budget Subcommittee

Mr. Maston reported that there have been a few meetings of the budget subcommittee. The Budget book will be brought forward when ready.

Policy Subcommittee

Mr. Smith stated that there had been no policy subcommittee meeting since the last full committee meeting.

Strategic Goals Subcommittee

Mr. Tracy stated that this subcommittee had met to continue discussion on school start times. A more formal action plan was developed to begin the investigation around some of the major milestone steps. The next meeting is to be determined.

Superintendent's Evaluation Subcommittee

Mr. Maston stated that this subcommittee had met and is bringing forward the superintendent's mid-year goals later in this meeting.

Buildings and Grounds Subcommittee

Mr. Maston stated that this subcommittee had not met but would be meeting soon for some updates on the Apsley Street building.

Student Report

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

- ARC started today at HHS. She stated that it there was a lot of excitement and was rolled out pretty smoothly
- Community Council met with Mr. Medeiros about an activities bulletin board and is close to consensus about buying one.
- Community Council is looking to get a suggestion box placed at the high school as another way for students to voice their concerns more directly
- Hudson High School girls basketball next playoff game is February 27 in Medway
- Hudson High School Hockey playoff game is at New England Sports Center in Marlborough on February 26
- There will be a scholarship information night at Hudson High School on February 26. Seniors and their parents are encouraged to come to get info on scholarships and deadlines to apply
- Interact and trivia clubs are sponsoring a trivia night on February 28 with profits going to support Sgt. Chaulk and his family
- Juniors can sign up for the SAT prep course this week
- College panel night will be held for parents of sophomores and juniors on March 5

Matters for Discussion:

- a) Old Business
- b) New Business

1. District/Schools Report Card

Dr. Rodrigues reported that the Department of Elementary and Secondary Education released the district and schools report card last month. He said families can expect to receive the information by Friday of this week.

Ms. Kathy Provost, Assistant Superintendent, guided the committee through what the online report card looks like. She said there have not been a lot of changes but one big change is the report card has been linked to the district profile and accountability.

She stated that one can search by district, or by each of the schools, in seven categories of data. She also said that you can look at all students or by subgroups. The state has added a feature which allows you to click on a graph and this will bring you to the school and district profiles. The profile page has more help available and parents can choose multiple languages.

Mr. Tracy commented this information can be overwhelming for people and made a suggestion that when the information goes out to have commentary from the school principal and the superintendent.

Ms. Provost stated that each school will have a letter attached to the report card. This letter will contain some standard information required by the state as well as a paragraph customized by each principal.

Mr. Smith asked if this data gives the district deeper insight and if we can use it as a tool. Dr. Rodrigues stated that this is geared to families. Ms. Provost stated that there is other data that we use which allows us to go in depth.

2. Q2 Student Activity Account Report

Ms. Patricia Lange, Finance Director, gave the Student Activity Account Reports for quarter 2 ending December 31. There is one report for Hudson High School and one report for Quinn Middle School. She stated that the accounts have been reconciled to the general ledger at the town as well as to the checking and savings accounts.

Mr. Smith asked why one page had a date of November and one had a date of December. Ms. Lange responded that this was an error.

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

Dr. Rodrigues stated that the Superintendent's Goals Subcommittee had met to go over his mid year range for his goals. Dr. Rodrigues provided a summary of each of the goals and where his progress is in achieving them. Additionally, he provided a chart that shows if each goal is on target, off target or not started. Dr. Rodrigues went on to say that all goals are moving forward. He reported that for goal # 4, some catch up is needed. This goal is for weekly standing meetings with 50% of these as building walkthroughs. He said he

has weekly meetings with each principal now. Walkthroughs have sometime not happened because of the priorities that come up during these meetings. He reported that one of the decisions that has been made is to hold the bi-weekly principals meetings at the schools instead of at Apsley Street. Part of these meeting will now be dedicated to the group doing walkthroughs at the school and then a debrief afterwards.

Mr. Smith commented that the approach allows all to hear the feedback and foster more consistency across the district.

Mr. Tracy asked if there are proposed dates for end of year cycle.

Mr. Maston stated that the goal is to have the evaluation prior to the next election. Ms. Ryan stated that the tentative schedule is April 6 and April 13.

4. FY20 Q2 Budget Forecast

Ms. Patricia Lange, Executive Director of Finance and Operations, gave a review of FY20 projection and its effect on the financial plan. The projection includes January actuals and projections for remaining 5 months.

We have \$1.2 M in savings of which \$601K is in personnel, \$353K is in general expenses, and \$234K is in transportation.

The personnel savings is due to vacancies and leaves of absences.

We continue to have difficulty hiring paras and ABA's. We are currently recruiting for the nurse coordinator position. The general expense savings is a result of anticipated out of district tuition savings of \$425K. The savings is not a result of a freeze this year.

The transportation savings is \$234K of which approximately \$100 K is a result of the new First Student contract and \$137K in out of district transportation savings.

Ms. Lange provided the committee with a school choice balance and Chartwells update.

Mr. Maston asked what the school choice numbers are this year and if they have increased because of the addition of the elementary.

Ms. Lange reported that we currently have 96 school choice students which is an increase from last year.

Ms. Lange gave an update on how the school choice money will be utilized. Discussion ensued on Dual Language program transportation.

Dr. Rodrigues and Ms. Lange went on to provide the committee with an update on the budget stabilization plan. This included a discussion about pre-paid purchases and school choice carryover.

Dr. Rodrigues noted that progress is being made due to the stabilization plan.

Discussion ensued about school choice carryover.

Dr. Rodrigues also noted that we are one year behind in circuit breaker spending.

Discussion ensued about the program capacity we have created and its effect on general expenses. Ms. Lange stated that this year we will now be able to claim on circuit breaker for transportation.

Mr. Smith asked if we want to get the school choice account to zero. Dr. Rodrigues stated that we have had an over dependency on school choice in the past. Our goal is to have a dependency on what our actual revenue is. Discussion ensued about a buffer in the school choice account and what the buffer should be depending on what the needs of the district are. Discussion ensued about the intention of the school choice account. Dr. Rodrigues outlined some of the one time purchases we have been able to use the excess funds for.

Mr. Tracy voiced a concern about allowing an account like this turning into something that is always there. Discussion ensued. Discussion ensued about the Dual Language program and capacity at the elementary level. Dr. Rodrigues stated that there is no effect of the dual language program on numbers of classrooms at the elementary schools. Discussion ensued about census data and late enrollments over the summer.

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

Mr. Smith stated that these policies have to do with fundraising, student activities accounts, and athletics. He has one comment on policy JJE which had “both the principal and/or the superintendent” wording on the first page. Dr. Rodrigues stated that the word both should be removed.

