

August 30, 2017

Dear QMS Students, Parents and Guardians,

Welcome to Quinn Middle School. Our mission is to prepare students for a lifetime of learning, leadership and integrity; inspired by the ideals of honesty, responsibility, empathy, and courage. Grounded in these ideals, we will be working together to see that our students learn, grow, and reach towards our full potential as a community. In the pages that follow, you will find important information which provides the necessary guidelines for a safe, responsible, and enriching school experience. Please take the time to read through this handbook, as we will be sharing the responsibilities outlined in its contents. While our school has a wealth of resources and opportunities for our students, along with them come many responsibilities. This is the first step in working together to provide the best middle school experience our students deserve.

On behalf of our faculty and staff, we thank you for your commitment to learning and look forward to a great school year full of new and memorable experiences.

Jason Webster
Principal, Quinn Middle School

Quick Reference Page

Main Office: 978-567-6210 and School Menu

Absence line 978-567-6210 press 1

Class start time: 7:55 as

Dismissal: 2:25 pm

Dismissal for ½ day: 10:48 am

Late Bus: 3: 25 pm

Bus Company: 978-562-5186

District Offices: 978-567-6100

Email Addresses

Principal: Jason Webster

jpwebster@hudson.k12.ma.us

Assistant Principal: Matt Gaffny

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Guidance Counselor: Heidi Bowen

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Guidance Counselor: Melissa Clonan

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Guidance Counselor: Tammy Murphy

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School Psychologist: Julie Locke

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Secretary: Laura Bertonassi

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Secretary: Jennifer Dufromont

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Nurse: Maria Rossini

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Introduction to Quinn Middle School

This handbook provides basic information for parents and students about Quinn Middle School. We would like you to read through this handbook with your Quinn student(s) so that you will have a better understanding of our school community.

Developmental Designs: Six Basic Principles that Guide Instruction at Quinn

- Social learning is as important to success as academic learning.
- We learn best by constructing our own understanding through exploration, discovery, and application.
- The greatest cognitive growth occurs through social interaction within a supportive community.
- There is a set of personal and social skills that students need to learn and practice in order to be successful socially and academically.
- Knowing the physical, emotional, social, and intellectual needs of the students we teach is as important as knowing the academic content we teach.
- Trust among adults is a fundamental necessity for academic and social success in a learning community.

Teaming at the Quinn Middle School

Quinn Middle School is team based. The purposes of these teams are to facilitate the transition to middle school, to promote communication, to encourage coordination of studies, and to provide smaller and more effective learning communities for our students.

Each team at Quinn has teachers in Language Arts, Math, Science, and Social Studies, along with a special educator and a teacher's assistant. Assistants support both regular and special education students. Teachers are able to adjust the daily schedule to accommodate special academic needs, projects, or special events. The team structure allows educators to work closely together to coordinate instruction and develop interdisciplinary projects. Teachers meet regularly to discuss learning goals and the learning needs of the students on their team in order to develop effective strategies to meet the individual needs of each student. They also meet with the guidance counselor assigned to their team to discuss student needs.

Students are also enrolled in exploratory classes such as art, technology, engineering, drama/music, world language, health and physical education.

Student Schedule and Courses

Quinn students are expected to attend a full schedule of required courses. We believe that the course schedules provide a challenging, yet balanced learning program for our middle school students. Every student takes Math, English Language Arts, Science and Social Studies. In addition to these classes each day there is a literacy period, and two periods dedicated to subjects outside of the academic core. On the first day of school each student is provided with two copies of their individual schedule. Parents, please keep a copy for your records and reference. An outline of the course of studies can be found on page 10.



Attendance

Under Massachusetts General Laws, Chapter 71 Section 2, parents are held accountable for the attendance of their children.

Start Time	Students must be in homeroom by 7:55 am to be marked on-time. Students enter the building at 7:32 am.
Late Arrival	All pupils who arrive after 7:55 a.m. are tardy and <u><i>MUST</i></u> report to the office before going to their assigned classroom.
Absence	If a child is absent from school, <i>parents should call the absence line, 978-567-6210, any time before 8:00 am.</i> No notes will be required after telephone contact has been made with a parent. If no such telephone contact is made, parents will be contacted using our automated call system.
Dismissals	Students who know they will need to be dismissed should bring a note to the office during homeroom. Students must be signed out in person by a listed parent, guardian, or previously established agent. If students return to school they may sign themselves in.
After School Participation	Students who are absent or dismissed, and do not return to school, may not participate in after-school activities.
School Cancellation	When schools are cancelled or openings are delayed, television and radio stations will be notified prior to 6:30 am. If school is cancelled for the day, all scheduled activities will be cancelled. A telephone message will also be sent using our automated call system. The cycle day in the calendar that was cancelled is dropped from the cycle.
Delayed Opening	If it is necessary to delay the opening of school because of inclement weather there will be a two hour delay. School will begin at 9:55 am.
Attendance Impact	<p>Recognizing that:</p> <ul style="list-style-type: none"> • there is a clear and demonstrated relationship between success in school and regular school attendance. • poor attendance is a habit that is developed well before high school and is a prime indicator for those at risk of dropping out of high school. The learning potential and opportunities for non-high school are shrinking
Attendance Policy	<ul style="list-style-type: none"> • Parents of students who are absent more than 3 times without medical documentation in a 45 day period will be contacted by the student's guidance counselor to discuss the reasons for the absences and to create a plan to avoid future absenteeism. • Parents of students who are absent more than 6 times without medical documentation in a 45 day period may be informed by mail of their child's attendance record and advised that upon an 8th absence, a Child Requiring Assistance (CRA) diversion meeting will be scheduled. • Parents of students who are absent 8 times without medical documentation in a 45 day period may be asked to attend a CRA diversion meeting that will include a representative from the state probation department. A CRA will be filed on any student missing more than 9 undocumented days in a 45 day period.

	<ul style="list-style-type: none"> When a pattern of lateness is identified by administration, guidance or the nurse, the student will be interviewed by his/her guidance counselor and parent(s) will be contacted. If the pattern continues further action may result in a referral to DCF, the courts through the CRA procedures or Hudson Police if it is determined that the parent(s) are not presenting the child for school.
Out of School Vacation	Taking vacations during school days is strongly discouraged. At the same time, it is recognized that students may be absent from school because of family commitments. If a family vacation requires students to miss school, it is the responsibility of the parent and student to ensure that the student makes up the work upon his/her return. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips. Students who go on vacations with their families will be permitted to make up the work missed to the extent reasonable.



Academic Information	
Academic Expectations	Although student abilities vary, each student is expected to produce his/her best work. The student is responsible for learning as well as for the quality of his/her achievement.
Core courses	All students take ELA, Social Studies, Science and Math daily, courses taught by the teachers on their team.
Differentiated Instruction	<p>A brief understanding about Differentiated Instruction is found in the following paragraph by two authors who are expert in the field of theory, research, and practice, Carol Ann Tomlinson and Jay McTighe:</p> <p><i>Teachers find it increasingly difficult to ignore the diversity of learners who populate their classrooms. Culture, race, language, economics, gender, experience, motivation to achieve, disability, advanced ability, personal interests, learning preferences, and presence or absence of an adult support system are just some of the factors that students bring to school with them in almost stunning variety. Few teachers find their work effective or satisfying when they simply 'serve up' a curriculum—even an elegant one—to their students with no regard for their varied learning needs. For many educators, Differentiated Instruction offers a framework for addressing learner variance as a critical component of instructional planning.</i></p> <p>Teachers will differentiate their instruction during class and in homework assignments based on students' knowledge and progress.</p>
Extra Help	Teachers are available for extra help after school. Each team publishes a schedule and teachers may also be seen by appointment. Students are urged to take advantage of this opportunity.
Field Trips	It is a privilege to go on field trips. The school reserves the right to exclude students from field trips based on behavioral concerns. All school rules apply to students on field trips. The school budget does not include field trips. Students may apply for financial assistance to attend field trips.
Flex Class	A 42-minute block of time which provides students with additional help with reading and math using a design individualized to the extent possible for each student. Individual student data will be utilized to identify gaps in their reading and mathematical learning so

	that these needs can be addressed during this time. The intent is to challenge students at all ability levels. In order to best meet the needs as they proceed, student progress will be evaluated each trimester.
Honor Roll	Each trimester, two levels of honor roll are recognized: Horace Mann (All A's) and Honors (B- and above). Students must also be passing all non-graded classes to qualify.
Homework	<p>Students at the middle school level are expected to do work at home that is an extension of work done in the classroom. In all areas where homework is given, various assignment techniques are utilized to achieve desired goals. Teams and teachers publish specific homework policies.</p> <p>Homework will be assigned on a regular basis Monday through Thursday, and assignments may be given on weekends. It is the responsibility of the student to record all assignments in the student agenda book or on their digital device. Students should expect homework in each course an average of 3 to 4 times per week for approximately 20 - 30 minutes per subject. Students are sometimes given long-range assignments and are instructed to set up an independent homework procedure, which will allow them to complete these assignments over a specified period of time.</p> <p>Students should develop good homework habits. Students are responsible for completing and handing in homework assignments on time. In cases where assigned tasks are not completed, the following steps may be taken:</p> <ul style="list-style-type: none"> ● The student may be required to stay after school to complete assignment. ● The parents may be notified by the teacher. ● When homework is a persistent problem parents may be requested to come to school for a conference with the teacher(s) and the student. ● A student may earn reduced or no credit for the assignment.
Make Up Work	Students are allowed a reasonable time to make up work missed as a result of absence due to illness. If students are absent for an extended period, it is their responsibility to make arrangements for make-up work with their teachers. During a one or two-day absence, they should secure assignments by going online to the team website, by emailing the teacher or by telephoning classmates. For longer periods of absence, assignments and books may be secured by calling the guidance counselor. Teachers are not expected to furnish assignments in advance if students are planning to overstay vacation or leave prior to dismissal for holidays. Students must take full responsibility for making up such work. After an absence of three days or more due to illness, missed work may be requested through the office and picked up at the close of the school day.
Physical Education/Health	Students have a full period of Physical Education or Health twice in a three day cycle.
Related Arts	Students take exposure classes in Art, Drama, Technology, and Engineering,
Report Cards	A report card will be sent home at the end of each trimester. Letter grades and comments for each core class and World Language will be given. Related Arts courses will be graded Pass/Fail. Parents are requested to acknowledge receipt by signing the verification form and returning it to the homeroom teacher.
Student Advisory	During the school year, students will participate in 15 advisory sessions which focus on three ideals identified in our mission statement: <i>Responsibility, Empathy, and Courage.</i>

	Team, school, and public issues may also be addressed within the context of each ideal during these sessions, as well. We strongly believe that these ideals play a pivotal role in the development of our learners.
World Language	Most students will take a Portuguese or Spanish course that meets 120 times, over the 180 day school year.



Behavioral Expectations

All members of the Quinn School community are responsible for their personal behavior. Language, dress, and actions are guided by common practices in schools, with an expectation that all interactions will be polite and respectful. Students who cannot respond to classroom rules will be redirected using Developmental Designs protocols. Using Developmental Designs, students are a part of the process in helping to determine classroom rules and in understanding logical consequences and procedures. If these steps fail to correct unacceptable behavior, students will be referred to the office. **Students will be immediately sent to the office for fighting, defiance of an adult, threatening an adult or another student, loss of control, or any behavior that repeatedly interrupts the learning environment.**

Office referrals will result in consequences, which may include but are not limited to detention, suspension, and expulsion. The principal or designee may also arrange disciplinary conferences with the student and parents. Other individuals may be included at the principal or designee's discretion.

Quinn behavioral expectations apply at school, on school property, on the school bus, at all school-sponsored events and on the walk to and from school. Examples of misconduct and anticipated consequences are listed below. Consequences may vary based upon a variety of factors including but not limited to the student's prior disciplinary record. In addition, students and parents are expected to recognize that it is not possible to list every circumstance which could result in discipline. Any conduct, whether or not listed, which has the potential of disrupting the school environment, may lead to discipline.

General School Rules	
Bicycles/Skateboards/Scooters	Students who ride their bikes to school must leave them in one of the racks provided and students are responsible for the locking and security of their bicycles, skateboards or scooters. Students are not allowed to use bicycles on the grounds during the school day. Bicycles should be walked on school grounds. Helmets must be worn per state law. Pg.23
Books	Students are responsible for the care and the return of all classroom and library books, materials, and/or equipment issued by the school. Charges will be assessed for lost, damaged or destroyed books and materials.
Building Care	The Quinn Middle School is our "home" during the school day. As such, we are all responsible for keeping our "house" clean. It is expected that teachers and students alike will make every effort to keep the classrooms, lockers, and corridors neat and clean in appearance. Students will put chairs on their desks at the end of the day to facilitate cleaning.
Cell phones	Phones may not be used for making or receiving calls or texting during the school day or during after-school help sessions. If parents need to contact students, they should call the main office. Any student caught making a cell phone call or texting during school hours may have that phone confiscated. Cell phones that have been confiscated must be picked up at Quinn's main office by the student's parent/guardian. Cell phones will not be returned to students.

