



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

July 25, 2017

155 Apsley Street - Administration Building

7:00 p.m.

### AGENDA

**I. Call the Meeting to Order**

**II. Minutes of the Following Meeting Presented for Approval:**

Regular Meeting: May 23, 2017 and June 13, 2017

**III. Public Participation:**

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

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

**IV. Reports:**

1. Superintendent's Report
2. Subcommittee Reports (if needed)

**V. Matters for Discussion:**

1. Update on Follet/Aspen System Transition – Ellen Schuck
2. Update on 1:1 Initiative – Ellen Schuck

**VI. Matters For Action:**

1. Approval of Kathy Provost as Acting Assistant Superintendent for Curriculum, Instruction and Professional Learning
2. Approval of 2017-2018 Hudson High School Student/Parent Handbook
3. Approval of 2017-2018 Quinn Middle School Student/Parent Handbook
4. Approval of Change in the 2017-2018 School Calendar
5. Reclassifications of Funds (if needed)
6. Items of Interest to the School Committee

**VII. Executive Session/Adjournment**

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

Not Approved

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** May 23, 2017

**Location:** Administration Building  
155 Apsley Street

Members present: Michele Tousignant Dufour, Allyson Hay, George Luoto, Elizabeth Hallsworth, Steven Smith and Adam Tracy

Members absent: Glenn Maston  
Ben Carme, Student Representative

Others present: Dr. Jodi Fortuna, Superintendent  
Julia M. Pisegna, Recording Secretary

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

The meeting was called to order by Committee Chair Michele Tousignant Dufour.

**II. Approval of Minutes:**

Regular Meeting: March 28, 2017

A motion to approve the minutes of March 28, 2017 was made by Mr. Smith and seconded by Ms. Hay. On a vote of 5-0-1, with Mr. Tracy abstaining, the motion passed.

Regular Meeting: March 30, 2017

A motion to approve the minutes of March 30, 2017 was made by Mr. Smith and seconded by Ms. Hay. On a vote of 5-0-1, with Mr. Tracy abstaining, the motion passed.

**III. Public Participation:**

Committee Chair Michele Tousignant Dufour reminded the audience that as a Committee, we want to hear your views and invite comments on matters which are important to all of us. The guiding rule is civility. We will not tolerate any personal attacks on anyone, whether staff member, speaker or School Committee member. Remarks will be made in a civil tone with no yelling or interrupting of persons while they are speaking.

Ms. Tousignant Dufour stated that it is her obligation and duty as the Chair to enforce all rules. The rule of two minutes per speaker will also be enforced.

Parent Laura Concannon thanked the Committee for their time and introduced her son, Keegan Concannon. Ms. Concannon, for the last several years, has tried to work with the Hudson Public

*Approved*

Schools regarding her son's medical condition. Her son has missed significant time from school due to his immune issues.

Ms. Concannon has been provided access to an advanced state-of-the-art piece of equipment through an incredible foundation, free of charge, which is a robot for Keegan to use through graduation from high school. Ms. Concannon urged the School Committee to help her get this robot into her son's school so that he can feel, and for his social and emotional well-being, his personal connections to his teachers and continue his academic performance. Keegan has high goals, he wants to attend the University of Montana when he graduates.

This robot has been used all over the country, and the number one reason it is being used is for children with primary immune deficiencies, just like Keegan. Keegan is so rare that he is being studied internationally. Keegan loves to learn - - - -

Committee Chair Michele Tousignant Dufour advised Ms. Concannon of the two-minute regulation.

In conclusion, Ms. Concannon stated that her son, Keegan, urges the School Committee to help, he wants this robot, he wants to be in his classroom every day to do his job and get an education, and stated that she is specifically here today because, as the District is getting ready for a new Superintendent, Ms. Concannon would like to have this reinstated, and that is not a personal attack, but a request that Dr. Fortuna have it reinstated so that it will go for the remainder of Keegan's education in the Hudson Public Schools. Ms. Concannon stated that she has brought many people with her tonight to help support that cause, as well as Keegan's football team who have made him feel so supported and part of the team.

Committee Chair Michele Tousignant Dufour reminded the audience that the Committee has no jurisdiction over individual student educational needs, and it something that they defer to the Superintendent and staff. Any individual student information is considered a third party and the Committee is not privileged to the information, and that there is no vote that this Committee can take in open session regarding this matter.

Community member in attendance on behalf of Keegan Concannon shared that Keegan is a kid that wants to go to school, and she would like to see a child have the opportunity for an education and be with his peers, and asked that if it is not the Committee that makes this decision, then who does?

Committee Chair Michele Tousignant Dufour responded that the decision rests with the administrators of the District and the Board of Special Education, and appeals can be handled through that channel.

Mr. Gary Bloomenthal, in attendance on behalf of the family, asked the Committee, in the supervisory role to the Superintendent, to intercede in this particular situation, and that there are Districts in Massachusetts and all over who would love to take advantage of this technology, and that this is an opportunity to put Hudson on the map, to assist families through this technology.

Committee Chair Michele Tousignant Dufour applauded the passion of those in attendance and thanked them for attending the meeting.

Community member and aunt of Keegan Concannon spoke on his behalf, and stated that as she has watched him grow and miss a tremendous amount of school days, she has observed a shortcoming of his developmental ability in terms of his social and emotional support system which has not been provided. Mr. Concannon's aunt has also noticed that he does not have the same opportunities as all of the other children to collaborate with his peers, his class, and when they get to do group projects, Keegan does not have the opportunity to do that in a fully committed way, and she asks the Committee, who supervise what the Principals do, and encouraged them to be a participant, be an active collaborator with Keegan and the community to bring this technology into the school which will enable Keegan to be an active participant with all his peers who are here to support him as they want him in the classroom, and asks that the District work collaboratively and thanked the Committee for their time.

Community member in attendance spoke on behalf of Ms. Concannon and asked the Committee for their support to assist Keegan, both academically and socially, and honor their request for this robot technology.