Mr. Smith stated that he received a question about policy JJE and who it applies to. Dr. Rodrigues stated that this was for student driven fundraising.

Mr. Maston noted that these policies would be posted for comment and feedback. There will be a vote at the next School Committee meeting.

Matters for Action:

- a) Old Business
- b) New Business

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

A motion to approve the overnight field trip for the Hudson High varsity baseball team 3/27/20-3/29/20 to Plymouth, Falmouth, and Marion Massachusetts was made by Ms. Tousignant Dufour and seconded by Mr. McDowell. On a vote of 7-0, the motion passed.

CONSENT AGENDA

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

3. Reclassification of Funds

A motion to approve the contract with the Robert H. Lord Company, Inc in the amount of \$18,298.50 for 150 Elephant Z Stools for Quinn Middle School and the Reclassification of funds as presented was made by Mr. Smith and seconded by Mr. McDowell. On a vote of 7-0. The motion passed.

Items of Interest to the School Committee

Ms. Tousignant Dufour asked when will be discussing the changes made this year to the Quinn Middle School model. There has been some feedback from staff about the 20 minutes in grades 6 and 7 that has been used for SEL/recess. This is being looked at to see if we can pilot something this year or change something next year. Ms. Tousignant Dufour stated she would like to see more information, given the history of how the change came about. Mr. McDowell stated that he would be at the school council next week and would talk to Mr. Jeff Gaglione Quinn Middle School Principal and bring information back.

Discussion ensued about the challenges of the SEL/ recess block and the differences at each level in the schedule.

Dr. Rodrigues said we could have a discussion about this in the future.

Dr. Weksner stated the Dave Champigny, Forest Avenue Principal, came to school in a bunny suit as an agreement with the home and school association for making their fundraising goal.

Mr. Maston stated that next week is Dr. Seuss week.

Executive Session

Not needed

Adjournment

At 8:41 pm, a motion to adjourn was made by Ms. Tousignant Dufour 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

- Graduation/Drop Out Rates



Hudson Public Schools

REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.


SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators E

Standard II: Indicators A, C

Standard III: Indicators A, B,

Standard IV: Indicators A, E



I. Graduation Rates Report

The Massachusetts Department of Elementary and Secondary Education (DESE) recently released the high school graduation rates for Massachusetts. In the Hudson Public Schools (HPS), the data reported by the Department indicate that the percentage of students graduating in four years has slightly decreased in 2019.

The four-year graduation rate statistic represents a cohort of students from 9th grade through high school and is the percentage of the cohort that has graduated within that period.

Of the high school seniors attending the HPS in 2019, 87.5 percent graduated within four years, compared to 88.8 percent in 2018, a 1.3 percent decrease. The four-year cohort graduation rate for Massachusetts public high schools is 88 percent.

Decreases were also noted in four-year graduation rates for all sub-groups, with the exception of English Learners. The High Needs group decreased from 81.3 percent in 2018 to 77.6 percent in 2019, a 3.7 percent decrease. Conversely, English Learners increased to 68.8 percent in 2019 as compared to 57.1 percent in 2018, an 11.7 percent increase.

The HPS graduation dropout rate for the 2019 cohort was 4.7 percent compared to 5.3 percent in 2018. We are consistent with State averages and continue to experience gaps in the graduation drop-out rates among sub-groups. However, we have been trending down for the past three years with salient gains in this area (see Appendix A).

When a cohort of students is followed over a five-year period, the district graduation rate for 2018 is 91.5 percent, an increase of 7.7 percentage points from the previous year. This compares to an 89.7 percent graduation rate in a five-year period statewide.

II. Drop-Out Rates Report

The annual dropout rate was also released at the same time. This statistic provides information about high school students and the rate at which students in grades 9-12 dropped out of school in the 2018-19 school year.

The annual dropout rate in the district for 2019 is 1.6 percent, compared to 1.5 percent in 2018. This represents a 0.1 percentage point increase differential. HPS dropout rate slightly outpaced the state dropout rate currently at 1.8 percent (see Appendix B).

The drop-out rate data in this report measures different cohort of students when compared to the data available in the Graduation Rates Report. For clarification purposes, an explanation for the two metrics has been included in this document as Appendix C.

HUDSON PUBLIC SCHOOLS

4-Year Graduation Rate

| Student Group | # in Cohort | | | % Graduated | | | % Still in School | | | % Non-Grad Completers | | | % H.S. Equiv. | | | % Dropped Out | | | % Permanently Excluded | | |
|----------------------------|-------------|------|------|-------------|------|-------|-------------------|------|------|-----------------------|------|------|---------------|------|------|---------------|------|------|------------------------|------|------|
| | 2019 | 2018 | 2017 | 2019 | 2018 | 2017 | 2019 | 2018 | 2017 | 2019 | 2018 | 2017 | 2019 | 2018 | 2017 | 2019 | 2018 | 2017 | 2019 | 2018 | 2017 |
| All Students | 192 | 188 | 167 | 87.5 | 88.8 | 79.0 | 5.2 | 4.3 | 9.0 | 0.0 | 0.0 | 1.8 | 2.1 | 1.6 | 3.0 | 4.7 | 5.3 | 7.2 | 0.5 | 0.0 | 0.0 |
| Male | 109 | 88 | 78 | 86.2 | 89.8 | 64.1 | 3.7 | 2.3 | 15.4 | 0.0 | 0.0 | 2.6 | 2.8 | 1.1 | 5.1 | 6.4 | 6.8 | 12.8 | 0.9 | 0.0 | 0.0 |
| Female | 83 | 100 | 89 | 89.2 | 88.0 | 92.1 | 7.2 | 6.0 | 3.4 | 0.0 | 0.0 | 1.1 | 1.2 | 2.0 | 1.1 | 2.4 | 4.0 | 2.2 | 0.0 | 0.0 | 0.0 |
| ELL | 16 | 7 | 12 | 68.8 | 57.1 | 33.3 | 0.0 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 14.3 | 8.3 | 25.0 | 28.6 | 33.3 | 6.3 | 0.0 | 0.0 |
| Students w/ disabilities | 31 | 52 | 42 | 74.2 | 80.8 | 52.4 | 16.1 | 11.5 | 23.8 | 0.0 | 0.0 | 7.1 | 3.2 | 0.0 | 0.0 | 6.5 | 7.7 | 16.7 | 0.0 | 0.0 | 0.0 |
| Low income | 57 | 42 | 51 | 73.7 | 76.2 | 54.9 | 12.3 | 4.8 | 19.6 | 0.0 | 0.0 | 3.9 | 3.5 | 4.8 | 5.9 | 8.8 | 14.3 | 15.7 | 1.8 | 0.0 | 0.0 |
| High needs | 85 | 80 | 76 | 77.6 | 81.3 | 59.2 | 10.6 | 7.5 | 18.4 | 0.0 | 0.0 | 3.9 | 2.4 | 2.5 | 3.9 | 8.2 | 8.8 | 14.5 | 1.2 | 0.0 | 0.0 |
| Afr. Amer./Black | 3 | 3 | 6 | - | - | 66.7 | - | - | 16.7 | - | - | 0.0 | - | - | 0.0 | - | - | 16.7 | - | - | 0.0 |
| Asian | 7 | 4 | 6 | 100.0 | - | 100.0 | 0.0 | - | 0.0 | - | - | 0.0 | 0.0 | - | 0.0 | 0.0 | - | 0.0 | - | - | 0.0 |
| Hispanic/Latino | 17 | 8 | 13 | 76.5 | 87.5 | 53.8 | 5.9 | 0.0 | 15.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.4 | 17.6 | 12.5 | 15.4 | - | 0.0 | 0.0 |
| Amer. Ind. or Alaska Nat. | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 164 | 169 | 136 | 87.8 | 88.8 | 81.6 | 5.5 | 4.7 | 8.8 | 0.0 | 0.0 | 1.5 | 2.4 | 1.8 | 2.2 | 3.7 | 4.7 | 5.9 | 0.6 | 0.0 | 0.0 |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 1 | 3 | 6 | - | - | 66.7 | - | - | 0.0 | - | - | 16.7 | - | - | 0.0 | - | - | 16.7 | - | - | 0.0 |