Dress and Grooming	In establishing basic levels of behavior and dress for our middle school, our goal is to establish respect for oneself and others. We expect students to maintain a clean and neat appearance and to wear foot apparel at all times. In addition, students are not permitted to dress in a manner that is disruptive to the educational process or environment of the school. Clothing that could create disruption or disorder includes, but is not limited to: <ul style="list-style-type: none"> • Underwear that is showing (including bra straps, boxers, brief, etc.) • Clothing with language or pictures that are profane or suggestive or that promote products or activities that are illegal • Clothing that is disparaging to others in the school environment • Clothing that reveals a bare midriff • Low cut or see through tops, shirts, pants, or shorts • Hats • Shorts that do not reach to the wearer's finger tips with the arm extended. We will ask students to call home for a change of clothes if this is necessary. We will speak with students who are dressed inappropriately for a learning setting. Please be aware of what your child is wearing to school.
Gum chewing	Students are not permitted to chew gum in school. It sticks to shoes and clothing, and clogs water fountains and toilets. The wrappers litter the school. Please help us by reminding your children.
Hazing	Any form of hazing is considered a serious offense. Any student who organizes or participates in hazing is subject to exclusion from extracurricular activities, as well as suspension or expulsion from school. In addition, students should be aware that hazing carries criminal penalties. See Pg. 22
Headphones	Headphones and car buds may not be used or worn unless a faculty member has requested they be used.
Plagiarism and Cheating	Plagiarism, the use of another person's words or ideas without giving them credit, is a serious problem in the academic world. Middle school is a time for students to learn about the rules that guide the use of the thoughts and/or words of others. Plagiarism can often be traced to a lack of understanding of, or practice with, these rules. When teachers find that this is the case they will treat the mistake as a learning opportunity and reduce credit according to their rubric. Unfortunately a culture of purposely copying the work of others is growing and must be addressed. This practice is part of a "cut and paste" reality that is possible through the use of our computers. When teachers determine that a student has purposely copied the work of another author, taken the ideas of another person, or used a classmate's work without giving credit, this is a serious offense. This level of plagiarism will be referred to the principal for action. Credit for the assignment may be denied. Students will meet with the principal and parents will be informed.

Consequences for Unacceptable Behaviors	
Level 1 Detention assigned by staff	Violation of classroom or school rules of conduct. <i>In order to allow parents time to plan for detention, detentions are given for the next day. Detentions are from 2:30 to 3:10 pm.</i>
Level 2 Detention Assigned by administrator served at lunch or before or after school	Skipping Class • Students who fail to report to a teacher detention (original detention plus 1 day office detention) • Refusal to follow adult direction, within the school, on school grounds or on buses • Inappropriate or obscene language or gestures • Physical contact (including pushing, shoving, kicking or other physical contact) • Sexually inappropriate behavior • Throwing food or other objects • Truancy (parent notification, parent conference, make up

	time after school) • Disrespectful behavior • Students selling items for profit • Throwing any object, including snowballs.
Level 3 Suspensions Assigned only by administrators	Possession or use of cigarettes or tobacco products in school, on school property or on the school bus, or on the way to or from school • Fighting (this also includes a major conflict between students, where severe punches are thrown, bodily harm is evident or the conflict results in a wrestling match) • Leaving school property during school hours without permission • Gambling • Organizers or participants in hazing incidents • Stealing school property or the property of others • Destruction or defacement of school property or the property of others • Bullying (see policy Pg. 18) • Harassment • Possession of incendiaries (matches, caps, cigarette lighters, or anything ignitable) • Tampering with fire-fighting equipment • Insolence, profanity, or obscenity directed to a staff member • Throwing food • Repeated serious infractions or other infractions not listed above may result in suspension by the principal or his designee.
Level 4 Suspensions/Expulsions Assigned only by administrators See Pg. 34	The following may lead to long term suspensions or expulsions: Intentionally causing serious injury to another student • Assault of a staff member (students are reminded that the term assault includes not only offensive or harmful physical contact, but also the threat of such contact) • Possessing or selling drugs/alcohol Pg. 22 • Bullying see policy on Pg. 18 • Possession of a dangerous weapon (a weapon includes not only a knife or a gun, but also other items that are capable of causing serious harm or are used to harm another) Pg. 22 • Bomb threats • False fire alarms • Issuance or the filing of a criminal complaint against a student (suspension) or conviction of a felony or having admission in court of guilt with respect to a felony (expulsion).

Course of Studies			
Grade 5	Grade 6	Grade 7	Frequency
English Language Arts	English Language Arts	English Language Arts	These courses meet daily. 180 classes
Math	Math	Math & Accelerated Math	
Science	Science	Science	
Social Studies	Social Studies	Social Studies	
Flex Literacy	Flex Literacy	Flex Literacy	
Spanish/Portuguese	Spanish/Portuguese	Spanish/Portuguese	120 classes
Physical Education	Physical Education	Physical Education	60 classes
Health	Health	Health	30 classes
Art			60 classes
	Art	Art	75 classes
Technology			30 classes
Engineering			30 classes
	Engineering	Engineering	45 classes
Drama			30 classes
	Drama	Drama	45 classes
Band optional	Band optional	Band optional	60 during Flex



Health and Wellness

Health Services	<ul style="list-style-type: none"> ● Illness assessment, care and referral ● Injury prevention, care and referral ● Medication administration and monitoring ● Health education, counseling and promotion ● Communicable illness prevention and control ● Environmental health and safety ● Individualized health care planning and management for children with special health needs ● Special Education consultation ● Access to health care services and insurance ● Confidential management of student health records including immunizations and exams ● Emergency preparedness and response ● Communication and collaboration with community health care providers
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The Massachusetts Department of Public Health Annual mandates that the following health screenings, follow-up and referral are conducted in the middle school years, unless the parent/guardian provides written documentation that the child is already under care for the condition or there is a religious exemption.

Screenings	<ul style="list-style-type: none"> ● Vision (grade 5 & 7) ● Hearing (grade 7) ● Postural/scoliosis (grades 5 - 7) ● Height, weight, BMI (grade 7) - parents may opt not to have the BMI screening completed and should notify the nurse in writing if this is the case ● Parents/guardians are notified by mail of any screening result that requires further evaluation by their family health care provider or vision specialist. All referral reports must be returned to the school nurse.
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Student Illness

When to keep your child home from school	<ul style="list-style-type: none"> ● If a child is unable to fully participate in school activities (unless special prearrangements are made) ● When a child has a contagious condition (or a rash with an unknown cause) ● Fever of 100° F or more within the last 24 hours ● If a child requires medication for fever or ongoing pain relief ● Vomiting or diarrhea within the past 24 hours or unable to eat normally ● A diagnosis of strep throat that has not been under antibiotic treatment for 24 hours
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Please contact the school nurse when:	<ul style="list-style-type: none"> ● A child's health status or medication changes ● There has been recent serious illness, injury, surgery or hospitalization ● A child is diagnosed with a contagious condition such as strep throat, influenza-like illness (fever, cough, sore throat), chicken pox, whooping cough or lice ● A child is absent for an extended period of time (three days or more) ● There are family changes which may affect a child in school ● A child cannot participate fully in Physical Education. If your child is not able to participate fully in physical education, please provide written documentation from your child's health care provider, stating the reason and the duration.
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Cumulative Health Record

A confidential health record which includes up to date medical history, immunizations, physical examination reports and screening results is kept by the school nurse for each student throughout his/her school career.

Physical examinations	The MA Department of Public Health requires a physical exam within one year prior to entrance to school or within 30 days after school entry (105 CMR 200.100). Thereafter, physical exams, done by your family’s health care provider, are required for students every three to four years (grades 4, 7, and 10) and for new/transfer students. The school nurses can assist families in locating health care providers and/or State health insurance for these examinations and other health and dental needs.
Immunizations	Students must have up-to-date immunizations in order to enroll and remain in school (105 CMR 220.000 and M.G.L. c.76, s.15). Immunizations may only be waived if a parent or guardian annually provides a written Medical or Religious exemption to the nurse or is homeless per the McKinney-Vento Homeless Assistance Act of 2001. When a case of vaccine-preventable disease emerges, students with exemptions must be excluded from school (105 CMR 300).

Medication Policy

The Hudson Public Schools Medication Policy follows medication administration parameters set by the Massachusetts Department of Public Health, in conjunction with the Massachusetts Board of Registration of Nursing. In addition, we collaborate with our school physician. The complete District policy is available in the nurse’s office. The following are highlights of this policy:

- All medications, including inhalers and over-the-counter medications, require a licensed prescriber’s written order and written parental permission in order for medication to be administered in school. Students may occasionally receive certain over-the-counter medications, including acetaminophen (Tylenol), ibuprofen (Motrin, Advil) or diphenhydramine (Benadryl), from the school nurse for mild symptoms with signed parental permission.
- All medication orders expire at the end of each school year and any remaining medication must be picked up by an adult. Those which are not picked up will be discarded. New medication orders are required each school year.
- All medications must be in a properly labeled pharmacy container, or purchased container, if over-the-counter.
- Medication expiration dates should be checked prior to bringing medication to the school nurse.
- All medication must be delivered to the school nurse by the parent or responsible adult and must be picked up by an adult. Students are not permitted to transport medications to and from school. The only exception is for students who must carry critical medications (such as an asthma inhaler, EpiPen or CF enzymes) with written permission from the parent and school nurse on file in the School Nurse’s office.



General Information	
After-School	<p><u>After school, any and all students must be supervised by a teacher/staff member.</u></p> <p>There are many after school opportunities for students. Meeting with teachers for make-up work, for small group or individual instruction is a priority. Since there is no late bus on Friday, no child is to remain after school without adult supervision. Students are not allowed to stay after school to wait for friends or to observe an after school activity without permission from the teacher/staff member conducting the activity. All students need to provide their parents with 24-hour notice to remain after school. Students must remain in the classroom with a teacher/staff member until the 3:10 pm bell, when the late bus arrives.</p>
After-School Activities	After-school activities are announced on the school website and through daily announcements.
Asbestos Report	As required by the EPA Asbestos Hazard Emergency Response Act (AHERA) a management plan was prepared by a qualified, state licensed person for the management of asbestos-containing building materials specific for the school buildings/areas. The management plan and re-inspection reports are available for your review by contacting the school principal or the Director of Buildings and Grounds.
Bring Your Own Device	Students may use family owned technology at Quinn Middle School after submitting a signed contract and registering the device(s) the student intends to use. Forms are available on the website. Guest internet privileges are available for students using registered devices. No device is required by the school or district. A list of devices that the district judges to be of the most help to students is maintained on the website. Technical support is not offered by the school for family owned devices. Devices may not be charged in school. Telephones may be used as technology devices, but phoning and/or texting are not allowed. Contract on Pg. 20
Buses	Bus transportation is a privilege, which carries with it many student responsibilities. All rules and regulations of conduct, which are enforced in school, apply to students traveling in school buses. Misconduct on the bus that violates the school discipline code will result in disciplinary action ranging from temporary loss of student bus privileges to suspension or even expulsion from school. Students must live at least 1 ½ miles from Quinn Middle School in order to ride to a school bus to and from school. For questions or concerns, please call the bus company phone number: 978-562-5186.
Bus Rules	<ul style="list-style-type: none"> ● All students will get on/off the bus at their regular assigned stop. ● Students should arrive at the bus stop five minutes before the bus is scheduled to arrive. ● When the bus arrives, students should load one at a time, using hand rails and moving directly to a seat. ● Everyone must be seated before the bus moves. ● Once seated, students will remain in their seats until the bus arrives at school and comes to a complete stop. Students should go directly into the school, or schoolyard, without loitering in the bus-loading zone. ● Students who are crossing the street are to walk approximately ten feet in front of the bus so they can be seen by the driver and wait there until the driver tells them to cross. ● The students should then cross all the way over so that they are out of the street. ● Students who are staying on the same side of the street are to exit straight out from the

