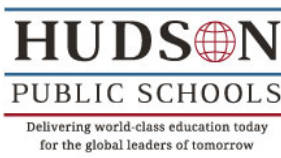


## **Please note the updated instructions below for public participation**

Pursuant to Governor Baker's March 12, 2020 Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, §18, and the Governor's March 15, 2020 Order imposing strict limitation on the number of people that may gather in one place, this meeting of the **Hudson School Committee will be conducted via in person and remote participation. Committee members will participate in person and using the online Google Meet platform**, and the proceedings will still be broadcast live on the Public Cable Access Channel – Comcast Channel 8, Verizon Channel 47 and Hud TV.

For the public participation item on the agenda, the following process will be used.

- Persons wishing to make public comment will send an email to the School Committee's email address [hps\\_schoolcommittee@hudson.k12.ma.us](mailto:hps_schoolcommittee@hudson.k12.ma.us) indicating that they would like to make a public comment at the School Committee meeting. This email must be received by 3:00 pm on the day of the meeting
- The School Committee will submit the list of names and emails wishing to make public comment to HUD TV no later than 5:00 p.m. the day of the meeting.
- Hud TV will send a meeting invite to those community members on the School Committee list for Public Comment.
- Hud TV will accept them into the Google Meet and mute their microphone.
- When the School Committee Chair recognizes someone wishing to make public comment, Hud TV will unmute that person's microphone and they will have two minutes to speak.
- When public comment is finished their microphone would be muted again by Hud TV.



**HUDSON SCHOOL COMMITTEE**  
**September 15, 2020**  
**Hudson High School F101/ Google Meet**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting September 1, 2020

**III. Public Participation:**

**IV. Reports and Presentations**

- a) Report of the Superintendent: Reopening of Schools- Update
- 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. Athletics 2020-2021
  - 2. COVID-19 Finance Status Update

**VI. Matters for Action:**

- a) Old Business
  - 1. Second Reading of Proposed School Committee Policies: MASC Policies for COVID
- b) New Business
  - 1. Bullying Prevention and Intervention Plan- Updated Version
  - 2. Approval of Contract with The Home Depot in the amount of \$19,337.65 for 7,200 Renown Single Roll Toilet Paper, 5,200 Scott Bathroom Tissue, 1,350 Renown Paper Towel Rolls, 2,100 Renown 20-30 gal. Trash Bag Rolls of 25 and 570 Renown 60 gal. Can Liner Rolls of 25
  - 3. Approval of Contract with BLW Engineers, Inc. in the amount of 10,687.50 to Evaluate HVAC Equipment and Provide Reports with Recommendations for COVID-19 to meet DESE COVID-19 Recommendations.

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

**VIII. Executive Session**

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

**IX. Adjournment**

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

# Approval of Minutes

Regular Meeting: September 1, 2020

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** September 1, 2020

**Location:** Hudson High School: Google Meet

Members present: Steven Smith, Adam Tracy, Nina Ryan, Matthew McDowell, Michele Tousignant Dufour

Members present participating remotely: Glenn Maston

Members absent:

Others present participating: Dr. Marco C. Rodrigues, Superintendent, Mr. Dan Gale, Director of Finance and Operations, Kathy Provost, Cathy Kilcoyne, Jennifer Allard

**I. Call the Meeting to Order: 7:03 p.m.**

**II Approval of Minutes:**

A motion to approve the minutes of August 18, 2020, was made by Ms. Michele Tousignant Dufour and seconded by Mr. Glenn Matson. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

On a vote of 6-0, the motion passed

**III. Public Participation:**

Mr. Steve Smith went over the guidelines for public participation.

Beth Langlois thanked Dr. Rodrigues, the staff, and the committee for their endless effort during this difficult time. She expressed her concern for the remote cohort model and would like to know when the schedule will be available so that families can plan. She also asked when families will find out who their children's teachers are. She also asked for there to be an opportunity for everyone to try out their technology and make sure everything works. She thinks the new website looks great but feels the FAQ's are hard to find. She suggested sending out a reminder or "email blast" to parents to inform them on the FAQ's and where they can be found.

**IV. Reports and Presentations**

**Report of the Superintendent: Updates**

Dr. Rodrigues shared the following updates:

We welcomed teachers and support staff back yesterday. We will continue to do Professional Development so we can welcome students back on September 16. The first day that students

will be physically in the buildings is Thursday, September 17. Last week we had a new employee orientation and we welcomed about 20 new staff members. This included a combination of teachers and support staff. All 20 new hires participated in a condensed version of new employee orientation. Typically, this is a 2-3 day event but Kathy Provost and Jennifer Allard were able to accomplish it in half a day. Yesterday, we began our 10 days of Professional Development. Dr. Rodrigues asked Kathy Provost to go over the Professional Development features and how we structured the next 10 days for all the learning models.

Kathy Provost showed a sample of the Professional Development schedule provided for each of the grade levels. Many of the activities are the same but they are differentiated based on level and building needs. Yesterday, we began with some building-based meetings where we talked about self-care, safety routines, and social-emotional learning. Each day, staff is provided with planning and collaboration time in the afternoons. They are learning in the morning, and then applying the skills they learned in the afternoons. We have been providing teachers keynotes each day. For example, today we provided teachers two keynotes to get them ready to go. One of them was a keynote for the vision of hybrid and remote learning, and then Ellen Shuck presented a technology keynote. We also wanted to make sure there is time for teachers to do self-paced training and exploration on their own. We are also offering office hours for anyone struggling or if anyone has questions. On Thursday this week, there will be training for teachers and building staff on an SEL screener. The 10 Professional Development days are very full but we want to make sure we are maximizing on the technology integration that is essential for remote learning.

Kathy Provost then outlined the underlying principles that will work for both remote and in person learning. This includes: Create a community and sense of belonging, and Promote conversation and collaboration among students. Something we identified from the surveys we received from teachers and others is to think about how to give feedback. Students need to understand what they're learning and how they're learning. The last two principles are: Create lessons with clear learning goals and consistent routines, and build in continuous opportunities for students to make their thinking visible and get feedback.

Teachers are exposed to interactive galleries. All of these bulletins have links, and teachers can click on the page to find examples. There were many teachers involved in creating this. Kathy Provost and the curriculum directors narrated the keynotes to the teachers. The example she used from that morning was: create community and a sense of belonging. This is the first job and so important to get started for the new year. It is the foundation for both students and teachers to feel comfortable. We want to encourage teachers to invest time in community building. We don't want to just jump into lessons right away, we want to think about how we can build community remotely and in person. We want to build community and then integrate it with content instruction.

The next keynote is: creating lessons with clear learning goals and new routines. Teachers do this all the time but now that we are spreading learning across modalities we need to plan to advance learning. "Just because students are learning remotely, doesn't mean that learning stops." Students are learning something new every day and we are reinforcing that learning continues. Teachers are delineating objectives and criteria for success. In our lesson planning, we are starting with "can do" statements. We are asking teachers to think about the operational and cognitive routines to optimize student growth.

The third keynote is: promote conversations and collaboration among students. Looking at tools to help students create structure and listen and share and create with one another. While

this is more challenging remotely, we have given teachers a lot of tools to do so. Again, we are also making sure that the sense of community is there.

The last keynote is: building continuous opportunities for students to making their thinking visible and get feedback. Relationships, and learning to grow through feedback runs through all of our principles. Feedback isn't a negative thing, we are thinking about how we can give feedback to help students strive to learn and grow. At the elementary level, some teachers were very skilled at using SeeSaw last year. We will be leveraging technology and we will be doing this in both realms. We want teachers and students to all be talking to each other. We have to think about the perspectives of other students in this learning environment. We want teachers and students to be successful.

Ellen Shuck then talked about Technology Integration. Ellen reached out to educators at all different levels and grades for volunteers. This group has spent countless hours over the past 5 weeks working on this and participated in a weekly Monday meeting as well as spending time on their own. They gathered resources, and shared their own practices and really brought things together. Ellen recognized the team.

One of the things we did was look at basic all skills staff should have. We divided the skills into: teachers, paraeducators/ABA therapists, and other HBS staff. We decided that all teachers K-12 will be required to create a google classroom so that there was a consistent platform for accessing, activities, lessons, resources and announcements.

Something else that was introduced in the past few days is the SAMR Model of technology integration. We're asking teachers and staff members to look at activities that they are integrating technology with and decide: are they using technology as substitution, modification, augmentation or redefinition? There is no right or wrong answer. Ellen and her team created HPS technology classroom which is a google classroom. The team that worked over the past 5 weeks are the instructors, and the other teachers across the district are the students. The front screen of google classroom is usually the page where you can type in notes to the class. In the classwork tab, we divided all the technology workshops into 5/6 different areas. These areas include: getting started, SAMR model, required ASPEN training. All teachers need skills in specific applications that include G suite level 1, G suite level 2, G suite level 3, and extra tech tools. Each lesson has a description of what they will be learning and how long it will take to complete the lesson. Teachers are asked to complete at least 12 hours of Professional Development and to complete a PDP technology log.

Dr. Rodrigues then talked about the hybrid learning model and said that he has been working on schedules for all the cohorts. Work has been done this morning to create classrooms for the cohort D classrooms for grades K-4. Dr. Rodrigues provided the preliminary cohort data for the three elementary schools.

Dr. Rodrigues talked about the impact of Cohort C on Cohort A and B. Cohort A will be attending classes Monday and Tuesday, Cohort B will be attending classes Thursday and Friday. All elementary classes have an enrollment of 7-14 students. He reminded everyone that one purpose of the hybrid model is to have smaller numbers of students in classrooms to maintain the 6 feet separation. Most of our classrooms can support up to 16 students.

Mr. Steve Smith asked what is the maximum number of students per teacher for the cohorts?

Dr. Rodrigues said all the classrooms have the same range as last year.

At the Quinn middle school the enrollment range is 8-12 students. We don't have the high school cohort numbers yet due to the complexity of the schedule.

Dr. Rodrigues had a discussion with Mr. Medeiros and curriculum directors to discuss potential scenarios and salient changes. After that, he met with the Presidents of the HEA

to discuss the proposed changes. Subsequently, Mr. Medeiros also had a meeting with members of the HEA to explain in even more depth the proposed changes and how the strategies will be different from the strategy we had before. There will need to be some level of agreement beyond the MOA we already have.

Mr. Medeiros discussed the changes in the schedule. He said the bell schedule is not being changed- there will be semester long courses, three 90 minute blocks and a 45 minute block at the end of the day. To meet everyone's progress to graduation as well as available staffing, it was creating too much stress on the master schedule to support both the in person and remote students. Even with considering a third party online curriculum it was too much of a task for teachers to take on that number of online classes to be feasible. Initially, we were going to have remote learners have two types of classes- the third party remote classes and remote classes taught by Hudson High School teachers. Also, we said that remote students would only be in courses with other remote students. Now, as the knowledge of available staffing and number remote learning students becomes available, the result is that how students are assigned in the remote learning academy is changing. Students in the remote learning academy will be assigned to a Hudson high teacher and there will be no outside online courses. Students in the 8<sup>th</sup> or 9<sup>th</sup> grade are more likely to be in classes with all other remote students. In 8<sup>th</sup> and 9<sup>th</sup> grade there are less choices, but in the older grades your class choices broadens and that's why for 8<sup>th</sup> and 9<sup>th</sup> graders we were able to create a consolidated pocket of a remote learning academy. In the upper grades the remote learning academy will be in courses with other cohorts. This means the life of a remote learning academy student will not change and they will be following the same block schedule. Because we chose this model it forced us to rethink- what is the instructional philosophy and the mindset for the hybrid model? The teachers get to decide what the two remote days will look like on a week to week basis. The result of having cohort D mixed in the plan is to run a regular school day. The students that log in from home will not necessarily be logged in for the entire 90 minute block. They may log off to complete a task or there may be something they need to do at home or they might do some independent work. While this is a change, we do see there are positive attributes to this model- essentially, every student will have a consistent schedule, clear routines for families and students, and we can be more flexible at the semester break. This model also provides a seamless transition for the community should we need to go fully remote. Taking attendance will be easier for teachers each day. Also the elimination of third party online classes will give students more connections with peers and educators. This is a change in expectations for faculty and we are asking them to have some component of synchronous connection in every block. We also recognize that there a change of how the learning was explained to family. Mr. Medeiros has a document that lays all of this out that will be shared with the community. There will be a 48 hour window for families to change to Cohort D. Every day we get closer to finishing school schedules.

Ms. Nina Ryan asked how does this this work for the SPED students that need more attention and are in Cohort D? This model seems very hands off when these students need hands on from teachers.

Mr. Medeiros believes this model will give them more synchronous access than in the previous model. We are developing learning plans for the year and how services will be met. Mr. Adam Tracy asked if there are any contracts signed with partners for the remote learning academy that we have to look at?

Mr. Medeiros answered that there are no contracts we have with any partners for remote learning. Our learning partner is one we have already partnered with and we only pay them



based on the number of used licenses we subscribe to every year. We had not given them a number yet for this year.

Mr. Steve Smith asked Mr. Medeiros to talk about the timing for communication to families. Mr. Medeiros explained that a document is being created and is in the process of being translated and it will be given to families by the end of business on Thursday. A week from Wednesday is the target date to release student schedules.

Mr. Steve Smith also asked if this introduces any new privacy concerns for students?

Mr. Medeiros said there is always the component for synchronous learning- there will be more of it as it is embedded in the routine of every class. The same rules, policies, and protections used in the spring will be used.

Mr. Glenn Maston asked two questions: does this change range of electives kids can take and in regards to AP students is there any way to provide notification to them sooner?

Mr. Medeiros answered there has been a conversation with AP Professors about communication to students regarding AP classes. There will be an increase in access to some electives for cohort D students. Some electives aren't possible to provide remotely. Possibly some of the tech and art classes may be adapted to a remote model.

Ms. Nina Ryan asked to talk further about how many kids are going to be in each class which Dr. Rodrigues had talked about earlier.

Dr. Rodrigues explains the numbers. He uses Kindergarten at Farley as his first example. 22 kids in Cohort A, 18 kids in Cohort B, 8 kids in Cohort C. Those 3 Cohorts will be divided into 3 classrooms and they will have 7-14 kids in each class. He explains the numbers in the other grades as well.

Dr. Rodrigues talks about building sanitization. Len and his team have developed cleaning protocols for am and pm at all schools. In the pm we have greater capability for sanitizing the buildings. Additional personnel will be hired. High touch areas will be cleaned more often. Ionization units have been ordered and the elementary install has been completed. Hubert is ordered and it will be an in house install. High school and middle should be completed by the middle of next week. We will be asking for approval for the Enozopro for every classroom which will provide spot sanitization. Dr. Rodrigues shows everyone the spray bottle and explains the technology behind it. It is a water bottle that brings the water into the ozone, it is not harmful and it can be used to spot clean. The alternative option is large tubs of Clorox wipes. The bottles have a lifespan of 4 years, and it is a better product all together, and is more economical over time. They can be used in the cafeteria to sanitize the tables. The bottle has the capability of sanitizing surfaces in the matter of seconds.

One of the things that has been a fluid process is the interactive process for employees requesting accommodations and time off. We have received 86 requests for accommodations, however this is a variety of accommodations and does not necessarily mean they are all asking for time off. The interactive process is so important so that we can identify the employee's needs. 19 employees have been processed in the system and are receiving ADA accommodations. The 19 employees include elementary, middle and high school staff. They will be working remotely with cohort D. 6 employees have received FFCRA leaves and will be on a temporary leave for 12 weeks. FFCRA is FMLA for Covid. We will need to find substitute teachers for while they are out. 8 employees have been accommodated to work remotely to support our cohort D students. They will be full time teachers working with cohort D students.

Dr. Rodrigues mentioned on social media there were posts claiming teachers were leaving the district due to safety concerns. Actually, to date we have only received 1 resignation.

Just today, one additional resignation was signed off on. It is not true that staff are leaving because they don't feel safe. Dr. Rodrigues said everything we have done so far is to ensure the safety of students and staff and what we have implemented is above and beyond what is recommended by the CDC and we take this very seriously. As we return to school, if every adult adheres to social distancing, hand hygiene, and mask wearing which are the three main methods of infecting, he has confidence that staff and students will remain safe. The adults need to be the role models for students.

Dr. Rodrigues said he is trying to do his best to accommodate everyone. Some teachers and staff members who have children elsewhere have asked for their kids participate in Cohort C. He has reached out to other superintendents to ask to accommodate those children in their Cohort C. All Hudson public school staff have the option to have their children in Cohort C. He recognizes that a lot of staff members were worried about finding daycare for their children so we created this solution for them. There are some positions still need to be filled especially at the high school. Some of substitutes are already in place and we are working very diligently on this.