5-Year Graduation Rate

| Student Group | # in Cohort | | | % Graduated | | | % Still in School | | | % Non-Grad Completers | | | % H.S. Equiv. | | | % Dropped Out | | | % Permanently Excluded | | |
|----------------------------|-------------|------|------|-------------|-------|------|-------------------|------|------|-----------------------|------|------|---------------|------|------|---------------|------|------|------------------------|------|------|
| | 2018 | 2017 | 2016 | 2018 | 2017 | 2016 | 2018 | 2017 | 2016 | 2018 | 2017 | 2016 | 2018 | 2017 | 2016 | 2018 | 2017 | 2016 | 2018 | 2017 | 2016 |
| All Students | 188 | 167 | 199 | 91.5 | 83.8 | 90.5 | 1.1 | 3.6 | 3.0 | 0.0 | 0.0 | 0.0 | 2.1 | 3.0 | 1.5 | 5.3 | 9.6 | 4.5 | 0.0 | 0.0 | 0.5 |
| Male | 88 | 78 | 104 | 92 | 71.8 | 87.5 | 0 | 5.1 | 2.9 | 0.0 | 0.0 | 0.0 | 2.3 | 5.1 | 1.9 | 5.7 | 17.9 | 6.7 | 0.0 | 0.0 | 1.0 |
| Female | 100 | 89 | 95 | 91 | 94.4 | 93.7 | 2 | 2.2 | 3.2 | 0.0 | 0.0 | 0.0 | 2 | 1.1 | 1.1 | 5 | 2.2 | 2.1 | 0.0 | 0.0 | 0.0 |
| ELL | 7 | 12 | 9 | 57.1 | 50.0 | 66.7 | 0 | 8.3 | 0.0 | 0.0 | 0.0 | 0.0 | 14.3 | 8.3 | 0.0 | 28.6 | 33.3 | 22.2 | 0.0 | 0.0 | 11.1 |
| Students w/ disabilities | 52 | 42 | 47 | 88.5 | 66.7 | 68.1 | 1.9 | 11.9 | 12.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.4 | 9.6 | 21.4 | 10.6 | 0.0 | 0.0 | 2.1 |
| Low income | 42 | 51 | 58 | 78.6 | 68.6 | 82.8 | 0 | 7.8 | 3.4 | 0.0 | 0.0 | 0.0 | 4.8 | 5.9 | 3.4 | 16.7 | 17.6 | 8.6 | 0.0 | 0.0 | 1.7 |
| High needs | 80 | 76 | 91 | 86.3 | 69.7 | 79.1 | 1.3 | 7.9 | 6.6 | 0.0 | 0.0 | 0.0 | 2.5 | 3.9 | 3.3 | 10 | 18.4 | 9.9 | 0.0 | 0.0 | 1.1 |
| Afr. Amer./Black | 3 | 6 | 3 | - | 83.3 | - | - | 0.0 | - | 0.0 | 0.0 | - | - | 0.0 | - | - | 16.7 | - | 0.0 | 0.0 | - |
| Asian | 4 | 6 | 2 | - | 100.0 | - | - | 0.0 | - | 0.0 | 0.0 | - | - | 0.0 | - | - | 0.0 | - | 0.0 | 0.0 | - |
| Hispanic/Latino | 8 | 13 | 11 | 87.5 | 61.5 | 72.7 | 0 | 7.7 | 0.0 | 0.0 | 0.0 | 0 | 15.4 | 0.0 | 12.5 | 15.4 | 18.2 | 0.0 | 0.0 | 9.1 | |
| Amer. Ind. or Alaska Nat. | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 169 | 136 | 179 | 91.7 | 86.0 | 91.6 | 1.2 | 2.9 | 3.4 | 0.0 | 0.0 | 0.0 | 2.4 | 2.2 | 1.1 | 4.7 | 8.8 | 3.9 | 0.0 | 0.0 | 0.0 |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 3 | 6 | 4 | - | 66.7 | - | - | 16.7 | - | 0.0 | 0.0 | - | - | 0.0 | - | - | 16.7 | - | 0.0 | 0.0 | - |