	<p>bus door to the sidewalk or other point several feet away from the bus and stand there until the bus pulls away.</p> <ul style="list-style-type: none"> • Students should NEVER walk alongside the bus or attempt to retrieve objects from the ground near the bus. If students drop something, they should wait until the bus pulls away before picking it up.
Bus Carry-on Items	Only items that can be <u>stored</u> under a bus seat or in a student's lap are allowed on the bus. Students who have to bring large musical instruments, ski equipment, or the like, must make other transportation arrangements. These items will not be allowed on the bus. Fish bowls, cages or live animals are not allowed on the bus.
Bus Changing assigned bus	Students will not be permitted to change buses leaving school without a bus pass issued in the main office. Upon the student's arrival to school, the secretary must receive written notes from the parent/guardian of all students affected. Bus passes will not be arranged during the day. If a note from both households is not received, a bus pass will not be issued. <i>Some buses do not have room to carry additional students.</i> Permanent passes will be issued upon the written request of parents/guardians to the school principal and with the understanding that there will be no changes in established routes, time schedules, or designated stops.
Bus Late	A late bus is provided for students who take part in after school programs and for those who are asked to remain after school for extra help or for disciplinary reasons. The late bus runs Monday through Thursday. It picks students up at 3:25 pm. Please note that the late bus stops are different from your child's regular bus stop and the trip is longer in duration. The late bus start date is included in parent announcements.
Daily Announcements	Daily announcements are sent by email to parents who signed up for Listserv. There is a weekly email that reviews the events of the week ahead.
Emergency Forms	Emergency forms are sent home at the beginning of each school year. The form must be filled out completely and returned promptly. Please notify the office immediately if there is a change of address and/or emergency numbers. It is vital that the school has current phone numbers to get in touch with parents or guardians, especially in the case of emergencies.
Forgotten Items	If a student forgets an item or lunch it may be left at the main office, clearly marked with the child's name. Students may check in at the main office to pick up forgotten items. Messages will be relayed to students in the event of an emergency. Please communicate with your child before he/she leaves in the morning as school phone calls and messages are used for emergency purposes only.
Home and School Association	The Quinn Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students attending Quinn, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements.
Aspen/Follett	Parents are encouraged to register all of their children currently enrolled in the Hudson Public Schools for our student data system. Through this portal you will be able to access your child's progress in each class at your convenience. Teachers update their students' information several times throughout each term for you to check in on your child's progress. Parents are encouraged to discuss any questions or concerns they have about their child's grades with, their child and then encourage their child to speak to the teacher to ask for information. If the child is then not able to provide sufficient explanation, you are encouraged to contact the teacher through email. Teacher and staff information is listed on the school website.

Lockers	During the first week of school, students will be assigned a locker. Students are reminded the lockers belong to the school; therefore, school officials may search lockers at any time. Locks are provided to all students. Only school provided locks may be used. Students may not post anything on the outside of their locker. Anything posted inside lockers must be completely removed at the end of the school year.
Lost and Found	A large bin located in the cafeteria is used for found items. Students should be sure to periodically check there for lost items. Twice a year items are bundled and donated to charity.
Lunch	Students may purchase a hot lunch, snack bar items, or milk to supplement a lunch they bring from home. A student ID will be required at the check-out. Parents may deposit funds in advance. See the HPS website under Food Services for details or call at 978-567-6120. The following rules help keep lunch an enjoyable experience: <ul style="list-style-type: none"> • Respect the rights of others • Keep tables and floors clean • Maintain good behavior • Listen for announcements and dismissal instructions • No electronic devices (iPad, tablet) are allowed to be in use
Lunch: Free or Reduced	Many students qualify for free or reduced price lunch. Forms must be submitted each year. Call the Quinn office or Food Services with questions.
Physical Education	While there are no gym uniform requirements, students must wear appropriate clothes and sneakers for gym class on days that they have physical education.
Physical Education Excused From Class	Physical education is a requirement for all our students. There are circumstances that prevent students from participation on a short term or long-term basis due to illness or injury. Students are required to have a note from their doctor. The note should be shown to the nurse and the physical education teacher.
Posting Material On School Property	Students may not post any material on school property without a sign off from the principal or assistant principal. A posting request form is available on the website. Postings must relate to school or community work and may be banned if they are found to be disruptive to the school environment, are judged to be bullying in nature, or include profane or suggestive language.
Thursday Folders	Quinn has adopted a less-paper-dependent school-to-home communication system. Students will bring some notices and teacher communications home each Thursday, but most information will be posted in a Thursday Folder tab on the Quinn website. Families that want paper-copies may request them by calling or emailing the main office.
Student Records	The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the Director of Pupil Services at 978-567-6111. (a) The right to access the student's education records. Parents or eligible students should submit their request for access to the principal. Access is generally provided within ten days of a request. Noncustodial parents retain full rights of access to their children's student records unless the school has been provided with evidence that these rights have been specifically revoked. (b) The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record

they wish to have amended, and why.

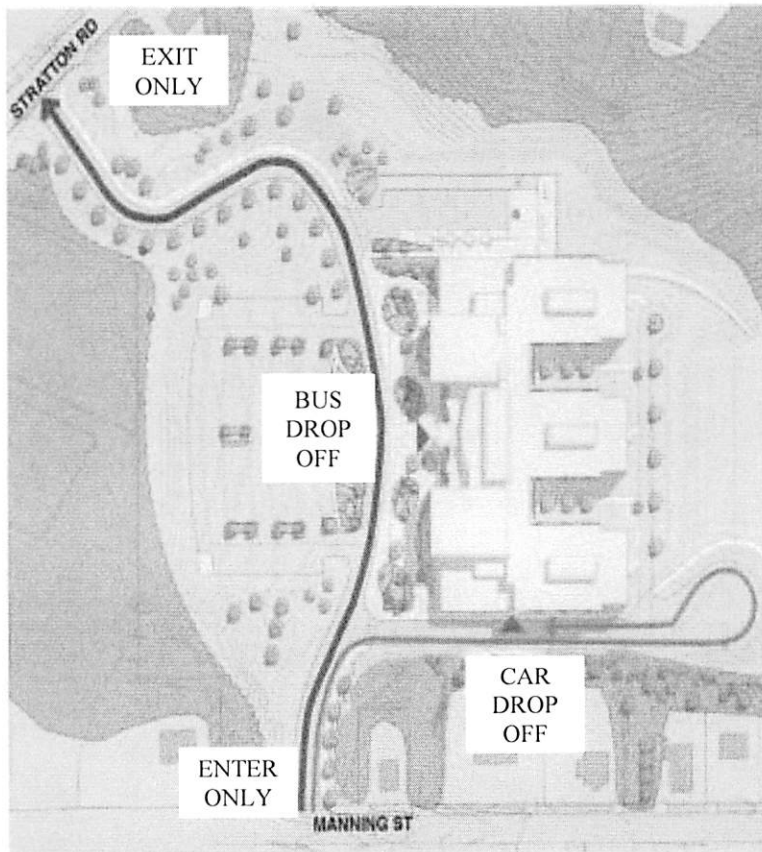
(c) The **right to consent prior to disclosure** of personally identifiable information contained in the student's education records to a third party, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.

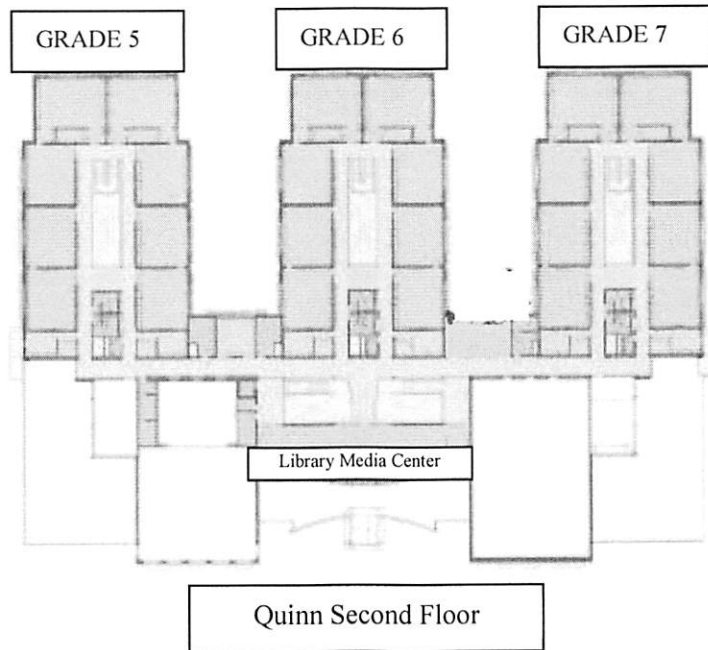
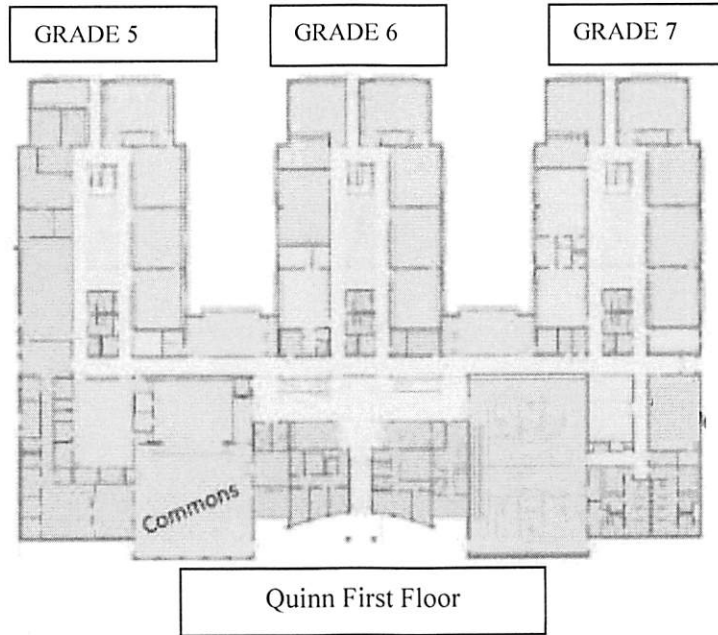
Transfer of Records to Other Schools:

The Hudson Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC. 20202.

Pick up and Drop off Traffic Pattern





Quinn Middle School Floor Map



Policies, Laws, Regulations

Anti-bullying Policy

The Hudson Public Schools are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by:

- wire
- radio
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Hudson Public schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Hudson school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Reporting

Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviours are taking place, should report these incidents. The target shall, however, not be subject to discipline for failing to report bullying. Students may report incidents by:

1. Speaking to a member of the school staff.
2. Submitting a Bullying Report Form. Forms are available in the guidance office, the library, and the nurses' office. Forms can be submitted to any member of the school staff or deposited in a drop-box. A drop-box is located outside of the nurses' office. In addition, students may file a report online at <http://www.hudson.k12.ma.us/ParentsStudents/AntiBullyingInformation.aspx>.

Students may file a report anonymously but no formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

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

A member of the school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

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

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

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

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

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

The investigation shall be completed within twenty (20) working days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has, or shall be taken. At a minimum, the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis. Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

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

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

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

Please refer to the Hudson Public Schools website for a full version of the District Bullying Prevention and Intervention Plan:
<http://www.hudson.k12.ma.us/ParentsStudents/AntiBullyingInformation.aspx>

Bring Your Own Device (BYOD)

Protocol for the Use of BYOD Devices

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools may now bring personal devices (as defined below) to school for enhanced participation in classroom instruction.

Definition of Device

For the purposes of this project, "device" means privately owned wireless and/or portable electronic hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems listed on the document entitled "HPS Recommended Devices". It should be noted that the device should have multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

Internet

Only the internet gateway provided by the school may be accessed while in school. Students with devices having 3G or 4G access will be required to use only the school's wireless network. This is to ensure that they are protected by the district's content filter during the school day.

Security and Damages

Responsibility for keeping the device secure rests with the individual owner. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other personal property is handled. It is recommended that skins (decals) and other custom touches are used to physically distinguish your device from others. Additionally, protective cases for devices are encouraged. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

BYOD Student Agreement

The use of a device to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her device while at school. When abused, including but not limited to violations of this protocol and of any of the School Committee policies incorporated herein, privileges will be taken away (in addition to penalties set forth in the School Committee policies incorporated herein and in related handbook provisions for violation of those policies). When used properly and respectfully, these devices will benefit the learning environment as a whole.