Mr. Adam Tracy asked if it is assumed that for the employees under the FFCRA, they will return to school after the 12 weeks. Or will they need additional accommodations to work remotely?

Dr. Rodrigues said this is the understanding that they will return at this point. The FFCRA runs through December, and there is no information at this point that it will be extended. If they cannot return they can request unpaid leave.

Mr. Steve Smith asked if it is has been difficult to hire people?

Dr. Rodrigues answered that it is a combination of yes it is difficult and no it is not. At the elementary level, we have already lined up some substitute teachers and paraprofessionals. The ADA accommodations actually helped fill some of the gaps by providing teachers for remote students. The FFCRA leaves are only temporary. We have been interviewing and we even had an interview today for the middle school. The data is very fluid and is constantly evaluated as information becomes available.

Ms. Michele Tousignant-Dufor commented that there are 86 employees with accommodations, but wants to know what is the entire teaching staff number? What is the percentage of staff with accommodations?

Dr. Rodrigues said it is around 240. There is not a large percentage of staff that are requiring accommodations. He also said every one of the 19 employees have some medical condition that prohibits them from working. This is a provision of COVID, some people are more susceptible to the sickness.

Ms. Michele Tousignant-Dufor wants the public to know that the accommodations are not a huge crush on the Hudson School System.

Mr. Steve Smith asked if there are 86 employees who requested accommodations and there are 36 listed does that mean we still have 50 to work through?

Dr. Rodrigues said we still have about 7-8 to work through and the rest have been resolved.

Mr. Steve Smith thanked Dr. Rodrigues because the calls to all the superintendents takes time but it is important for us to help out in different ways.

Mr. Adam Tracy asked about other personnel outside of the teaching staff- do we have a sense for the numbers of support staff, particularly custodial staff? Where is the hiring process on that?

Dr. Rodrigues said our largest need to support teachers is: paraprofessionals, and ABAs. There is always movement during the summer. The custodians are all intact, we are getting

*Not Approved*

more help for during the daytime. We've secured the psychologists that we need. As far as the support personnel, we are in good standing.

Steve Smith asked when will parents for students in lower grades receive schedules for Cohort D?

Dr. Rodrigues said we will release this information at the same time as all the other cohorts. Principles have finalized the A and B schedules and Cohort D should be finalized this afternoon. Principals should have this information tomorrow and it will be released to parents in the next few days.

**Subcommittee Reports**

**Budget Subcommittee**

None

**Policy Subcommittee**

Mr. Steve Smith said there has been 1 Policy Meeting and we will have some policies to review later.

**Strategic Goals Subcommittee**

None

**Superintendent's Evaluation Subcommittee**

None

**Buildings and Grounds Subcommittee**

none

**Student Report**

**None**

V. **Matters for Discussion:**

Mr. Steve Smith said there is an opening for a spot on the School Committee. If anyone is interested in joining they would have to contact town clerk and get an interest form. The candidate must be a registered voter in Hudson. You will need to complete and submit an interest form by Thursday September 10. On Monday September 14 the School Committee will review the submissions and select a candidate. The term of the position will run through May 10, 2021 which is when the next town election takes place. At that point, the seat would be on the ballot for the remainder of the term which is another year. We got an update this morning that there was a request for 5 interest forms but none have been submitted yet.

Ms. Michele Tousignant-Dufor said the interest form is on the website and people can download it.

- VI.                   a) Old Business  
                          b) New Business  
                              1. First Reading of Proposed School Committee Policies: MASC Policies for COVID

Dr. Rodrigues said there are 3 main policies- the first is the face covering policy. The policy delineates which masks are appropriate and which are not based what we have learned about the virus. Everyone will wear masks but there will be exceptions. For every member of the community who cannot wear a mask we will require a doctor's note. This

has been discussed at length with the Board of Health and our District pediatrician. Once the notes are received, we will make a determination on the accommodation made. The masks/face coverings that are not acceptable are neck gators, triangle open-chin bandana, face coverings that have a valve up front and anything that is made out of a mesh material or has holes in it. Home-made masks must have at least two layers of fabric. The most important component is that masks should snuggle tightly around your mouth, chin and nose. It is not an option to have something below your nose. We will make sure to educate our community on the best practices of wearing masks. We will have videos on the website that show the proper positioning of masks. In order for staff and students to be safe at all times we will make sure they are wearing masks unless it is for medical reasons and that they are adhering to social distancing. This policy safeguards these expectations. The second policy is the travel policy. Travel has been restricted in areas that are not low risk- it is important to create a policy that not only safeguards employee's rights but the district's as well. This creates the protocols for people who need to travel to states not a low risk area.

The third policy is EBC-supplemental. MASC provided samples of language to be changed or enhanced due to COVID. There are a number of policies related to policies that already exist in the district. These policies are related to attendance, discipline, students who are at risk, plans for operation for maintenance, transportation and bussing, and contract tracing. The supplemental language provides more flexibility for how to interpret those policies as a result of the adjustments we have to make.

Mr. Adam Tracy asked if we are going to be providing signage about the mask policy around our schools. We are coming out of summer and the gators are very popular with kids. He thinks it would be helpful.

Dr. Rodrigues said all signage we have provided until now is about social distancing, interaction facing, and face masks. We do not have a sign that specifically talks about this but we can definitely create a sign and visual that talks about what's appropriate for a face mask and communicate that with families. We will be emphasizing that people need the proper masks. On an emergency basis we will have disposable masks we can provide.

Ms. Michele Tousignant-Dufour asked if a child comes with a gator will they be supplied with a mask and a note sent home?

Dr. Rodrigues said yes. We believe strongly in this and we have this responsibility to keep everyone safe.

Mr. Glenn Maston asked if we can we check the attendance policy as it seemed like there may be some lines missing. The text doesn't read logically on page 26.

Mr. Steve Smith said that we will double check and make sure this it is correct. The policies will be posted on the website for public viewing until the next meeting.

## VI. **Matters for Action:**

### a) Old Business

1. A motion to authorize the approval of Contract with Suburban Glass and Mirror Inc. in the amount of \$41,818.00 to purchase materials and labor to install additional plexiglass partitions was made by Ms. Michele Tousignant Dufour and second by Mr. Maston.

Mr. Adam Tracy asked where are these additional partitions were

expected to land and Dr. Rodrigues said these are for the Quinn Middle School.

The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

On a vote of 6-0, the motion passed

2. A motion to authorize the approval of Contract with Ricoh USA in the amount of \$21,600.00 for a 36 month lease for 6 machines was made by Ms. Michele Tousignant Dufour

The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

On a vote of 6-0, the motion passed

3. A motion to authorize the approval of Contract with Town Office Services in the amount of \$88,995.00 for Enozo Sanitizers was made by Ms. Michele Tousignant Dufour and second by Mr. Glenn Matson.

Ms. Nina Ryan commented that FEMA just put out today that as of September 15 they are not paying for PPE at schools and other non essentials- does this affect us?

Dr. Rodrigues said it could effect us, some of the expenses are being covered by the town and FEMA could reimburse some of the money. Some of the money we are reimbursed could be retroactive. Some of this money is coming from ESSR and the COVID relief funds. However, we are not depending on money we have not received yet.

Mr. Adam Tracy commented that it is his understanding on these devices there are no additional supplies that are required in order for them to work. So we do not need to procure additional alcohol or sanitizer solutions because it runs off of tap water.

Dr. Rodrigues confirmed that is correct. We did a cost analysis of the bottles versus the sanitizer wipes. We projected how many wipes we may need per day and per classroom. That brought us up to \$55,000 per year just for the wipes for 1 year. The cost of the bottle is \$88,000 for 4 years. The bottles have an expected life of 4 years plus these units have a 2 year warranty. We have been thinking we could use these bottles in our transportation as well.

One of the advantages of this product is the time from application to finish. The supplier keeps an inventory of this product at all times.

The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

On a vote of 6-0, the motion passed.

4. A motion to approve the Contract with Scholastic in the amount of \$10,500 was made by Mr. Glenn Matson and second by Ms. Michele Tousignant Dufour.

Ms. Michele Tousignant Dufour asked for a description on how this program works.

Kathy Provost said Literacy Pro is something that Scholastic has produced and is something we had looked at it before. Now that we have students reading remotely and in the classroom, this is the optimal time to purchase this product. This gives us access to all the books that Scholastic owns and it gives teachers the ability to pre select books for students. We will also get some professional development from this. There's a huge benefit to using Literacy Pro.

Ms. Nina Ryan asked how is this different from EPIC that many elementary schools use?

Kathy Provost said that while EPIC has a lot of books, Scholastic has hundreds and thousands of books. We will have access to different books and it will teachers the ability to control what students are reading and will provide flexibility in assigning kids books.

The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

On a vote of 6-0, the motion passed.

### **CONSENT AGENDA**

Mr. Steve Smith made a motion to approve the consent agenda and Ms. Tousignant Dufour second.

The following vote was taken by roll call



*Not Approved*

Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes

On a vote of 6-0, the motion passed.

**Adjournment**

IX. At 8:57 p.m. Chairman Mr. Steve Smith announced the Committee would enter Executive Session and not return to public session.

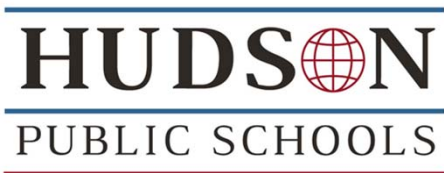
Respectfully submitted,

Adam Tracy, Secretary  
Hudson School Committee



# Report of the Superintendent

- Reopening of Schools- Update



Delivering world-class education today  
for the global leaders of tomorrow

# Report of the Superintendent

## Reopening of Schools Update

September 15, 2020

Marco C. Rodrigues, Ed.D.

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



# Communication Protocols

- Superintendent's Message to Families
- COVID-19 Employee Protocols and Guidelines
- COVID-19 Family Protocols – Attestation Form
  - Google Classroom, Remote Learning, Internet Use Protocols
  - Nursing Protocols



# Health and Safety

- Self-monitoring and screening tool for staff
- Self-monitoring and screening tool for families
- Visitors Screening Protocol
- Building Sanitization Protocols
  - GPS Technology: Needlepoint bipolar ionization (NPBI)
  - ENOZO3: Aqueous Ozone



# Personnel

- 86 - Number of employees who made a request for accommodations
- 25 - Number of employees who received ADA accommodation
- 09 - Number of employees who received FFCRA leaves
- 11 - Number of employees we accommodated to work remotely and to support the Cohort D schedule.
- 03 – Number of employees not returning to work: FMLA or Leave of Absence
- 11 - Number of new positions needed to fill gaps due to scenarios above



# COVID-19 Response Protocols

- Protocols for Responding to COVID-19 Scenarios in School and in the Community
- Mobile Rapid Response Unit
- Protocols and Metrics to Assist in Setting Transitions Between Learning Models in 2020-2021



# Transportation

- 12 – Number of Large Buses: 25 student capacity
- 03 – Number of Bus Tiers: High School, Middle School, 3 Elementary Schools
- 7 – 25 – Range of students riding the bus in AM and PM routes

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# HUDSON



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## PUBLIC SCHOOLS

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Delivering world-class education today  
for the global leaders of tomorrow

2020-21 School Year

COVID19 Employee Protocols &  
Guidelines



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# Introduction

Dear Hudson Public Schools Staff:

Hudson Public Schools (HPS) cares about the health and safety of our employees. During the COVID-19 pandemic, the District has taken steps to mitigate the outbreak and will continue to do so moving forward as the reopening of schools takes place.

The district was required to submit plans for 3 different education delivery models to the Department of Elementary and Secondary Education (DESE) for re-opening. These models included, full in-person instruction, full remote instruction and a hybrid mix of live and remote instruction. On July 28, 2020, the Hudson School Committee voted to support the recommendation of the Hybrid Model for the 2020-21 School Year.

In doing so, employees need information on expectations for in-person instruction and what to do regarding those expectations. The Protocols & Guidelines in this Plan provide that information. Please keep in mind, they are not intended to be fully exhaustive of all possible scenarios. These are in-person work habits that must be developed and maintained for safety reasons. Learning about them as early and as often as possible is meant to help you be prepared.

Administration is working closely with the Hudson Board of Health and monitoring guidance coming from DESE and the CDC. As changes take place, we will continue to work with our unions and other members of our school community as necessary to adjust to the best of our ability.

I encourage you to read this plan and ask questions as often as necessary to gain clarification and understanding. I also welcome your feedback and suggestions as we move forward together.

Sincerely,

Jennifer Allard  
Director of Human Resources

# Physical Distancing

All staff must maintain a physical distance of 6' when possible. During the school year, desks will be 6' apart, facing the same direction. Where there are tables rather than desks, chairs maintain the same spacing as above.

Employees must remain at least 6' apart from one another, including in the parking lot. While everyone is encouraged to take meals at their desks and/or workspaces, alternate areas with staggered break/mealtime schedules should be observed to reduce the number of employees and/or students in break rooms and cafeterias or other common areas at any one time.

## Workplace Layout

### Food and Break Rooms

Hudson Public Schools will limit unnecessary staff and visitors from food service areas and will encourage employees to bring their own insulated lunch box/bag with an ice pack or hot food items in a thermos, if possible, to limit use of common refrigerators and microwaves. Food should be removed from common areas and kitchen or break areas at the end of each day.

If eating with others, employees must maintain 6' of separation from others, face the same way and only remove masks in order to eat. Outdoors may be better than indoors for breaks - weather, space and distance permitting.

Employees should consider using disposable plates, cups, cutlery, etc. or take such items home every day to wash rather than using common sinks to wash personal items at work.

### Other Layout Considerations

HPS will evaluate workplace layouts and consider making certain stairways and hallways one way if social distancing guidelines cannot otherwise be met. When 6' distance cannot be maintained HPS may institute plexiglass shields, signage, floor markers, tables or other barriers to block airborne particles and ensure minimum distances in the workplace. Signage will also be provided to avoid crowding in elevators.

Furniture or work equipment may be reconfigured to facilitate social distancing. For example, removing tables and chairs in meeting, lunch or break rooms may facilitate social distancing and compliance with the CDC guidelines of at least 6' of distance between seats. Please remember that mealtime, where a mask may be removed to eat, requires at least 6' distance. HPS reserves the right to regulate the number of individuals eligible to be present in one place. Meeting sizes must also be limited, when possible. Virtual meetings or conference calls should take place rather than in person meetings when practicable and possible. HPS will designate assigned working areas to individuals and in general, employees are encouraged to minimize non-essential movement around buildings.

Administrators and Supervisors are instrumental in the planning, coordination and identification of workplace layouts and should be engaged in that process.

All changes will be balanced against maintaining appropriate building security.

Where feasible and appropriate, HPS will consider which employees may be able to continue to work remotely (including the duration of such remote arrangements) and those who need to be in the workplace. Remote work arrangements will not always be possible during the pandemic and any teleworking practices during the pandemic will not be deemed precedent setting.

Learn more about [social distancing](#) on the CDC website.

## Meetings

Educators will not be required to physically gather together for department, faculty or any other mandatory meetings, and may attend remotely via Google Meet from within school buildings. The administration and staff at each building may choose the best format to conduct mandatory meetings.

## Employee Interactions

HPS encourages employees to avoid hand shaking, hugs, back slaps and other forms of physical contact in which people may engage out of long-standing habit and instead employ hand waves or other such gestures that signal positivity without touching each other. Employees must limit travel between offices, classrooms, floors, and between buildings. Where feasible, individuals will be designated to a specific work site, and even a location within that work site, to allow for greater accuracy in contact tracing should an employee become ill.

## Employee Adherence to Safety Protocols

It is the shared responsibility of every Hudson Public Schools administrator and employee to adhere to the policies and procedures set forth by the Hudson Public Schools regarding hand hygiene, social distancing, mask wearing and symptom screening, and contribute to a culture of shared responsibility and accountability, in order to safeguard the health and safety of all. Issues and concerns regarding compliance with these policies will be brought to the HEA building representatives and addressed with the school principal.

## Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
<p><b>Individual is symptomatic</b></p>	<p>If an individual is symptomatic <u>at home</u>, they should stay home, quarantine and get tested.</p>	<p>Individual tests <b><u>negative</u></b></p>	<p>If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).</p>
	<p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home, quarantine and get tested.</p>	<p>Individual tests <b><u>positive</u></b></p>	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days from symptom onset <b>and</b> until at least 72 <b>hours</b> have passed with no fever and improvement in other symptoms <b>and</b> receive clearance.</p>
		<p>Individual <b><u>is not tested</u></b></p>	<p>If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school 10 days from start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication</p>

<b>Individual is exposed to COVID-19 positive individual</b>	If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should continue to quarantine and stay at home and be tested 4 or 5 days after their last exposure.	Individual tests <b><u>negative</u></b>	<b>Quarantine for 14 days from the time of contact. (last exposure)</b>
	If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked, go to the nurses' office to the medical waiting room to be picked up. They should not take the bus home. Employees go home. They should then quarantine and stay at home and be tested 4 or 5 days after their last exposure.	Individual tests <b><u>positive</u></b>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days from test or symptom onset <b><u>and</u></b> until at least 72 <b>hours</b> have passed with no fever and improvement in other symptoms <b><u>and</u></b> receive clearance.
		Individual <b><u>is not tested</u></b>	Remain home in self-quarantine for 14 days from exposure

## Protocols

People infected with COVID-19 have experienced a wide range of symptoms – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Certain measures are needed to reduce the risk of exposure and spread of COVID-19. An individual can spread COVID-19 to others even when not feeling sick.

### Staying Home When Sick

Employees must monitor themselves daily and review the employee self-screener before coming to school and **stay home if they feel sick** with the following and notify the school principal or COVID19 point of contact as soon as possible. In addition, the employee should enter the absence in Frontline.

- Fever (100.0° Fahrenheit or higher)
- Chills or shaking chills
- Cough (not due to other known cause, such as chronic cough)

- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms
- Other less common symptoms can include rash, inflammatory conditions such as “COVID toes,” and thromboembolic events.

**If an employee has any of the symptoms as noted above, he/she must get a test\* for active COVID-19 infection and remain at home until the test result is available or consult his/her primary care physician for clearance to return to work.**

## Test Sites

A list of test sites is available at <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?> and Massachusetts also has an [interactive testing map](#) at that site. Staff and students who have symptoms should also contact their primary care physician for further instructions.

## COVID Testing Protocol

### **If an employee tests positive for COVID-19:**

The employee must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative.

Employees who test positive will need to stay in self-isolation. Employees who test positive can return to in-person work at school after 10 days and once they have:

- a) been **72 Hours** without a fever (and without taking fever-reducing medications like Tylenol); and
- b) experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c) received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative) **or received clearance from their Doctor**

At this time, repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution. Written clearance from the public health authority contract tracers **should** be provided by the employee to HPS before the employee returns to any in-person work in a school building, **or a clearance from a Doctor.**



## Counting 10 days / 72 hour intervals for a positive case:

**10 days of isolation begins when the individual who tested positive experiences onset of symptoms.**

**The 72 hour period is no earlier than the last 3 days of the 10 day isolation, and is without fever reducing medications such as Tylenol.**

**Example: If an individual develops symptoms, regardless of when tested, they may return on the 11<sup>th</sup> day provided that they have had no fever on days 7-10 after symptom onset and have had improvements in other symptoms. The duration may be longer than 10 days if a fever persists or symptoms do not improve.**

### **An employee tests negative for COVID-19 after symptomatic:**

The employee must follow the guidance of his/her medical provider and remain home until symptom free for at least 24 hours unless able to provide written clearance to return by a medical provider sooner than 24 hours after symptom free. Some medical clearance to return may be dependent upon medical circumstances of the individual as determined by his/her medical provider (e.g., allergies, asthma other non-COVID-19 related illness).

## Guidance for Household Member Situations (symptomatic, positive tested or close contact notified)

**If a member of an employee's household becomes symptomatic,** the employee should get in touch with a medical care provider for guidance. HPS may request that the employee stay home and get tested and return to work with proper guidance from the local board of health unless the employee receives a positive test and/or begins to experience the above symptoms (See Section Above titled – “Staying Home When Sick”).

**If a member of an employee's household tests positive for COVID-19,** as “a close contact,” the employee must stay home **and quarantine for 14 days**, follow the guidance of the medical professional involved in the household member's case, be tested for COVID19 and follow the steps above pending the outcome of the test result.

**If a member of an employee's household is identified as a close contact for another individual who tested positive for COVID-19,** the employee may or may not be asked to stay home and be tested depending on the circumstances of the household member's close contact experience and the board of health guidance and DESE guidance at the time of notification.

## Personal Protective Equipment (PPE)

### Masks

Adults, including educators and staff, are required to wear masks in school and in any school parking lot unless in a school designated mask break area during a mask break. Staff are responsible for their own mask, unless one is provided by the school. All employees must adhere to the approved School Committee Mask Policy. It includes:

- Masks can be disposable or reusable and will need to: fully cover the nose and mouth and secure under the chin,
- be made with at least 2 layers of breathable material,
- fit snugly but comfortably against the side of the face, and be secured with ties or ear loops.

Based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate masks. If a staff member or student does not have a mask, they will be provided with a mask by the school district.

Instructions for how to fashion a homemade face covering with no sewing required can be found at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

Masks must be worn at all times in all common areas and shared spaces in buildings (including but not limited to hallways, breakrooms, copy rooms, classrooms, etc.) except at a workstation/private office that is in an enclosed space where no other personnel are present.

Employees who work in open or shared workspaces without sufficient partitioning should wear masks while at their workspace. Custodial staff will be required to wear gloves for cleaning and disinfecting purposes. At no time should a staff member be without a face covering when 6' physical distancing is not possible. Again, shared workspaces require masks even when 6' distancing is possible with the exceptions specifically noted above regarding office spaces.

For staff of the hard of hearing and deaf, clear masks might be an alternative consideration as requested. Please contact your building principal if you want to request this alternative as an accommodation (see below).

## Exceptions for wearing face masks

Such exceptions include situations that may inhibit an individual from wearing a face mask safely. These may include, but are not limited to:

1. Individuals who cannot breathe safely with a face covering, including those who require supplemental oxygen to breathe;
2. Individuals who, due to a behavioral health diagnosis or an intellectual impairment, are unable to wear a face covering safely; and
3. Individuals who need to communicate with people who rely upon lip-reading. In such cases, staff may be provided with additional protective gear (i.e. clear masks) to reduce the spread of COVID-19.

If a staff member cannot wear a mask due to a disability, they should promptly contact Jennifer Allard, Director of Human Resources (978-567-6100) to discuss potential accommodations. Any employee who cannot wear a face mask must provide a doctor's note indicating the need for an exemption.

Mask breaks should be taken throughout the day. Information will be provided at the school level regarding location, duration and frequency of mask breaks.

# Gloves

Except as specified below, staff will not be required to wear gloves throughout the day but rather, are required to practice hand hygiene (see section below).

It's important to note that staff will wear gloves when appropriate and at all times during the following activities: diapering; food preparation; and any screening activities requiring physical contact. HPS will consult with a child's medical records and identify any allergies when determining the type of gloves to use. Handwashing or use of an alcohol-based hand sanitizer before and after these procedures will always be required, whether or not gloves are used. To reduce cross-contamination, disposable gloves should always be discarded after the following instances.

After removing gloves for any reason, hand hygiene should be performed with alcohol-based hand sanitizer or soap and water.

Gloves should be discarded when there is visible soiling or contamination with blood, respiratory or nasal secretions, or other body fluids occur, as well as if there are any signs of damage (e.g., holes, rips, tearing) or degradation. Gloves should not be worn for more than four hours of continuous use. Previously removed gloves should not be re-donned as the risk of tearing and contamination increases; therefore, disposable glove "re-use" should not be performed. In addition, gloves should be removed following activities where glove usage is required including diapering, food preparation, and screening activities requiring contact.

Staff members who anticipate wearing gloves for specific types of work described above as part of their job, and who have allergies to any types of materials (i.e., latex) must notify the nurses office in advance so alternative material gloves can be provided.

# Hygiene – Handwashing

All staff must engage in frequent handwashing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal. Routine protocols will be established for effective handwashing in which individuals use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry. If handwashing is not available, hand sanitizer with at least 60 percent alcohol content can be used. Hand sanitizer will be available throughout each building.

Other key times for employees to clean their hands include:

- Before and after work shifts
- Before and after work breaks
- After blowing nose, coughing, or sneezing
- After using the restroom
- Before eating or preparing food
- After putting on, touching, or removing cloth face coverings

Employees must avoid touching own eyes, nose, and mouth with unwashed hands and cover mouth and nose with a tissue when coughing or sneezing, or use the inside of elbow.

Learn more about [handwashing](#), [coughing](#) and [sneezing](#) etiquette on the CDC website.

# Cleaning Procedures

Employees should routinely clean and disinfect highly touched objects and surfaces such as workstations, keyboards, telephones, desks as needed throughout the workday. Disinfectant will be provided by the District.

Employees are discouraged from using other employees' phones, desks, offices, or other work tools and equipment, when possible. If they must use shared/common equipment, employees are expected to clean and disinfect them after use. Cleaning supplies will be provided by the District. Deep cleaning will be conducted by custodial staff on a daily basis.

Before an employee leaves any room in which they have been working, they must wipe down their shared touch point work area with HPS-provided disinfectant. This includes shared space or equipment (e.g., copiers, printers, computers, keyboards, mouse, phone, equipment, desks and tables, etc.) as coordinated with others working in the same space. Those sharing spaces are expecting to discuss their plans proactively together.

The district will promptly close off school areas visited by the COVID-19 positive individuals until such areas can be appropriately cleaned and disinfected by custodial staff.

## Limited Sharing

Employees will do their best to limit sharing among students by keeping each child's belongings separated from others' and in individually labeled containers, cubbies, or areas; and ensuring adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limiting the use of supplies and equipment by one group of children at a time and clean and disinfect between use. Students will be discouraged from sharing electronic devices, toys, books, and other games or learning aids.

## School Cleaning and Disinfecting

HPS has instituted enhanced sanitization practices, which include nightly cleaning and disinfecting frequently used tools and equipment, and other elements of the work environment. Employees should regularly do the same in their assigned work areas as noted above. In addition, the district is hiring additional staff to assist in additional daily cleaning disinfecting throughout the buildings during the COVID19 crisis.

Common rooms and break/lunchroom areas will be cleaned and disinfected daily. Employees performing cleaning will be issued proper PPE. All bathrooms will be cleaned and disinfected frequently and regularly throughout the day; this includes cleaning all frequently touched fixtures, stalls, and mopping of the floors. Additionally, custodians have been directed to check on every bathroom regularly throughout the day for unsanitary conditions, a key protocol for when school is in session. Disinfecting is a key component of bathroom maintenance. All touch surfaces are wiped down with our district supplied disinfectant whenever bathrooms are serviced by the custodial staff. If a bathroom is found to be overly unsanitary during the day, it will be closed for immediate cleaning.

In addition to disinfecting elevators daily, custodians will be disinfecting all touch surfaces such as doors, handles, push plates etc. several times a day. Any trash collected from the school will be changed frequently.

HPS will ensure that hand sanitizer dispensers are filled. Employees are encouraged to notify a supervisor or member of the custodial staff when they notice a supply is out. HPS will identify where the dispensers will be located and installed at each school and identify the type of sanitizing product to be used.

HPS will thoroughly clean and disinfect those areas of the location that a confirmed-positive individual may have contacted in accordance with CDC guidelines, and it will do so before any employees can access that workspace again. Employees will receive appropriate communication.

## Staffing and Operations

### Responsibilities of Administrators and Supervisors

All administrators and supervisors must be familiar with these Protocols and Guidelines and be ready to answer questions from employees. Administrators and supervisors must set a good example by following these at all times. This involves practicing good personal hygiene and school safety practices to prevent the spread of the virus and encouraging this same behavior from all employees.

Administrators and supervisors will be expected to engage in regular supervisory monitoring and enforcement of work rules such as maintaining appropriate social distancing, use of personal protective equipment, etc.

Administrators and supervisors are expected to be actively involved in creating plans for their staff's workspace, common spaces, workflow, visitor workflow, work schedules, work priorities, etc. to determine how to ensure adequate social distancing consistent with the HPS guidelines.

Administrators and supervisors should communicate with custodial staff regularly about high-use areas that require heightened cleaning as well as identifying and arranging for necessary signage, taping, removal/rearrangement of furniture to ensure social distancing.

Attendance records must be kept at all in-person meetings to assist with contact tracing.

Administrators and supervisors will refer any requests for accommodations under the Americans with Disabilities Act to the Director of Human Resources. They will continue to be vigilant working to ensure that employees are not targeted by harassment or discrimination because of belonging to a protected group and contact Human Resources when such a claim is brought to their attention.

## Visitors

During the regular school year, HPS will limit any nonessential visitors, including parents/guardians.

# Designated COVID-19 Point of Contact

Each School Building has a designated COVID19 Point of Contact. School Building Principals/Directors will provide this information in the school buildings. School Nurses' offices are also a point of resource for COVID-19 for students and staff.

## Building Attendance Tracking

Any employee or visitor who comes in contact with a particular site will be logged to ensure the increased accuracy of contact tracing should an employee or visitor be sick. All visitors must complete the screening and sign-in sheet prior to conducting business in the building.

## Employee Well-Being Monitoring

Under the Americans with Disabilities Act ("ADA"), disability-related inquiries or medical examinations of current employees are limited to fitness for duty inquiries and other inquiries that are "job-related and consistent with business necessity," including to determine if an employee will pose a "direct threat" of harm due to a medical condition. Under recent Equal Employment Opportunity Commission ("EEOC") and CDC guidance, the COVID-19 pandemic creates a sufficient risk to permit employers to ask certain disability-related inquiries and require certain medical testing during the COVID-19 pandemic without violating the ADA. Confidentiality and privacy rights as well as anti-discrimination protections will be maintained as indicated below.

## Protocols for responding to COVID19 Symptoms

### Employee Exhibits COVID-19 Symptoms at Work

Employees who begin to show signs of illness at work and become sick during the day must separate from other employees and students and go home. An administrator should be informed to arrange safe supervision of students if the employee oversees students and no other adult is immediately present and able to provide such supervision. Departure should not be delayed. If a supervisor is not available, another school administrator should be contacted to ensure safe departure. Employees who do not supervise students should leave the building immediately and inform a supervisor as soon as he/she exits the building. If an employee is unable to safely drive herself/himself home, they may go to the school isolation room and request support from the nursing staff. HPS will ensure the safe transportation of anyone who is sick to their home by coordinating with the employee's emergency contact as necessary.

- Fever (100° Fahrenheit or higher)
- Chills or shaking chills
- New Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat

- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms
- Other less common symptoms can include rash, inflammatory conditions such as “COVID toes,” and thromboembolic events.

**If an employee has any of the symptoms as noted above, he/she must get a test for active COVID-19 infection and remain at home until the test result is available in which case, the following protocols must be followed:**

## Employee Tests Positive for COVID-19

The employee must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative.

Employees who test positive will need to stay in self-isolation. Employees who test positive can return to in-person work at school after 10 days and once they have:

- d) gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
- e) experienced improvement in other symptoms (for example, their cough has gotten much better); and
- f) received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative) **or received clearance from their Doctor**

At this time, repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution. Written clearance from the public health authority contract tracers must be provided by the employee to HPS before the employee returns to any in-person work in a school building.

## COVID19 Testing

A list of test sites is available at <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?> and Massachusetts also has an interactive testing map at that site. Staff and students who have symptoms should also contact their primary care physician for further instructions.

Employee tests negative for COVID19 after being symptomatic, the employee must follow the guidance of his/her medical provider and remain home until symptom free for at least 24 hours unless able to provide written clearance to return by a medical provider sooner than 24 hours after symptom free. Some medical clearance to return may be dependent upon medical

circumstances of the individual as determined by his/her medical provider (e.g., allergies, asthma other non-COVID19 related illness).

Employees who are diagnosed with COVID-19 should expect to provide the Nurse's Office or Department of Health with a list of everyone who worked in close proximity (within 6') for a prolonged period of time (15 minutes or more) with them during the 48-hour period before the onset of symptoms. This ensures a full list of individuals for close contact notification and testing. The Office of Human Resources will issue correspondence advising the employee regarding leave. Administrators or supervisors should make sure to follow up with the employee to check on the results of any test, to see how the employee is feeling, and to offer any support.

Any shared office building, area, or classroom will be thoroughly cleaned and disinfected. HPS will ensure the safe and correct application of disinfectants and keep disinfectant products away from children.

Per EEOC guidelines, HPS may disclose this information to a public health agency without violating confidentiality obligations. HPS will not share the employee's identity more broadly without first receiving, in writing, a truly voluntary consent from the employee to do so, but such consent need not be provided to HPS.

If an employee tests positive for COVID-19 they will need to stay home in self-isolation. Employees who test positive can return to in-person work at school after 10 days since symptoms first appeared and once they have:

- a) been 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
- b) experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c) received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Employees who test positive and have been hospitalized may return to work when directed to do so by their medical care providers. HPS will require an employee to provide documentation clearing their return to work prior to return.

