

HOPKINTON SCHOOL COMMITTEE
Thursday, February 16, 2017
Regular Meeting 7:00 PM
HCAM Studio

AGENDA

I. Pledge of Allegiance

II. Recognitions

III. Public Comments

IV. Reports

- A. 7:10 – 7:15: Student Council
- B. 7:15 – 7:20: Liaisons Reports
- C. 7:20 – 7:40: SC Chair Report
 - a. Planning Board Draft Review Update – Ken Weismantel
 - b. Annual Town Report
 - c. New Elementary School Naming Timeline
 - d. Executive Minutes Voted in Executive Session
- D. 7:40 – 8:00: Superintendent's Report
 - a. Drinking Water Update
 - b. Enrollment and Capacity
 - c. Director of Finance Update

V. New Business

A. 8:00 – 8:10: High School Program of Studies – Mr. Bishop

For Consideration: of the amendments to the High School Program of studies.

Motion: move to approve the 2017-2018 High School Program of Studies.

B. 8:10 – 8:20: Middle School Program of Studies – Mr. Keller

For Consideration: of the amendments to the Middle School Program of studies.

Motion: move to approve the 2017-2018 Middle School Program of Studies.

C. 8:20 – 8:30: Elmwood SOI – Dr. MacLeod

For Consideration: in response to an invitation from the MSBA to submit consideration for Statements of Interest and as it relates to the Elmwood School. (Core Program: April 7, 2017)

Motion: move to recommend the superintendent file a statement of interest with the MSBA as it relates to the Elmwood School.

VI. Old Business

A. 8:35 – 8:50: FY18 Capital Project Requests – Mr. Dumas and Dr. MacLeod

For Consideration: The Town Manager has been charged by the Board of Selectmen with paring down the Capital Project requests for FY18. We have been asked to provide a revised list and reasoning why any items remaining cannot be delayed.

Motion: TBD

B. 8:50 – 9:00: **School Committee Policy - IMG Animals in School (2nd Reading)** – Dr. MacLeod

For Consideration: of the recommendations made at the February 2, 2017 School Committee meeting related to Policy IMG.

Motion: Move to approve Policy IMG as amended.

VII. Public Comments: 9:00

VIII. Items by Consensus: 9:10

Recommended Motion: Move to Approve the Items by Consensus as outlined below.

- A. The Superintendent recommends the School Committee vote to approve the Operating Budget & Other Funds Warrant #17-051 in the amount of \$393,937.68.
- B. The Superintendent recommends the School Committee vote to approve the Elmwood Student Activities Warrant #17-052 in the amount of \$419.97.
- C. The Superintendent recommends the School Committee vote to approve the Middle School Student Activities Warrant #17-053 in the amount of \$32,094.10.
- D. The Superintendent recommends the School Committee vote to accept the gift in the amount of \$658.13 from Scholastic Books to be deposited into the Center School Gift Account.
- E. The Superintendent recommends the School Committee vote to accept the refund in the amount of \$149.67 from Scholastic Books for a 2010 duplicate payment to be deposited into the Center School Gift Account.

IX. Adjournment

X. Next Meetings

Thursday, March 2, 2017 @ 7:00 PM
Thursday, March 16, 2017 @ 7:00 PM
Thursday, April 6, 2017 @ 7:00 PM
Thursday, April 13, 2017 @ 7:00 PM

High School Library – Regular Meeting
High School Library – Regular Meeting
High School Library – Regular Meeting
High School Library – Regular Meeting