Students and parents/guardians participating in this program must adhere to the Student Code of Conduct, as well as all School Committee policies. In particular, and without limitation, use of devices pursuant to this protocol shall comply at all times with Hudson School Committee Policy IJNDB, "Internet Acceptable Use Policy"/Policy IJNDB-E, "Elementary Internet Safety Policy and Rules for Using School Computers, and with Hudson School Committee Policy JICFB, "Anti-Bullying" [available on the HPS website]. In addition, the device:

- Must be in silent mode or used by means of headphones while on school campus and while riding school buses.
- May be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours for school assignments only with positive intent.
- Cannot be used in school to photograph, film, or otherwise record images or the voice of any person at any time and in any location without that person's express knowledge or consent. Claudestine or concealed use of the device to photograph, film or record the images or voice of another person is expressly forbidden. The sole exception to this requirement is for activities which are explicitly directed by the teacher and which are specifically linked to the curriculum. If a parent does not want a student to appear in these activities, he/she must fill out the Hudson Public Schools' Picture Restriction form and return it to the school's main office. Otherwise, consent will be assumed.
- May be used to access files on computer or internet sites which are relevant to the classroom curriculum only.

Students acknowledge, understand, and agree that:

- The school's content filters will be applied to one's connection to the internet and the student will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy.
- Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of School Committee Policy.
- The school or district has the right to collect and examine any device at any time.
- Printing from devices will not be possible at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Charging stations will not be available during the school day.

The HPS Technology Department and school personnel will not be responsible for providing technical support of these devices.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES/ASSAULT OF EDUCATIONAL PERSONNEL

Massachusetts General Law Ch. 71, S.37H authorizes the Principal to expel students as follows:

1. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal. For purposes of this section, any instrument determined by the principal to be capable of causing harm shall be considered a weapon.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

5. When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion. All students and parents should note that:

"Assault" includes not only harmful or offensive touching but also the **threat** of such touching.

"Dangerous weapons" include not only guns, knives, and facsimiles thereof, but other objects that are or may be used as a dangerous weapon. Such items do not belong in school.

"Controlled substances" include not only illegal drugs such as marijuana but also prescription medications. **All medications** are to be stored and administered in the Health Office.

"Possession" A student may be found guilty of constructive possession of an item if it is determined that he/she is knowingly in its presence. All information will be taken into consideration in making this determination. Once the student becomes aware of the presence of a prohibited item, he or she should leave the situation as soon as possible without putting himself/herself at risk.

Hazing - Any form of hazing is considered a serious offense. Any student who organizes or participates in hazing is subject to exclusion from extracurricular activities, as well as suspension or expulsion from school. In addition, students should be aware that hazing carries criminal penalties. Mass. Gen. Law's c. 269 provides as follows:

Section 17. Whoever is principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" is used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or any other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education (Quinn M.S.) and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall

not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such an institution a copy of this section and sections seventeen and eighteen.

Helmet Law:

Any person 16 years of age or younger must wear a properly fastened bicycle helmet when riding as the driver or passenger of a bicycle. This law applies to both operators and passengers on streets, bike paths, sidewalks, parks, parking lots or other public ways. The helmet must fit the person's head and be secured by straps at all times. For more information:

Injury Prevention and Control Program

MA Dept. of Public Health, Bureau of Family & Community Health

250 Washington Street, 4th Floor,

Boston, MA 02108-4619

1-800-CAR-SAFE www.mass.gov/dph/fch/injury

Internet Acceptable Use Policy

The Hudson Public Schools' (HPS) wide-area network provides the staff and students with access to a variety of instructional resources. The intent of this policy is to ensure that all uses of the HPS network are consistent with the purpose of the network.

Purpose

The purpose of the HPS network is to advance and promote educational opportunities, innovation and educational excellence, and to provide students and teachers access to a worldwide array of educational resources. Access to the resources of the network will improve learning and teaching through research, student access to information, teacher training, collaboration and dissemination of successful educational practices, methods, and materials.

Network Use

The HPS wide-area network shall be used in a manner consistent with this policy and the stated purposes of the HPS network, the administrative rules for using the network, and with School Committee Policies and school rules. Communications using networked resources will be considered publications and will be governed by School Committee and administrative policies regarding publications. School committee policies are posted on the HPS website.

Users are expected to conduct themselves in a responsible, ethical, and polite manner while using the network. HPS has taken precautions to eliminate controversial material; however, it is also recognized that it is impossible to restrict access to all controversial materials. Staff and student access to the Internet is provided with the understanding that some material that can be accessed on the Internet may be inaccurate; and that some

resources may contain material that is deemed contrary to prevailing community standards or inappropriate for classroom use. Access of such resources will not be permitted. If such inappropriate material is inadvertently encountered, it shall be the user's responsibility to disengage immediately.

Internet Safety Policy

In order to comply with the Children's Internet Protection Act, this document will serve as Hudson Public Schools' Internet Safety Policy. Hudson Public Schools has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain material deemed by local standards to be inappropriate or harmful to minors. Hudson Public Schools reserves the right to monitor all use of the HPS network, including but not limited to: email, chat rooms, interactive web tools, electronic communications such as instant messaging, and on-line activities.

1. Use of the Internet has potential dangers. As required by the Broadband Act of 2008, Hudson Public Schools' computer technology and library/media services curricula includes teaching students about Internet safety. The curriculum includes topics such as personal safety, cyberbullying, intellectual property, and other dangerous online activities. We also encourage users to read information regarding Internet safety provided by the Massachusetts Attorney General and posted on the website of the Massachusetts Attorney General. www.mass.gov/ago/

The following are basic safety rules pertaining to all types of Internet applications:

- Users should never reveal any identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs, unless approved by a teacher for the purpose of meeting course requirements.
- Students should immediately tell their teacher, staff members, or their supervisor, if they receive a message that they believe is inappropriate or makes them feel uncomfortable.
- Users should never share a password or use anyone else's password. If a user suspects that someone else has discovered his/her password, he/she should change it immediately and notify his/her teacher, if a student, or supervisor, if a staff member.

Responsibilities

Access to the HPS network and the Internet is a privilege, not a right, extended by the Hudson Public Schools to staff, students, and other users for the purposes stated above. The District has the right to restrict or terminate information network access, and/or take other disciplinary action, up to and including suspension or expulsion (students) or dismissal (staff) if an individual violates this policy. The District further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.

Users have the responsibility to respect and protect the rights of other users in our network community and on the Internet. Users are expected to act in a responsible, ethical and legal manner, in accordance with the HPS and School Committee policies, school rules, and in conformance with the purposes of the other networks they use on the Internet, and in compliance with the laws of Massachusetts and the United States.

Network Usage Guidelines

All use of the HPS network must be consistent with its purposes as stated above. This policy does not attempt to articulate all required or proscribed behavior by users of the network. In any specific situation, we rely upon each individual's judgment of appropriate conduct. To assist in such judgment, the following general guidelines are offered:

1. The HPS network is to be used for educational purposes only.

2. Any use for illegal, political or commercial purposes is prohibited.
3. Use of non-school sponsored chat rooms is prohibited.
4. Electronic mail accounts are provided to staff and students in support of the instructional program and its support services.
5. All use of the Internet must be in support of the educational and administrative goals of HPS.
6. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
7. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
9. Participation and using interactive web resources from school must represent what is expected from a student in the Hudson Public Schools. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of email, blogs, podcasts, or other interactive web tools. This includes, but is not limited to, profanity, racist, sexist or other discriminatory remarks. Students should promptly inform a staff member if any messages received or material reviewed is inappropriate.
10. Material accessed through the HPS network must be filtered. If students need access to a blocked site, they are expected to work with their teachers or a member of the technology department to explore options available. Students will not attempt to by-pass any blocked sites or circumvent the filter in any manner.
11. Cyberbullying is any communication or publication posted or sent by a person online, by instant messenger, email, website, blog, podcast, wiki, online profile, interactive game, handheld device, cell phone or other interactive technology that is intended to frighten, embarrass, harass or otherwise target another person. The district takes cyberbullying seriously and appropriate action will be taken to protect students and staff from any form of cyberbullying.
12. Privacy: Network storage areas will be treated like school lockers that may be inspected at any time. Network administrators may review communications to maintain integrity system-wide and ensure that students and staff are using the system in a responsible manner. Hudson Public Schools reserves the right to monitor email, chat rooms, electronic communications such as instant messaging, and all use of the HPS network, including but not limited to online activities. Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or disc drive.
13. Storage capacity: Users are expected to remain within allocated disk space and delete e-mail or other material that takes up excessive storage space.
14. Illegal copying: Users should neither download nor install any commercial software, shareware, or freeware onto network drive or disks, unless they have written permission from the HPS Technology Department; nor should they copy other people's work or intrude into other people's files.
15. Inappropriate language: No profane, abusive, or impolite language should be used to communicate on the HPS network or on the Internet.
16. Inappropriate materials: Accessing, reading, or forwarding material that has been deemed inappropriate for educational use is prohibited. Should users encounter such material by accident, they should disengage. Students should report such encounters to their teacher immediately.
17. Property: Users must respect others' privacy and intellectual property. Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.
18. Personal information such as name, telephone numbers, address, school location, or photos should not be exchanged online, unless approved by a teacher for the purpose of meeting course requirements.

Consequences

While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

- Up to and including suspension or revocation of network privileges

- Up to and including suspension or revocation of computer access
- Up to and including suspension or expulsion (students)
- Up to and including dismissal (staff)
- The district will advise appropriate law enforcement agencies of suspected illegal activities conducted through the HPS network. The district will cooperate fully with local, state, and/or federal officials in any investigation related to suspected illegal activities conducted through the HPS network.

A copy of this policy will be distributed to all employees of the district and must be incorporated into all student handbooks published in the district.

Approved by Hudson School Committee: October 9, 2001
 Revised by Hudson School Committee: September 8, 2009
 Hudson School Committee Policy 6146
 Internet Acceptable Use Policy Page 4 of 4
(Appendix 6146)

**Elementary Internet Safety Policy and
 Rules for Using School Computers**
(School Committee Policy 6146 adapted for Elementary Students)

Internet Safety Policy

Use of the Internet has potential dangers. In order to comply with the Children’s Internet Protection Act and the Broadband Act of 2008, this document reflects the Hudson Public Schools’ Internet Safety Policy. Hudson Public Schools has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain material deemed by local standards to be inappropriate or harmful to minors. Hudson Public Schools reserves the right to monitor email, chat rooms, interactive web technologies, and electronic communications such as instant messaging, hacking, unauthorized disclosure of minors’ personal information, and monitoring the online activities of minors.

Rules for Using School Computers

1. I will only use the computer for school work.
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else’s password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher’s permission.
8. I will not look at or copy other people’s saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.

13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet.

Consequences

While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

- Temporary or permanent loss of network privileges
- Suspension of computer access
- Temporary or permanent loss of computer access
- School suspension or expulsion
- Legal action and prosecution by the authorities

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

Title VI, Title IX, Section 504, ADA, Age Discrimination Act M.G.L. c. 76 §5, M.G.L. c.151C, 603 C.M.R. §26.08

I Introduction

The Hudson Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, age, and expression of political views, are not tolerated. Discrimination, including harassment, is contrary to the mission of the Hudson Public Schools and its commitment to equal opportunity in education.

The Hudson Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Hudson Public Schools, or in obtaining the advantages, privileges and courses of study of the Hudson Public Schools on account of race, color, sex, gender identity, religion, national origin, sexual orientation (M.G.L. c. 76 § 5), or expression of political views. Additionally, the Hudson Public Schools does not tolerate harassment based upon race, color, sex, gender identity, religion, national origin, or sexual orientation. (603 CMR 26.08).

For purposes of this policy and procedure, "school" includes school-sponsored events, trips, sports events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Hudson Public Schools takes allegations of discrimination, including harassment, seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Hudson Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national

origin, sexual orientation, age, disability, or expression of political views. Harassing conduct involving these bases can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, gender identity, sexual orientation, religion, disability, age, or expression of political views. Harassment is prohibited by the Hudson Public Schools, and violates the law.

Examples of harassment include:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of the Hudson Public Schools; or (ii) creates an intimidating, threatening or abusive educational environment.

Many forms of harassment have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like M.G.L. 151C) by federal courts, state courts, the U.S. Department of Education, Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities, or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile,

offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

Please note that sexual harassment can occur: adult to student, student to adult, student to student, male to female, female to male, female to female and male to male.

III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment

Introduction

If any Hudson Public Schools student, parent or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Hudson Public Schools. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Administrators aware of harassment or discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Hudson Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Hudson Public Schools' authority to discipline or take remedial action for conduct which the Hudson Public Schools deems unacceptable.

Grievance Procedures

District Contact

District Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation and Age is:

Patricia Lange, Director of Finance
Hudson Public Schools
155 Apsley Street
Hudson, MA 01749

Telephone: 978-567-6100
E-Mail: plange@hudson.k12.ma.us

Students, parents or employees who wish to initiate the formal complaint process may also put their complaint in writing to the building Principal. Any Principal receiving such a complaint shall immediately forward the complaint to the District Coordinator listed above, who will then begin the formal procedure described below.