At this time, repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution. Written clearance from the public health authority contract tracers must be provided by the employee to HPS before the employee returns to any in-person work in a school building.

Anyone who investigates a potential employee's COVID positive situation will notify the Office of Human Resources. The Office of Human Resources will send the employee correspondence with information regarding leave. It is advisable that supervisors follow up to see both how the employee is feeling and to offer any support.

If an employee who tests positive shares a home with another HPS colleague or student, it is essential to disclose so necessary steps can be taken to notify potentially affected individuals.



# Employee Has Close Contact with Individual Who Tested Positive for COVID-19

According to the Center for Disease Control and Prevention, close contact is defined as (a) being within approximately 6' (2 meters) of a COVID-19 case for a prolonged period of time; or (b) having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on). As a result, unless meeting the above criteria, the following examples **are not considered** exposure: walking through a public area or being in a building where an infected individual with a confirmed COVID-19 diagnosis has been.

All students and staff within a classroom are considered close contacts. Symptom onset and results of close contact tests will determine when the class can return to in-person learning.

Employees who have come into close contact with an individual who has tested positive for COVID-19 (co-worker or otherwise) will be directed to get tested. Such individuals should adhere to the protective measures noted previously and await a test result unless the individual experiences COVID symptoms, as described above. If they test positive, they will follow the procedures outlined above for employees who test positive for COVID.

If HPS learns that an employee has tested positive, HPS will attempt to determine from the employee the co-workers or others who may have had close contact with the confirmed positive employee. If an employee learns that they have come into close contact with a confirmed-positive individual outside of the workplace, they must immediately alert a supervisor.

Communication will be provided to all staff in the affected location. Also, all named close contacts will be contacted.

## Sick Leave and COVID-19-Specific Laws and Regulations

An employee who exhibits symptoms of COVID-19 should stay home or immediately go home if such symptoms onset at work. As such, HPS will apply its usual policies and practices regarding sick leave. It is also essential that staff know that it is paramount to take CDC-recommended measures when they are sick, have been exposed, or are caring for someone who is sick. It is not the goal of HPS to punish anyone for taking time off. Employees should communicate with the Office of Human Resources about their circumstances.

Should an employee test positive for COVID-19 or have a family member who tests positive for COVID-19, new COVID-19 specific laws and regulations provide guidelines about the absences. Also, school closures as a result of COVID-19 have also been the subject of recent legislation. More specifically, on March 18, 2020, the Families First Coronavirus Response Act (FFCRA) was signed into law. The FFCRA contains two key provisions for employers – the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). Both EFMLEA and EPSLA provide paid leave to employees for reasons related to COVID-19; both will expire on December 31, 2020.

The following is an overview of both the EPSLA and EFMLEA:

	<u>EPSLA</u>	<u>EFMLA</u>
<b>Employer</b>	Public Agencies; employers < 500 employees	Public Agencies; employers < 500 employees
<b>Eligible Employee</b>	No eligibility requirement	Employed for at least 30 calendar days
<b>Amount of Leave</b>	FT employees: 80 hours PT employees: Average hours normally scheduled to work over a 2-week period	12 weeks
<b>Reasons for Leave</b>	<ol style="list-style-type: none"> <li>1. Employee is subject to a Federal, State, or local Quarantine or Isolation order</li> <li>2. Health care provider has advised employee to self-quarantine related to COVID-19</li> <li>3. Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis</li> <li>4. Employee is caring for an individual who is subject to an order described in (1) or has been advised as described in (2)</li> <li>5. Employee is caring for a Son or Daughter if the School or Place of Care of the Son or Daughter has been closed, or the Child Care Provider is unavailable due to COVID-related reasons.</li> <li>6. Employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services</li> </ol>	Employee is unable to work or telework due to care for the Son or Daughter under 18 years of age if the School or Place of Care has been closed, or the Child Care Provider is unavailable.
<b>Amount of Pay</b>	<p>Reasons 1-3: Regular rate of pay up to a cap of \$511/day and \$5110/aggregate</p> <p>Reasons 4-6: two-thirds regular rate of pay up to a cap of \$200/day and \$2000/aggregate</p>	<p>First 2 weeks unpaid (but can use available EPSL)</p> <p>10 weeks: two-thirds regular rate of pay up to a cap of \$200/day and \$10,000/aggregate</p>
<b>Health Insurance</b>	Coverage under group health plan maintained	Coverage under group health plan maintained

Please reach to the Human Resources Office at 978-567-6100 with any questions if you believe you need relief under these laws.

It has been and will remain the practice of HPS to track staff absenteeism data; please note that its purpose is not, in any way, to deter any employee from taking time needed to care for themselves or their families but to monitor the changing staffing needs of the District.

## Employee Exhibiting COVID-19 symptoms or An Employee Failing to Follow Other Protocols

It's the personal responsibility of every employee to protect themselves, their co-workers, their families and their communities. Along with holding yourself accountable for staying home when sick, taking immediate action should you feel sick while in a school building, encourage colleagues to do the same. Therefore, if a coworker displays symptoms – take immediate action. While maintaining social distancing, respectfully communicate and let them know you are concerned and care. Remind them of the importance of staying home when ill and taking immediate action if they become ill in school. Ask them to follow the designated processes. If a co-worker displays obvious symptoms but refuses to acknowledge it, or if you feel uncomfortable approaching them, contact your building administrator or supervisor, the nurses' office or the Office of Human Resources. The same guidelines apply for an employee who fails to follow hygiene, facial covering, and social distancing rules.

## Body Temperature Monitoring and Other Tests

*In keeping with current guidance, HPS is not planning daily temperature checks for all students and employees. If the district at any point, should require an employee to have a temperature check done on-site, the following will apply:*

The EEOC expressly permits temperature checks during the COVID-19 pandemic. Employers performing temperature screenings of employees must comply with applicable federal, state and local health and safety laws to protect employees from potential workplace hazards. The CDC defines a fever as a temperature of 100° F or higher. The District reserves the right to do temperature checks either on site or requesting attestation to a temperature by the employee, provided the requirement is consistent and conducted in a non-discriminatory manner with respect to protected categories such as age, national origin, pregnancy, and religion. While the EEOC has not expressly addressed other types of medical examinations related to COVID-19, viral and antibody tests would presumably be permissible based on the same rationale. Any decision to test or screen employees will be made consistently across a job category or categories.

If an employee refuses to undergo a temperature check or other COVID-related test, the District may bar the employee from the workplace, but will not do so prior to a conversation that seems to identify the reason(s) for the refusal. If an employee requests an alternative method of screening when entering the workplace because of the employee's medical condition or religious belief, HPS will treat that as a request for a reasonable accommodation under the Americans with Disabilities Act or Title VII, as applicable.

Any COVID-19-related medical documentation will be kept separate from regular personnel files per ADA rules that require that employers must keep protected medical information confidential. Should the risk of infection with COVID-19 be no longer deemed a "direct threat" justifying widespread body temperature monitoring or other testing, this practice will become null and void.

If performing a temperature check on multiple individuals, a clean pair of gloves for each employee will be used, and the thermometer will be thoroughly cleaned in between each check. If disposable or non-contact thermometers are used and there is no physical contact with an individual, there is no need to change gloves before the next check. If non-contact thermometers are used, they should be cleaned and disinfected according to manufacturer's instructions. Employees who do not pass the screening protocols will move to a safe and private area to discuss next steps in accordance with this Guide.

If HPS performs temperature checks only those persons who did not pass the screening and the reasons (e.g., temperature taken at 7:00 a.m. and again at 7:15 a.m. and at or above 100 F both times) will be recorded. This record will be kept among school district medical records once it is complete.

### FLSA and Temperature Checks

While the guidance on the compensability of temperature checks is not definitive, should HPS require *on-site* temperature checks, HPS will pay non-exempt employees for the time spent measuring their temperature.

## Health Screening Inquiries

The District may ask employees who report feeling sick at work (or who call out sick) questions about their symptoms to assess their risk of having COVID-19 (i.e. "Are you experiencing COVID-19 symptoms?" and "Have you been in close proximity to anyone who has been diagnosed with COVID-19 or who has COVID-19 symptoms?" and "Have you traveled to any states subject to the MA travel order?")

An employee's confidential medical information elicited from these questions will be treated confidentially under the ADA, and any employment action taken based on the answers to any inquiry will be non-discriminatory. If an employee physically seems to exhibit COVID symptoms, HPS may inquire about such symptoms by asking about the onset of such symptoms. If an employee calls in sick, a supervisor is permitted to ask if the employee is experiencing COVID-19 symptoms.

## Inquiries About an Asymptomatic Employee's Vulnerabilities

According to the EEOC, for as long as the COVID-19 pandemic remains severe, employers may have sufficient objective evidence to conclude reasonably that certain employees will face a direct threat of death or serious harm if they contract COVID-19. Only in this circumstance may employers make disability-related inquiries of asymptomatic employees to identify those at higher risk of complications. "Vulnerable individuals" (individuals over the age of 65 or individuals with serious underlying health conditions including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy) may require "special accommodations." Please see information below and link to the CDC website for more information regarding types of serious medical conditions that "are" or "might be" at an increased risk.

While HPS may not ask employees if they have disabilities that make them more vulnerable to COVID-19, HPS is advising employees that if they have a disability, they can request an accommodation they believe they may need when the workplace reopens. Even if HPS knows that an employee has one of the medical conditions that place them at higher risk for severe illness, but the employee has not requested an accommodation, the ADA does not mandate employer action. In addition, the ADA does not permit the employer to remove the employee from the workplace or take any other adverse action solely because of the disability, unless the employee poses a direct threat to his health that cannot be eliminated by reasonable accommodation.

HPS will employ the same interactive process to determine reasonable accommodation (i.e., are there accommodations that would reduce or eliminate the threat of substantial harm to the employee?). If you feel you require such “special accommodations,” please reach out to Jennifer Allard (978-567-6100) in Human Resources.

## Qualified Individuals with a Disability

Absent undue hardship, HPS may be required to provide a reasonable workplace accommodation to individuals who, due to a preexisting disability, are at a higher risk from COVID-19. It is possible that many employees, including those with and without a disability, who have been working remotely may request to continue working remotely for various reasons. In general, under the ADA, only a qualified individual with a documented disability is entitled to a reasonable accommodation that allows the employee to perform the essential functions of the job. Thus, the District will first determine whether the employee requesting the accommodation is a qualified individual with a disability.

An employer may ask questions or request medical documentation to determine whether an employee's disability necessitates a workplace accommodation, either the one they requested, or any other alternative form of accommodation. Questions for the employee may include: (1) a description of the impairment including nature, severity and duration, (2) how the disability creates a limitation, (3) potential workplace accommodations and how the requested accommodation will effectively address the limitation, (4) whether another form of accommodation could effectively address the issue, and (5) how a proposed accommodation will enable the employee to continue performing the "essential functions" of his position.

As with any accommodation request, the District will consider whether the requested accommodation constitutes an undue hardship on the District or waives an essential function of the employee's job duties. Because “undue hardship” means “significant difficulty or expense,” an accommodation that would not have posed an undue hardship prior to the pandemic may pose one now. If a particular accommodation poses an undue hardship, HPS and the employee will work together to determine if there may be an alternative that does not pose such problems. Please note that the District will not automatically grant remote work as a reasonable accommodation to disabled employees who request to continue telecommuting once the workplace reopens. Such requests will remain subject to a reasonable accommodation analysis.

Note that all requests for accommodations will be eligible for an interactive process to determine whether there is a reasonable accommodation that will allow the employee to perform the essential functions of his/her position. This process can include HPS asking questions about the disability and/or requesting medical documentation. If you feel you require such accommodations, please reach out to Jennifer Allard (978-567-6100) in Human Resources.

Per EEOC guidance, employees are not entitled to an accommodation under the ADA to avoid exposing a family member who is at higher risk of severe illness from COVID-19 due to an underlying medical condition. The EEOC notes by way of example, an employee without a disability is not entitled under the ADA to telework as an accommodation in order to protect a family member with a disability from potential COVID-19 exposure. The ADA prohibits discrimination based on association with an individual with a disability, but that protection is limited to disparate treatment or harassment.

## Pregnant Employees

Under the Massachusetts Pregnant Workers Fairness Act, the District has an obligation to engage in an interactive process with a pregnant employee to determine an effective, reasonable accommodation to allow the employee to perform the essential functions of the job while pregnant or experiencing a pregnancy-related condition. No manager or supervisor at HPS may treat female employees more favorably than male employees (or vice versa) because of a gender-based assumption about who may have child-care responsibilities. HPS will not exclude pregnant employees from the workplace involuntarily, even if motivated by a desire to protect the pregnant employee.

If an employee requests an accommodation due to her pregnancy, HPS may be required to modify the job as an accommodation either because of the pregnancy or because of an underlying health condition that constitutes a disability. Such employees should reach out to Jennifer Allard (978-567-6100) in Human Resources to discuss reasonable accommodations. HPS may request and obtain medical certification from the employee's health care provider to assist in exploring an appropriate accommodation plan.

## Vulnerable Individuals

As noted above, employees over the age of 65 and employees with certain health conditions are considered "vulnerable individuals". Employees who have one of the medical conditions that put them at higher risk for severe illness from COVID-19 per the CDC guidelines can request a reasonable accommodation by letting the Office of Human Resources know they need a change in the working environment to meet a medical need. Such employees should reach out to Jennifer Allard (978-567-6100) in Human Resources to discuss reasonable accommodations. HPS may request and obtain medical certification from the employee's health care provider to assist in exploring an appropriate accommodation plan.

With respect to certain underlying medical conditions, the CDC website has provided lists distinguishing between individuals who they advise "are" at increased risk of severe illness from COVID-19 and those who "might be" at an increased risk. To learn more about this, please go to the CDC website at:

[https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fgroups-at-higher-risk.html](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fgroups-at-higher-risk.html).

Educators and other staff who are at higher risk of severe illness from COVID-19 will want to consult with their health care providers about whether and under what circumstances a return to in-person school settings would be medically inadvisable.

Even though the CDC has explained that individuals over age 65 are at higher risk for a severe case of COVID-19, the Age Discrimination in Employment Act (“ADEA”) prohibits employers from excluding older individuals from the workplace based on age (over 40), “even if the employer acted for benevolent reasons such as protecting the employee due to higher risk of severe illness from COVID-19.” Older employees are not entitled to a reasonable accommodation due to their age (although they may have a medical condition which would then entitle them to a reasonable accommodation for a disability).

## Mental Illness and Employee Fears

Absent undue hardship, an employee with a preexisting mental illness that has been exacerbated by COVID-19 may be entitled to a reasonable accommodation. While a preexisting mental illness which has been exacerbated by the COVID-19 pandemic (e.g., anxiety, obsessive compulsive disorder) may require a reasonable accommodation, employees cannot refuse to come to work because of very commonplace, ordinary-type fear and anxiety.

Under the Occupational Safety And Health Act (OSHA), employees may only refuse to work if they believe they are in “imminent danger.” As a practical matter, it is unlikely that a stay-at-home order would be lifted in the event that COVID-19 still posed an immediate threat to employee safety. However, affected employees can reach out to the Office of Human Resources with questions if an employee believes they are in need of accommodations or support. HPS may request and obtain medical certification from the employee’s health care provider to assist in exploring an appropriate accommodation plan.

## Refusal to Come to Work

If an employee fails to come to work because of COVID-19 concerns, the District will consider the reasonable accommodation requirements under the ADA. However, as a general rule, HPS may discipline an employee who refuses to come to work if the District is open *unless* the employee is eligible for and has been granted an approved leave of absence. Even if the employee has no available paid leave or mechanism for unpaid leave under an applicable collective bargaining agreement, reasonable accommodations will be explored prior to any disciplinary action as appropriate.

## Travel Inquiries (Updated August 1, 2020)

HPS reserves the right to inquire about an employee’s travel plans as long as all employees are being asked to disclose this information and the information requested is consistent and in line with the District’s ability to maintain a healthy work environment.

Governor Baker issued a new Travel Order effective August 1, 2020. In it, all individuals arriving in Massachusetts, including Massachusetts residents who have left the state for anything more than transitory travel, **MUST quarantine for 14 days** unless they:

1. are coming from a lower-risk state or
2. can produce, on request, proof of negative test result for COVID-19 from a test administered on a sample taken no longer than 72 hours before their arrival in Massachusetts, or

3. meet the exemption criteria (see below).