Parent Jorge Teixeira spoke on behalf of the Concannon family and shared that one of the reasons why they are upset is because of the lack of cooperation from the administration and the School Committee, and shared that Ms. Concannon has tried for several years to work out these issues and has run into roadblocks, like many other parents, as they try to get an education in this community which is something that should not be that difficult. Mr. Teixeira shared that the District website and emails claim not to discriminate, retaliate, and so on, and suggested that the District listen to what they write and stand by those words and educate this community. Mr. Teixeira stated that part of that education is that all children are treated equally, whether they are on IEP or 504's or regular children and that we are a community that should be standing up for the rights of these children and educate them to the best possible way, which means that if a child is not able to go to class, and we have the means to give that capability with a robot, it should take place.

Mr. Teixeira asked that the Committee consider their thoughts, forget about certain things, and know what you are here for, to oversee what goes on in this District, you are responsible for the Superintendent's raises and everything, stick by it, read your policies.

Committee Chair Michele Tousignant Dufour thanked Mr. Teixeira and all of those in attendance for coming this evening and that the Committee wants all children to achieve and succeed to the highest of their abilities. The Committee feels your love, your passion and your pain, but it is not something the Committee will be making a decision on or making any statements about this tonight.

#### IV. **Reports:**

##### **Student Report**

None.

## **Superintendent's Report**

### **Meeting Highlights**

Due to the administration of MCAS and the Principals need to be in their buildings, there have been no leadership meetings scheduled since May 9<sup>th</sup>. Dr. Fortuna has been meeting with individual administrators regarding their evaluations.

### **Staff Movement**

All staff that have been impacted by the reductions in staff related to enrollment and resultant changes in assignment have been notified of their status. This process was completed within the last week. Dr. Fortuna would like to thank everyone impacted for their patience and understanding as we enacted these difficult decisions.

### **Retirement Party**

The Hudson Education Association held their annual gathering to honor retirees on May 23<sup>rd</sup>. Dr. Fortuna was honored to be in attendance for the celebration of those that have dedicated a significant part of their lives to serving the Town of Hudson and educating all learners. This year's retirees from the HEA are:

- Paul D'Alessandro                      33 Years of Service
- Joseph Mishley                         30 Years of Service
- Laurie Curley                            23 Years of Service
- Leslie Williams                         21 Years of Service
- 

Our retirees, in all associations, have been invited to attend the Tuesday, June 13<sup>th</sup> School Committee meeting so that the Committee can personally thank them for their dedication and service to our community.

### **Enrollment**

All enrollment numbers are up to date as of the writing of this report. They are unofficial numbers. The Massachusetts Department of Elementary and Secondary Education collects snapshots of enrollment data three times per year October, March, and June.

	<b>9/9/16</b>	<b>4/11/17</b>	<b>5/5/17</b>	<b>5/23/17</b>	
<b>HHS</b>	941	929	925	924	
<b>QMS</b>	648	637	637	637	
<b>Farley</b>	485	490	492	493	
<b>Forest Avenue</b>	325	332	334	334	
<b>Mulready</b>	248	251	253	253	
<b>District Total</b>	2,647	2,639	2,641	2,641	

V. **Matters for Discussion:**

1. Discussion of German Exchange Trip – Brian Reagan and Students

Hudson High School Principal Brian Reagan and students who traveled to Germany shared stories and highlights of their trip. The student’s highlighted visits to concentration camps, Braunschweig, Berlin, Helmstedt, Celle, Bergen-Belsen and Wernigerode Castle.

Discussion ensued.

2. Discussion of San Tome Trip – Anibal Serra and Students

Hudson High School teacher, Anibal Serra, and students who traveled to San Tome shared stories and highlights of their trip. The student’s highlighted visits to island, the food, their work with children and their love of San Tome.

Discussion ensued.

3. Introduction of Cheryl Langill, Special Education Parent Advisory Council Officer

Ms. Langill introduced herself to Committee members as the new Special Education Parent Advisory Council Officer and looks forward to the new challenge of rebuilding the SEPAC. Ms.

*Approved*

Langill is working with Cathy Kilcoyne and others to schedule meetings, membership drive and plans for the group and looks forward to presenting to the Committee at a future meeting.

Discussion ensued.

VI. **Matters for Action:**

1. Approval of Procurement for 1:1 Device

Director of Technology, Ellen Schuck, Ms. Schuck presented to Committee members the 1:1 Program proposal next steps which included meeting with administrators and staff, as well as continued work on the roll out process.

Discussion ensued.

Committee members thanked Ms. Schuck for her presentation.

A motion to approve the procurement for 1:1 device was made by Ms. Hay and seconded by Mr. Luoto. On a vote of 6-0, the motion passed.

2. Approval of Lease Agreement with Ricoh USA, Inc. for Ricoh Copiers in the Amount of \$57,321.00 for Three Years of Service and Supplies.

Dr. Fortuna recommended approval of the lease agreement with Ricoh USA, Inc. for Ricoh copiers in the amount of \$57,321.00 for three years of service and supplies.

A motion to approve of the Lease Agreement with Ricoh USA, Inc. for Ricoh copiers in the amount of \$57,321.00 for three years of service and supplies was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 6-0, the motion passed.

3. Closing of the Business Professional Student Activities Account – Balance to be Rolled Into a Scholarship

Principal Brian Reagan recommended approval of the closing of the Business Professional Student Activities account with a balance to be rolled into a scholarship in the amount less than \$1,300.00.

A motion to approve the closing of the Business Professional Student Activities account with the balance to be rolled into a scholarship was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

**Items of Interest to the School Committee:**

None.

*Approved*

**VII. Executive Session/Adjournment**

At 8:56 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

1. To discuss strategy to preparation for contract negotiations with non-union personnel (Executive Director of Finance and Operations) because an open session may have a detrimental effect on the legal position of the Committee.