Appendix B

HUDSON PUBLIC SCHOOLS DROP-OUT RATES

| Drop Out Rate Summary | | Enrollment | # Students | % Students | | | |
|-------------------------------------|---------------------------------|----------------------|----------------------|--------------------|--------------------|--------------------|--------------------|
| 2018-2019 | All Students | 679 | 11 | 1.6 | | | |
| 2017-2018 | All Students | 724 | 11 | 1.5 | | | |
| 2016-2017 | All Students | 722 | 19 | 2.6 | | | |
| 2015-2016 | All Students | 753 | 13 | 1.7 | | | |
| 2018-2019 | | | | | | | |
| Student Group | # Enrolled Grades 09 through 12 | # Dropout All Grades | % Dropout All Grades | % Dropout Grade 09 | % Dropout Grade 10 | % Dropout Grade 11 | % Dropout Grade 12 |
| All Students | 679 | 11 | 1.6 | 0.6 | 1.9 | 1.1 | 2.8 |
| High Needs | 220 | 9 | 4.1 | 1.7 | 5.8 | 1.9 | 7.3 |
| Economically Disadvantaged | 120 | 7 | 5.8 | 2.9 | 6.9 | 0 | 15.4 |
| LEP English language learner | 36 | 4 | 11.1 | 0 | 14.3 | | 16.7 |
| Students with disabilities | 84 | 3 | 3.6 | 0 | 4.8 | 5.3 | 4.5 |
| African American/Black | 17 | 0 | 0 | 0 | | | |
| American Indian or Alaskan Native | 1 | | | | | | |
| Asian | 10 | 0 | 0 | | | | 0 |
| Hispanic or Latino | 63 | 5 | 7.9 | 0 | 16.7 | 5.9 | 12.5 |
| Multi-race, non-Hispanic or Latino | 8 | 0 | 0 | | | | |
| Native Hawaiian or Pacific Islander | 1 | | | | | | |
| White | 579 | 6 | 1 | 0.8 | 0.7 | 0.6 | 1.9 |
| Female | 352 | 5 | 1.4 | 1.1 | 1.3 | 0 | 3.6 |
| Male | 327 | 6 | 1.8 | 0 | 2.5 | 2.5 | 2.1 |
| 2017-2018 | | | | | | | |
| Student Group | # Enrolled Grades 09 through 12 | # Dropout All Grades | % Dropout All Grades | % Dropout Grade 09 | % Dropout Grade 10 | % Dropout Grade 11 | % Dropout Grade 12 |
| All Students | 724 | 11 | 1.5 | 1.2 | 1.6 | 1.6 | 1.6 |
| High Needs | 235 | 9 | 3.8 | 3.2 | 5.1 | 3.3 | 3.8 |
| Economically Disadvantaged | 136 | 6 | 4.4 | 5.4 | 2.9 | 5.7 | 3.3 |
| LEP English language learner | 44 | 4 | 9.1 | 10.5 | 6.7 | 0 | |
| Students with disabilities | 99 | 3 | 3 | 0 | 8.7 | 4.3 | 0 |
| African American/Black | 12 | 0 | 0 | | | | |
| American Indian or Alaskan Native | 2 | | | | | | |
| Asian | 13 | 1 | 7.7 | | | 0 | |
| Hispanic or Latino | 58 | 2 | 3.4 | 6.7 | 0 | 0 | 7.7 |
| Multi-race, non-Hispanic or Latino | 9 | 0 | 0 | | | | |
| White | 630 | 8 | 1.3 | 0.7 | 1.8 | 1.9 | 0.6 |
| Female | 364 | 3 | 0.8 | 0 | 1 | 0 | 2.1 |
| 2016-2017 | | | | | | | |

| Student Group | # Enrolled Grades 09 through 12 | # Dropout All Grades | % Dropout All Grades | % Dropout Grade 09 | % Dropout Grade 10 | % Dropout Grade 11 | % Dropout Grade 12 |
|------------------------------------|---------------------------------|----------------------|----------------------|--------------------|--------------------|--------------------|--------------------|
| All Students | 722 | 19 | 2.6 | 1.5 | 1.1 | 3.2 | 5.5 |
| High Needs | 227 | 17 | 7.5 | 4.3 | 3.1 | 9.1 | 18.4 |
| Economically Disadvantaged | 140 | 9 | 6.4 | 2.4 | 2.2 | 7.1 | 19.2 |
| LEP English language learner | 28 | 5 | 17.9 | 6.3 | 0 | | |
| Students with disabilities | 105 | 9 | 8.6 | 6.1 | 0 | 10.3 | 21.1 |
| African American/Black | 13 | 1 | 7.7 | | | | |
| American Indian or Alaskan Native | 1 | | | | | | |
| Asian | 17 | 0 | 0 | | 0 | | |
| Hispanic or Latino | 46 | 6 | 13 | 7.1 | 8.3 | 27.3 | 11.1 |
| Multi-race, non-Hispanic or Latino | 11 | 1 | 9.1 | | | | |
| White | 634 | 11 | 1.7 | 0.6 | 0.6 | 1.2 | 5.7 |
| Female | 376 | 7 | 1.9 | 0 | 1.1 | 1 | 5.7 |
| 2015-2016 | | | | | | | |
| Student Group | # Enrolled Grades 09 through 12 | # Dropout All Grades | % Dropout All Grades | % Dropout Grade 09 | % Dropout Grade 10 | % Dropout Grade 11 | % Dropout Grade 12 |
| All Students | 753 | 13 | 1.7 | 1.4 | 1 | 2.5 | 2.1 |
| High Needs | 245 | 8 | 3.3 | 0 | 3.3 | 8 | 4.2 |
| Economically Disadvantaged | 121 | 4 | 3.3 | 0 | 3.8 | 4.5 | 9.5 |
| LEP English language learner | 39 | 2 | 5.1 | 0 | 0 | 25 | |
| Students with disabilities | 112 | 3 | 2.7 | 0 | 2.9 | 8.7 | 0 |
| African American/Black | 15 | 0 | 0 | | | 0 | |
| American Indian or Alaskan Native | 1 | | | | | | |
| Asian | 18 | 0 | 0 | 0 | | | |
| Hispanic or Latino | 43 | 1 | 2.3 | 0 | 0 | 7.7 | 0 |
| Multi-race, non-Hispanic or Latino | 14 | 1 | 7.1 | | | 0 | |
| White | 662 | 11 | 1.7 | 1.6 | 1.1 | 2.3 | 1.7 |
| Female | 376 | 1 | 0.3 | 0 | 0 | 0 | 1 |
| Male | 377 | 12 | 3.2 | 2.6 | 2.1 | 5.6 | 3 |

Appendix C

Annual Dropout Rate vs. Cohort Graduation Rate

In Massachusetts, we strive to improve the quality of the public education system so that students are adequately prepared for higher education, rewarding employment, continued education, and responsible citizenship. Raising graduation rates is an important part of this goal. The annual dropout rate and the cohort graduation rate are two of the methods that the Massachusetts Department of Elementary and Secondary Education (MA ESE) uses to measure how the State's schools and districts are doing with respect to this important goal. One statistic is not the inverse of the other, nor are they duplicative. Each statistic provides a particular and distinct perspective on a school's success in keeping high school students in school. This overview explains each measure and the key differences between the two.

Annual Dropout Rate

The annual dropout rate is calculated by dividing the number of students who drop out over a one-year period by the October 1 grade 9–12 enrollment, multiplied by 100. Dropouts are those students who dropped out of school between July 1 and June 30 of a given year and who did not return to school, graduate, or receive a GED by the following October 1. This dropout measure was developed by the U.S. Department of Education and has been reported by ESE since 1993. Prior to 1993, ESE reported a dropout rate that included all students who dropped out of school regardless of whether they returned to school

The annual dropout rate for the 2005–06 school year is calculated as follows:

$$\begin{aligned} & \text{2005–06 Annual Dropout Rate} \\ & = \\ & \frac{(\text{Dropouts} - \text{Returned} \\ & \text{Dropouts}) = \text{Final Dropout} \\ & \text{Count}}{\text{October 1 2005} \\ & \text{Grade 9–12 Enrollment}} \\ & \times 100 \end{aligned}$$

Since the 2001–02 school year, the rate has been based on student-level data collected through the Student Information Management System. Prior to then the rates were based on aggregate counts collected from school districts.