If an individual took a test prior to their arrival but has not received their negative result, they **MUST quarantine until you receive the negative result**. An individual may obtain a test at their own expense after their arrival in Massachusetts but they **MUST quarantine until they obtain a negative result**. Individuals who fail to quarantine are subject to a \$500 fine per day. Anyone arriving from an international destination and must quarantine for 14 days or meet the 72-hour testing rule.

All HPS employees must follow this order. Employees are also expected to be at work during scheduled workdays to demonstrate regular attendance.

Therefore, HPS employees should plan ahead for the 14 days prior to their typically scheduled school start date to avoid the problem of missing additional workdays unnecessarily. Those who typically start 5 days prior to the start of school date and all new hires who attend orientation 5 days prior, should take those additional days into account. We are asking that employees do not make plans for travel 14 days prior to their start of work date to states that require 14 days of self-quarantine upon return unless such travel is completely unavoidable. We are asking that you consider the safety of others in a school system and make every effort to avoid travel to states that require quarantine upon re-entry and use a commonsense approach in this regard. We do also understand that there may be unplanned travel at the last minute, such as an ill or ailing family member. Please contact the Office of Human Resources for special circumstances that could impact your ability to return to work on time after travel. For updated information regarding states that require quarantine upon re-entry into Massachusetts, please go to <https://www.mass.gov/info-details/travel-information-related-to-covid-19>. MA travel restriction information is always subject to change, check it prior to departure in addition to advance planning now. This is not an ask that is convenient for everyone. In an effort to keep all school staff and students safe, we need you to honor this expectation and plan ahead to the absolute best of your ability.

## Inquiries of Applicants

HPS can screen job applicants for symptoms of COVID-19 *after* making a conditional job offer as long as all employees in the same job category are subject to the same screening requirements. For instance, HPS may require all new hires to complete a questionnaire about recent travel or possible exposure to COVID-19.

If HPS determines that a new hire is at risk, the District may not withdraw its offer or employment unless the District also determines that the new hire poses a direct threat to the health or safety of the new employee or others. In addition, the District must determine whether the direct threat could be eliminated through a reasonable accommodation.

## Reporting Concerns and Investigating Complaints

HPS has an obligation to protect all employees from workplace harassment based on medical conditions and racial/ethnic status. The District is aware that the pandemic has created the potential for increased bias, discrimination and harassment based on national origin, race, ethnicity and disabilities. Pandemic-related harassment due to national origin, race, age, or disability or other protected characteristics is strictly prohibited, and employers are responsible for reducing the chance of harassment arising because of COVID-19; fear of the pandemic should not be misdirected against individuals (i.e. demeaning, derogatory, or hostile remarks



directed to employees) because of a protected characteristic, and it is against the law to harass or discriminate against co-workers because of a protected characteristic.

An employee who has been exposed to COVID-19, or whose family member has been exposed to COVID-19, should not be targeted by co-workers for harassment or exclusion upon return to work. Just like HPS has a duty to protect an employee who may be targeted by co-workers for belonging to a racial or ethnic group associated with a particular infectious disease, so too the District has a duty to protect such an employee from harassment based on their protected status or condition.

It is the role of administrators and supervisors to watch for, stop, and report any harassment or discrimination; administrators and supervisors will immediately review allegations of pandemic-related harassment or discrimination and take appropriate action. Everyone should review HPS's existing anti-harassment and anti-discrimination policy and direct all complaints to a supervisor and/or Jennifer Allard, Director of Human Resources.

## Workers Compensation

Several factors will determine whether an employee is eligible for workers' compensation benefits due to a work-related exposure to an infectious disease. These factors include the type of disease, the circumstances underlying the exposure, the employee's usual job duties, and the carrier's policies. An employee who believes that their COVID positive diagnosis is due to a work-related exposure to an infectious disease should contact the Office of Human Resources.

## Fair Labor Standards Act ("FLSA") and COVID-19

According to the Department of Labor, FLSA does not prevent employers from allowing telework or other flexible work arrangements allowing employees to work from home, and in fact, employers can encourage or require telework as an "infection-control or prevention strategy" based on information from public health authorities. In doing so, employers may not make such decisions based on protected characteristics, such as national origin, race, gender, age, or pregnancy status.

When employees have permission to telecommute, the requirements of the FLSA still apply, and an accurate record of hours worked must be maintained for all employees. HPS will work with their employees, and respective bargaining units, to establish hours of work for employees who telework and a mechanism for recording each teleworking employee's hours of work. While in such circumstances, employees can be required to perform work that is not within their job description, the bargaining unit representatives will always be consulted beforehand.

## Protected Concerted Activity

Even for any part of the HPS workforce that is not unionized, employees' rights to engage in protected concerted activity are protected if two or more employees talk about unsafe working conditions or if an employee brings group complaints about COVID-19 related issues in the workplace.

While on the job, the social distancing requirements which encourage a "No Congregation" policy by maintaining a minimum distance of 6' from other individuals are in effect for safety purposes; this provision is, in no way, meant to limit the employee's rights under Chapter 150E.

## Employee Assistance Programs (EAPs)

The District recognizes that employees may be returning to work with heightened anxiety, during periods of mourning and/or under financial pressures, so please reach out to our EAP services which are confidential resources:

General Support | 1 (800) 451-1834 | Available 24/7

[www.allonehealth.com/MIIAEAP](http://www.allonehealth.com/MIIAEAP)

Smartphone App - Go to Google Play or App Store for "MIIA EAP" app. Log in with passcode: miiaeap Use the app to search for information or resources, and to contact the EAP for services.

HPS also recognizes that coping with COVID-19 has been trying and difficult. Feel free to contact the national distress hotline: 1 (800) 985-5990, or text TalkWithUs to 66746

## COVID-19 Parent Agreement

Dear Families,

We all need to work together to keep the Hudson Public Schools community healthy and safe. As a parent, I agree to the COVID-19-related requirements including:

- Performing a daily temperature check on my child to screen for fever before arrival at HPS. Fever is defined as a temperature of 100.0 F or 37.8 C or higher. If my child has a fever, I will not send my child to school and call my child’s doctor for further advice.
- Make a visual inspection of my child on a daily basis before arrival to HPS for possible COVID symptoms which could include: fever of 100.0 or higher, new cough, shortness of breath or difficulty breathing, fatigue (combined with other symptoms), body aches or chills, headache (combined with other symptoms, new loss of taste or smell, sore throat, congestion or runny nose (not due to allergies and combined with other symptoms), nausea or vomiting, and/or diarrhea. If my child has one of these symptoms, I will contact their doctor for further guidance.
- I agree to promptly pick up my child within 1 hour or arrange for pickup if symptoms of illness are present as determined by the HPS nursing staff. I understand that I will have to follow the school protocols listed in the “Guidance for Students Experiencing COVID-19 Related Symptoms” for my child to return to school. (These include the 3 options for sick students returning to school in more detail)
- Please list 4 contacts who can be available to pick up your child if they display symptoms of illness while at school.

Name:	Phone Number:
Name:	Phone Number:
Name:	Phone Number:
Name:	Phone Number:

- During my child’s participation in HPS, I will promptly notify HPS if I, my child or anyone residing within our household is diagnosed with COVID-19, has been in close contact with someone who has been diagnosed with COVID-19, or is waiting for test results.
- Members of my family will follow Massachusetts Travel Restrictions and notify HPS if anyone in our family travels to one of the high risk states, which are listed on <https://www.mass.gov/info-details/covid-19-travel> order. I acknowledge that I am aware that this list is updated frequently and that it is my responsibility to refer to it before traveling.

If you have questions or concerns please call your school nurse or the COVID-19 Point Person at your school. Thank you for doing your part in keeping the HPS community healthy and safe!

Pat Emmons at	HHS: 978-567-6250 -ext.13144
Sue Bowen at	HHS: 978-567-6250 -ext. 13145
Kate Crothers at	HHS: 978-567-6250 -ext. 14104
Ann Thomas at	QMS: 978-567-6134
Jen Contois at	QMS: 978-567-6134
Christie Vaillancourt at	Forest: 978-567-6190 –ext. 23004
Maria Rossini at	Mulready: 978-567-6170 –ext. 128
Tina Hill at	Farley: 978-567-6153 –ext. 31190

## Visitors Screening Form

**All visitors entering any Hudson Public Schools building to conduct business must fill out the COVID-19 Screening Form upon entering the building. All visitors are required to wear a mask and observe social distancing while inside our buildings.**

Date: \_\_\_\_\_ Arrival: \_\_\_\_\_ Departure: \_\_\_\_\_

Visitor's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

- Have you had a positive COVID test for active virus in the past 14 days?
  - Yes
  - No
- Have you or anyone in your household traveled outside of the state within the last two (2) weeks?
  - Yes (please list location): \_\_\_\_\_
  - No
- Have you or anyone in your household traveled on a cruise ship in the last 14 days?
  - Yes
  - No
- Have you or anyone in your household cared for an individual who is in quarantine or is a presumptive positive or has tested positive for COVID-19?
  - Yes
  - No
- Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?
  - Yes
  - No
- Have you had contact with anyone who, in the past 14 days, has been in direct contact with infectious bodily fluids (e.g. coughed or sneezed on) or with a person you know has been

diagnosed with COVID-19? (Close contact is defined as being within 6 feet for more than 15 minutes.)

- Yes
- No

• Do you have any of these symptoms that you cannot attribute to another condition? (check any that apply)

- Fever (100.0 or higher without using fever-reducing medicines such as Tylenol, Advil, Motrin, Aleve)
- Chills
- Fatigue (feeling more tired than usual)
- New loss of taste or smell
- New Cough
- Shortness of breath or difficulty breathing
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Thank you for your understanding and cooperation in filling out this form. The Hudson Public Schools' main priority is to keep all students, staff, and visitors safe during school hours.

\_\_\_\_\_  
Visitor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# **Hudson Public Schools**

## **CLEANING AND DISINFECTING SCHEDULE DURING PANDEMIC**

Hudson Public Schools has many cleaning and disinfecting tools available to help combat COVID-19. For nearly a decade our cleaning protocol and equipment has been based on the publication *Cleaning for Healthy Schools- Infection Control Handbook*. This informative handbook authored by Lynn Rose and Carrol Westinghouse with Funding by TURI has guided us to purchase better equipment, safer chemicals and clean in a more environmentally friendly way.

We use microfiber cloths and flat mops for superior cleaning, dirt retention and microbe removal. Back pack vacuums with HEPA filtration ensures that all dust down to 30 microns is contained in the vacuum. Green Seal certified cleaning agents and a germicidal detergent. MONDO-VAP steam generators for instant destruction of germs and viruses. KAIVAC pressure washing and vacuum systems for quick and efficient cleaning of restrooms. The most recently acquired equipment is electrostatic disinfection equipment. This equipment and rigorous training of the custodial staff will see us through this pandemic and provide a safe learning environment for us all.

### **FIRST SHIFT**

#### **High Touch Areas:**

- Clean and disinfect high touch areas in shared spaces. This will be a continuous process where common touch surfaces are cleaned and disinfected 3-4 times during the shift.
- Door knobs, crash bars, push plates
- Light switches
- Wall surface
- Stair rails
- Guard rails
- Common storage
- Cafeteria tables and seats – between seating and end of lunch
- Student desk - Where students change room.

#### **Cleaning tools required:**

- Microfiber cloths, microfiber flat mops, disinfection solution, heavy duty cleaner, steam generator.

#### **Bathrooms:**

- Bathrooms are shared spaces and will need to be cleaned and disinfected 3-4 times on continuous rotation. Pay close attention to lunch time when traffic will be heaviest. Restock consumables as needed.

#### **Cleaning tools required:**

- Disposable towels, microfiber cloths, microfiber flat mops, heavy duty cleaner, disinfectant, bowl cleaner, steam generator, restock supplies.

## **2ND SHIFT**

### **Vacuum:**

- Vacuum entire building. This includes office space, meeting space, classrooms, stairs, and corridors.

#### **Cleaning tools required:**

- HEPA Vacuum

### **Wash:**

- All hard surface floors (Classroom floors, Corridors)
- Student desks and chairs
- Teacher desks, work surfaces, and chairs

#### **Cleaning tools required:**

- Heavy-duty Green cleaner, microfiber cloths, microfiber flat mops, Auto-scrubber

### **Carpets:**

- If soiled during the day use carpet extractor.

### **Bathrooms:**

- Single use staff bathrooms
- Clean toilet and urinal with disposable towels and bowl brush.
- Clean and disinfect all fixtures, sinks, paper towel dispensers, hand dryer, toilet partitions, door knobs, push plates.
- Wash floor.
- Pressure wash only if the wall surface is concrete, tile, or a hard phenolic. Wall board not recommended for pressure washing.

#### **Cleaning tools required:**

- Microfiber cloths, microfiber flat mops, steam generator, paper towels, bowl cleaner, Green germicidal and heavy duty cleaner, restocking supplies and the custodial cart.

### **Gang bathrooms:**

- Clean top down.
- Pressure wash gang bathrooms and single use bathrooms if furnishings allow. This is best accomplished as a two person team. One custodian pressure washing and one wiping down fixtures and restocking.

**Cleaning tools required:**

- Kiavac pressure wash and vacuum system.
- Kaivac all-purpose cleaner.
- Microfiber cloth
- Restock supplies

**Disinfect classrooms, offices, corridors, common spaces:**

- Disinfect every room with electrostatic sprayer after space has been cleaned.

**Cleaning tools required:**

- GenEon Hypo-chlorous mist generator



**Global Plasma Systems, Inc.**  
**Needlepoint Bi-polar Ionization Units**

1. GPS' NPBI systems are safe for humans and animals. The technology they utilize has been certified by UL 2998 as ozone free and therefore carry no health warnings.
2. There are other units on the market that do present ozone as a byproduct, this is not one of them.
3. The patented design produces no harmful by products which UV and UC-PCO do.
4. GPS technology does not produce line noise or electromagnetic forces and is the only technology approved by the FAA for use in aircraft and has passed DO-160 certification which states there is no line noise or EMF which are detrimental to aircraft avionics.
5. Passing through an ionization field causes harmful compounds and pathogens to break into four basic elements: oxygen, nitrogen, carbon dioxide and water.
6. After the particulates agglomerate they are captured by the air delivery system. The effective efficiency of a MERV 8 filter is increased to a MERV 13 without the detrimental effect of starving the unit of original design airflow. The particles that are too large to remain airborne fall out of the breathing zone.
7. Pathogens that may fall to the floor or other flat surfaces have been neutralized by the ionized air.
8. Please YouTube – Global Plasma Systems for a short video that explains the process in easy to understand terms. [https://youtu.be/CL3WN6u9\\_gA](https://youtu.be/CL3WN6u9_gA)

Additional YouTube video:

<https://www.youtube.com/watch?v=UdOMZEn4Vjw>

# Global Plasma Solutions Virtually Eliminates Static SARS-CoV-2 with Proprietary NPBI™ Technology

*Global Plasma Solutions is the first air purification solution to test SARS-CoV-2, achieving a 99.4% reduction of the surface strain within 30 minutes*

June 10, 2020 02:30 PM Eastern Daylight Time

CHARLOTTE, N.C.--(BUSINESS WIRE)--[Global Plasma Solutions](#), the leader in Indoor Air Quality, announced today industry-leading ionization testing results, demonstrating a 99.4% reduction rate on a SARS-CoV-2 (COVID-19) surface strain within 30 minutes, the first instance in which an air purification company has effectively neutralized SARS-CoV-2. Following initial testing of coronavirus 229E in March 2020, Global Plasma Solutions utilized its proprietary [needlepoint bipolar ionization](#) to inactivate SARS-CoV-2. The study was jointly executed with [Aviation Clean Air](#).

“For any kind of facility from commercial buildings to aircrafts, delivering the cleanest, safest indoor air environment will only become increasingly more important, and our ozone-free technology is one of the most sophisticated products on the market.”

[Tweet this](#)

In this laboratory study, Aviation Clean Air designed a test to mimic ionization conditions like that of a commercial aircraft’s fuselage. Based on viral titrations, it was determined that at 10 minutes, 84.2% of the virus was inactivated. At 15 minutes, 92.6% of the virus was inactivated, and at 30 minutes, 99.4% of the virus was inactivated.

“The testing results we achieved through our proprietary needlepoint bipolar ionization technology clearly demonstrate that Global Plasma Solutions is the gold standard in air purification,” said Global Plasma Solutions Founder and Chief Technology Officer, Charles Waddell. “For any kind of facility from commercial buildings to aircrafts, delivering the cleanest, safest indoor air environment will only become increasingly more important, and our ozone-free technology is one of the most sophisticated products on the market.”

## Understanding needlepoint bipolar ionization

Needlepoint bipolar ionization works to safely clean indoor air, leveraging an electronic charge to create a high concentration of positive and negative ions. These ions travel through the air continuously seeking out and attaching to particles. This sets in motion a continuous pattern of particle combination. As these particles become larger, they are eliminated from the air more rapidly.