A motion to enter into Executive Session was made by Ms. Hay and seconded by Mr. Luoto.

Vote by roll call:

Ms. Tousignant Dufour – yes  
Ms. Hay - yes  
Mr. Luoto – yes  
Mr. Smith – yes  
Ms. Hallsworth - yes  
Mr. Tracy – yes

Committee Chair, Michele Tousignant Dufour, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee



Not Approved

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** June 13, 2017

**Location:** Administration Building  
155 Apsley Street

**Members present:** Michele Tousignant Dufour, Allyson Hay, George Luoto, Glenn Maston, Steven Smith, Adam Tracy and Elizabeth Hallsworth

**Members absent:** Ben Carne, Student Representative

**Others present:** Dr. Jodi Fortuna, Superintendent  
Julia M. Pisegna, Recording Secretary

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

The meeting was called to order by Committee Chair Michele Tousignant Dufour.

Committee Chair Michele Tousignant Dufour began the meeting with a moment of silence to remember former Hudson School Committee member Rev. Dean E. Benedict.

1. Recognition of Retirees: Dr. Fortuna and School Committee members congratulated the following retirees and thanked them for their years of service with Hudson Public Schools.

Jose Andrade	16 years
Artur Chaves	15 years
Laurie Curley	23 years
Paul D'Alessandro	33 years
Paula Davis	29 years
Jose Luz	20 years
Karen Martin	5 years
Joseph Mishley	30 years
Leslie Williams	21 years

**II. Approval of Minutes:**

Regular Meeting: April 11, 2017

A motion to approve the minutes of April 11, 2017 was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 5-0-1, with Mr. Tracy abstaining, the motion passed.

Regular Meeting: April 25, 2017

A motion to approve the minutes of April 25, 2017 was made by Mr. Maston and seconded by Ms. Hallsworth. On a vote of 5-0-1, with Mr. Tracy abstaining, the motion passed.

*Not Approved*

Regular Meeting: May 2, 2017

A motion to approve the minutes of May 2, 2017 was made by Mr. Smith and seconded by Mr. Luoto. On a vote of 5-0-1, with Mr. Tracy abstaining, the motion passed.

Regular Meeting: May 9, 2017

A motion to approve the minutes of May 9, 2017 was made by Mr. Maston and seconded by Mr. Tracy. On a vote of 5-0-1, with Ms. Hallsworth abstaining, the motion passed.

### III. **Public Participation:**

Committee Chair Michele Tousignant Dufour reminded the audience of the rules regarding public participation with civility as the guiding rule, and using a civil tone, yelling and personal attacks will not be tolerated, and a time limit of two minutes will be enforced.

Ms. Tousignant Dufour stated that it is her obligation and duty as the Chair to enforce all rules and anyone violating these rules will be declared out of order and will be asked to no longer speak.

Student Keegan Concannon asked the Committee to consider his request to allow VGO in his classroom and thanked the Committee for their consideration.

Parent Laura Concannon thanked the Committee for their time and reiterated her request that her son be inclusive in school by using the VGO system, and she explained that it is a nonintrusive robot that offers many wonderful components, which the school district would control, and would allow Keegan to be considered present every day. The VGO keeps data so the school could log in and verify that Keegan is present.

Ms. Concannon asked that the Committee consider reconvening in July when Dr. Rodrigues arrives to readdress this request. Ms. Concannon also asked that Senator Eldridge and Representative Hogan be involved in this issue, as Keegan is at a critical age with his social and emotional development and stated that he is already behind in some of those developments, and that not having access to his teachers and peers continues to make him further behind.

Committee Chair Michele Tousignant Dufour reminded Ms. Concannon of the two-minute time limit.

Ms. Concannon again thanked the Committee members for their time and consideration.

*(Ms. Hay entered the meeting at 7:14 p.m.)*

Parent Tom McAuliffe stated that Dr. Fortuna requested that Ms. Concannon seek legal counsel to pursue this issue and file a complaint, but also suggested that the District has a legal basis for denying the technology, and Mr. McAuliffe asked Committee members to elaborate on the legality or reasons for not allowing it.

*Not Approved*

Committee Chair Michele Tousignant Dufour stated that later in the session, the Committee will speak to the process that families would follow for a 504 or special education issue.

Mr. Gary Bloomenthal, the Concannon family advocate, thanked the Committee for taking the time to look at this issue and asked that the Committee carefully review the email which was sent over the weekend by Ms. Concannon in response to the Superintendent's suggestion that this should proceed as a legal matter. The Concannon family is suggesting that we take a breather and step back and wait for the new Superintendent to come on board.

Mr. Bloomenthal stated that there has been some suggestion that the School Committee has no ability to intervene in this situation, and with regard to what is happening here, there was a May 3<sup>rd</sup> team meeting that was promised to Keegan and the team had an opportunity to review the issues of using the VGO system, however, none of the team members were made aware of that topic - -

Committee Chair Michele Tousignant Dufour reminded Mr. Bloomenthal of the two-minute time limit - -

Mr. Bloomenthal shared that there has not been any rational, reason or explanation provided to the family for declining the VGO system, and requested that on behalf of the family, we take a breather and wait for the new Superintendent, who has expertise in special education procedures, and with regards to how this matter has been handled, it is a good idea to step back and review it one more time and that the family and the District need not expend dollars seeking reviews or attorneys, that is why the meeting with Dr. Fortuna, Mr. Webster, the family and the District, had agreed that there would be a May 3<sup>rd</sup> meeting without attorneys present to review the matter, and that meeting never happened, the team was not advised, and we look forward to meeting and talking with the new Superintendent.