**INTENTIONALLY BLANK
ITEM DIVIDER**

Action Plan Item	Timeline	Primary Responsibility	Additional/New Resources Needed
board/committee and/or staff person. Review the mission of each trail/open space planning entity and consider possible consolidation or reorganization to best achieve coordinated planning and action.			
CFS20. Work with developers to create trails in new developments, and if developers are required to create trails, ensure that such plans are completed.		Planning Board	
CFS21. Plan for the need for future Fire Department substations in areas with new development or which improve the operational ability to provide emergency services, and identify and acquire potentially suitable sites.		Board of Selectmen	
CFS22. Monitor and plan for the potential impact of increased school enrollment across the District.		School Committee	
CFS23. Develop policies and programs to achieve long term sustainability and efficiency in energy and other fields to improve public health and community resiliency. Ensure that the Action Items in this Master Plan have a positive impact on sustainability.		Board of Selectmen	
Transportation			
T1. Improve operational capacity and safety at the following intersections.		Board of Selectmen	
<ul style="list-style-type: none"> ➤ The Route 85/Route 135 intersection in the Downtown: intersection alignment, signal timing, consolidated curb cuts, sidewalks, bicycle lanes, underground utilities, pedestrian safety improvements. ➤ Lumber Street/West Main Street: signal timing, right turn lane from West Main St. eastbound onto Lumber Street, sidewalks, bicycle lanes. ➤ Wood Street/West Main Street/Main Street: signal timing, improved truck turning. 			

INTENTIONALLY BLANK
ITEM DIVIDER

School Committee
Annual Town Report
2016

School Committee:

The mission of the Hopkinton Public Schools is to equip all students with the skills and knowledge to become productive citizens and lifelong learners by providing appropriate learning opportunities in a physical, social, and emotional environment that fosters fulfillment of each student's potential. The School Committee is responsible for developing policies that support the mission of the school district and for adopting a budget that provides adequate funding for the schools. The Committee oversees and directs the management of the annual funds made available to the school system in the most strategic and cost-effective way possible. By working collaboratively with the school administration, town committees, town departments and community support groups, the School Committee dutifully and successfully carries out its responsibilities. Over the course of the last 12 months, much has been accomplished.

Strategic Plan Annual Update:

Members of the School Committee in collaboration with the superintendent reviewed and updated the Strategic Plan. The strategic priorities will continue to guide the district over the next five years. We work with administration to ensure that budget requests and school improvement plans are aligned to the identified Strategic Plan priorities.

Building and Facilities Goal:

The School Committee continues to work closely with the Elementary School Building Committee to advance the completion of the new PK-1 Elementary School. In October 2016 the community celebrated a milestone in the building project with a groundbreaking ceremony commencing the construction of the new early elementary school. We are on schedule to open the new school in September 2018.

Budget Goal:

Last year, the Committee collaborated with the school administration and town leaders to develop and present a goals-driven, responsible budget for FY17 to the community, which passed at the May 2016 Annual Town Meeting. For the 2017 Town Meeting FY18 budget presentation, sustaining voter support for an FY18 goals-driven, fiscally responsible, transparently prepared budget is the Committee's goal. The FY18 budget recommendation strives to meet the educational needs of all students and focuses on key initiatives from the strategic plan.

Respectfully submitted,

Lori Nickerson, Chair
Kelly Knight, Vice-Chair
Jean Bertschmann, Member
Nancy Cavanaugh, Member
Jonathan Graziano, Member

INTENTIONALLY BLANK
ITEM DIVIDER

Executive Minutes Voted in Executive Session

August 16, 2011 - **not released**
June 14, 2012 (Session I) - released
June 14, 2012 (Session II) - released
June 20, 2012 - released
April 25, 2013 - released
June 13, 2013 - released
July 9, 2013 - released
November 25, 2013 - released
December 5, 2013 - released
August 18, 2014 - released
December 22, 2015 - released
January 19, 2017 - released

**INTENTIONALLY BLANK
ITEM DIVIDER**

HOPKINTON HIGH SCHOOL
Office of the Principal

MEMORANDUM

TO: Dr. Cathy MacLeod, Superintendent
FROM: Evan Bishop
DATE: February 16, 2017
RE: 2017-18 Hopkinton High School Program of Studies

The proposed 2017-2018 Hopkinton High School Program of Studies is included for review. Below is a summary of the new course titles and descriptions as well as the courses being removed from the 2017-2018 Program of Studies.

Drama/Visual Art Department

Add: **Advanced Public Speaking** *Semester Course*
Open to: Grades 11-12 *2.5 credits*
Prerequisites: *Public Speaking or permission from instructor*

Building upon the foundational skills mastered in Public Speaking, students will further their development as a public speaker in a variety of settings. This will be done through a combination of speaking, writing, and reading assignments. Specifically, students will outline, develop, and deliver manuscript and extemporaneous speeches incorporating relevant sources. They will learn how to develop and deliver messages that are appropriate and effective for a variety of purposes and audiences. Each student will be required to present a 5-7 minute memorized speech by the end of the semester.