When reporting the annual dropout rate, the ESE also reports a projected four-year dropout rate, based on the annual rate at each grade level. The projected four-year dropout rate is an estimation of the cumulative effect of four years of students dropping out of school for a given graduating class (e.g., class of 2010). The methodology assumes that (1) current annual dropout rates for grades ten, eleven, and twelve will remain constant over the next

three years, and (2) students who drop out will not return to school after October 1 of the following year.

Annual dropout reports and additional information on the methodology used to calculate dropout rates can be found at the [Dropout Rates homepage](#).

Cohort Graduation Rate

The cohort graduation rate is a new statistic first reported by ESE in winter 2007. ESE calculates and reports graduation rates as part of overall efforts to improve educational outcomes for all students. In addition, reporting graduation rates is required by the federal No Child Left Behind Act (NCLB) and by a National Governors Association compact that Massachusetts has signed. The rate tracks a cohort of students from 9th grade through high school and represents the percentage of the cohort that graduates within a certain amount of time. ESE reported a four-year graduation rate for the 2006 cohort and plans to report a five-year graduation rate for that same cohort when the data become available.

The four-year graduation rate for the 2006 cohort is calculated as follows:

$$\frac{\text{\# of students in cohort who graduate in 4 years or less}}{[\text{\# of 1st time entering 9th graders in 2002-03}] - \text{transfers out} + \text{transfers in}}$$

As part of the reporting of the graduation rate, the ESE also reports the status of students who did not graduate in four years. Non-graduates include students still enrolled in high school, students who earned a GED or received a certificate of attainment rather than a diploma, or dropped out. The cohort dropout rate is the percentage of students in a cohort who dropped out of school at any time in grades 9–12 and did not return.

More information on the cohort graduation rates can be found at the [Graduation Rates homepage](#).

The annual dropout rate provides information about one particular school year and all students enrolled in high school in that year. For example, in the 2005-06 school year 3.3 percent of high school students dropped out of school and did not return by October 1, 2006.

In comparison, the cohort graduation rate and the cohort dropout rate provide information about a particular group of students followed over the course of high school. For example, 79.9 percent of the students in the 2006 cohort (i.e. all students who started high school at the grade/year that would typically indicate a 2006 graduation date) graduated within four years. Of this same group of students, 11.7 percent dropped out and did not return or get a GED.

Matters for Discussion

New Business

1. Kindergarten Registration/ Dual Language Update

Matters for Action

Old Business

1. Second Reading and Approval of Proposed Revisions and Additions to J Policy Manual: Student Athletics, Fundraising, Student Activities

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

SECTION J – STUDENTS

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

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

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

Standards for Fundraising

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

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

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

SOURCE: MASC October 2016

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

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

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

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

established in the Hudson Public Schools Student Activity Guidelines.

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

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

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

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

Graduating Class Funds

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

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

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

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

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

Inactive Student Activities

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

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

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

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

Financing the program

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

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

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

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

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

Practices and games should not be scheduled seven days

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

SOURCE: MASC

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

603 CMR [26.00](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| | <p>will be the responsibility of each coach to notify the athletic director of any changes in that inventory as a result of damage, theft, dropping of an individual from the roster, etc.</p> <p>c. A season's closing inventory will be conducted by the athletic director and the coach, The coach will send the athletic director a request, in writing, for all equipment, supplies, and materials needed for the next season, The request must be submitted not more than two weeks after the close of the season,</p> <p>d. Students will be charged full replacement costs for any equipment issued by the school department which is either not returned, or is damaged by negligence,</p> <p>Adopted by the Hudson School Committee: June 11, 1991</p> | |
| JJIF | <p>Head Injuries and Concussion in Extracurricular Athletics</p> <p><u>Introduction</u></p> <p>The Hudson Public Schools (the District) seeks to prevent concussion and provide a safe return to activity for all students after injury, particularly after a head injury. Upon adoption of this policy by the Hudson School Committee, the District will submit affirmations on our school letterhead, documenting that we have complied with the regulatory requirement to develop appropriate head injury policies. The District will update and submit this affirmation by September 30, 2013 and every two years thereafter.</p> <p>1. <u>Persons Responsible for Implementation of Concussion School Policy and Procedures</u></p> <p>The Hudson School District has designated its Athletic</p> | <p>JJIF - ATHLETIC CONCUSSION POLICY</p> <p>The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or</p> |

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

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

2. Annual Training Requirement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Physical Examination

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

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

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

The Massachusetts concussion law requires student-athletes and

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

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

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

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

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

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

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

5. Medical/Nursing Review of Pre-Participation Forms

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

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

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

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

- Athlete is removed from the contest or practice.

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

7. Removing Athletes from Play and Medical Evaluation

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

8. Medical Clearance for Return to Play

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

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

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

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

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

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

gradual return to full participation in academic activities.

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

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

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

a) Annual training requirement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12. Communicating with Parents with Limited English Proficiency

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

parents?

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

13. Outreach to Parents for Form and Training Completion

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

14. Sharing Concussion-Related Health Information

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

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

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

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

dangerous play

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

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

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

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

Section II. Mechanism of Injury:

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

Section III. Signs and Symptoms:

Signs (what you see):

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

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

Symptoms (reported by athlete):

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

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

Section IV. Management and Referral Guidelines:

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

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

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

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

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

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

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

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

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

V. Gradual Return to Play Protocol:

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

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

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

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

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

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

Exertional Post Concussion Tests:

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

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

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

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

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

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

Section VI. School Nurse Responsibilities:

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

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

Section VII. School Responsibilities:

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

concussions and the educational impact concussions may have on students.

9. Include concussion information in student handbooks.

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

Section VIII. Athletic Director Responsibilities:

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

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

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

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

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

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

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

Section IX. Parent/Guardian Responsibilities:

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

academic needs.

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

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

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

Section X. Student and Student Athlete Responsibilities:

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

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

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

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

5. Follow recovery plan.

6. **REST.**

7. **NO ATHLETICS.**

8. **BE HONEST!**

9. Keep strict limits on screen time and electronics.

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

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

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

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

14. Follow Gradual Return to Play Guidelines.

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

16. Return medical clearance form to athletic trainer prior to return to play.

17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Marching Band Instructor

Responsibilities:

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

unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

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

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

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because

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

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

Section XIV. Concussion Education:

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

training on concussions and complete a certificate of completion. This training may include:

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

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

SOURCE: MASC December 2011

JJE – STUDENT FUND-RAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by the building Principal and/or Superintendent.

Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the Principal or Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

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

SOURCE: MASC October 2016

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

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

Adopted by Hudson School Committee: March 10, 2020

JJF – STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and expended in accordance with the procedures established in the Hudson Public Schools Student Activity Guidelines.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Principal or designee. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal or designee and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

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

Graduating Class Funds

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

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

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

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

Inactive Student Activities

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

1. The Principal shall request action to close the account from the School Committee.
2. All assets of the student activity organization shall be determined and stated in writing.
3. Any disposition of the student activity organization of \$500 or more shall be determined by the School Committee. Any disposition assets of an inactive student activity organization of \$499.99 or less shall be the recommendation of the Principal to the Finance Director and Superintendent for final approval. In no case shall the disposition benefit specific individuals. The primary goal in disposition should be to benefit the student body.

Identify in writing all assets of the student activity. The disposition of any assets will be in accordance with the Student Activity Account Guidelines and may not benefit specific individuals.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC July 2018

LEGAL REFS: MGL [71:47](#)

CROSS REFS: [JJA](#) - Student Organizations

Adopted by Hudson School Committee: March 10, 2020

PROPOSED

JJIB – INTERSCHOLASTIC ATHLETICS

The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Intramural athletic activities may be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well-being of students and staff members who participate in these activities.

SOURCE: MASC

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

603 CMR [26.00](#)

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

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

Adopted by Hudson School Committee: June 11, 1991

Amended by Hudson School Committee: March 10, 2020

JJIF – ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents/guardians.

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

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

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

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

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents/guardians, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

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

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

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

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

Adopted by Hudson School Committee: March 23, 2012

Amended by Hudson School Committee: March 10, 2020

JJIF-R – ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion (Traumatic Brain Injury) is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

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

Section III. Signs and Symptoms:

Signs (what you see):

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

- Loss of consciousness (any duration)

Symptoms (reported by athlete):

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

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

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. Worsening signs and symptoms requiring immediate physician referral include:
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure

- G. Unequal, dilated, or unreactive pupils
- H. Cranial nerve deficits
- I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
- K. Seizure activity
- L. Vomiting/ worsening headache
- M. Motor deficits subsequent to initial on-field assessment
- N. Sensory deficits subsequent to initial on-field assessment
- O. Balance deficits subsequent to initial on-field assessment
- P. Cranial nerve deficits subsequent to initial on-field assessment
- Q. Post-Concussion symptoms worsen
- R. Athlete is still symptomatic at the end of the game³. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.

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

- A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
- B. If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
- C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (or other approved test identified by the School District). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents/guardians and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is mandatory for all

student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

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

A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.

B. Following any concussion the athletic trainer must notify the athletic director and school nurses.

C. Following a concussion the student athlete will take a post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC. After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for 5 days.

D. If, after the first post-injury ImPact test, the athlete is not back to their baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.

E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete. F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.

G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician

assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.

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

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

Exertional Post Concussion Tests:

A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.

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

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

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

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

Section VI. School Nurse Responsibilities:

1. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
2. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
3. Observe students with a concussion for a minimum of 30 minutes.
4. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD. (a) If symptoms are not present, the student may return to class.
5. If symptoms appear after a negative assessment, MD referral is necessary.
6. Allow students who are in recovery to rest in HO when needed.
7. Develop plan for students regarding pain management.

8. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
9. Educate parents/guardians and teachers about the effects of concussion and returning to school and activity.
10. If injury occurs during the school day, inform administrator and complete accident/incident form.
11. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

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

Section VIII. Athletic Director Responsibilities:

1. Provide parents/guardians, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. REST.

7. NO ATHLETICS.
8. BE HONEST!
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Marching Band Instructor Responsibilities:

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

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student

athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

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

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

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

Section XIV. Concussion Education:

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

year student athletes and parents/guardians will participate in educational training on concussions and complete a certificate of completion. This training may include:

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

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

SOURCE: MASC December 2011

Adopted by Hudson School Committee: March 10, 2020

Matters for Action
New Business

1. Approval of 2020-2021 School Calendar

School Calendar 2020-2021

The School Calendar for the next school year presented some challenges due to the scheduled elections and due to Labor Day falling late on the calendar due to Leap Year.

In December 2019, the District was officially notified by the Town of Hudson of the two upcoming state and national elections: State Primary election on September 1, 2020 and Presidential election on November 3, 2020.

Labor Day is September 7, 2020. The contract, currently in effect between the Hudson Education Association and the Hudson School Committee, states that the school year will start on the Monday preceding Labor Day weekend. It also states that the Friday preceding Labor Day is a non-school day.

The contract also includes three full professional development days, one of which must be the Monday when personnel reports back.

As such, personnel will report to the 2020-2021 school year on Monday, August 31, 2020. Due to the September 1, 2020 State Primary election day, the District will use one of the two remaining professional development days on 9/1. Therefore, students will start the new year on Wednesday, September 2, 2020.

If we were to use the last remaining professional development day on November 3, 2020, Presidential election day, the District professional development needs would be significantly impacted by not having another full-day of professional development from December 2020 through June 2021.

In order to ensure that the District has a full professional development day in the Spring of 2021, the November 3rd election day will be a non-school day. In turn, the Wednesday before Thanksgiving will be a full day of school to compensate for the non-school day and to not extend the calendar year beyond June 18, 2021. Please note that the Wednesday before Thanksgiving is the only calendar day that the District has flexibility for potential date adjustments without infringing upon contract obligations.

Because the late start of school (9/2/20), the last day of school (180 days) will be Friday, June 18, 2021. This late end date is without adding any school days due to inclement weather. This is significant area of concern. The District will closely monitor this situation next year as we may have to make difficult decisions should there be a need to schedule make-up school days due to inclement weather.