Any teacher or other employee who receives a formal complaint of discrimination or harassment shall immediately forward the complaint to the building Principal. The Principal will then forward the complaint to the District Coordinator listed above, who will begin the formal procedure described below.

The District Coordinator shall handle the investigation and resolution of the complaint, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated

by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the chairperson of the school board, who should consult with legal counsel concerning the handling and investigation of the complaint.

Internal Grievance Procedure

1. *Informal Resolution of Discrimination and Harassment Complaints*

Before initiating the formal procedure, the student/parent/employee may wish, if possible, to resolve the complaint on an informal basis through discussion.

A student or parent can discuss the issue with his/her teacher or building Principal. An employee can discuss the issue with his/her immediate supervisor or the building Principal. Any teacher who receives an informal complaint should notify the Principal and any Principal who receives a formal complaint should notify the District Coordinator. From there, the District Coordinator and the Principal will determine if the informal complaint process is appropriate and who will handle resolution of the informal complaint.¹

The person assigned to address the informal complaint shall attempt, within his/her authority, to work with the complainant to resolve the issue fairly and expeditiously within ten (10) working days of receiving the complaint. If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Contact information for building Principals and for the Superintendent is located below.

Formal Resolution of Discrimination and Harassment Concerns:

A student, parent or employee who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time by putting the complaint in writing to the District Civil Rights Coordinator. An employee, at the request of the student, may put the complaint in writing for the student.

a. What the complaint should include

The student/parent/employee's complaint should include: the name of the individual making the complaint, the name of the individual aggrieved, the name of the individual(s) accused of committing the harassing or discriminatory practice, the location of the school/department where the alleged discriminatory practice occurred, the basis for the complaint, witnesses (if any) and the corrective action the complainant is seeking.

If the written complaint does not contain this information, the District Civil Rights Coordinator will ask the complainant for this information.

b. When to file a complaint

Efforts should be made to file such complaint within twenty (20) calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, the Hudson Public Schools will investigate any complaint no matter when it is filed.

¹ Informal resolution may not be appropriate in all cases, including but not limited to more severe or egregious allegations of discrimination or harassment.

c. What will happen after the complaint is filed

Promptly after receiving the complaint, the District Civil Rights Coordinator will conduct the necessary investigation, including making good faith efforts to gather all relevant evidence for consideration. In the course of his/her investigation, the District Civil Rights Coordinator shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant; and the person against whom the complaint was filed and/or the appropriate authority involved; interviewing witnesses; and considering relevant documentation. During this process, complainants will have the opportunity to present witnesses and other relevant evidence to the District Civil Rights Coordinator conducting the investigation.

The District Coordinator or designee should use appropriate interim measures during the investigation of a complaint to ensure that the complainant is free from discrimination and/or harassment during the pending investigation.

Barring extenuating circumstances, the District Civil Rights Coordinator, will complete the investigation within twenty (20) working days. When more than twenty (20) working days is required for the investigation, the District Civil Rights Coordinator shall inform the complainant that the investigation is still ongoing.

After completing the formal investigation of the complaint, the District Civil Rights Coordinator shall make a decision on the complaint within ten (10) working days and shall inform the complainant and the person(s) against whom the complaint was made, of the results of the investigation in writing. If the District Civil Rights Coordinator finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the District Civil Rights Coordinator will refer the matter to the Superintendent of the Hudson Public Schools and/or his or her designee for appropriate action, up to and including discipline for either the employee or the student(s) who engaged in the harassing or discriminatory conduct.

d. What you can do if you are not satisfied with the outcome of the formal complaint procedure

If the complainant is not satisfied with the District Civil Rights Coordinator's decision, he/she can appeal the District Civil Rights Coordinator's finding to the Superintendent within ten (10) school days.

The Superintendent will review the information considered by the District Civil Rights Coordinator, collect any additional information he/she believes is necessary to make an informed decision and shall issue a written decision to the complainant and the person against whom the complaint was made. Again, strict timelines cannot be set for conducting the investigation because each set of circumstances is different. However, the Superintendent will make sure that the complaint is handled as quickly as feasible and will strive to complete the investigation within ten (10) working days.

If the complainant is not satisfied with the Superintendent's decision, or if he/she does not choose either of the internal resolution processes, he/she may follow the external grievance procedure described below.

Contact information for the Superintendent and the building Principals

Farley School	Melissa Provost, Principal	978.567.6153	mprovost@hudson.k12.ma.us
Forest Avenue School	David Champigny, Principal	978.567.6190	dchampigny@hudson.k12.ma.us
Mulready School	Kelly Whitmore, Principal	978.567.6170	kcwhitmore@hudson.k12.ma.us
Quinn Middle School	Jason Webster, Principal	978.567.6210	jpwebster@hudson.k12.ma.us
Hudson High School	Brian K. Reagan, Principal	978.567.6250	bkreagan@hudson.k12.ma.us
Superintendent of Schools	Dr. Marco Rodrigues	978.567.6100	??@hudson.k12.ma.us

ii. External Grievance Procedure

Any student, parent or employee who chooses not to use the district's internal grievance procedures or who is not satisfied with the district's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

1. For complaints related to discrimination/harassment of students:

The Office for Civil Rights US Department of Education 8th Floor 5 Post Office Square, Suite 900 Boston, MA 02109-3921 Telephone: 617-289-0111 FAX: 617-289-0150 TDD: 877-521-2172	OR	The Massachusetts Commission Against Discrimination One Ashburton Place Sixth Floor, Room 601 Boston, MA 02108 Phone: 617-994-6000 TTY: 617-994-6196
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2. For complaints related to discrimination/harassment of parents:

The Office for Civil Rights US Department of Education 8th Floor 5 Post Office Square, Suite 900 Boston, MA 02109-3921 Telephone: 617-289-0111 FAX: 617-289-0150 TDD: 877-521-2172
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3. For complaints related to discrimination/harassment of employees:

The Office for Civil Rights US Department of Education 8th Floor 5 Post Office Square, Suite 900 Boston, MA 02109-3921 Telephone: 617-289-0111 FAX: 617-289-0150 TDD: 877-521-2172	OR	The Massachusetts Commission Against Discrimination One Ashburton Place Sixth Floor, Room 601 Boston, MA 02108 Phone: 617-994-6000 TTY: 617-994-6196	OR	The Equal Employment Opportunities Commission John F. Kennedy Federal Building 475 Government Center Boston, MA 02203 Phone: 1-800-669-4000
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IV. General Policies

1. No reprisals or retaliation shall be invoked against any person for processing, in good faith, a complaint, either on an informal basis or formal basis, or for participating in any way in these complaint procedures.
2. No reprisals or retaliation shall be invoked against any person who, in good faith, has testified, assisted or participated in any manner in any investigations, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.
3. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.
4. The Hudson Public Schools will work with an individual who files a complaint of discrimination or harassment, including conducting an investigation and holding conferences, in order to fairly and expeditiously resolve the complaint.
5. Investigations will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.
6. In the event the timelines above cannot be met, the complainant will be informed.
7. In the event the complainant/respondent is subject to a collective bargaining agreement that sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.
8. Any disciplinary action imposed on an employee or a student following an investigation pursuant to this policy is subject to applicable procedural requirements.

LEGAL REFS.:

Title V I , Civil Rights Act of 1 964

Title V II , Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1 972

Executive Order 11 246, as amended by E.O. 11375

Equal Pay Act, as a mended by the Education Amendments of 1972

Title IX, Education Amendments of 1 972

Rehabilitation Act of 1 973

Education for All Handicapped Children Act of 1 975

M.G.L. 7 1 8: I et seq. (Chapter 766 of the Acts of 1 972)

M .G L. 76:5; Amended 2011

M.G.L.76:1 6

BESE Regulations 603CMR 26.00 Amended 2012

BESE Regulations CMR603 28.00

Adopted by Hudson School Committee: December 21, 2010

Adopted by Hudson School Committee: November 13, 2012

Amended April 9, 2013

Special Needs

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL NEEDS STUDENTS

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below. In general, special education students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, the student's special education Team must develop a functional behavioral assessment plan. In many instances, the Team also may be required to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination"). If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new IEP. In the event a student possesses, uses, sells or solicits an illegal substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others. When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. Similar procedures apply to students who have been determined to have a disability under Section 504 of the Rehabilitation Act. Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6111.

Suspension/Expulsion based on a felony charge

Chapter 71, Section 37H1/2 of the Massachusetts Acts of 1993 allows the principal of a school to suspend a student who has been charged with a felony or who is the subject of a felony delinquency complaint, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The statute also allows the principal to expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. A copy of this law may be obtained in the main office.

Short Term Suspension (ten days or less) - The parent/guardian of a student who has been suspended will be notified and the suspension confirmed in writing. Part of the suspension process will be a meeting, which will be attended by a parent, the Principal/designee and if the Principal deems appropriate, other individuals. The time, date, and place of the meeting will be set with parent notification.

Unless a student presents a danger or substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- Oral or written notice of the charges
- An opportunity to present his/her version of the relevant facts
- At the discretion of the Principal/designee, a student who has been suspended may lose extracurricular privileges for that term.

Long Term Suspension or Expulsion—Prior to suspension for more than ten days or expulsion, the student, shall receive the following:

- Written notice of the charges

- The right to be represented by a lawyer or advocate (at the student's expense)
- Adequate time to prepare for the hearing
- The right to present witnesses and to cross-examine witnesses presented by the school department
- A written decision including specific grounds for the decision
- The school department will record (by tape or other appropriate means) the hearing and a copy of such material will be made available to the student upon request
- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings

Appeals of Suspension: A student may have one level of appeal for a suspension. If the Assistant Principal imposed the suspension, the student may appeal to the Principal. If imposed by the Principal, the student may appeal to the Superintendent of Schools. Notification of the appeal should be made to the Principal immediately following notification of the suspension. The Principal may, but is not required, to delay implementation of the suspension until the appeals process is complete. However, in such instances the student will not be permitted to participate in any extra-curricular activities.

Transfer of Records to Other Schools:

The Hudson Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.



Memorandum

To: Marco Rodrigues
From: Danica Johnston
Date: July 11, 2018
Re: Substantive Changes to the High School Handbook: 2018-19

The high school administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes. The changes are in the “proposed changes” column below with new language **underlined and bolded** and deleted language bolded and in **red**.

Page	Section Heading	Existing Language	Proposed Change
3	Eligibility for Senior Activities	Seniors who have met all other academic requirements and who are eligible to graduate must be enrolled and passing 18 credit hours of academic course work with 16 of those credits coming from yearlong 4-credit courses on the 4th quarter senior report card to be eligible to participate in Senior Week activities. Senior activities include the Senior Reception and Senior Class Trip.	Seniors who have met all other academic requirements and who are eligible to graduate must be enrolled and passing 18 credit hours of academic course work with 16 of those credits coming from yearlong 4-credit courses on the 4th quarter senior report card to be eligible to participate in Senior Week activities. Senior activities include the Senior Reception and Senior Class Trip. <u>Any senior who is suspended from school in the 4th quarter, or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate in senior activities, including graduation. Students who are expelled will not be eligible to participate. Additionally, seniors in violation of the school’s attendance</u>

			<u>policy who have lost credit may not be allowed to participate in the graduation ceremony.</u>
4	SENIOR X-Block Privileges	a. Academic Expectations: A student must maintain good academic standing in order to be eligible for X-Block. If a student fails to maintain a GPA of 3.0 (5.0 scale), they will lose X- Block eligibility.	a. Academic Expectations: A student must maintain good academic standing in order to be eligible for X-Block. If a student fails to maintain a GPA of 3.0 (5.0 scale), <u>or if they become ineligible</u> , they will lose X- Block eligibility.
5	Grade Point Average and Rank in Class	GPA will be calculated using only classes completed at Hudson High School. All classes completed at a transfer student's sending school will not be used to calculate GPA. Course grades for approved dual enrollment courses (Future Steps, ACE Program) and Virtual High School courses will be included in all GPA calculations.	GPA will be calculated using only classes completed at Hudson High School. All classes completed at a transfer student's sending school will not be used to calculate GPA. <u>If a student transfers to HHS during the school year, any grades the student earned at his or her sending school will be used to calculate final grades for that particular school year.</u> Course grades for approved dual enrollment courses (Future Steps, ACE Program) and Virtual High School courses will be included in all GPA calculations.
5	Grade Point Average and Rank in Class	Honors courses at Hudson High School are the more challenging of two levels of college preparatory classes. The course work is designed to prepare the most able students to attempt the Advanced Placement courses during their junior or senior year.	Honors courses at Hudson High School are the more challenging of two levels of college preparatory classes. The course work is designed to prepare the most able students to attempt the Advanced Placement courses during their junior or senior year. <u>If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.</u>