Add: **Yearbook II** *Two Semester Course*
Open to: Grades 10 through 12 *2.5 credits*
Prerequisites: *Yearbook I*

Students taking Yearbook II already have an understanding of desktop publishing, photo editing and advertising from taking Yearbook I. Yearbook II students will take on added responsibilities around editing and publishing as well as playing a leadership role for the Yearbook I students.

Business/Technology/Engineering Department

Add: **Cooperative Business & Marketing** *Semester Course*

Open to: Grades 9-12 *2.5 credits*

Prerequisites: *None*

Students will engage in communication, leadership, and community connections while using business, and marketing skills to be successful. Teams of students will partner with Hopkinton based organizations outside the classroom to help promote and grow these organizations. Students will leverage traditional media and current forms of social media to help in their efforts to promote and grow Hopkinton organizations.

Add: **HHS TV + Video** *Semester Course*

Open to: Grades 9-12 *2.5 credits*

Prerequisites: *None*

Students will develop skills needed to create television programming and corporate video. Working in teams, students will study all aspects of Video Production: conceptualizing, writing, producing, directing, shooting and editing. Using professional grade cameras, equipment and editing tools, students will produce work they are proud of in this semester long course. Content produced will be featured on the *HHS Today* News program (viewed by all members of the HHS community), be included on the course's HHS-TV YouTube channel and aired on HCAM (Hopkinton's local television channels). Production genres include news, drama, sports, comedy, issues, and arts; and will also allow students to translate their personal creative visions into short videos.

Add: **AP Computer Science Principles** *Two Semester Course*

Open to: Grades 10-12 *2.5 credits per semester*

Prerequisites: 1 recommendation by a Tech/Engineering, Math, or Science teacher

AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students will design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, scientists and engineers use to bring ideas to life.

Add: **Game Design**

Semester Course

Open to: Grades 9-12

2.5 credits

Prerequisites: None

Students will learn the theory and practice of video game design and programming. Students will learn the skills necessary to have a game of their design run in real time, using computer graphics, human interaction, computer software and hardware. This is an excellent opportunity for you to take a creative thought and bring it to life through a game that others will enjoy.

Course Removed: *Intro to Business*
Entrepreneurship
AP Computer Science

English Department

Add: **Journalism II (CP), (H)**

Semester Course

Open to: Grades 10-12

2.5 credits

Prerequisites: *Intro. to Journalism*

Students continue to develop and apply the techniques of writing, editing, photography and design learned in Introduction to Journalism. Students take on leadership roles in the print and web publications, develop a more sophisticated level of journalistic writing and participate in the operation and

production of The HHS Press, including advertising and circulation management.

Music Department

Add: **AP Music Theory (AP)**

Two Semester Course

Open to: Grade 11-12

2.5 credits per semester

Prerequisites: *Music Theory I*

This is a yearlong course that teaches a wide array of musical concepts. Along with music theory and beginning composition the students also deal with aural skills, dictation, and sight singing. Students learn the basics of music notation and score analysis along with knowledge of basic tonal harmony in the eighteenth century common-practice period style. The ultimate goal of the course is to develop a student's ability to recognize, understand, analyze, and describe the aspects and processes of music that is heard or seen on a score. Students engage in a variety of written, singing, and compositional exercises that teach them the many aspects of musical composition and analysis. The focus is on learning the foundational principles of music theory that lead to aptitude in analysis and beginning composition. Students who pass the AP exam may earn college credit at a number of colleges and universities. While not all students will likely attain this level of success, the instruction and practice in this course will serve to greatly enhance and improve a student's ability to comprehend, analyze, and notate music in a traditional style.

Science Department

Add: **Advanced Placement Physics C: Mechanics (AP)** Two Semester Course

Open to: Grade 12

2.5 credits per semester

Prerequisites: *Students should have taken or be concurrently taking calculus*

AP Physics C:Mechanics is a full year high school class which is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. A minimum

of 20% of classroom time will be spent on scientific investigations using principles of scientific inquiry where students will design and conduct experiments; organize, display, and critically analyze data and communicate results.