Parent Jorge Teixeira, present on behalf of the Concannon family, stated that Dr. Fortuna was very quick to post statements on the District website about how parents can address their issue by taking them to the BSEA, PQA, OCR, and so on, and that is very true, that is an excellent option, however, Mr. Teixeira reminded the folks that another mention on the District website, which one should be proud of, does not stand by Dr. Fortuna's word, what he sees on that is discrimination and retaliation - - -

Committee Chair Michele Tousignant Dufour reminded Mr. Teixeira of the need to be respectful - -

Mr. Teixeira stated he was being very respectful because he was talking about what is published, so the reality is the mission makes it very clear that the District works with parents. That is not what is going on here. The District does not work with parents. There is no supervision, there is nothing - -

Committee Chair Michele Tousignant Dufour stated that the District does work with parents and asked Mr. Teixeira to speak without attacking - -

*Not Approved*

Mr. Teixeira stated that he was not attacking, but that he can show up here with tons of parents that will state very clearly that the District is not working with parents. There is no supervision, there is nothing - -

Committee Chair Michele Tousignant Dufour stated that the District does work with parents and thanked Mr. Teixeira for his comments.

Mr. Teixeira responded that Ms. Tousignant Dufour should open up her eyes to what she is doing.

Committee Chair Michele Tousignant Dufour also shared for the viewing public that Ms. Concannon has been informed that the Committee has no jurisdiction over any student's educational plan as they are considered a third party and are not privileged to the information.

The Committee has oversight and control over the budget, policy and the evaluation of the Superintendent, however, they cannot instruct the Superintendent or any other administrator to change any student's educational plan.

Committee Chair Michele Tousignant Dufour thanked all those in attendance for coming to the meeting.

Committee Chair Michele Tousignant Dufour thanked Dr. Fortuna for her service to the District over the past ten years, as she has served the District in a number of capacities as Principal, Director of Elementary Education, Assistant Superintendent and Superintendent.

During that time, Dr. Fortuna has been involved in the implementation of new literacy and math curriculums, the new Quinn Middle School, and established the District's full-day kindergarten program, as well as many other programs that have benefited both students and staff and wished Dr. Fortuna well in her future endeavors.

IV. **Reports:**

**Student Representative Report:**

None.

**Superintendent's Report – Dr. Jodi Fortuna:**

1. Dr. Fortuna responded to some of the items which have been on many social and popular media sites over the past week regarding issues that were addressed during Public Participation and read the following statement:

“Thank you to all who have taken an interest in our District procedures and for the opportunity to review our State and federal disability laws as they pertain to dispute resolution which is what we now have before us.

The focus of services and accommodations for students is based on student needs. The school district is required to provide what the student needs to access the curriculum and make

educational progress. We, as educators, care deeply about all of our students. Student issues deeply impact educators at our core, however, all determinations of services and accommodations must be fair and balanced, and based on this legal standard of what the student needs to learn and make progress and to receive a free, appropriate public education in the least restrictive environment.

Sometimes parents and school districts disagree about what the student needs in order to learn, and this dispute cannot be resolved at the team, school or district level, despite the positive intentions of those involved. In these cases, parents are informed of where to go for dispute resolution, again, as mandated by state and federal disabilities law. This is not done as a retaliatory action. It is done as a genuine attempt to resolve the situation in the best interest of the student.

There are not a variety of choices of where to go to appeal a school district's decision of what a child needs for services or accommodations. There is one State agency identified by our laws which is established to assist us with dispute resolution. That State agency is the Bureau of Special Education Appeals located in Boston. There is no fee to access the BSEA. There is no requirement to have a lawyer or advocate when proceeding to the BSEA. There is a website easily found by looking up Massachusetts Bureau of Special Education Appeals which, in plain terms, explains the process for filing a hearing request with the BSEA.

Dr. Fortuna encouraged all to look up and to see how straight forward it is to utilize this free Massachusetts agency. There are good reasons to consider going to the BSEA for dispute resolution, other than the important fact that this is the one agency identified by State and federal law for this purpose. The process is fair, quick, impartial and effective.

The District informs parents every time we have a meeting with them of their right to proceed to the BSEA if they have a dispute with the team's determination of what a child with disabilities need to access his or her education.

We encourage families to access this system, not as a retaliatory measure, but rather to find the quickest, easiest and most effective way to solve the problem. What we discourage is dispute resolution through the court of public opinion. By this, I refer to complaining on social media and the mass media, on blogs, through elected officials, and through complaints to the School Committee, not because we want to isolate parents or because the District is concerned with negative publicity, but because these venues are not able to provide a forum for legal and effective dispute resolutions. These venues and outlets involve third parties who cannot obtain from the school district confidential student information which is central to understanding the needs of the individual child.

Also, accessing these venues and outlets, instead of the BSEA, invites the inevitable temptation to make decisions based not on law and fairness, but on public pressure and intimidation. We reject such invitations.

School districts do not hide behind laws. Laws are in place and school districts follow them to ensure fair and impartial treatment for all of the students we care so much about. We encourage all parents, citizens and officials with questions about the legal and effective dispute resolution process to discuss them either with us or directly with the Bureau of Special Education Appeals.

I have brought parent rights information, including legal references and BSEA contact information, and will be glad to provide that to you and anyone here interested in learning more about the process.

2. For the final Superintendent Report, Dr. Fortuna read the following statement:

“Thank you to everyone that I have encountered on this journey. You each have taught me something new and I leave with important lessons learned.

The opportunity to be a leader in a District with such talented, passionate and committed professionals was the realization of a dream. I enjoyed my decade of learning and growing along with our passionate and talented educators and students.

This is a District where every educator is a student’s champion. We let our students know that we believe that they will succeed by not lowering the standard but supporting students in reaching it. We do not judge the worth of a student by his or her grades or a family by their background. We believe that we can change the world and our relationships with students matter.

To quote a verse from the song “For Good” in the musical Wicked:

I’ve heard it said,  
That people come into our lives  
For a reason  
Bringing something we must learn  
And we are led to those  
Who help us most to grow if we let them  
And we help them in return  
Well, I don’t know if I believe that’s true  
But I know I’m who I am today  
Because I knew you

Thank you to all of you that have been a part of my life for the past ten years. I am who I am today because I know you.”