Additionally, positive and negative ions have microbicidal effects on pathogens, ultimately reducing the infectivity of the virus. Global Plasma Solutions’ needlepoint bipolar ionization is ozone-free and

the only kind in its category to pass the RCTA DO-160 standard for aircraft. Traditional bipolar ionization systems produce harmful ozone as a byproduct.

## About Global Plasma Solutions

[Global Plasma Solutions](#) (GPS) is the leader in Indoor Air Quality, with over 30 patents and more than 150,000 installations worldwide using our needlepoint bipolar ionization (NPBI) technology to deliver clean indoor air that is safe and healthy – producing neither ozone nor other harmful by-products. All of our NPBI products are UL and CE certified and registered and use NPBI to purify the air by eliminating airborne particulates, odors and pathogens. GPS was founded in 2008 and is headquartered in Charlotte, North Carolina.

## Contacts

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(980) 214 2021

## Global Plasma Solutions

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## Enozo3 Spray

The Enozo3 cleaning solution is safer than current Green Seal cleaners and disinfectants for everyday use. Once sprayed on a hard surface the water evaporates and the aqueous ozone reverts to oxygen. It is Green Seal certified as environmentally safe and chemical free for cleaning and disinfecting and has pathogen kill rates comparable to hospital grade disinfectants. It is safe on skin tissue and cleans the skin while disinfecting surfaces to avoid picking up pathogens in the cleaning process.

Please click on video below for a short introduction to the system.

<https://youtu.be/927v4MSl00E>

# PROTOCOLS FOR RESPONDING TO COVID-19 SCENARIOS IN SCHOOL OR IN THE COMMUNITY

## INTRODUCTION

**The health and safety of our students and staff are the utmost importance and priority to the District.** Our plan for the reopening of schools contains a robust safety protocol that satisfies and/or exceeds the guidelines released by the Department of Elementary and Secondary Education (DESE) and Department of Public Health (DPH), which are in alignment with the guidelines from the Centers for Disease Control and Prevention (CDC).

The protocol for responding to COVID-19 scenarios that may arise in our schools, on the bus, or in the Hudson community is a vital component of our reopening of schools plan and is outlined in this document. We will continue to update this document as necessary and as more information is released from DESE, DPH, and CDC.

**A safe return to in-person school environments will require a culture of health and safety practices that are respected and fully embraced by every member of the school community.** Specifically:

- **Self-monitoring and reporting:** Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.
- **Mask use:** Masks are among the most important single measures to contain the spread of COVID-19. We require all students and all staff to wear masks that ***adequately cover both their nose and mouth***. Bandanas and neck gaiters are not allowed. Exceptions must be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Medical documentation from a physician is needed for both student and staff exemption.
- **Hand hygiene:** Hand hygiene is critical. Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Physical distancing:** Physical distance greatly reduces the risk of transmission and is a critical tool in preventing the spread of COVID-19.
- **Cohorts/assigned seating:** Students will be organized in groups/classrooms and other cohorts to help mitigate transmission of the virus. Assigned seats will also assist with contact tracing.
- **Building sanitization:** All school buildings and the administration building will undergo deep cleaning and sanitization every evening. In addition, school will have a specialized cleaning protocol during the schools' hours of operation.

## TESTING, TRACING, AND ISOLATION PROTOCOL

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in our community.

### **Local Board of Health:**

All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While these organizations will provide

support, to further assist with contact tracing the student/family and staff are asked to reach out to their personal contacts and notify the school.

**Schools:**

In our schools, we have created a Medical Room to isolate any student or staff who presents with COVID-19 related symptoms during school hours. Our nursing staff will record any referral to the Medical Room in the database. Building administrators and designated support staff will conduct individual contact tracing within the school setting to assist the local Board of Health in the tracing/identification process.

### **GUIDANCE FOR STUDENTS EXPERIENCING COVID-19 RELATED SYMPTOMS**

We are here to help you keep your family and the Hudson Public School community healthy and safe. If a student is experiencing one or more COVID-19 related symptoms below:

- Fever of (100.0 \*F or greater)
- Cough
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache, *when in combination with other symptoms*
- Muscle or body aches
- Nausea, vomiting, or Diarrhea
- Fatigue, *when in combination with other symptoms*
- Nasal congestion/runny nose (not due to other known causes, such as allergies), *when in combination with other symptoms*

we recommend parents/guardians to take the following steps:

1. Please Contact your Primary Care Physician or refer to <https://www.mass.gov/doc/ma-covid-19-testing-sites/download> for a list of COVID-19 testing sites. Per Department of Public Health Guidelines, PCR testing is more accurate and is strongly recommended over antigen testing.
2. For positive COVID-19 test results, individual will isolate at home and may not return to school until cleared by his/her Local Board of Health
3. If you choose not to get tested, you must isolate at home for 10 days from symptom onset. You may return once fever-free for 24 hours without the use of fever-reducing medication AND symptoms must be improving.
4. If a medical provider makes a diagnosis other than COVID-19, you may return to school with documentation which must include the alternate diagnosis in writing.
5. Contact School Nurse before returning to school.

Thank you for doing your part in helping us keep the Hudson Public School community safe and healthy!

### **SCREENING TOOL FOR EMPLOYEES**

#### **EMPLOYEE HEALTH SCREENING FORM**

Please answer the following questions each day before you enter the building. Do not submit this form.  
**Have you been in close contact (within 6 feet for more than 15 minutes) with anyone who has tested positive or been diagnosed with COVID 19 in the past 14 days.**

- If yes, contact your physician and follow recommended guidelines for quarantine.
- NO

**Do you have now or have you had any of the following symptoms in the past 3 days?**

- Fever(100.0 or higher without using fever-reducing medicines such as Tylenol, Advil, Motrin, Aleve)
  - Chills or sweats
  - New cough
  - Shortness of breath or difficulty breathing
- If you have any of these symptoms, please stay home and report your absence to your direct supervisor and call your health care provider for guidance.
- NO

**Do you have any of the following symptoms that you cannot attribute to another condition?**

- Headache
  - Sore Throat
  - Nasal congestions not related to seasonal allergies
  - Muscle aches
  - Loss of taste and smell
  - Nausea, vomiting, diarrhea
- If you have any of these symptoms above, please stay home and monitor your symptoms and report your absence to your direct supervisor.
- NO

**Have you or anyone in your household traveled to a state designated by the Massachusetts Government's Travel Order as non-lower risk within the last two 14 days?**

- If yes, notify supervisor you may need to quarantine or get tested before you return to work.
- No

**If your answer to all questions is no, you are cleared to work in the building. Please wear a mask, and practice social distancing and good hand hygiene. Please submit any questions or concerns to your school nurse.**

**SCREENING TOOL FOR FAMILIES**

**DAILY CHECKLIST FOR PARENTS**

We all need to work together to keep the Hudson Public Schools community healthy and safe. As a parent, I agree to the COVID-19-related requirements including:

- Performing a daily temperature check on my child to screen for fever before arrival at HPS. Fever is defined as a temperature of 100.0 F or 37.8 C or higher. If my child has a fever, I will not send my child to school and call my child's doctor for further advice.
- Make a visual inspection of my child on a daily basis before arrival to HPS for possible COVID symptoms which could include: fever of 100.0 or higher, new cough, shortness of breath or difficulty breathing, fatigue (combined with other symptoms), body aches or chills, headache (combined with other symptoms, new loss of taste or smell, sore throat, congestion or runny nose (not due to allergies and combined with other symptoms), nausea or vomiting, and/or diarrhea. If my child has one of these symptoms, I will contact their doctor for further guidance.

- I agree to promptly pick up my child within 1 hour (or arrange for pickup by someone I designate) if symptoms of illness are present as determined by the HPS nursing staff. I understand that I will have to follow the school protocols for my child to return to school.
- During my child's participation in HPS, I will promptly notify HPS if I, my child or anyone residing within our household is diagnosed with COVID-19, has been in close contact with someone who has been diagnosed with COVID-19, or is waiting for test results.
- Members of my family will follow Massachusetts Travel Restrictions and notify HPS if anyone in our family travels to one of the high risk states, which are listed on <https://www.mass.gov/info-details/covid-19-travel> order. I acknowledge that I am aware that this list is updated frequently and that it is my responsibility to refer to it before traveling.

If you have questions or concerns please call your school nurse or the COVID-19 Point Person at your school. Thank you for doing your part in keeping the HPS community healthy and safe!

Pat Emmons at HHS: 978-567-6250 -ext.13144

Sue Bowen at HHS: 978-567-6250 -ext. 13145

Kate Crothers at HHS: 978-567-6250 -ext. 14104

Ann Thomas at QMS: 978-567-6134

Jen Contois at QMS: 978-567-6134

Christie Vaillancourt at Forest Ave.: 978-567-6190 –ext 23004

Maria Rossini at Mulready: 978-567-6170 –ext. 128

Tina Hill at Farley: 978-567-6153 –ext. 31190

## COMMUNICATION PROTOCOL

The District has reallocated significant resources to ensure the health and safety of our students and staff in our buildings. Even with all our protocols in place and the public health metrics in Massachusetts trending in a positive direction, the risk of exposure to COVID-19 in school will not be zero.

As we prepare to reopen schools, we must also prepare to respond to potential COVID-19 scenarios, whether in school, on the bus, or in our communities. Depending on the circumstances, a positive COVID-19 test, a potentially symptomatic student, or exposure to someone in the outside community who has COVID-19 can each have health, safety, and operational implications to the District.

As such, we are committed to ensure that all stakeholders are informed of the COVID-19 conditions within our schools. Therefore, the following communication protocol will be utilized:

- Any student or staff, potentially exposed to someone who has tested positive for COVID-19 will be immediately informed by a school administrator and proper protocol will be followed.
- Any positive cases reported by the local Board of Health, involving a student or staff, will be communicated with families and staff within 24 hours.

This communication is for the purpose of informing the Hudson school community of positive cases in our schools. **No identifiable information will be released to staff and families in accordance with HIPPA and FERPA regulations.** Those directly involved with the positive case will be privately notified immediately and will follow the proper protocol.



## PROTOCOLS AND METRICS TO ASSIST IN SETTING TRANSITIONS BETWEEN LEARNING MODELS IN 2020-2021

The Department of Elementary and Secondary Education (DESE) released guidance for school districts to interpret the Department of Public Health's (DPH) COVID-19 color-coded metrics. Such metrics should serve as a guide as to whether school districts should open using full-time in-person, hybrid, or remote models, and also to support future decision-making if the impact of COVID-19 requires school districts to switch between educational models throughout the school year.

DESE recommends that districts **look at multiple weekly reports (minimum of 4 weeks)** to inform any changes to their learning model for the start of the school year or to make any changes during the year.

### DPH COLOR-CODED METRIC

DPH will release on Wednesdays a [Weekly COVID-19 Public Health Report](#) that contains critical metrics for each municipality.

New color-coded metric*	DESE expectation for learning model
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: red; color: white; padding: 5px 10px; margin-right: 10px;"><b>RED</b></div> <div>Average daily cases per 100,000 is <b>greater than 8</b></div> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="font-size: 2em; margin-right: 10px;">}</div> <div><b>Remote</b></div> </div>
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: yellow; padding: 5px 10px; margin-right: 10px;"><b>YELLOW</b></div> <div>Average daily cases per 100,000 is <b>between 4 - 8</b></div> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="font-size: 2em; margin-right: 10px;">}</div> <div><b>Hybrid</b> <b>OR Remote</b> (if extenuating circumstances)</div> </div>
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: green; color: white; padding: 5px 10px; margin-right: 10px;"><b>GREEN</b></div> <div>Average daily cases per 100,000 is <b>less than 4</b></div> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="font-size: 2em; margin-right: 10px;">}</div> <div><b>Full-time in-person</b></div> </div>
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px 10px; margin-right: 10px;"><b>UNSHADED</b></div> <div>Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases.</div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;">}</div> <div><b>OR Hybrid</b> (if extenuating circumstances)</div> </div>

*\*Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard*

While average daily cases per 100,000 over a two-week period is the metric that determines the color-coding for each community, Districts should also monitor whether cases are **increasing or decreasing** as compared to the prior period.

### DISTRICT METRICS TO MONITOR SCHOOL OPERATIONS IN 2020-2021

The following data points will be collectively utilized to inform the District's need to potentially transition between learning models. **Transition between learning models must be the result of significant changes in the local or state COVID-19 pandemic conditions that is observed during the course of four or more consecutive weeks.**

- Color-coded chart released by DPH every week
  - Hudson chart
  - Surrounding communities charts
- Number of active (in isolation) cases in Hudson
- Number of new weekly positive cases in Hudson
- Count and rate of confirmed COVID-19 cases in Hudson

- Age demographic of positive cases (existing cases and new cases) in Hudson
- Number of positive cases hospitalized in Hudson
- Number of students referred to and dismissed from the Medical Room at each school
- Number of students and staff being quarantined due to potential exposure inside our schools
- Number of students and staff being quarantined due to potential exposure outside our schools
- Number of employees self-monitoring and reporting COVID related symptoms
- Number of families self-monitoring and reporting COVID related symptoms

The District will consult with the local Board of Health Director and the District's pediatrician to consider whether these metrics and underlying data may indicate other concerning trends.

### **MONITORING FREQUENCY AND COMMUNICATION**

**Weekly:**

All data points will be reviewed weekly by the Administration in consultation with multiple stakeholders.

**Biweekly:**

The School Committee will receive a report summarizing the COVID-19 condition in the District at each scheduled meeting session.

**Quarterly:**

At the end of each quarter, the Administration will evaluate the data and will make projections relative to the potential change in learning model.

Matters for Discussion  
New Business

Athletics 2020-2021



## **HHS Athletics Fall I COVID Protocols & Guidelines**

Interscholastic Athletics can play a vital role in re-engaging our students as we seek to get back to school and to some sense of normalcy. A functioning athletic program will aid in rebuilding the interpersonal connections that would fundamentally support the implementation of any of the proposed academic instructional models. In the quest to educate the whole student, it cannot be overstated enough that Interscholastic Athletics can foster profound and positive social and emotional health outcomes in our collective communities.

Hudson High school (HHS) is dedicated to this belief and subsequently, the need to protect the health of all people in and outside of our community. In an effort to assist our players, coaches and parents with their efforts to return to play after the recent suspension of activities due to COVID-19, Hudson High School Athletics and the Midland-Wachusett League have put together the following proposal. Given the nature of this pandemic, this framework may change at any time based on the most recent CDC, EEA and or Massachusetts Department of Public Health (DPH) guidelines.

### **Return to Sports Schedule**

Fall Registration Opens: [Sept 8, 2020](#)

Fall Registration Closes: [Sept 18, 2020](#)

### **Start Date for Fall I: **Monday, Sept 21<sup>st</sup>****

- Sport-specific preseason meetings to be held on Sept 18<sup>th</sup>

### **The MIAA Board of Directors has approved the following for fall 2020:**

*Season:* Sept 18th – Nov. 20th

*Sports Offered:*

- Boys and Girls Soccer
- Field Hockey
- Boys Golf
- Boys and Girls Cross Country

### **MIAA approved season structure for the 2020-2021 academic year. (HHS Sport offering listed only):**

**Sept 18th – Nov. 20th** - Fall Sports

B/G Soccer, B/G Cross Country, Field Hockey, Golf

**Nov. 30th - Feb. 21st** - Winter Sports

B/G Basketball, B/G Hockey, Wrestling, Winter Gymnastics, B/G Indoor Track & Field; Winter Cheer, Swim & Dive

**Feb. 22nd - April 25th** - Fall Sports II ("Floating Season")

Football, Girls Volleyball, Fall Cheer, Dance

**April 26th - July 3rd** - Spring Sports

Baseball, Softball, B/G Lacrosse, B/G Tennis; Boys Volleyball, B/G/U Outdoor Track & Field

*Regions have the ability to adjust dates with the approval of their District Athletic Committee.*

### **Additionally:**

- ALL HHS Cohorts are eligible for Interscholastic Sports.
- No Fall MIAA Tournaments.
- Students are eligible to participate in all 4 seasons.
- Suspension of Rule 40 – out of season coaching is allowed Sept 18, 2020 – July 3, 2021
  - HHS will only allow those traditional fall sports (Football, Volleyball, Cheer, Dance) moved to Fall II (floating season Feb 22-April 25) to participate
  - Out of Season practices would not start until Oct 5th
  - Number of practices will be limited to 10

### **Schedules:**

Midland-Wachusett League/Worcester County Athletic Conference and MIAA District 2 and 3 (Central Mass) would divide all schools into closely located pods for all scheduled contests. The pods will be designed primarily based on geographic proximity. School MAY NOT play other schools outside of their pod (Golf could be an exception based on Golf-playing school in our designated pod).