Hudson High School
 Quinn Middle School
 Farley Elementary School
 Forest Elementary School
 Mulready Elementary School

978-567-6250
 978-567-6210
 978-567-6153
 978-567-6190
 978-567-6170



Hudson Public Schools
 155 Aspley Street
 Hudson, MA 01749
 978-567-6100
www.hudson.k12.ma.us

2020-2021 SCHOOL YEAR

| August/ September 19 days | | | | | | |
|---------------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 31 | X | 2 | 3 | X | 5 |
| 6 | X | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Aug. 31 Teachers Report
 Aug. 31 Grade 5 Orientation
 Aug. 31 Grade 8 Orientation
 Sep. 1 No School Professional Day
 Sep. 2 Students Report
 Sep. 4- Sep. 7 No School - Labor Day
 Sep. 17 Quinn Open House
 Sep. 23 Elementary Open House
 Sep. 24 Hudson High Open House

| October 21/40 days | | | | | | |
|--------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | X | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Oct. 12 No School-Columbus Day
 Oct. 21 Half Day Professional Development
 Oct. 22 Hudson High Evening Conferences

| November 17/57 days | | | | | | |
|---------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | X | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | X | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | X | X | 28 |
| 29 | 30 | | | | | |

Nov. 3 No School
 Nov. 11 No School- Veteran's Day
 Nov. 18 Half Day- Quinn Conferences
 Nov. 19 Half Day- Quinn Conferences Evening
 Nov. 26-27 No School Thanksgiving Break

| December 17/74 days | | | | | | |
|---------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | X | X | 26 |
| 27 | X | X | X | X | X | |

Dec 1 Half Day- PreK-4 Conferences
 Dec 1 Forest and Mulready Evening Conferences
 Dec 2 Half Day- PreK-4 Conferences
 Dec 2 Farley Evening Conferences
 Dec 9 Half Day Professional Development
 Dec. 24-31 No School- December Break

| January 19/93 days | | | | | | |
|--------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | X | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | X | 14 | 15 | 16 |
| 17 | X | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Jan. 1 No School- New Year's Day
 Jan. Half Day- High School Exams
 Jan 13 Half Day Professional Development
 Jan. 18 No School- Martin Luther King Jr. Day

| February 15/108 days | | | | | | |
|----------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | X | 11 | 12 | 13 |
| 14 | X | X | X | X | X | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

Feb. MCAS Biology
 Feb. 10 Half Day Professional Day
 Feb. 15-19 No School- February Break

| March 22/130 days | | | | | | |
|-------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | X | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

Mar. 3 Half Day- Quinn Conferences
 Mar. 4 Half Day- Quinn Conferences Evening
 Mar. 15 No School- Professional Day
 Mar. 9 Half Day - PreK-4 Conferences
 Mar. 9 Farley Evening Conferences
 Mar. 10 Half Day - PreK-4 Conferences
 Mar. 10 Forest and Mulready Evening
 Mar. 11 Hudson High Evening Conferences
 Mar. MCAS-ELA Gr 10 REVERSE 1/2 Day HHS
 Mar. MCAS-ELA Gr 10 REVERSE 1/2 Day HHS

| April 16/146 days | | | | | | |
|-------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | X | 3 |
| 4 | 5 | 6 | X | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | X | X | X | X | X | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

Apr. 2 Good Friday
 Apr. 7 Half Day Professional Development
 Apr./May MCAS Testing Window Grades 3-8
 Apr. MCAS-ELA Gr 8 REVERSE 1/2 Day for HHS
 Apr. MCAS-ELA Gr 8 REVERSE 1/2 Day for HHS
 April 19-23 No School April Break

| May 20/166 days | | | | | | |
|-----------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | X | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | X | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

May MCAS-STE Gr 8
 May MCAS-Math Gr 8,10 REV 1/2 Day HHS
 May MCAS-Math Gr 8,10 REV 1/2 Day HHS
 May 5 Half Day Professional Development
 May 24 No School- Memorial Day

| June 14/180 days | | | | | | |
|------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 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 | | | |

Jun MCAS-STE Gr 9 REV 1/2 Day for HHS
 Jun MCAS-STE Gr 9 REV 1/2 Day for HHS
 Jun. 6 Hudson High School Graduation
 Jun. 15 Last Day of KN with 0 snow days
 Jun. Half Day- High School Exams
 Jun. 18 Last Day of School with 0 snow days
 Jun. 30 Last Possible Day of School

denotes no school
 denotes district wide half day

Matters for Action

New Business

2. Approval of Contract with N&T Mechanical Contractors, Inc. in the amount of \$19,000 for hot water heater replacement at Quinn Middle School

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

Funding Source: _____
Account Number: _____

**Contract for Hot Water Heater Replacement at Quinn Middle School
Emergency Procurement**

Company Information:

Company Name: N&T Mechanical Contractors, Inc.
Address: 417 Bolton Rd. – Suite #1, Lancaster, MA 01523
Social Security #/ Federal Tax Identification#: 260306414

Terms of Contract:

- A. The contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.
- B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town. Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.
- C. The Contractor guarantees all goods and workmanship for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools: Based on N&T's quote dated 3/4/2020 and the information therein N&T Mechanical Contractors, Inc. will remove and replace the inoperable PVI water heater at Quinn Middle School and install a new AO Smith BTH-300 water heater for \$19,000.00 including all labor and materials. Project shall be completed by March 13, 2020.

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

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

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

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

Vendor:

Hudson Public Schools

Signature of Vendor

School Business Manager

Date: _____

Date: _____

Superintendent of Schools

Date: _____

ORIGINAL

SUPPLY/SERVICE PROCUREMENT FORM

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$2999. Procurements over \$4999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department:
Hudson Public Schools

Date: March 5, 2020

Department Head:
(signature)

[Handwritten Signature]

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

This is an emergency procurement. One of the two PVI hot water heaters at Quinn Middle School has burnt the chamber and collapsed making it inoperable. The one PVI heater that is left is carrying the whole school and kitchen for now but it is the same age as the other and if it fails there will be no domestic hot water at all in the school. The written quotes below provide for the complete demo and replacement of the heater.

Compiled and written by Wayne Miller, MCPPO

Recommended Quote or Bid

Date Quote Received: 3/5/20

Quote: \$19,000.00

Company Name: N&T Mechanical Contractors, Inc.

Written Verbal

Address: 417 Bolton Rd. – Suite 1
Lancaster, MA 01523

Quote Issued By: Tim Nickerson

Tel.: 978-733-4055

FAX:

Special Conditions/Notes:

Second Quote or Bid

Date Quote Received: 3/3/20

Quote: \$19,500.00

Company Name: Commercial Boiler Systems, Inc.

Written Verbal

Address: 152 Oldham St.
Pembroke, MA 02359

Quote Issued By: Bob Lee

Tel.: 781-294-4437

FAX:

Special Conditions/Notes:

Third Quote or Bid

Date Quote Received: 3/4/20

Quote: \$25,750.00

Company Name: Aalanco Service Corp.