**Subcommittee Reports**

None.

**V. Matters for Discussion:**

1. Discussion of 2017-2018 School Improvement Plans – Principals:

The elementary school Principals presented their School Improvement Plans:

*Not Approved*

- Discussion of School Improvement Plan – Forest Avenue Elementary School – Principal David Champigny presented the *School Improvement Plan* for Forest Avenue Elementary School
- Discussion of School Improvement Plan – C.A. Farley Elementary School – Principal Melissa Provost presented the *School Improvement Plan* for C.A. Farley Elementary School.
- Discussion of School Improvement Plan – J.L. Mulready Elementary School – Principal Kelly Sardella presented the *School Improvement Plan* for the J.L. Mulready Elementary School.
- Discussion of School Improvement Plan – Quinn Middle School: Principal Jason Webster presented the *School Improvement Plan* for Quinn Middle School.
- Discussion of School Improvement Plan – Hudson High School - Principal Dr. Brian Reagan presented the *School Improvement Plan* for Hudson High School.

Discussion ensued.

Committee members thanked the Principals for their presentation.

2. Whitsons Culinary Group Study – Scott Berry and April Laskey

Executive Director of Finance and Operations, Patty Lange, shared that Mr. Berry was invited back to further discuss the issues brought up at the last School Committee meeting.

District Manager Scott Berry presented to the Committee statistics of the Food Services Department for the school year and noted the participation rate comparison from May 2013 to May 2017. The non-participation report from August 2016 through May 2017 indicating a total eligible as of May 2017 of 852, which included a total of 762 free meals and a total of 91 reduced meals, and a meals per labor hour comparison.

Mr. Berry also noted the break even, the meals needed by schools. Based on current non-participation, the data reflects that the District needs a total meals of 236 per day, which would result in \$137,171 added revenue for the District.

Discussion ensued.

Director of School Nutrition, April Laskey, of the Billerica Public Schools, presented to the Committee the School Nutrition Program study which highlighted some short-term and long-term recommendations including:

**Labor**

Improve the management of the USDA food purchases;  
Conduct a full analysis of sales vs. labor hours per school;  
Set meals per labor hours per school and review on a monthly basis;

## *Not Approved*

Set up a process to budget, review and approve additional labor costs not associated with school nutrition, such as catering; and  
Hire additional substitutes.

### **Professional Development**

Set up a professional development plan for the school;  
Monitor and track by employee according to USDA standards;  
Provide training in meal components, customer service for hourly employees;  
Director to attend training in School Nutrition regulations;  
Take advantage of the recommended summer John Stalker Institute training; and  
Provide additional training in recipe use, production records preparation and use and USDA meal components and requirements.

### **Menus**

Remove the a la carte mention option at the high school;  
Develop a menu cycle to include consideration of current participation, USDA food allocation, bid priced items, and customer preferences that meets the Districts food cost percentage;  
Create a dialogue with students to find out what they like;  
Offer free samples;  
Improve the menus on the website;  
Make the menus easier to read; and  
Improve the accuracy of the menus to reflect the actual offerings each day.

### **Operations**

Use the production records as a tool;  
Improve the labeling of food items in the cafeteria;  
Improve the serving area to be more appealing; and  
Utilize the smarter lunchrooms scorecards to identify low cost strategies to increase participation.

### **Marketing and Community Outreach**

Take advantage of the marketing resources in the Whitsons contract, develop the marketing program for the upcoming school year; and  
Monitor the program monthly and evaluate the effectiveness.

### **Long Term Recommendation**

Develop a plan to transit to a self-op program for the school year 2018-2019 with the goal to be successful in one to three years; and  
Minimum of 2 to 4 celebrations per month for all schools

Discussion ensued.



*Not Approved*

Committee members thanked Ms. Lasky for her presentation and looks forward to future presentations.

3: Discussion of 1:1 Technology Rollout – Ellen Schuck

Director of Technology, Ellen Schuck, presented to the Committee the timeline for implementation of the 1:1 initiative timeline, meetings with administrators and staff, letters to parents, as well as continued work on the roll out process.

Discussion ensued.

Committee members thanked Ms. Schuck for her presentation.

4. Discussion of Subcommittee Assignments:

Committee Chair Michele Tousignant Dufour emailed members information regarding the subcommittee. Mr. Smith had inquired about the Strategic Goals Subcommittee which is involved with any long-term projects that the District is involved in.

Discussion ensued.

**VI. Matters for Action:**

1. Approval of contract with Konica Minolta in the Amount of \$240,601.92 for Replacement of Two Copy Center Machines at Hudson High School

Dr. Fortuna recommended approval of the contract with Konica Minolta in the amount of \$240,601.92 for replacement of two copy center machines at Hudson High School.

Discussion ensued.

A motion to approve the contract with Konica Minolta in the amount of \$240,601.92 for replacement of two copy center machines at Hudson High School was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

2. Approval of Ceiling Installation at the J.L. Mulready Elementary School Under Warrant Article and Change Order No. 1

Dr. Fortuna recommended approval of the ceiling installation at the J.L. Mulready Elementary School under Warrant Article and Change Order No. 1.

A motion to approve the ceiling installation at the J.L. Mulready Elementary School under Warrant Article and Change Order No. 1 was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

*Not Approved*

3. Approval for Contract for Administration Building Envelope Review in the Amount of \$18,000.00

Dr. Fortuna recommended approval of contract for Administration Building envelope review in the amount of \$18,000.00.

Discussion ensued.

A motion to approve the contract for Administration Building envelope review in the amount of \$18,000.00 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

4. Approval of Contract for J.L. Mulready Elementary School Fire Alarm Under Authorized Warrant

Dr. Fortuna recommended approval of the contract for the J.L. Mulready Elementary School Fire Alarm under Authorized Warrant.