**PODs finalized on 9/8**

### **Basic POD Guidelines**

- ❖ All schools agree to only play games versus school within your assigned pod
  - With the exception of Golf, if necessary, and approved by all pod member schools
- ❖ All Participants agree to adhere to out of state travel rules to high risk areas
- ❖ Coaches are required to have an accurate roster with contact information
- ❖ Coaches are required to have an accurate emergency contact list for each member of the team, including head/assistant coaches
- ❖ Participating schools to adhere to tracking team attendance and traveling with contact lists for all team members
- ❖ All team members required to wear mask at all times with the exception of what is allowed per EEA/MIAA
- ❖ All event staff are required to wear masks at all times
- ❖ Teams are required to travel with both a Medical Kit and a COVID Kit (Hawk Crate).
- ❖ Home Team will provide separate sanitizing stations where required
  - Facility entrance, Spectator Areas, Officials/Score Tables, Teams Benches
- ❖ All areas around the team benches and score table must be sanitized before and after each event
- ❖ Home Team schools to provide disinfectant wipes to sanitize equipment and balls throughout the contest

### **Fall Practice Guidelines**

- Follow all Governor's office, EEA, DESE and MIAA protocols and guidelines
- No one will attend a game or practice if they don't feel well
- Masks will be worn by all student-athletes and coaches when entering school grounds/fields and while gathering as a team
- All athletes will be required to wear a mask and distance 6 feet apart while not actively competing (bench area, sidelines, etc.)
- Socially distanced mask breaks are required throughout practice
- Practice times will be staggered when necessary
- Teams will enter and exit at different locations where possible
- Teams will meet outside at designated sites (tents/parking lots/fields)
- Student-athletes personal gym bags will be placed at least 6 feet apart
- Recommended supplies for student-athletes personal gym bags:
  - A reusable face mask
  - Warm-ups and electronics must be placed in the gym bag before practice/competition begins
  - Personal bottle of hand sanitizer

- Disinfectant wipes for personal use
- Athletic braces, tape, inhaler, other should be stored in gym bag when not in use
- Personal water bottle
- Additional shoes (Shoes should be stored in a separate compartment or bag inside the gym bag to prevent possible cross contamination with other items)
- Gym bags should be disinfected after every practice/competition
- Max of 5 days per week (practices and competitions)
- Max of 90 min on the field
- Social distancing as much as possible during drills and conditioning
- Bring your own water bottles. No shared water jugs/communal water source provided
  - Player name required on personal water bottle(s)
- No sharing of personal equipment
- Hand sanitizer and/or washing stations will be available at practice locations
- Student-athletes and coaches must sanitize and/or wash their hands before and after practices
- Disinfect equipment after each practice/competition
- Daily Attendance for contact tracing – mandate
- Coaches mandated to have an accurate Emergency Contact list readily accessible at all times during practice and competition
- Built in cleaning/sanitizing – prior to use, during, after use
- No schedule changes unless it is game-related to weather cancellations

### **Competition Guidelines**

- School must hire a COVID Captain for all contests
  - Separate from Site Administrator (AD)
  - Separate from Trainer
  - Daily check list to make sure all sanitizing stations are set up and filled
  - No two sports would compete on the same day
    - Golf would be the only exception (off campus venue)
- Create max numbers per program
  - Numbers that make the additional accountability feasible for coaches – especially programs with only one coach
  - Align with bussing needs
    - Max Travel Roster Created
- Limited Game schedule
  - Schedules based on information from Sept 3<sup>rd</sup>.
- Only in-pod competition
- Shortened season
- Schedules using pods by geographical proximity by towns within Central Mass and sport offerings

### **Facilities**

- No entrance into school buildings
- No indoor training room access (moved outside)
- Locker rooms are closed to visiting teams
  - Access for HHS in-person learners only
  - HHS in-person learners would be allowed to change but not store clothes/equipment
    - One team at a time
  - Locker room capacity to be discussed and agreed upon
  - Monitored by AD, ATC and Coaches
  - Sanitize before and after changing
- Practice Locations
  - Field Hockey – Busch Memorial
  - Girls Soccer – Riverside
  - Boys Soccer – Fossile and O’Donnell I (softball outfield)

- Cross Country – Upper Morgan
- Golf – Stow Acres Country Club
  - Must provide own transportation
- Competition Locations
  - Golf will play all home matches at Stow Acres CC
  - Cross Country will start and end on Upper Morgan Bowl
  - Varsity Field Hockey and Varsity Soccer games will be played in Morgan Bowl
  - Junior Varsity will play on practice field
    - JV will play in Morgan Bowl whenever possible
- Hand Sanitizer provided at entry to field/gate on game days, no entry without sanitizing
- Hand Sanitizer provided on the scoring table, officials table, away bench, & home bench
- Sanitizing station provided on the fans side of the field
- Bathrooms provided by Porta Johns
  - Will follow EEA guidelines
  - Needed at Riverside, Busch, Morgan Bowl/Upper Morgan, Fossile/OD2
- Signage about social distancing and wearing a mask posted around facility
- HHS Athletics will not have the following:
  - ✓ No concessions
  - ✓ No Night Games
    - Senior Recognition may be the exception
  - ✓ No admission charged to games

### **Player Expectations**

- Come dressed and ready to play
- Be taped by their own trainer before boarding the bus
- Have extra masks (recommend 6) in their bag, once wet masks are no longer effective.
- Maintain 6 feet of social distance
- Bring water bottle with name labeled (recommend 2 bottle because filling station will not be provided)
- Sanitize after getting off the bus, after warm-up, during halftime, and end of competition

### **Coaches Expectations**

- Wear mask at all times when social distancing is not possible
- Keep bench players 6 feet apart
- No close huddles with team pre/post game
- 2 coaches per team on sideline
- Make sure benches are picked up before leaving field
- Hold athletes until fans clear the sidelines
- Provide a travel roster with players names and contact information to COVID captain
- Practice
  - Sanitize prior to, during when possible, and before leaving
  - Sanitize and Disinfect any school-issued shared equipment
- Competition
  - after getting off the bus, after warm-up, during halftime, and end of competition

### **Player Sidelines**

- 6 feet apart when possible
  - 3 feet when all wearing masks
- V & JV teams that play together it is recommended that we stagger departures and start times
- JV Team waiting on a double header will be on another field/ holding area/bus until their game time

## Fan Sideline/Spectators

- All Varsity FH/Soccer games in the Morgan Bowl
  - Easier to social distance spectators as well as distancing from players/teams/coaches/officials
  - Allows for separate entrances/exits when necessary
- Masks must be worn at all time
- League-issued lanyard must be worn and visible
  - Only HOME team fans will be allowed
  - EEA Guideline:
    - *No more than 100 people including participants, players, coaches, volunteers, spectators in the aggregate in, on, or surrounding any surface/playing area or start/finish lines at any one time, provided that there is adequate space for all participants, players, coaches, volunteers and spectators to maintain at least six feet social distancing, recognizing that for some moderate risk sports intermittent contact may occur for players.*
- Upon arrival fans will sanitize hands and Lanyards will be scan (QR codes) or numbers written down for tracking purposes (League is working on getting QR codes on the lanyards)
- Schools will provide a visual or physical barrier between spectator area/playing surface
  - Recommended fields are roped off or a line painted 6 feet from the sidelines. Also 6 feet round circles are painted on ground or fences are marked every 6 feet for visual social distance markers
    - ~ HHS will mark up Riverside accordingly if that field is needed for games
    - ~ Designated areas in both the home and visitor sections of bleachers will be roped off for each games
    - ~ Bowl Bleachers will be fogged if back to back contests
    - ~ Bowl Bleachers will be left overnight after single contests
- Fans will vacate the facility after the game ends and not congregate on the sidelines
- Spectators will be required to wear masks and league-issued lanyards at all times
- Spectators will be required to sanitize prior to entering facility - home team to provide sanitizing station at entrance
- Spectators will be required to socially distance in the stands/on sidelines
- Spectators/team members will not be allowed to congregate after game

## Athletic Trainer

- Taping for away contests done prior to departure
- Have a designated area on sideline away from benches
  - HHS will have a Centralized First Aid Tent
- Trainer required to have emergency contact information readily accessible for all participants: players, coaches, other game day staff
- Wear a mask at all times
  - Wear appropriate PPE when handling athletes with COVID-like symptoms
- Have a COVID symptom chair(s) away from benches
  - HHS will have a separate tent with chairs available each day for practices and games
- Sanitize before and after each athlete
  - Visiting Schools will notify home team if they do not have a trainer and an athlete needs to be taped upon arrival (determined by PODs)
- Fogger purchased to be used at the end of each day on equipment in each tent

## Officials

- Have a spot dedicated behind the score table
- Have hand sanitizer available for officials
- Officials wear mask at all times
- Only one captain at a pregame meeting and coin flip
- No handshakes



## Game Day Staff

- Game Day Staff will be designated by Athletic Director
- Sanitizing equipment before, during, and after the game
- Signing in officials
- Responsible for cleaning game balls and returning to play onto the field
  - Will need more balls on the sideline than in years before
- No ball boys or girls allowed (soccer-specific)

## COVID Coach

- Athletic Trainer, Nick Mulherin, will be our COVID Coach
- Responsible for responding to COVID-19 concerns
- Train coaches, officials, and staff on all safety procedures

## COVID Captain

- Game Day Staff will be designated by Athletic Director
- Sanitizing equipment before, during, and after competition
- Signing in officials (at gate/entrance to field)
- Responsible for cleaning game balls and returning to play onto the field
- No ball boys or girls allowed (soccer)
- A COVID Captain will be assigned to each contest
  - Golf would be the only exception (off campus venue)
    - Separate from site administrator (AD)
    - Separate from Trainer
    - Responsible for:
      - Checking fans in
      - Making sure fans remain socially distant
      - Hand sanitizing stations are set up
        - Facility Entrance
        - Team Benches
        - Officials Table
        - Score Table
        - Fan Sections

## COVID Kits (Hawk Crates)

- HHS to provide to each team to include Disinfecting/Sanitizing materials
- Each team travel with a COVID Kit that includes:
  - Hand sanitizer
  - Antibacterial wipes
  - Spray Bottle – Disinfectant
  - Gloves
  - Extra masks
- Crates to be checked daily by Coaches and restocked when necessary by Athletic Trainer

## Transportation:

- [All DESE Guidelines will be followed](#)
- When possible, schools should use 77 passenger buses to transport students
  - Parents will be allowed to opt out of using the school-issued transportation
  - Some parents of remote students may prefer to drive them
- Schedules will be developed so that only 1-3 buses are needed per day
- Sub Varsity games will be determined by pods depending on what works best for that pod. Factors could include bus availability, field availability, game managers, officials, etc.

**Roster Sizes (these are all maximums). Limited due to travel and participation restrictions:**

- **Soccer**- 22 home, 22 away per level
- **Field Hockey**- 22 home, 22 away per level
- **Cross Country**- no limit at home, 20 away per gender
- **Golf**- 10 home (all 4 alternate spots), 6 away

**Sub Varsity:**

- Where possible we will offer Junior Varsity teams and games
- PODs will meet preseason to agree on the particulars of JV games like how many, when they will be held, etc.

**Senior Recognition:**

- Decide in PODs: Recommended Seniors be recognized at the end of the game after opponents leave the field
- If playing a double header game; JV plays and seniors and parents are recognized at a different location away from the field
- Senior recognition will take place within the first three home contests – TBD by coach and AD

Matters for Discussion  
New Business

2. COVID-19 Finance Status Update

## Report on Covid-Related Spending with Funding Source Breakdown - September 2020

The Federal CARES Act funding is for costs that are covid-related and unbudgeted. The State of MA is distributing the CARES funds in three parts, CvRF funds and ESSER funds directly to schools and other funds directly to municipalities. Additionally, the State of MA has awarded Hudson with the Remote Learning Technology Grant. The CvRF and municipal CARES funding expires December 30th so we will spend that first and then cover post-December 30th expenses with the ESSER grant and School Choice. Some of these expenses are actuals and some projected. As we hire staff and receive in our supply purchases, we will monitor our grant spending to maximize use of all of the available funds. Some expenses may be reimbursable through FEMA. We are awaiting the potential of the December 30th deadline to be extended for spending from the CARES funds and/or additional stimulus funds getting approved through the federal government to be available for this school year.

Covid-Related Spending March-Dec 2020		Funding Source Breakdown				
Description of Spending	Total	CvRF Grant	FY21 Muni CARES/FEMA	FY21 Remote Learning Tech Grant	ESSER Grant	School Choice
Personal protective equipment, plexiglass, hand sanitizer, HVAC filters, disinfection supplies	\$212,012		\$212,012			
Plasma HVAC disinfection products/installation	\$270,624		\$270,624			
Enozo disinfecting spray bottles	\$88,995		\$88,995			
Remote learning technology devices and supplies	\$245,980		\$188,604	\$57,376		
Software for remote learning	\$20,000	\$20,000				
Part-time technology staff	\$28,400	\$8,400			\$20,000	
Custodial support for enhanced cleaning/disinfecting (5.2 FTE)	\$250,000	\$120,000			\$130,000	
1-yr teaching positions (8 FTE)	\$422,000	\$177,000			\$75,000	\$170,000
Covid-related employee leave pay	\$65,000	\$65,000				
1-yr nurse positions (3 FTE)	\$144,000	\$60,800				\$83,200
Substitute nurses	\$31,900	\$13,300			\$18,600	
Substitute teachers	\$57,000	\$17,000				\$40,000
Additional cost to serve meals to students at home, including transportation	\$44,600	\$26,000	\$6,600		\$12,000	
Additional big yellow bus to accommodate capacity limits	\$60,000	\$60,000				
<b>Total Spending</b>	<b>\$1,940,511</b>	<b>\$567,500</b>	<b>\$766,835</b>	<b>\$57,376</b>	<b>\$255,600</b>	<b>\$293,200</b>

Matters for Action  
Old Business

1. Second Reading of Proposed School Committee Policies: MASC Policies for COVID

# HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW 2020-2021

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	Existing Policy	Proposed Change or New Policy
EBCFA	None	<p><b>FACE MASKS</b></p> <p><b>The Hudson School Committee is mindful of the evolving need for emergency measures to respond to the COVID-19 pandemic. In consideration of the recommendations issued by the Centers for Disease Control and Prevention, the Massachusetts Department of Health, and the Massachusetts Department of Elementary and Secondary Education, the Committee is adopting this emergency policy for all students, employees and visitors of the Hudson Public Schools.</b></p> <p><b>Until further action of the Committee, all students attending the Hudson Public Schools shall be required to wear a mask (a) while attending school or a school function in any school building, facility or other area of a school campus, and (b) when riding in school-provided transportation. All masks must cover the nose and mouth of the student. This policy applies to students waiting outside school buildings, before and after school, and to students waiting at bus stops. Students shall wear masks at all times except for the following:</b></p> <ul style="list-style-type: none"><li><b>• Students may remove masks for eating or drinking;</b></li><li><b>• Students may remove masks when appropriate social distancing measures are in place as determined by a teacher or school administrator;</b></li></ul>

		<ul style="list-style-type: none"><li>● <b>Students may be exempted from this policy by the school administrator due to a documented medical condition of the student;</b></li><li>● <b>Students may remove masks on a case-by-case basis for specific instructional needs and other activities, as determined by a teacher, in which case the teacher will utilize appropriate social distancing measures; or</b></li><li>● <b>Students may be exempted from this policy due to special behavioral or individualized needs as determined by the Director of Student Services.</b></li></ul> <p><b>Masks can be disposable or reusable and will need to: fully cover the nose and mouth and secure under the chin; be made with at least 2 layers of breathable material; fit snugly but comfortably against the side of the face, and be secured with ties or ear loops.</b></p> <p><b>Based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate masks.</b></p> <p><b>If a staff member or student does not have a mask, they will be provided with a disposable mask by the school district.</b></p> <p><b>If a student attends in-person learning, the failure of a student to comply with these expectations and the willful defiance to follow direction from school staff will be considered insubordination and will result in progressive discipline.</b></p> <p><b>Violations of this policy by staff will be handled in the same manner as other violations of the School Committee policies.</b></p>
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		<p><b>Visitors in violation of this policy will be denied entry to the school/district facility. This policy will remain in place until rescinded by the School Committee.</b></p> <p><b>LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 - <a href="https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download">https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download</a></b></p> <p><b>REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</a></li> <li>● <b>Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines - <a href="http://www.doe.mass.edu/covid19/">http://www.doe.mass.edu/covid19/</a></b></li> <li>● <b>Commonwealth of Massachusetts – Mask Up MA!</b></li> <li>● <a href="https://www.mass.gov/news/mask-up-ma">https://www.mass.gov/news/mask-up-ma</a></li> </ul> <p><b>SOURCE: MASC— August 2020</b></p>
<p><b>EBC-T (Employee Return to Work After Travel COVID 19)</b></p>	<p>None</p>	<p><b>HUDSON PUBLIC SCHOOLS POLICY ON EMPLOYEE RETURN TO WORK AFTER TRAVEL (COVID-19)</b></p> <p><b>This policy has been enacted to protect the health and welfare of all staff and students in the Hudson Public Schools and to minimize the spread of COVID-19, in accordance with current Massachusetts quarantine orders. For this reason, the District has adopted certain protocols regarding an employee’s return to work after they have traveled for personal reasons.</b></p> <p><b>Prior to personal travel, the District strongly encourages staff to consult the Centers for Disease</b></p>