**INTENTIONALLY BLANK
ITEM DIVIDER**

HOPKINTON MIDDLE SCHOOL

Office of the Principal

MEMORANDUM

TO: Dr. Cathy MacLeod, Superintendent
FROM: Alan M. Keller, Principal
DATE: February 16, 2017
RE: 2017-2018 Middle School Program of Studies

The proposed 2017-2018 Hopkinton Middle School Program of Studies is included for School Committee review. Significant changes are highlighted below:

- *Grade 6 Science* (page 11) incorporates the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework. Unlike the 2016-2017 grade 6 science curriculum which centered on physical and earth science, the 2017-2018 grade 6 science curriculum includes all four disciplines of science (earth and space science, life science, physical science, and technology/engineering).
- World Languages (pages 15 and 16) include the addition of Mandarin Chinese IA at grade 7. This is included as part of the proposed FY18 HMS budget and is therefore dependent upon the passing of the FY18 School budget.
- The course *Media Literacy* (page 29) replaces the 2016-2017 course *Digital Literacy*. The skills at the center of *Digital Literacy* remain essential, however with our 1:1 program they are being increasingly incorporated and reinforced in academic classrooms. In recent years, we are seeing a growing need for our students to be media literate. Students are generally fluent at accessing various media, and *Media Literacy* seeks to bridge the gap from access to interpretation and analysis. Throughout this three-year course, students will develop their skills as consumers, creators, and critics of media.

As always, thank you for your time and consideration.

Middle School Program of Studies

2016-2017	2017-2018
<p>PAGE 11 SCIENCE</p>	<p>PAGE 11 SCIENCE <u>REVISE/ADD</u></p>
<p>In order to best meet our students' needs, learners are actively engaged in inquiry-based learning. The nature of inquiry-based science lends itself to students working collaboratively. All lab work is designed to assist students in developing and improving their science process skills and understanding of the scientific method. Students are required to make observations, ask questions, construct explanations, test those explanations against current scientific knowledge, evaluate data and evidence, and communicate their ideas to others.</p>	<p>(REVISE) Therefore, to meet the needs of 21st century learners, students are actively engaged in inquiry-based learning. The nature of inquiry-based science lends itself to students working collaboratively. All lab work is designed to assist students in developing and improving (REVISE) the science and engineering practices. Students are required to ask questions (for science) and define problems (for engineering), develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain, evaluate, and communicate information.</p>
<p>PAGE 11</p>	<p>PAGE 11</p>
<p>Grade 6</p>	<p>Grade 6 – (ADD) Structure and Function</p>
<p>Students explore the principles of change in the context of physical and earth sciences. Units focus on: matter, chemical activity, and the Earth as a dynamic entity. The Matter unit encompasses phase changes, properties of matter, measurement of matter, and solutions and mixtures. In the Chemistry unit, atomic structure, elements and compounds, and physical and chemical reactions are introduced. While investigating the structure of the Earth in the Dynamic Earth unit, students will study plate tectonics and how</p>	<p>(REVISE) The integration of Earth, space, life, and physical sciences with technology and engineering gives grade 6 students relevant and engaging opportunities with natural phenomena. For example, students learn to think like scientists as they relate structure and function throughout earth's interior, earth's surface, cells, matter, and waves. Students use models and provide evidence to make claims and explanations about structure-function relationships in the world around them.</p>

Earth's surface is constantly changing due to weathering and erosion.

PAGE 15
WORLD LANGUAGES

Proficiency in a foreign language requires many years of studying the same language. As students begin the two-year program in Grade 7, they make a commitment to study either French or Spanish. Students who successfully complete the Middle School program will be eligible to take French II or Spanish II in high school.

Grade 7

The Grade 7 French I, Part A or Spanish I, Part A curriculum provides students with practice in the development of all four language skills. Students will develop listening and oral communication skills by interacting with the teacher and with other classmates.

PAGE 16

Emphasis is placed on the development of student awareness of French-speaking and Spanish-speaking cultures. Throughout the curriculum, discussion of the daily lives and customs of people in the various Francophone and Spanish-speaking cultures enhances understanding and appreciation of the French and Spanish languages.