A motion to approve the contract for the J.L. Mulready Elementary School Fire Alarm under Authorized Warrant was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

5. Approval of Contract for Forest Avenue Elementary School Fire Alarm Under Authorized Warrant and Facilities Department Approved Building Projects

Dr. Fortuna recommended approval of the contract for Forest Avenue Elementary School Fire Alarm under Warrant and Facilities Department approved building projects.

A motion to approve the contract for the Forest Avenue Elementary School Fire Alarm under Authorized Warrants and Facilities Department approved building projects was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

6. Approval of FY18 Budget

Executive Director of Finance and Operations, Patty Lange, presented to the Committee the FY18 budget for vote.

A motion to approve the recommended FY18 School Budget personnel line of \$31,882,508.43 was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

A motion to approve the recommended FY18 School Budget general expense line of \$7,839,282.53 was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

A motion to approve the recommended FY18 School Budget transportation line of \$2,047,516.02 was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

7. Approval of Contract with Whitsons Culinary Group

Executive Director of Finance and Operations, Patty Lange, presented to the Committee the contract for the Whitsons Culinary Group, pending State review of the contract.

A motion to approve the extension of the contract with Whitson Culinary Group for the 2017-2018 school year in the amount of \$89,440.00, pending State approval, was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 5-2, the motion passed.

Discussion ensued.

8. Approval of the Quinn Middle School Active Student Activity Funds

Dr. Fortuna recommended approval of the Quinn Middle School Active Student Activities Fund.

A motion to authorize the list of active Quinn Middle School Student Activity accounts, as presented, for the 2017-2018 school year was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

A motion to authorize a \$9,000.00 maximum balance in the Student Activity Checking Account at the Quinn Middle School for the 2017-2018 school year was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

9. Approval of the Hudson High School Active Student Activity Funds

Dr. Fortuna recommended approval of the Hudson High School Active Student Activities Fund.

A motion to authorize the list of active Hudson High School Student Activity accounts, as presented, for the 2017-2018 school year was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

A motion to transfer \$653.66 of the inactive student activity funds to the Student Activities General Fund was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

A motion to transfer \$2,507.24 of the inactive Student Activity funds to the Student Activities Athletic General Fund was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

A motion to authorize a \$75,000.00 maximum balance in the Student Activity Checking Account at Hudson High School for the 2017-2018 school year was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

*Not Approved*

10. Approval of Contract for the Position of Executive Director of Finance and Operations, Patty Lange

Dr. Fortuna recommended approval of the contract for the position of Executive Director of Finance and Operations, Patty Lange.

A motion to approve the 3-year employment contract, as presented, for the position of Executive Director of Finance and Operations, Patty Lange, commencing July 1, 2017 and ending on June 30, 2020 with a salary of \$148,722.92 was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

**Reclassifications:**

A motion to approve the reclassifications of funds, as presented, was made by Mr. Luoto and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

**Items of Interest to the School Committee:**

Ms. Hay shared that the ELL end of year celebration was a great event and thanked all those involved in putting together such a wonderful ceremony.

**VII. Executive Session/Adjournment**

At 9:43 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reasons:

1. To discuss strategy to preparation for contract negotiations with non-union personnel (Administrator) and;
2. To discuss strategy to preparation for contract negotiations with union personnel (Secretary) because an open session may have a detrimental effect on the legal position of the Committee.

A motion to enter into Executive Session was made by Ms. Hay and seconded by Mr. Maston.

Vote by roll call:

Ms. Tousignant Dufour – yes  
Ms. Hay - yes  
Mr. Luoto – yes  
Mr. Maston – yes  
Mr. Smith – yes  
Ms. Hallsworth - yes  
Mr. Tracy – yes

*Not Approved*

Committee Chair, Michele Tousignant Dufour, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee

JULY 25, 2017

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC

Standard II: Indicators A, D, E

Standard III: Indicators A, C

Standard IV: Indicators A, B, D

### **1. School Committee Workshop of July 11, 2017 - Highlights and Updates**

- Communication
  - i. Shared targeted areas for communication: School Committee, District Leadership Team, Students, Families, and the Community
- Budget
  - i. Presented overview of the comparison between a Zero-Based approach and traditional Incremental approach to budgeting
- Roles and Responsibilities
  - i. Exchanged expectations
- Entry Plan
  - i. Shared preliminary phases and timelines associated with the Superintendent's Entry Plan
- Portfolio of Options for a 21<sup>st</sup> Global Education
  - i. Presented a Portfolio of Options that strengthens and provides additional educational pathways for students and families
- Table of Organization
  - i. Shared with School Committee the re-alignment of the District Leadership Team
  - ii. Shared with School Committee adjustments to the scope of the work in existing administrative positions to better support schools' and students' needs
  - iii. Shared the creation of an additional position in Special Education to address compliance and to improve service delivery
- Update on Postings
  - i. Curriculum Director for Mathematics and Curriculum Director for Science, Technology and Engineering and Assistant Director of Student Services positions have been posted and selection committees have been devised
  - ii. Coordinator of Special Education Evaluation and Services position posting and interviewing process are underway
  - iii. Assistant Superintendent for Curriculum, Instruction and Professional Learning position has not been posted. Ms. Karen Provost will serve as Acting Assistant Superintendent for Curriculum, Instruction and Professional Learning for the 2017-2018 school year. The position will be posted in the Spring of 2018.

## **2. STARTALK: Portuguese Language and Culture Summer Camp**

- STARTALK's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages. The program was funded by a grant from the United States National Security Agency (NSA) through the University of Maryland.
- The program provided two components: one for heritage speakers (grades 5, 6 and 7) and aimed at developing proficiency in Portuguese and appreciation for their heritage. The other for non-heritage speakers (grades 3 and 4) aimed at introducing students to the Portuguese language and cultures.
- Thirty students participated in the summer camp and presented to their families their learning of the Portuguese language and culture.
- Families participated in the summer program conclusion ceremony with presentation of certificates for the participants.