6	Grading Policy	12. On the grading scale, there will also be a grade of Incomplete. An Incomplete will be given when the student has unfinished course assignments. Upon completion and evaluation of those assignments, the teacher will record the appropriate regular grade. For each marking period, a student must complete unfinished assignments within two weeks after the end of the marking period. The grade for missing assignments will become an "F" if not completed by the appropriate time.	12. On the grading scale, there will also be a grade of Incomplete. An Incomplete will be given when the student has unfinished course assignments may be given in extenuating circumstances and with approval from the Principal or Assistant Principal. Upon completion and evaluation of those assignments, the teacher will record the appropriate regular grade. For each marking period, a student must complete unfinished assignments within two weeks after the end of the marking period. The grade for missing assignments will become an "F" if not completed by the appropriate time.
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7	Attendance Regulations	5. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, including credit loss, loss of privileges, and referral to the appropriate state and local agencies will be taken as necessary.	5. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, including credit loss , loss of privileges, and referral to the appropriate state and local agencies will be taken as necessary.
7	Attendance Regulations	After number 8. add a new section: <u>Attendance Information for Student Athletes</u>	<u>Athletes Attendance</u> <u>Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) are expected to arrive to school on time and to attend all their classes on the day the activity is scheduled or in situations when practice is held prior to the school day (i.e.</u>

		<p><u>ice hockey), students are required to arrive to school on time and to attend all their classes after practice.</u></p> <p><u>Students with legitimate reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director. It is extremely important that the coach be notified if a student-athlete is not going to be present at practice or a game. Practice is where plans for upcoming contests are devised and perfected. The coaches in our program expect their athletes be present at all team-related activities. Suspension or dismissal may take place as a result of such absences. Student-athletes are excused from team activities for academic or religious reasons (when accompanied by a note from teacher or parent), and/or family emergencies (prior notification to the coach is still expected when possible). Random attendance checks on games days will be performed for each team.</u></p> <p><u>Additionally, the Athletic Director will run periodic reports on athlete attendance. Any athlete that has accrued multiple tardies will be called in to meet with their respective Assistant Principal and be given a verbal warning letting them know that an additional tardy will result in a temporary suspension from extracurricular activities. The duration of the suspension will vary based on the number of tardies.</u></p> <p><u>The Athletic Director will send separate emails to the applicable coaching staff(s) notifying them about athletes on their roster who receive a verbal warning and are currently in jeopardy of</u></p>
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			<u>suspension if they receive another unexcused tardy or absent.</u>
8	Homework Policy	In the event that a student is absent from school, students are asked to obtain homework assignments from fellow classmates. When they are absent, they should contact a classmate for the day's work. In cases of extended absence, (three or more days), homework assignments or class work may be requested through the guidance office. Please allow two days for the guidance office to compile the requested material.	In the event that a student is absent from school, students are asked to obtain homework assignments from fellow classmates <u>their teachers.</u> When they are absent, they should contact a classmate for the day's work. In cases of extended absence, (three or more days), homework assignments or class work may be requested through the guidance office. Please allow two days for the guidance office to compile the requested material.
13	Standardized Tests	Below the last paragraph- add additional text.	<u>If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.</u>

15	Summer School	.No more than one summer school course may be taken in one subject area unless permission is given by administration. For example, if freshman English is taken at summer school, no other English courses may be taken at summer school during the student's remaining years at Hudson High School. All other English classes would need to be passed in a regular high school setting. The maximum number of summer school courses that can be taken in one	No more than one summer school course may be taken in one subject are. unless permission is given by administration. For example, if freshman English is taken at summer school, no other English courses may be taken at summer school during the student's remaining years at Hudson High School. All other English classes would need to be passed in a regular high school setting. The maximum number of summer school courses that can be taken in one summer is three unless permission is given by administration. No more than 16 summer school
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		summer is three unless permission is given by administration. No more than 16 summer school credits can be on a student's final transcript.	credits can be on a student's final transcript.
15	Summer School	Students need to earn a passing grade of 65 or better in the summer school course order to earn credit for the course. In the event that a letter grade and a percentage grade is issued, Hudson High School will only accept the letter grade.	Students need to earn a passing grade of 65 70 or better in the summer school course order to earn credit for the course. In the event that a letter grade and a percentage grade is issued, Hudson High School will only accept the letter grade.
21	Academic Eligibility for Participation in Extracurricular Activities	2. Seniors enrolled in fewer than four major courses (4 credits each) must be passing all of their major courses and be passing a minimum of 18 credits total to be eligible for extra-curricular activities. For example, a senior who is enrolled in 3 major courses (English 12, statistics, and sociology) plus 4 semester-based electives and fails sociology but passes all other courses is considered ineligible.	2. Seniors Students enrolled in fewer than four four or fewer major courses (4 credits each) must be passing all of their major courses and be passing a minimum of 18 credits total to be eligible for extra-curricular activities. For example, a senior student who is enrolled in 3 major courses (English 12, statistics, and sociology) plus 4 semester-based electives and fails sociology but passes all other courses is considered ineligible.
24	Saturday School	Appeal: If the Saturday School is assigned by an Assistant Principal, the student may appeal to the principal. There are no appeals beyond the principal for Saturday School.	Appeal: If the Saturday School is assigned by an Assistant Principal, the student may appeal to the principal. There are no appeals beyond the principal for Saturday School.
25	Procedures for Short-term Suspension	The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will	The principal, or his/her designee Assistant Principal (Referred to as "Principal" in this section) , may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the

		receive the following prior to a short-term suspension:	student will receive the following prior to a short-term suspension:
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30	Alcoholic Beverages and Controlled Substances	4. The principal will decide what other actions should be taken. Where discipline is to be taken, the principal has the discretion to limit such discipline with the condition that the student participate in Drug/Alcohol counseling or rehabilitation.	4. The principal will decide what other actions should be taken. Where discipline is to be taken, the principal has the discretion to limit such discipline with the condition that the student participate in Drug/Alcohol counseling or rehabilitation.
30	Breathalyzer Policy	A breathalyzer may be utilized under circumstances involving reasonable suspicion of intoxication. The breathalyzer will not be used as a prerequisite for entry into a dance or extra-curricular activity but rather only in those situations that may involve alcohol intoxication. The purpose of the breathalyzer is to encourage a safe and drug free environment and to deter the illegal consumption of alcohol by minors. Refusal to take the breathalyzer when instructed will result in parental notification and out of school suspension.	A breathalyzer may be utilized under circumstances involving reasonable suspicion of intoxication. The breathalyzer will not be used as a prerequisite for entry into a dance or extra-curricular activity but rather only in those situations that may involve alcohol intoxication. The purpose of the breathalyzer is to encourage a safe and drug free environment and to deter the illegal consumption of alcohol by minors. Refusal to take the breathalyzer when instructed will result in parental notification and may result in out of school suspension.

32	Dress Code	DRESS CODE The goal of the Hudson High School dress code is to have a school conducive to learning, to prepare our students to enter the world of work knowing how to appropriately dress for success and to reduce the threat of physical harm. All students shall avoid dress and/or grooming that poses any hazard to the	<u>Completely different: The responsibility for the dress and appearance of the students will rest with individual students and parents.</u> <u>They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The</u>
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	<p>welfare, health or safety of themselves or others. Articles of clothing which are disruptive to the educational atmosphere of the school are prohibited.</p> <p>Students are expected to exercise good judgment in their style of dress. The basic guidelines of good taste, cleanliness and practicality should prevail. At all times, students should treat school as if it were a place of business and dress accordingly.</p> <p>Any student who wears an item, which is in violation of this policy, will be asked to remove or cover up the offending article of clothing. Students who refuse to remove offensive items will be sent home, parents will be contacted and a parent conference will be held.</p> <p>The following is a list of attire that may be considered inappropriate for school. This list is not exclusive and may be changed as needed. School administration will have the final determination as to whether certain attire is or is not in violation of the dress code.</p> <ol style="list-style-type: none"> 1. Tube tops, halters, tops that expose midriffs, spaghetti straps and muscle shirts 2. See-through or transparent clothing 3. Visible undergarments 4. Clothing with obscene printing or pictures and profanity 5. Clothing promoting alcohol, tobacco products, drugs, or violence 6. Excessively torn or ripped garments 7. Short skirts 8. 	<p><u>administration is authorized to take action, with dignity and without shaming, in instances where individual dress does not meet the stated requirements.</u></p> <p><u>This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.</u></p> <p><u>Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.</u></p> <p><u>Such as:</u></p> <ul style="list-style-type: none"> • <u>Clothing bearing offensive themes or that advertises merchandise not suitable for minors</u> • <u>See-through, low cut, or transparent clothing</u> • <u>Clothing that reveals a bare midriff</u> • <u>Visible undergarments</u> <p><u>Students should also wear appropriate footwear that is conducive to the scheduled activities.</u></p>
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		Short shorts 9. Low cut tops 10. Low slung pants 11. Hoods are not worn in school	
36	District Policies		<u>Move the entire contents of the “GENERAL INFORMATION” section (pages 53-56) to page 36 before “DISTRICT POLICIES”</u>
56	Vehicle Privileges	No student will be allowed to leave school in his/her car during the school day without the school administration contacting a parent. Any student who leaves school in his/her vehicle without permission will face the possibility of losing his/her vehicle privileges. Any student who leaves school grounds without permission may not participate in any after school activity on that day.	No student will be allowed to leave school in his/her car during the school day without the school administration contacting a parent. Any student who leaves school in his/her vehicle without permission will <u>be suspended and will</u> face the possibility of losing his/her vehicle privileges. Any student who leaves school grounds without permission may not participate in any after school activity on that day.

HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW

2017-2018

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 MASC language **bolded**, edits to MASC language **bolded and underlined**, and deleted language in red.

Wellness Policy

Section	Existing Policy	Proposed Change or New Policy
<p>ADF –</p> <p>SCHOOL DISTRICT WELLNESS PROGRAM</p>	<p style="text-align: center;">WELLNESS POLICY</p> <p>1.0 General Policy Statement</p> <p>The Hudson Public Schools recognizes the important relationship between wellness and academic success and is committed to providing a school environment that enhances learning and development of lifelong wellness practices. The intent of this policy is to outline the district’s ongoing commitment in support of wellness in the areas of nutrition, physical activity and other school-based activities that promote student health and wellness. Using Section 204 of Public Law 108-265 – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004 and recommendations by the Massachusetts Departments of Education and Public Health, the following beliefs guide our efforts:</p> <p>1.1 Communication with parents/guardians, staff and students is essential. We will seek opportunities to educate the school community on trends and information related to health and wellness. We encourage community partnerships that assist the district in this effort.</p>	<p>The Hudson School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.</p> <p>Wellness Committee</p> <p>The school district will establish a wellness committee that consists of at least one (1): parent/guardian, student, nurse, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The school committee designates the following individual(s) as wellness program coordinator(s): the Superintendent of Schools and the Director of Nursing. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in</p>

- 1.2 Consistent with federal and state nutrition regulations, the Hudson Public Schools will continue to increase availability and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value during regular school hours.
- 1.3 Opportunities for physical fitness, both structured (K-12 physical education curriculum) and activity (recess, movement, extracurricular activities and sports teams/clubs) will be supported and strongly encouraged. Again, the Hudson Public Schools encourage community partnerships that assist the district to support an active, healthy community of learners.
- 1.4 Opportunities for staff in-service education to share best practices which incorporate activity and wellness across the curriculum will be offered.
- 1.5 The following Wellness Procedural Guideline is approved for implementation and monitoring by the Hudson School Committee.

PROCEDURAL GUIDELINES

Goals for Nutrition Education

Through Health Education, the goals of Hudson Public Schools are to provide a basis for nutrition education, guided by the Massachusetts Comprehensive Health curriculum framework², and make connections with overall wellness and physical activity. In adopting this policy, the Hudson Public Schools aim to help students make food choices and develop base knowledge to affect behavior around foods. The Hudson Public Schools also emphasize the connection of physical activity, healthy food choices, and overall wellness.

consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

Nutrition Guidelines

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- **guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;**

- **separate guidelines for foods and beverages in the following categories:**

- 1. foods and beverages included in a la carte sales in the food service program on school campuses;**

- 2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;**

- 3. foods and beverages sold as part of school-sponsored fundraising activities; and**

- 4. refreshments served at parties, celebrations, and meetings during the school day; and**

- 5. specify that its guidelines will be based on nutrition goals, not profit motives.**

- The schools have written health education curricula that guide educators in providing instruction in nutrition for students.
- Nutrition education is provided in Hudson Public Schools as part of the Health Education Curriculum.
- Nutrition education in health education includes instruction on a food guidance system (e.g. My Pyramid).
- Students learn to make healthy food choices for meals and snacks.
- Students learn to identify healthy food choices through nutrition labels.
- Students learn to identify healthy, high-energy foods to aid in participation in physical activity including extracurricular activities.
- Students learn the relationship between food choices, diet and disease.
- Students learn the prevention of disease through proper food choices and nutrition.