PAGE 15
WORLD LANGUAGES
ADD

Proficiency in a foreign language requires many years of studying the same language. As students begin the two-year program in Grade 7, they make a commitment to study either **(ADD) Mandarin Chinese**, French or Spanish. Students who successfully complete the Middle School program will be eligible to take **(ADD) Mandarin Chinese**, French II or Spanish II in high school.

Grade 7

The Grade 7 **(ADD) Mandarin Chinese IA**, French IA or Spanish IA curricula provide students with practice in the development of all four language skills. Students will develop listening and oral communication skills by interacting with the teacher and with other classmates.

PAGE 16
ADD

Emphasis is placed on the development of student awareness of **(ADD) Mandarin Chinese-speaking**, French-speaking and Spanish-speaking cultures. Throughout the curriculum, discussion of the daily lives and customs of people in the various Chinese, Francophone and Spanish-speaking cultures enhances understanding and appreciation of the **(ADD) Mandarin Chinese**, French and Spanish languages.

PAGE 19

DIGITAL LITERACY

Digital Literacy focuses on the many ways we find, use, produce, and share information online. Students develop communication and collaboration skills that enable them to acquire, produce, and share information while also exploring the positive and negative impacts of digital media on their lives. Students work in a cloud-computing environment exploring a variety of 21st Century skills and working to understand the importance of being a responsible digital citizen.

Grade 6

Grade 6 students in Digital Literacy learn about Technology Literacy and Digital Citizenship. Students learn to use Cloud-based applications, navigate the Hopkinton Public Schools network, search online safely and effectively, and use various media and technology for research and presentations. In addition, students engage extensively with concepts related to online safety and appropriate usage of digital and social media.

Grade 7

Grade 7 students in Digital Literacy study Information Literacy and Digital Citizenship. Students create collaborative projects and presentations related to the research process. Students learn to use databases to search online safely and effectively, use various media and technology for research and presentations, engage with others' work, and understand creators' rights. In addition, students discuss ways to stay safe and avoid negative behaviors online and explore the role of technology in the workplace and

PAGE 29

REVISE

MEDIA LITERACY

(REVISE) Media Literacy is the ability to access, analyze, evaluate, and produce communication in a variety of forms. Media Literacy includes the skills of literacy—reading, writing, speaking, listening, inquiring, and critically viewing—extended to all message forms and a wide range of technologies.

(REVISE) Grade 6: Conscious Consumers

Students work toward the goal of becoming conscious consumers who are aware of the constructed messages in the media that surround them each day. Students learn to access media independently in varied forms and to evaluate that media to determine if it is high-quality. Sixth graders learn how media messages shape our visions of the world and our sense of ourselves, and work to become thoughtful consumers and effective citizens in a media-driven age.

(REVISE) Grade 7: Collaborative Creators

Students learn to work collaboratively to create a variety of media. With the knowledge that all media is deliberately constructed, students learn to independently identify the frameworks that are the structure of most of the media we consume. Seventh graders learn to create media messages using a wide range of technologies and frameworks and find useful applications for the media that they find and create.

society.

Grade 8

Grade 8 students in Digital Literacy focus on the impact of digital media on their lives. Students create collaborative projects and presentations and engage in relevant discussions pertaining to Digital Citizenship, with an emphasis on online identity, digital footprints, social media benefits and risks, cyber-bullying, the impact of social media on the news, and the impact of advertising on teenagers.

(REVISE) Grade 8: Confident Critics
Students build on their knowledge as consumers and creators to become confident critics of all media as they identify the impact that media has on their own lives. Students learn to recognize how the construction of a message helps one become a more critical and questioning reader and viewer. Students study TV as a powerful source of social learning that shapes attitudes, social and consumer behaviors, and people's world views. Eighth graders learn to employ media literacy as an antidote to manipulation and propaganda and become empowered as positive contributors to society to challenge cynicism and apathy. By the end of eighth grade, students are ready to serve as agents of social change.