## **3. MASS Executive Institute – Highlights**

- Tuesday 7/18: New Superintendent Induction Program - NSIP
  - i. Participated in first of eight meetings scheduled for the 2017-2018 school year
  - ii. Twenty-four new Superintendents are participating in program
  - iii. First meeting cover multiple processes and Entry Plan formats and timelines
  - iv. Ms. Patti Grenier was assigned as the Coach for the Hudson Superintendent
- Wednesday 7/19 – Friday 7/21: MASS Executive Institute 2017
  - i. Title: Leading and Creating Inclusive Schools: All Means All
  - ii. Outstanding Keynote Speakers: Chad Hymas, David Gergen and Michelle Gay
  - iii. Breakout sessions covered topics related to:
    - creating supportive environments
    - improving outcomes for students
    - social, emotional learning
    - legal issues
    - resource allocations
    - and more



# New Superintendent Induction Program

Empowering new superintendents to accelerate student learning through strategic leadership



## Capacity-Building Support

As the district's leader, each Massachusetts superintendent has the opportunity and responsibility to work through school principals and others to improve academic, social and emotional outcomes for all youth. The three-year New Superintendent Induction Program (NSIP) provides a firm foundation for new superintendents to do so with greater skill, savvy and success.

NSIP is a collaboration between the Department of Elementary and Secondary Education (ESE) and the Massachusetts Association of School Superintendents (MASS). By teaching replicable best practices, providing expert coaching that goes well beyond mentoring, and offering multiple opportunities for deep collaboration with peers, NSIP helps superintendents sharpen their focus on teaching and learning, transform their visions into positive student outcomes, and become successful instructional leaders capable of promoting substantive and realistic change at the school level.

"As a result of the program, I have a better understanding of how the role of the superintendent has changed dramatically from managerial and reactive to strategic, targeted, and proactive."

—NSIP Participant

## Theory of Action

The NSIP theory of action is based on the multidimensional nature of effective district leadership. By teaching and supporting successful former superintendents to coach new superintendents, and by grounding this support in a research-based curriculum taught over three years through a series of cohort-based, day-long workshops, NSIP enables participants to develop and effectively implement high leverage, widely-understood strategies that will improve teaching and learning during their first years as superintendent.

### Participants learn the skills of highly effective leaders, including how to:

- ▶ Think and act strategically
- ▶ Seek data and feedback for continuous improvement
- ▶ Develop habits of rigorous assessment and accountability
- ▶ Plan purposeful meetings and observations of practice
- ▶ Ensure system focus on what's most important, not just what is urgent
- ▶ Apply tools such as theory of action, root cause analysis, and SWOT analysis
- ▶ Delegate to and empower others, especially principals

106

106 superintendents have participated in NSIP<sup>1</sup>

40%

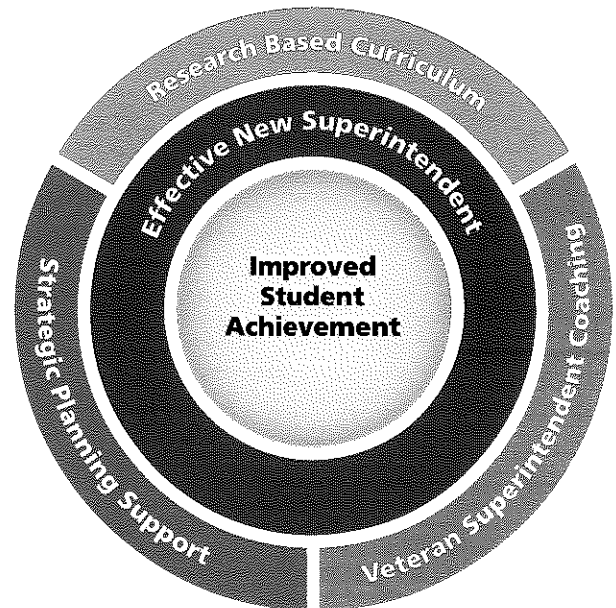
40% of Massachusetts students attend districts led by NSIP participants

43%

43% of Level 3 districts have participated in NSIP

95%

95% of all eligible first-year superintendents volunteer to participate in NSIP



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION



<sup>1</sup>74 in cohorts 1-4 completed at least 2 years;  
32 began 5th cohort in 2014-2015

## The Massachusetts Way of Leading

NSIP is influencing the culture of district leadership by focusing on a) the role a coherent, broadly-understood, and well-implemented strategy plays in district improvement; b) the responsibility the superintendent has to support and empower school leaders; and c) habits of mind that enable superintendents to succeed. The program aims to develop superintendents who can collaborate with others to develop and communicate a shared understanding of effective instruction to every district stakeholder. As conceived by NSIP leaders, an effective superintendent is one who thinks and acts strategically, empowers and builds the capacity of school leaders, is committed to focusing the work of the district on improving student learning, and is dedicated to his/her own and others' continuous development.