Goals for Physical Activity

- The Hudson Public Schools has a Physical Education Curriculum that guides physical educators in providing instruction in physical activity for students.
- All students grades K-12, will be offered physical education instruction.
- State licensed physical educators teach all physical education classes.
- Physical education includes instruction in fitness concepts as well as physical activity that promotes overall fitness.
- Physical activity/exercise is not used as punishment.
- Each school has a budget so as to provide equipment for students during physical activity.
- Students are given instruction in a variety of physical domains including recreational, competitive, and non-competitive activities to encourage life-long participation in health enhancing activities.

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

- **Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors, especially in grades 5 and 9.**
- **Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.**
- **Students receive consistent nutrition messages from all aspects of the school program.**
- **Division health education curriculum standards and guidelines address both nutrition and physical education.**
- **Schools link nutrition education activities with the coordinated school health program.**
- **Staff who provide nutrition education have appropriate training.**

Physical Education Activities

- Students in grades K-5 are given opportunities for physical activity daily.

Goals for other school-based activities designed to promote student wellness

- In collaboration with the Town Recreation Department and other community organizations, students in the elementary schools and middle school are offered opportunities for recreational programs for students.
- The high school provides an extensive extracurricular athletic program for students after school.
- The Hudson Public Schools provides Special Olympics opportunities for special needs students each year.
- The Hudson Public Schools will continue to focus on advancing the character development of students through deep integration of social-emotional development programs, service-learning, and dialogue about ethical and character issues within the curriculum and structure of the school day.

Nutrition Guidelines for foods available at each school during the school day

Food Offerings

All foods available in the Hudson Public Schools will comply with the current USDA Dietary Guidelines for Americans. This includes items obtained from vending machines and school stores, a la carte foods, and other venues within the schools' control.

School Lunch Program

School lunches must meet Federal nutritional requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities. Current regulations require schools to meet the USDA Dietary Guidelines for Americans. Regulations also establish a standard for school meals to provide one-third of the Recommended Daily Allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories.

- **Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.**

- **Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.**

- **Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.**

- **Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.**

- **Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.**

Other School-Based Activities

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

- **An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.**

- **All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.**

Hudson Public Schools will meet or exceed USDA Dietary Guidelines and standards when ensuring nutritionally sound choices in all schools.

School and Classroom Activities

- In all Hudson Public Schools, healthy snacks and foods are available in vending machines, school stores and other venues within the schools' control.
- All Hudson Public Schools follow guidelines that promote the availability of foods and beverages on school campuses and at school events that contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans, as articulated by Massachusetts Action for Healthy Kids.³

Assurances

Hudson Public Schools assures that the guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a), as those regulations and guidance apply to schools.

Plan for measuring, implementing and monitoring the policy

Implementation of the Wellness Policy and Procedural Guidelines will commence upon approval of the Wellness Policy by the Hudson School Committee. Compliance will be monitored beginning on the first day of the 2006-2007 School Year at the building level by the Principal, and at the district level by the Superintendent of Schools or designee and the Food Services Advisory Committee.

• **Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.**

• **Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.**

Evaluation

The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.

SOURCE: MASC

ADOPTED: 4/06

LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204,

P.L. 108 -265

The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h

The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789

POLICY REVIEW AND REVISION:

Review and revision of this policy shall occur by the School Food Services Advisory Committee and the Superintendent of Schools or designee, as needed.

Information: _____

Discussion: _____

Adoption: _____

New Policy _____

Footnotes and Resources

1. Position Statement on Nutrition Programs and Services in Schools. Massachusetts School Nutrition Task Force. February 2005. Online: www.doe.mass.edu/cnp/position.html
2. Comprehensive Health Curriculum Framework. Massachusetts Department of Education. 1999. Online: <http://www.doe.mass.edu/frameworks/health/1999/>
3. Massachusetts A La Carte Food & Beverage Standards to Promote a Healthier School Environment. Massachusetts Action for Healthy Kids. date. Online: http://www.actionforhealthykids.org/state_profile.php?state=MA
4. Nutrition Policy and Guidelines for Beverages and Foods Sold in Vending Machines, A La Carte and Competitive Foods. September 2004. In Superintendent's Circular, Boston Public Schools.

Adopted: September 26, 2006

CROSS REFS.: EFC, Free and Reduced-Cost Food Services

IHAMA, Teaching About Alcohol, Tobacco and Drugs

KI, Public Solicitations/Advertising in District Facilities

HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW

2017-2018

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 MASC language **bolded**, edits to MASC language **bolded and underlined**, and deleted language in **red**.

Dress Code Policy

Section	Existing Policy	Proposed Change or New Policy
JICA Dress Code Policy		<p>The responsibility for the dress and appearance of the students will rest with individual students and parents.</p> <p>They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action, with dignity and without shaming, in instances where individual dress does not meet stated requirements.</p> <p>This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.</p> <p>SOURCE: MASC</p>

Assistant Superintendent for Curriculum, Instruction, and Professional Learning

The Assistant Superintendent's position was posted internally on April 11th as planned. Kathy Provost was the only applicant. The interview process was held on Friday, May 4th by a panel composed of Curriculum Directors and Coordinators: Ana Pimentel, Sarah Davis, Todd Wallingford (absent) and Jeanne Graffeo; School Administrators: Jason Webster and Rachel Scanlon; Human Resources Director Cindy Fensin and I.

At the conclusion of the interview, the panel debriefed on the candidate's strengths, areas for growth, and fit for the position. The interview panel unanimously voted to select Kathy Provost as the new Assistant Superintendent.

Updates to the 2018-2019 School Year Calendar

New Dates for the following events:

- | | |
|-------------------------|---|
| October 16, 2018 | Half Day – PreK – 4 Conferences |
| October 17, 2018 | Half Day – PreK – 4 Conferences (Evening) |
| April 9, 2019 | Half Day – PreK – 4 Conferences (Evening) |
| April 10, 2019 | Half Day – PreK – 4 Conferences |

2018-2019 SCHOOL YEAR

HUDSON PUBLIC SCHOOLS

www.hudson.k12.ma.us

August 27th — STAFF RETURNS

Aug. 27	Teachers Report
Aug. 27	Grade 5 Orientation
Aug. 27	Grade 8 Orientation
Aug. 28	Students—First Day of School
Aug. 31 - Sep. 3	No School—Labor Day
Sep. 10	No School—Professional Day
Sep. 13	Quinn Open House
Sep. 20	Elementary Open House
Sep. 27	HHS Open House

August/September 2018						
S	M	T	W	T	F	S
26	27	28	29	30	X	1
2	X	4	5	6	7	8
9	X	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

21 days

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	X	X	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21/42 days

Oct. 8	No School—Columbus Day
Oct. 9	No School—Professional Day
Oct. 11	HHS Evening Conferences
Oct. 16	Half Day—PreK-4 Conferences
Oct. 17	Half Day—PreK-4 Conferences (E)

Nov. 5	Half Day-Quinn Conferences
Nov. 6	Half Day-Quinn Conferences
Nov. 12	No School—Veterans Day
Nov. 14	Half Day—Professional Day
Nov. 21-23	No School—Thanksgiving Break

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	X	13	14	15	16	17
18	19	20	X	X	X	24
25	26	27	28	29	30	

18/60 days

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	29
30	X					

15/75 days

Dec. 12	Half Day—Professional Day
Dec. 24-31	No School—December Break

On District half days, there is no Preschool

Jan. 1	No School—New Years Day
Jan. 9	Half-Day—Professional Day
Jan. 21	No School—Martin Luther King Day
Jan. 18-23	Half-Day—High School Exams

January 2019						
S	M	T	W	T	F	S
		X	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	22	23	24	25	26
27	28	29	30	31		

21/96 days

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	X	X	X	X	23
24	25	26	27	28		

15/111 days

Feb.	MCAS—Biology 9
Feb. 13	Half Day—Professional Day
Feb. 18-22	No School—February Break

March 6	Half-Day-Quinn Conferences
March 7	Half-Day-Quinn Conferences (E)
March 13	Half Day-Professional Day
March 14	HHS Evening Conferences
March	MCAS-ELA Comp. 10
March	REVERSE Half-Day for HHS
March	MCAS-ELA Reading 10
March	REVERSE Half-Day for HHS

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21/132 days

April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	X	X	X	X	20
21	22	23	24	25	26	27
28	29	30				

17/149 days

Apr. May	MCAS Testing Window Opens Grades 3-8
Apr.	MCAS-ELA Reading 8
Apr.	REVERSE Half-Day for HHS
Apr. 9	Half Day PreK-4 Conferences (E)
Apr. 10	Half Day PreK-4 Conferences
Apr. 15-19	No School—April Break
Apr. 24	Half Day—Professional Development

May	MCAS-Math 8 and 10
May	REVERSE Half-Day for HHS
May 27	No School—Memorial Day

May 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	X	28	29	30	31	

22/171 days

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

9/180 days

Jun. 2	Hudson High School Graduation
Jun.	MCAS—STE 9
Jun. 11-13	Half Day-High School Exams
	Last Day of Preschool with 0 snow days
	Last Day of Kindergarten with 0 snow days
	Last Day of School with 0 snow days
June 13	Last Possible Day—Preschool
Jun. 30	Last Possible Day of School

 denotes 1/2 day X—denotes no school

Approved by Hudson School Committee — March 20, 2018

SUPPLY/SERVICE PROCUREMENT FORM

RETURN TO HUDSON PUBLIC SCHOOLS ATTN: Patricia Lange

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

Department:	Hudson Public Schools	Date: 7/10/2018	Department Head Signature	
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

We currently utilize National Geographic/Cengage textbooks and materials to support ESL instruction at Quinn and HHS. The elementary component of the program, REACH, provides us with high-quality ESL instructional materials to support balanced language and literacy instruction for elementary English learners. This purchase will provide us with the primary components of the elementary program as well as some additional texts for the growing middle and high school programs.

Recommended Quote or Bid

Date Quote Received:	7/3/2018	Quote:	\$22,542.50		
Company Name	National Geographic Learning	Written	<input checked="" type="checkbox"/>	Verbal	<input type="checkbox"/>
Street	10650 Toebben Drive	City	Independence	ST	KY
P.O. Box		E-mail	martin@educational-solutions.com; jane@educational-solutions.com		
Quote Issued By:	Martin and Jane Brauer	Title	Sales Representatives		
Fax:	(978) 562-5914	State Bid List No.			
Telephone:	(855) 778-8123	Cell Phone:	(978) 337-1017		

Special Conditions/Notes: Sole Source

Second Quote or Bid

Date Quote Received:		Quote:			
Company Name		Written	<input checked="" type="checkbox"/>	Verbal	<input type="checkbox"/>
Street		City		ST	
P.O. Box		E-mail			
Quote Issued By:		Title:			
Fax:		State Bid List No.			
Telephone:		Cell Phone:			


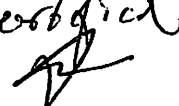
Special Conditions/Notes: _____

Third Quote or Bid

Date Quote Received:		Quote:			
Company Name		Written	<input checked="" type="checkbox"/>	Verbal	<input type="checkbox"/>
Street		City		ST	
P.O. Box		E-mail			
Quote Issued By:		Title:			
Fax:		State Bid List No.			
Telephone:		Cell Phone:			

Special Conditions/Notes: _____

Chief Procurement Officer Action

Approved: 	Date: 7/23/18
Comments: Solo Source verified 	

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

SUPPLY/SERVICE PROCUREMENT FORM

 Ch. 30B

 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: Facilities	Date: July 25, 2018	Department Head: (signature)
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

High School kitchen food serving area flooring restoration. Successful bidder to remove existing vinyl flooring and adhesive, prepare concrete surface, and install new Dur-A-Flex brand epoxy flooring system with epoxy cove base. Price includes all labor and materials to complete work as specified in attached scope of work. Please see attached list of contractors that were solicited for bids.