**INTENTIONALLY BLANK
ITEM DIVIDER**

CAPITAL IMPROVEMENTS REQUEST: Following Review by CIC on 12/20/16

#	DESCRIPTION	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	10-Year Total
	FUNDED THRU SCHOOL ARTICLES											
1	ELMWOOD RECEIVING DOOR	\$25										\$25
2	SYSTEMWIDE SECURITY UPGRADES	\$100	\$300									\$400
3	HVAC AT MIDDLE SCHOOL AUDITORIUM	\$162										\$162
4	BUILDING AND GROUNDS EQUIPMENT - SYSTEMWIDE	\$30	\$45	\$80	\$51	\$60	\$60	\$50	\$50	\$50	\$50	\$526
5	SYSTEMWIDE TECHNOLOGY UPGRADES	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,000
6	BUILDING AND GROUNDS STORAGE FACILITY	\$25	TBD									\$25
7	ELMWOOD SCHOOL SOLUTION	\$600		TBD								\$600
8	HAYDEN ROWE CAMPUS PAVING	\$35	\$150	\$175			\$175					\$535
9	HOPKINS HVAC ASSESSMENT & UPGRADES	\$125	TBD									\$125
10	NEW TURF FIELD WITH LIGHTS	TBD										TBD
11	CONSTRUCT BUS PARKING LOT AT NEW SCHOOL		\$320									\$320
12	HS HVAC ASSESSMENT & UPGRADES		\$125	TBD								\$125
13	MS PARTIAL ROOF REPLACEMENT		\$25	TBD								\$25
14	HS COMPLETE ROOF REPLACEMENT					\$100	TBD					\$100
15	ADMINISTRATION OFFICE SOLUTION - SYSTEMWIDE		\$200	\$2,159								\$2,359
16	UPGRADE WHITE HOUSE & CONVERT TO LIFE SKILLS		\$365									\$365
17	HS TRACK - FULL REPLACEMENT		\$1,000									\$1,000
	GRAND TOTAL	\$1,202	\$1,630	\$3,514	\$151	\$260	\$335	\$150	\$150	\$150	\$150	\$7,692

Notes:

- (1) FY18 Elmwood receiving door complete replacement
- (2) FY18 alarms at Hopkins and Middle School, FY19 is for cameras.
- (3) FY18 Middle School auditorium HVAC work; FY17 funds were insufficient
- (4) FY18 Walk behind mower, Sanders, Golf Cart; FY19 replace 2012 truck; FY20 replace 2005 mower, try to maintain a 7 year replacement cycle in out years.
- (5) FY18 Wireless access point upgrades at Elmwood & Middle Schools; FY18 HS Auditorium upgrades; post FY18 figures are placeholders for major infrastructure upgrades(Wiring, Access points, Data center Replacements, Digital Signage).
- (6) Purchase & installation of modular building to store Buildings & Grounds equipment; FY18 is for design/feasibility; FY19 is for installation.
- (7) Submission to MSBA for a solution to conditions at the Elmwood School; FY18 is for design/feasibility; estimated cost to be determined.
- (8) FY18 Assessment of Loop road and campus parking lots; Construction to follow.
- (9) FY18 Engineering for Hopkins HVAC systems; FY19 construction.
- (10) Install turf field (with lights); Project timing TBD.
- (11) Construct gravel parking lot for buses at the proposed new elementary school - results in estimated annual positive impact of \$111K.
- (12) FY19 engineering for HVAC assessment and upgrades; FY20 construction
- (13) FY19 MS roof assessment for partial replacement(both sides of courtyard); FY20 Design & Construction
- (14) FY22 high school roof engineering & design for complete replacement to include Athletic Center; FY23 construction
- (15) Estimated cost to provide office space for Central Administration at a location to be determined; used FY 05 dollars from TDPC;
- (16) Replace roof & windows, modify restrooms, renovations to facilitate conversion to SPED Life Skills Program & document storage area.
- (17) Rebuild entire track, including pavement base and resurfacing.

**INTENTIONALLY BLANK
ITEM DIVIDER**

Hopkinton School Committee Policy Animals in School

The Hopkinton Public School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building.