Written Verbal

Address: 80-B Turnpike Rd.
Westborough, MA 01581

Quote Issued By: Larry Kurtzer

Tel.: 508-366-1449

FAX:

Special Conditions/Notes:

Chief Procurement Officer Action

Approved: *[Signature]*

Date: 3/4/20

Comments:

Approved low bid

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

N & T Mechanical Contractor's, Inc.
A Veteran Owned Co., VOSB Certified
417 Bolton Road, Suite 1
Lancaster, MA 01523
Office 978-733-4055

3/4/2020

Quinn Middle School
201 Manning Street
Hudson MA

We here by propose to install 1 AO Smith Cyclone HW Heater at the above mentioned project. Scope as follows:

Base Bid

- Provide Make safe and removal of 1 PVI HW Heater
- Furnish and Install 1 AO Smith 119 Gallon BTH-300 Cyclone Hot Water Heater
- Furnish and Install misc pipe and fittings required
- Repair / Replace insulation as needed
- Provide Check out and Start up of AO Smith HW Heater

Total project to be completed for the sum of: \$19,000.00

Clarification's

- ***Please Note: Electrical Disconnect and Reconnect is by Hudson School Department.***
- Price is valid for 60 Days.
- Labor is base on normal working hours.
- N&T is not responsible for factory tested equipment if purchased by others.

Exclusions

Demolition, Premium Time, Quick Ship, Taxes, Temporary Heating/ Cooling, Wet taps, CADD, Duct Cleaning, Dust Control, Fire caulking, Asbestos removal, Lead Abatement, Mold Remediation, X-Raying, Coring, Rigging, TAB & Commissioning, Insulation, Roofing, Plumbing, Painting, Electrical, Fire Alarm, DDC Controls, BTU Meters other than listed above, Fire Detail, Trash removal, Access Panels, Condensate pumps other than listed above, Equipment other than listed above, Building hydronic system shut down drain downs, Startup of equipment other than listed above, Chemical treatment, Bond, Structural steel for any equipment placements, Any structural penetrations, Liquefied Damages, Cutting, and patching are not included at this time.

Thank you,

Tim Nickerson
President
N&T Mechanical Contractor's, Inc.





Commercial Boiler Systems, Inc.

Mechanical Contractors

March 3, 2020

Mr. Wayne Miller CFA, MCPPO
Assistant Director of Facilities
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749

Re: Hudson Middle School Hot Water Heater Replacement Quotation

Dear Wayne,

We are pleased to submit our quotation to replace the leaking hot water heater at Hudson Middle School.

The following is included in the scope of this project:

- Removal and disposal of existing hot water heater,
- Installation of new high efficiency AO Smith Cyclone MXi BTH-300 condensing water heater,
- Piping into existing system,
- Electrical work required to bring hot water heater online,

The estimated cost is \$19,500 (Nineteen Thousand Five Hundred Dollars) inclusive of parts and labor.

Thank you for the opportunity to quote on this project. I look forward to speaking with you soon.

Sincerely,

Robert W. Lee
President

/mv

Please Note: This price does not include any removal of asbestos lead or any hazardous material, if required. All prices are valid for 90 days from date of quotation and are for normal business hours, Monday through Friday.



March 4, 2020

Wayne Miller
Hudson Schools
Quinn School
201 Manning Street
Hudson MA

Re: 250,000 119-gallon water heater

Thank you for the opportunity to quote on Installing a new AO Smith Cyclone water heater the scope of work includes

- Furnish (no cost permits) plumbing and gas
- Furnish labor to disconnect remove and dispose one PVI unit
- Furnish and install one AOSC BTHL-300 A NAT 119 GAL ASME CYCLONE WATER HEATER W/T&P VALVE
- Furnish and install pipe vales and fittings as needed
- Provide electrical services to wire the new water heater
- Start up and place the new water heater into service

Your investment for the specified scope of work will be \$25,750.00 plus applicable tax

If any additional work is requested, above and beyond the originally specified scope of work quoted, we will perform the work on a time and materials basis. Aalanco will also require a change order or purchase order for the additional work.

CONTINGENCIES

This proposal has been priced based upon the following contingencies

- ***Unimpeded access to the worksite.*** AALANCO Service Corporation has visited the worksite and is aware of existing conditions
- All work to be performed by Aalanco during regular working hours unless otherwise stated in an agreement
- If the local inspection agency requires stamped drawings to secure a permit, additional charges will apply
- Aalanco is not responsible for the existing water chemistry present in the building heating and cooling systems. The new equipment being installed may have a water chemistry specification required to honor the manufacturer's warranty. The water in the building systems must be tested and brought to specification prior to installing the new equipment. If you do not presently have a water chemistry company you work

AALANCO Service Corporation

80-B Tumpike Road • Westborough MA 01581 • Tel (508) 366-1449 • (800) 215-6698 • Fax (508) 366-1196

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with, Aalanco can recommend one for you. This work is above and beyond the stated contract pricing.

- All of the valves will hold upon closing. Should any of the valves not hold, replacements and/or blanking plates could be installed at additional costs, and will be negotiated
- Aalanco is not responsible for remediation, removal, abatement or repair of any asbestos or contamination and it is not included in the scope of work
- Aalanco cannot be held responsible for any delays caused by weather, federal, state or local officials, or any other circumstances beyond Aalanco's control
- If this project is cancelled, for any reason, after a signed agreement to do the work has been received by Aalanco, the customer will be responsible for all labor costs incurred, as well as any restocking fees levied by vendors for purchased materials and shipping/freight costs
- The individual/entity signing this agreement to purchase goods and/or services from Aalanco, as specified in the aforementioned scope of work, as well as the Company represented by the individual/entity signing in acceptance, are responsible for payment of the total amount due, as quoted within this agreement. Non-payment by a second or third party to the entity/Company signing this agreement does not constitute non-payment to Aalanco *for any reason* and Aalanco will legally pursue should these terms of payment not be met; entity/Company will responsible for all services charges which may accrue as well as administrative and/or court costs.

Terms

Terms are 50% with signed agreement, 30% at start-up, and the balance net thirty days from completion of work. All jobs are quoted at net price; no additional discounts are allowed unless specified.

Insurance

AALANCO Service Corporation recognizes its responsibility to its customers to carry all required insurance.


Warranty

All new equipment will be covered by the manufacturer's warranty. 10 year parts warranty (one year labor warranty provided by Aalanco Service Corporation).

The only purpose of this proposal is to set forth certain business points. This proposal does not incorporate all the terms and conditions. The preparation and execution of a more detailed and comprehensive written agreement between you and Aalanco Service Corporation is contemplated. AALANCO Service Corporation shall be bound only by the execution of that agreement and not by this preliminary proposal. Aalanco Service Corporation shall have the right to modify or withdraw this proposal at any time before the execution of the contemplated agreement.

Please feel free to contact me if you have any questions or require additional information. This quote will remain valid for 30 days from its date.

Sincerely,



Lawrence Kurtzer
Vice President

Aalanco Service Corporation

Agreed and Accepted by:

Company _____

Signature _____

Title _____

Date _____