Recommended Quote or Bid

Date Quote Received: July 24, 2018	Quote: \$13,350.00
Company Name: Dimauro Carpet & Tile Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: P.O. Box 744, 185 Shaker Rd. East Longmeadow, MA 01028	
Quote Issued By: Paul Beturne	Tel.: 413-525-1991 FAX: 413-525-1925
Special Conditions/Notes: <u>Apparent low bidder is listed on OSD contract FAC98 #PO-19-1080-OSD03-SRC01-13766</u>	

Second Quote or Bid

Date Quote Received: July 23, 2018	Quote: \$20,585.00
Company Name: Pavilion Floors Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 90 Commerce Way Woburn, MA 01801	
Quote Issued By: Arthur Resende	Tel.: 781-933-8500 FAX: 781-932-8844
Special Conditions/Notes: Contractor is listed on OSD contract FAC98 #PO-19-1080-OSD03-SRC01-13775	

Third Quote or Bid

Date Quote Received: July 25, 2018	Quote: \$22,289.00
Company Name: Capital Carpet and Flooring Specialists Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 64 Industrial Way Wilmington, MA 01887	
Quote Issued By: Michael DaSilva	Tel.: 781-935-9430 FAX: 781-935-5737
Special Conditions/Notes: Contractor is listed on OSD contract FAC98 #PO-19-1080-OSD03-SRC01-13765	

Chief Procurement Officer Action

Approved:	Date: 7/25/18
Comments:	

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

Posted
 Newspaper
 Central Register
 CommBuys
 Website

No posting requirement.

SUPPLY/SERVICE PROCUREMENT FORM

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

Department: Hudson Public Schools	Date: June 15, 2018	Department Head: (signature)
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Contractor will provide on-call electrical service at a predetermined hourly rate plus percentage mark-up on materials. IFB was posted in Central Register, COMMBUYS and on the HPS website. Bids were opened publicly 10:00AM, June 15, 2018.

Recommended Quote or Bid

Date Quote Received: 6/13/18	Quote: See below
Company Name: Cardinale Electric Co.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 6 Colburn Circle Hudson, MA 01749	
Quote Issued By: Michael Cardinale	Tel.: 978-562-5233 FAX:
Special Conditions/Notes: Cardinale Electric holds the current contract and was the only bidder. Hourly rate: FY19, FY20, FY21-\$95 License/\$78 Apprentice Material Mark-up: 15%, no discount	

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:	Date: 6/19/18
Comments:	

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

SUPPLY/SERVICE PROCUREMENT FORM

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

Department: Hudson Public Schools	Date: June 19, 2018	Department Head: (signature)
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Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Contractor will provide on-call plumbing services at a predetermined hourly rate plus percentage mark-up on materials. IFB was posted in Central Register, COMMBUYS and on the HPS website. Bids were opened publicly 10:00AM, June 15, 2018.

Recommended Quote or Bid

Date Quote Received: 6/15/18	Quote: See below	
Company Name: Robert W. Irvine & Sons, Inc.	Written <input checked="" type="checkbox"/>	Verbal <input type="checkbox"/>
Address: 147 Blossom St. Lynn, MA 01902		
Quote Issued By: Joseph Moleti, VP	Tel: 781-581-0464	FAX:
Special Conditions/Notes: Irvine holds the current contract and was the only bidder. Hourly rate: FY19-\$146, FY20-\$149, FY21-\$152. Material Mark-up: 15%, no discount		

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:	Date: 6/19/18
Comments:	

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

SUPPLY/SERVICE PROCUREMENT FORM

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

Department:
Hudson Public Schools

Date: June 19, 2018

Department Head:
(signature) *P. Lange*

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

Contractor will provide on-call mechanical/HVAC service at a predetermined hourly rate plus percentage mark-up on materials. IFB was posted in Central Register, COMMBUYS and on the HPS website. Bids were opened publicly 10:00AM, June 15, 2018.

Recommended Quote or Bid

Date Quote Received: 6/15/18

Quote: See below

Company Name: Boston Mechanical Services, Div. of N.B. Kenney, Co., Inc.

Written Verbal

Address: 200 Cushing St., Unit #5
Stoughton, MA 02072

Quote Issued By: Steven P. Kenney

Tel.: 781-297-0044

FAX:

Special Conditions/Notes: Hourly rate: FY19-\$117, FY20-\$120, FY21-\$123 Material Mark-up: 15%, discount 1% net 30

Second Quote or Bid

Date Quote Received: 6/15/18

Quote: See below

Company Name: Ambient Temperature Corp.

Written Verbal

Address: 14 Graf Rd.
Newburyport, MA 01950

Quote Issued By: Russell H. Stiles

Tel.: 978-646-0660

FAX:

Special Conditions/Notes: FY19-\$118, FY20-\$120, FY21-\$122 Material Mark-up: 20%, discount 2% net 10

Hourly rate is \$1 more first year, \$1 less third year, however mark-up is 20% vs 15%.

Third Quote or Bid

Date Quote Received: 6/15/18

Quote: See below

Company Name: Fraser Engineering

Written Verbal

Address: 65 Court St. - PO Box 9142
Newton, MA 02460

Quote Issued By: Michael Fultz

Tel.: 617-332-3700

FAX:

Special Conditions/Notes: FY19-\$123.26, FY20-\$125.53, FY21-\$127.79 Material Mark-up: 15%

Fourth Quote or Bid

Date Quote Received: 6/13/18

Quote: N/A

Company Name: Commercial Control Systems

Written Verbal

Address: PO Box 202
Blackstone, MA 01504

Quote Issued By: Scott Thomas

Tel:

FAX:

Special Conditions/Notes: Bid was rejected due to contractor not submitting a 5% bid bond as required.

Chief Procurement Officer Action

Approved: *[Signature]*

Date: 6/19/18

Comments:

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

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19-180 Title III: English Language Acquisition and Academic Achievement Program
Purpose:	Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.
Type of Funder:	Federal Funds
Awarded Amount:	\$ 35,939
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Erin Goldstein
PROGRAM Notes:	<p>Federal Grant CFDA: 84.365</p> <p>General Fund use: The priorities of Title III are to:</p> <ul style="list-style-type: none"> • Increase the English language proficiency of ELs by providing effective language instruction programs that meet the needs of ELs and increase student academic achievement • Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers • Provide and implement other effective activities and strategies that enhance or supplement language instruction programs for ELs which shall include parent, family, and community engagement activities <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	ALL DISTRICT SCHOOLS

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19-240 SPED IDEA Allocation Grant Individuals with Disabilities Education Act
Purpose:	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.
Type of Funder:	Federal Funds
Awarded Amount:	\$ 726,965
Start Date	7/1/2018
End Date	6/30/2019
Status	Active-SPED
Grantor	MA DOE
PROGRAM Admin	Cathy Kilcoyne
PROGRAM Notes:	<p>Federal Grant</p> <p>The priorities of the Individuals with Disabilities Education Act - 2004 (IDEA-2004) are to:</p> <ol style="list-style-type: none"> a. ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; b. ensure that the rights of children with disabilities and their parents are protected; c. assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; d. assess and ensure the effectiveness of efforts to education children with disabilities. <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	DISTRICT Schools

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19-262 SPED Early Childhood Education Grant
Purpose:	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).
Type of Funder:	Federal Funds
Awarded Amount:	\$ 47,179
Start Date	7/1/2018
End Date	6/30/2019
Status	Active-SPED
Grantor	MA DOE
PROGRAM Admin	Cathy Kilcoyne
PROGRAM Notes:	<p>Federal Grant CFDA: 84.173A</p> <p>General Fund use: Supplemental Support for ABA Therapists at FAR and MUL SPED Contracted Services Pre-school Instruction Supplies or Materials</p> <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	FARLEY and MULREADY ELEM

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19 Essential School Health
Purpose:	The ESHS grant is a 5 year grant with three options to renew for two years for each option for a total of 11 years. In FY 19, we are now in our 11th and final year of the ESHS grant. A new grant RFR will be released sometime in the fall. The three service areas of the grant are school health services, regional school nurse consultation and innovative care coordination.
Type of Funder:	MA State Other
Awarded Amount:	\$218,900.00
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA Department of Public Health.
PROGRAM Admin	Lee Waingortin
PROGRAM Notes:	<p>MA DPH</p> <p>General Fund use: Administrative Infrastructure School Health Program Provide Regional Consulting across Districts Innovation Care Coordination</p> <p>Grantor Name / Address: Department of Public Health 250 Washington street Boston, MA 02108-4619</p> <p>Grantor Contact Name / Number / Email: Mary-Ann Gapinski Email: mary.gapinski@state.ma.us (617) 624-5617</p>
Program Location:	DISTRICT

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19 DOE Title I Grant
Purpose:	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
Type of Funder:	FEDERAL – MA DOE
Awarded Amount:	\$ 257,220
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Kathy Provost
PROGRAM Notes:	<p>FEDERAL Grant CFDA: 84.010 The priorities of Title I, Part A are to:</p> <ol style="list-style-type: none"> 1. Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels; 2. Provide evidence-based¹ programs that enable participating students to achieve the learning standards of the state curriculum frameworks; 3. Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development; and, 4. Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	District and Elementary allocations

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19 DOE Title I Grant
Purpose:	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
Type of Funder:	FEDERAL – MA DOE
Awarded Amount:	\$ 257,220
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Kathy Provost
PROGRAM Notes:	<p>FEDERAL Grant CFDA: 84.010 The priorities of Title I, Part A are to:</p> <ol style="list-style-type: none"> 1. Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels; 2. Provide evidence-based¹ programs that enable participating students to achieve the learning standards of the state curriculum frameworks; 3. Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development; and, 4. Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	District and Elementary allocations

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19-309 Title IV, Part A: Student Support and Academic Enrichment Grant
Purpose:	Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.
Type of Funder:	Federal Funds
Awarded Amount:	\$ 17,050
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Kathy Provost
PROGRAM Notes:	<p>Federal Grant CFDA: 84.010</p> <p>General Fund use: The priorities of Title IV, Part A are to:</p> <ul style="list-style-type: none"> • Support well-rounded educational opportunities; • Support safe and healthy students; and • Support effective use of technology. <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19-345 Adult Community Learning Center Grant
Purpose:	This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.
Type of Funder:	MA DOE
Awarded Amount:	\$356,400.00
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE / Adult Education
PROGRAM Admin	Karl Baldrate, ADL Director
PROGRAM Notes:	<p>MA DOE STATE Grant</p> <p>Priorities of the grant:</p> <ol style="list-style-type: none"> 1. Assist eligible individuals to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; 2. Assist eligible individuals who are parents or family members to obtain the education and skills that- 3. Assist eligible individuals in attaining a secondary school credential and in the transition to postsecondary education and training, including through career pathways; and 4. Assist immigrants and other individuals who are English language learners <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: http://www.doe.mass.edu/acls/</p> <p>Phone: (781) 338-3850 Fax: (781) 338-3394 Email: acls@doe.mass.edu</p>
Program Location:	Hudson High School

School Committee Date: _____

Vote: _____

**Hudson Public Schools
FY19 Grant and Gift Presentation Summary**

TYPE	Awarding Agency	GRANT YEAR / GRANT NAME	Brief Description of Award	Grant Award
Federal	MA DOE	19-140 Title II	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	\$ 61,012.00
Federal	MA DOE	19-180 Title III	Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,939.00
Federal	MA DOE	19-240 SPED IDEA	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 726,965.00
Federal	MA DOE	19-262 SPED Early Childhood Education	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,179.00
Federal	MA DPH	19-290 Essential School Health	Supports a portion of salaries for a HHS Nurse, a Regional coordinator, and Inter-agency consultant as well as reimburses the district for Nurse Subs and specific equipment needed across each Nursing office.	\$ 218,900.00
Federal	MA DOE	19-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 257,220.00
Federal	MA DOE	19-309 Title IV	Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.	\$ 17,050.00
State	MA DOE	19-345 COMMUNITY ADULT LEARNING CTR.	This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.	\$ 356,400.00
			TOTAL:	\$ 1,720,665.00
		FY19 GIFTS TO HUDSON PUBLIC SCHOOLS	School	\$ Gift Amount
Corporate	Sponsor	Amass Memorial @ Marlborough Hospital	Farley Elementary - Event Sponsor	\$ 300.00
			TOTAL:	\$ 300.00
		FY19 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
			Total:	\$ -
			Grant Total:	\$ 1,720,665.00

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY19-140 Title II
Purpose:	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.
Type of Funder:	Federal Funds
Awarded Amount:	\$ 61,012
Start Date	7/1/2018
End Date	6/30/2019
Status	Active
Grantor	MA DOE
PROGRAM Admin	Kathy Provost
PROGRAM Notes:	<p>Federal Grant CFDA: 84.010</p> <p>General Fund use: The priorities of Title II, Part A are to: (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students equitable access to effective teachers, principals, and other school leaders.</p> <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Email: federalgrantprograms@doe.mass.edu Federal Grants Coordinator for Hudson: Ellie Rounds-Bloom Direct: (781) 338-3128</p>
Program Location:	FARLEY and MULREADY ELEM

School Committee Date: _____

Vote: _____