		<p><b>Control and Prevention list of countries or places with the Level 2 or 3 Alert.</b></p> <p><b>If, on or after August 31, 2020, an employee is planning to travel for personal reasons to areas that are designated non-lower risk states as determined by the Department of Public Health, that employee must quarantine for 14 days prior to their return to work in order to monitor for COVID-19 symptoms. In the alternative to a quarantine, if the employee has received a negative test result for COVID-19 from a test performed on a sample obtained not longer than 72 hours before the employee’s arrival in Massachusetts and can produce proof of the negative test result, the employee may return to work immediately. Tests that are acceptable to satisfy the 72-hour test rule are limited to the following:</b></p> <ul style="list-style-type: none"><li><b>• A negative result from an FDA EUA-approved molecular (PCR) SARS-CoV2 test on a sample obtained 72 hours or less prior to arrival in Massachusetts.</b></li><li><b>• A negative result from an antigen test must be confirmed by a negative result from an FDA EUA-approved molecular (PCR) SARS-CoV2 test on a sample obtained 72 hours or less prior to arrival in Massachusetts.</b></li></ul> <p><b>Employees will not be subject to the mandatory quarantine or testing if the employee lives outside Massachusetts and must regularly commute to the District, provided that this exception shall only apply to travel between the employee’s residence and the District.</b></p> <p><b>If, in the discretion of the District, the employee is able to telework during the 14-day quarantine period, they must make arrangements with their supervisor prior to leaving to ensure that they are</b></p>
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		<p>set up to telework upon their return. If the employee cannot telework, the employee may utilize leave under the Families First Coronavirus Response Act or other appropriate leave.</p> <p>Prior to returning to work after the 14-day quarantine, the employee may also be asked to provide a letter or certification indicating that they have been cleared to return to work.</p> <p>Simultaneous with any personal leave, bereavement leave or vacation request, all employees must provide to their supervisor information on where they are traveling and the dates of travel. This is to determine whether an employee’s personal travel plans will ultimately require a 14-day quarantine upon the employee’s return to work in the District.</p> <p>Any employee’s leave request may be denied if, due to staffing levels, the District is unable to accommodate the employee’s leave request coupled with the 14-day quarantine period.</p> <p>Employees absent beyond the 14-day quarantine period must comply with existing rules and policies governing attendance, leaves of absence, and use of benefit time.</p> <p>This policy will remain in effect until further notice and is subject to change.</p>
EBC Supplemental		<p>This document has been developed to act as a guide for school committees as your district develops and implements a back-to-school strategy.</p> <p>As the start of school approaches, the school committee will need to address revisions or waivers to some of the policies they have established as well as student handbook language. The policy areas to concentrate on are identified within this guidance document.</p>

**POLICY ISSUES FOR THE PANDEMIC**

**Creation of a General (Interim) Policy on COVID-Related Issues  
File: EBC Supplemental**

**The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families and the community; and the growing number of issues that will affect public education.**

**Therefore, the school committee establishes an emergency, interim policy to:**

- promote public safety and safety of students and faculty,**
- maintain to the extent possible the high and efficient level of educational services,**
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and**
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government, and expedite the safest strategy for returning students to school.**

**The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the “reopening of schools master plan,” and district policy, and**

		<p><b>will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.</b></p> <p><b>The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.</b></p> <p><b>The school committee will authorize the superintendent to act expeditiously in executing the “reopening of schools” plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.</b></p> <p><b>The “reopening of schools” plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.</b></p> <p><b>The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.</b></p> <p><b>The goal of emergency pandemic policies shall be to:</b></p>
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		<ul style="list-style-type: none"> <li>• ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;</li> <li>• provide the most effective educational services as possible to students under the circumstances;</li> <li>• authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;</li> <li>• conduct the district business and operational functions of the district as efficiently as possible;</li> <li>• allow the superintendent and staff to act quickly to carry out a “reopening of schools” plan and,</li> <li>• facilitate the re-establishment of a safe and productive school day and year.</li> </ul> <p><b>Student assignment to schools (File JCA)</b>  Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.</p> <p><b>Attendance (File JH)</b>  Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including</p>
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		<p><b>the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements.</b></p> <p><b>Discipline and Suspension/Expulsion with home schooling rights (File JIC, JK)</b> <b>In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of students who are disciplined or suspended during the pandemic emergency.</b></p> <p><b>Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)</b> <b>The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.</b></p> <p><b>STUDENTS AT RISK (JL, JLC, JLCC)</b> <b>During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.</b></p>
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		<p><b>Privacy of Students. (File JRA)</b> During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.</p> <p>Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.</p> <p><b>Pivoting back to remote learning, or back to in-school instruction.</b> The superintendent shall incorporate into the “reopening of schools” plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.</p> <p><b>Attendance vs. participation in events (File JH and Student/Athletic Handbooks)</b> Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.</p>
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		<p><b>Visitors in schools and buildings (File KI)</b> Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.</p> <p><b>Illness and contact tracing (File JLCC)</b> Subject to the provisions of the “reopening of schools” plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the COVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.</p> <p><b>Transportation and busing (File EEA, EEAA)</b> Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP’s that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district “back to school” plan.</p> <p><b>Operations and plant maintenance (File ECA)</b> Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district</p>
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		<b>maintains.</b>
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# Matters for Action

## New Business

1. Bullying Prevention and Intervention Plan-  
Updated Version

## **Bullying Prevention and Intervention Plan**

### **I. Priority Statement**

The Hudson Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Hudson Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

### **II. Purpose**

Hudson's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged

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

### **III. Training and Professional Development**

- A. Annual staff training on the Plan: Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. This training may be conducted online and staff will acknowledge receiving this information through electronic sign-off. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by research and will include information on:
- Developmentally (or age-) appropriate strategies to prevent bullying
  - Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents
  - Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
  - Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - Information on the incidence and nature of cyberbullying
  - Internet safety issues as they relate to cyberbullying
  - Ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.
- C. Written Notice to Staff: The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff in the school or district employee handbook, the district website and the code of conduct.

### **IV. Access to Resources and Services**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of

targets, student aggressors, families, and others are addressed. Hudson's Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students.

- A. Counseling and other services: Each of Hudson's six schools has a school psychologist and the middle school and high school have guidance counselors who will assist in identifying as well as providing resources for students involved in bullying and cyberbullying. School psychologists, nurses, guidance counselors, speech pathologists and special educators provide a range of therapeutic and skill-based services to students including emotional support, risk assessment, crisis intervention and help with community based counseling referrals when needed.
- B. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- C. Referral to outside services. The District will use a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Personnel who assist with such referrals may include administrators, psychologists, counselors, or clinicians.

## **V. Academic and Non-Academic Activities**

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development, per guidelines published by the Department of Elementary and Secondary Education (DESE). The District considers the following suggested guidelines from the DESE:

### A. Specific bullying prevention approaches.

These bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies
- enhancing students' skills for engaging in healthy relationships and respectful communications
- fostering the development of language skills and social awareness in young children to increase their self-advocacy competences

- engaging students in a safe, supportive school environment that is respectful of diversity and difference

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

## **VI. Policies and Procedures for Reporting and Responding to Bullying and Retaliation**

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, with the understanding that no student shall be subject to discipline based solely on an anonymous report. The district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated email address, as well as the method for anonymous reporting through the District’s website. At the beginning of the school year, the District will communicate the availability of these tools and the policies for reporting via the student handbooks and on the District’s website.

### **1. Reporting by Staff**

A staff member will report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

### **2. Reporting by Students, Parents or Guardians, and Others**

The school or district expects students, parents or guardians, and others who witness or become aware

of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation-Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the parents or guardians of the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who

is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. Investigation. The principal or designee, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged student aggressor of bullying. The actions to be taken to prevent further acts of bullying shall be discussed.

The school principal or designee shall investigate promptly all reports of bullying, using a Bullying/Cyberbullying Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. In the event the reported bullying involves the school principal or designee as the alleged aggressor, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- D. Determination and Notification. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the student aggressor about the results of the investigation and, if bullying or retaliation is found, what action is



being taken to prevent further acts of bullying or retaliation. The investigation shall be completed within twenty (20) working days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including where the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the principal or designee shall contact the parents or guardians as to the status of the investigation on a weekly basis. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. School personnel may, however, share information with the family of the target regarding the process that was followed to investigate and determine whether bullying occurred; what general measures are being taken to protect the target from further acts of bullying or retaliation; and what is being done to ensure that the target is reassured, receives help, and is provided with appropriate ways to communicate ongoing concerns.

## E. Responses to Bullying

### 1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

### 2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's student discipline's code of conduct, but ranges from detention to suspension to expulsion.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### 3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

#### F. Responding to a Report of Bullying by School Staff

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. If necessary, the principal or designee will consult with legal counsel about the investigation.

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

## **VII. Collaboration with Families**

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused ways that families can support bullying prevention and intervention efforts related to school-based bullying as well as cyberbullying. The programs may be offered in collaboration with the Home and School organization, School Councils, Special Education Parent Advisory Council, Athletics, or Guidance Departments at the middle and high schools, local law enforcement agencies, the Middlesex District Attorney's Office and any other appropriate organization.
- B. Notification requirements. Every year, each of Hudson's schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in English, Portuguese and Spanish. The school or district will post the Plan and related information on its website. Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

## **VIII. Prohibition Against Bullying and Retaliation**

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and

describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Hudson district or a school to staff any non-school related activities, functions, or programs.

## **IX. Problem Resolution System**

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Complaints regarding a school or district not responding appropriately to bullying allegations may be investigated through the Department of Elementary and Secondary Education's Program Quality Assurance (PQA) Services: Problem Resolution System. Parents/guardians may send emails to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

## **X. Definitions**

Aggressor is a student or member of a school staff who engages in bullying, cyberbullying, or retaliation toward a student or staff member.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Elementary Definition: Bullying is a serious and hurtful situation that will not be tolerated in our schools. Bullying occurs when more than one time, a student (s) say, write or use physical acts or gestures that are hurtful and target another student. Bullying occurs when those words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property. Bullying occurs when the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property. Bullying also occurs when the repeated behaviors create a hostile environment in school for the targeted student or when that student's rights are violated. Bullying occurs when the repeated acts disrupt learning and the regular school day in a major way. Bullying also includes cyberbullying which is bullying through the use of technology or any electronic communication (for example: emails, mobile phone texting, instant messaging, creating websites, distribution of inappropriate pictures, text, or video, and social networking pages).

Cyberbullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

## **XI. Relationship to Other Policies and Laws**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity or expression, homelessness, disability, religion, national origin, or sexual orientation. Nothing in the Hudson Anti-Bullying Plan prevents the school or district from taking action to remediate discrimination or harassment

based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in Hudson's Anti-Bullying Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. §§ 41 and 42 c.71 other applicable laws, or local school or district policies, or collective bargaining agreements in response to violent, harmful, or disruptive behavior, regardless of whether Hudson's Anti-Bullying Plan covers the behavior.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq. and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. Any discipline of students with disabilities must be in accordance with associated statutes and regulations.



Matters for Action  
New Business

2. Approval of Contract with The Home Depot in the amount of \$19,337.65 for 7,200 Renown Single Roll Toilet Paper, 5200 Scott Bathroom Tissue, 1,350 Renown Paper Towel Rolls, 2,100 Renown 20-30 gal. Trash Bag Rolls of 25 and 57- Renown 60 gal. Can Liner Rolls of 25

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

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**Funding Source:** General Fund

**Account Number:** 20.4130.15.1.067.0567.4110.5.6.99

**Contract for Goods & Services**

**Company Information**

**Company Name:** The Home Depot Pro

**Address:** 6 Warburton Ln, Westborough, MA 01581

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

**Terms of Contract:**

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

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

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

**Description of Items Purchased and Prices**

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

- 7,200 Renown Single Roll Toilet Paper, 5,200 Scott Bathroom Tissue, 1,350 Renown Paper Towel Rolls, 2,100 Renown 20-30 gal. trash bag rolls of 25, 570 Renown 60 gal. can liner rolls of 25 for \$19,337.65

**Timeline for Shipping:** 9/30/20

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

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

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

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



**Vendor:**

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

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

**Hudson Public Schools**

\_\_\_\_\_  
School Business Manager

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

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

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

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

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

### SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30R

 Ch. 149

 Ch. 30 §39m

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

Department: HPS Facilities	Date: 8/21/2020	Department Head: <i>[Signature]</i> Director of Facilities
		Finance Director (signature): <i>[Signature]</i>

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

Purchase custodial supplies from The Home Depot Pro - 3096116312 toilet paper \$3,070.50, KCC482850 bathroom tissue \$5,760.00, REN06004-WB paper towels \$5,377.50, REN10403-CA trash bags \$2,340.45, REN16020-CA trash bags \$2,789.20 = \$19,337.65.

OMNIA Partners Janitorial Supplies & Equipment Contract Exp. 5/31/2027

#### Recommended Quote or Bid

Date Quote Received: 8/3/2020	Quote: \$19,337.65
Company Name: The Home Depot Pro	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 6 Warburton Lane Westborough, MA 01581	
Quote Issued By: Barry Hackett	Tel: 508-330-3752 FAX:
Special Conditions/Notes:	

#### Second Quote or Bid

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

#### Third Quote or Bid

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

#### Chief Procurement Officer Action

Approved: <i>[Signature]</i>	Date: 8/23/26
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Comments: *Cooperative Purchasing Agreement*

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

Posted  
  Newspaper  
  Central Register  
  CommBuys  
  Website

Matters for Action  
New Business

3. Approval of Contract with BLW Engineers, Inc. in the amount of 10,687.50 to Evaluate HVAC Equipment and Provide Reports with Recommendations for COVID-19 to Meet DESE COVID-19 Recommendations

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

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**Funding Source:** GR 20-3790 Town Cares Act BLDG Maintenance

**Account Number:** 45.0008.15.1.079.3790.4230.5.1.20

**Contract for Goods & Services**

**Company Information**

**Company Name:** BLW Engineers, Inc.

**Address:** P.O. Box 1551, Littleton, MA 01460

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

**Terms of Contract:**

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

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

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

**Description of Items Purchased and Prices**

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

- BLW Engineers to evaluate HVAC Equipment and provide reports with recommendations for COVID-19. Recommended accommodations for \$10,687.50 to meet DESE COVID-19 recommendations.
- 

**Timeline for Shipping:** 9/30/20

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

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

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

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

Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.

**Vendor:**

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

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

**Hudson Public Schools**

\_\_\_\_\_  
School Business Manager

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

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

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

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

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

## SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B

 Ch. 14B

 Ch. 30 §39m

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

Department: HPS Facilities	Date: 9.3.20	Department Head: <i>LBelli</i>
		Finance Director (signature): <i>LBelli for D. Gale 9-9-20</i>

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

BLW Engineers to evaluate HVAC Equipment and provide reports with recommendations for COVID-19. Recommended accommodations to meet DESE COVID-19 recommendations. COMMBUYS Vendor #00009826

### Recommended Quote or Bid

Date Quote Received: 8.30.20	Quote: 10,687.50
Company Name: BLW Engineers, Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: P.O. Box 1551 Littleton, MA 01460	
Quote Issued By: Kenneth Beck	Tel: 978-486-4301 FAX:
Special Conditions/Notes: *** Emergency COVID-19 Procurement *** We have been working with BLW Engineers on our HHS Boiler Replacement Project.	

### Second Quote or Bid

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

### Third Quote or Bid

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

### Chief Procurement Officer Action

Approved: <i>[Signature]</i>	Date: 9/9/20
Comments: <i>20B Section 1 (32A) Exempt.</i>	

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

Posted  
  Newspaper  
  Central Register  
  CommBuys  
  Website