Educational Program

No animal shall be brought to school without prior permission of the building Principal. Use of animals, including classroom pets or therapy dogs, to achieve specific-curriculum educational objectives may be allowed by the building Principal, provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Any fur-bearing animal is susceptible to rabies, a very serious and fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Hopkinton School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

~~Bats – Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.~~

Poisonous Animals – Venomous spiders venomous and insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

Because of the high risk of salmonellosis and campylobacteriosis from baby chicks and ducks, these animals are inappropriate in schools without education on safe and proper handling procedures. Transmission of these diseases from chicks and ducklings to children is well- documented.

Although small rodents are considered to be low risk for rabies, all mammals are susceptible to rabies infection. Classroom pets, particularly mammals, should be kept exclusively indoors in order to prevent interaction with wild animals that may be infected with rabies. Students and their parents or guardians who volunteer to foster classroom pets during school vacations and summer, should be educated on this risk and policy.

Service Animals (Guide or Assistance Dogs)

The Hopkinton School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation. The dog must be wearing an up-to-date rabies tag on its collar.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability." The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- Assist individuals who are blind or have severe sight impairments ("seeing eye dogs" or "guide dogs")
- Alert individuals with hearing impairments to sounds;
- Pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist individuals with mobility impairments with balance.

The District shall not assume custody, or take control of or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the dog shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not under the control of its handler, ~~or if it is not housebroken,~~ the service animal may be excluded from the school or program. The service animal can also be excluded if it

presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the **dog animal** will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which an service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff and will include the involvement of the parents/guardian of the students.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student’s use of an assistance **dog animal** in District facilities and on school transportation vehicles.

First Reading	February 2, 2017
Second Reading	February 16, 2017
Third Reading	
Adopted	
Policy Amended	
Legal References	
Policy Cross Reference	Department of Public Health "Guidelines for Animals in Schools or on School Grounds"
Procedure Reference	Buildings and Grounds Handbook

INTENTIONALLY BLANK
ITEM DIVIDER



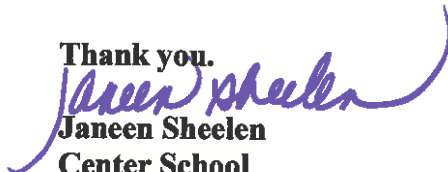
Center School
11 Ash Street
Hopkinton, MA 01748

TO: Cathy MacLeod, Superintendent
FROM: Janeen Sheelen
RE: Center School Gift Account
DATE: February 1, 2017

On behalf of Center School, we ask that you accept the enclosed checks from Scholastic Books and deposit to the Center School Gift account; details below:

Check # 2440316 \$658.13. This reflects our percentage of Fall Book Fair sales.
Check #523515 \$149.67 A refund for a duplicate payment from 2010.

Thank you.


Janeen Sheelen
Center School
Mgmt. Assistant

THIS DOCUMENT HAS AVOID PANTOGRAPH AND MICRO PRINT

SCHOLASTIC INC
557 Broadway
New York, NY 10012-3989
Accounts Payable
201-693-2400

PAYABLE THROUGH
BANK OF AMERICA
21608 CD CLEARANCE

CHECK NO 2440316
DATE 10/25/16
AMOUNT \$ *****658 13

PAY SIX HUNDRED FIFTY EIGHT AND 13/100 ***** DOLLARS

TO THE ORDER OF
CENTER ELEMENTARY SCHOOL
ATTN: TRACIE DUNNE
11 ASH STREET
HOPKINTON, MA 01748

Tracie Dunne

Elizabeth Dunne

SCHOLASTIC

SIGNATURE HAS A COLORED BACKGROUND - BORDER CONTAINS MICROPRINT

⑆0002440316⑆ ⑆011900445⑆ 000000068822⑆

SCHOLASTIC

Scholastic Inc
Routing Check Processing
3851 East McGraw St
Jefferson City, MO 65101

THIS IS A CASH CHECK
Please Sign Reverse and
Deposit without Delay

WELLS FARGO BANK, N.A.

523515

01/20/2017

62-29/311

VOID AFTER 60 DAYS

One Hundred Forty-Nine and 67/100 US Dollars

PAY TO THE ORDER OF
CENTER ELEMENTARY SCHOOL
11 ASH ST
HOPKINTON MA 01748-1894

\$ *****149.67

Tracie Dunne
Elizabeth Dunne

⑆031100225⑆ 36913389⑆ 523515