## Program Structure

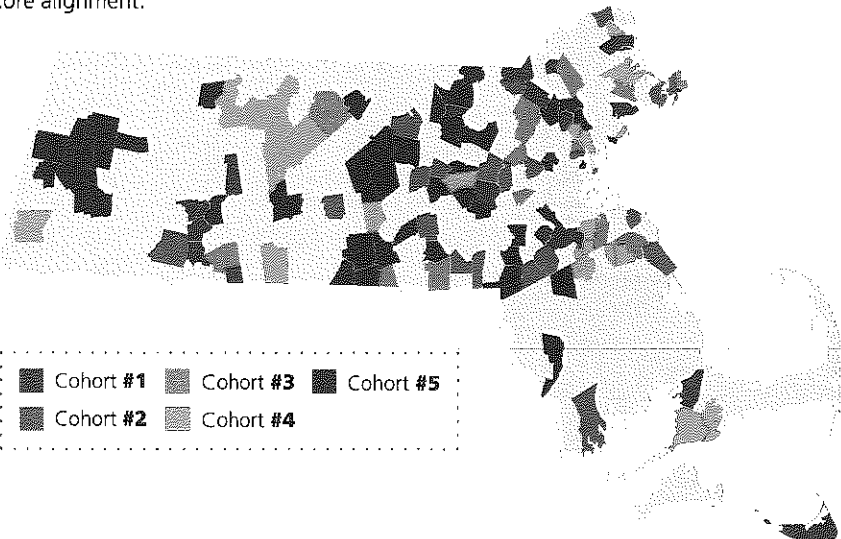
NSIP seeks to ensure that each superintendent begins their first year with a strong entry plan for engaging stakeholders and gathering the information needed to develop a widely-understood and focused strategy to accelerate student learning. During the program's first year, superintendents are supported in the development of three public work products: 1) the entry plan; 2) a report of entry findings; and 3) a district strategy for improving student learning, embraced and adopted by the school committee. Superintendents are supported to engage stakeholders each step of the way to ensure that staff, union leaders and other stakeholders understand the district's key issues, action plan, intended outcomes, and the roles that each stakeholder can play in leading the district towards its goals. In years two and three, coaching and workshops gradually decline, but participants continue to receive opportunities for coaching and collaboration focused on navigating the myriad challenges of successfully implementing and assessing the district's improvement strategy.

## Impact

Many participants report that sustained relationships with NSIP peers and coaches are invaluable in the years after their formal participation in the program ends. The program's focus on strategy has led to stronger district improvement planning and more purposeful leadership focused on collaborating with principals and achieving results in the classroom. By helping new superintendents understand ways to implement and integrate statewide priorities in more strategic ways, NSIP has accelerated effective implementation of both the new educator evaluation requirements and Common Core alignment.

YEAR 1	YEAR 2	YEAR 3
8 content days 12 full days of coaching	5 content days 12 half days of coaching	4 content days 6 regional consultancy meetings with coach teams

**For More Information**  
ESE and MASS will be sponsoring future NSIP cohorts. Visit the MASS website, <http://www.massupt.org/pages/MASS>, and select the New Superintendent Induction Program link to learn more.





# Memorandum

**To:** Marco Rodrigues  
**From:** Brian Reagan  
**Date:** July 12, 2017  
**Re:** Substantive Changes to the High School Handbook: 2017-18

The high school administrative team and the school council 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 **and bolded** and deleted language bolded and in red.

Page	Section Heading	Existing Language	Proposed Change
5	Honor Roll Criteria	<p>Horace Mann: In order to achieve HORACE MANN, a student must receive a grade average of 94-100 in all subjects. No grade can be below A-.</p> <p>Honor Roll: In order to achieve HONOR ROLL, a student must receive a grade average of 80-93 in all subjects. No grade can be below B-.</p> <p>The Honor Roll will be determined on the day report cards are sent out. A grade of Incomplete will not allow a student to be eligible for the Honor Roll.</p>	<p>Horace Mann: In order to achieve HORACE MANN, a student must receive a grade average of <del>94</del> <b>90-100</b> in all subjects. No grade can be below A-.</p> <p>Honor Roll: In order to achieve HONOR ROLL, a student must receive a grade average of <del>80-93</del> <b>80-93</b> in all subjects. No grade can be below B-.</p> <p>The Honor Roll will be determined on the day report cards are <del>sent out</del> <b>mailed home</b>. <del>A grade of Incomplete will not allow a student to be eligible for the Honor Roll.</del> <b>Students with incomplete grades are ineligible for Honor Roll.</b></p>
14	Junior Book Awards	Each spring, the faculty selects students from the junior class to receive book awards sponsored by a variety of	Each spring, the faculty selects students from the junior class to receive book awards sponsored by a variety of

		<p>institutions of higher education. The list below is not exhaustive, but represents the book awards that are typically presented at Scholarship and Awards Night each spring. Book award recipients are selected using criteria established by each of the sponsoring institutions. Some of these awards include the <i>potential</i> for scholarships from the recipient become an accepted student at that institution the following year and meet certain academic requirements. While parents are not able to nominate their child for a book award, they are encouraged to notify their child's guidance counselor if they have an interest in one or more of the institutions listed below. Parents are also encouraged to conduct their own research on the awards listed below. The list of book awards presented each year is subject to change on an annual basis.</p>	<p>institutions of higher education. The list below is not exhaustive, but represents the book awards that are typically presented at Scholarship and Awards Night each spring. Book award recipients are selected using criteria established by each of the sponsoring institutions. Some of these awards include the <i>potential</i> for scholarships from the sponsoring institutions should the recipient become an accepted student at that institution the following year and meet certain academic requirements. <b><u>A book award application will be available in February of each school year for students interested in being a recipient of a book award.</u></b> While parents are not able to nominate their child for a book award, <del>they are encouraged to notify their child's guidance counselor if they have an interest in one or more of the institutions listed below</del> <b><u>we encourage parents to work with their student to fill out an application to be considered for an award.</u></b> Parents are also encouraged to conduct their own research on the awards listed below. The list of book awards presented each year is subject to change on an annual basis.</p>
22	<p><b>School Attendance: participation in Extra-Curricular Activities</b></p>	<p>Students who wish to participate in extra curricular 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. Students with legitimate reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director.</p>	<p>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. Students with legitimate reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director. <b><u>Should the practice, rehearsal, etc., take place before the school day and the student fails to attend school following the practice or rehearsal or is tardy to school, the student is ineligible for the next contest or performance.</u></b></p>
N/A	<p><b>Eligibility for 9<sup>th</sup> Grade Washington D.C. Trip</b></p>	<p>No existing language.</p>	<p>All 9<sup>th</sup> grade students who wish to participate in the annual freshman class trip to Washington D.C. must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based</p>

31	<p><b>Cell Phone and Electronics Policy</b></p>	<p>Inappropriate use of electronics, such as, but not limited to, cell phones, PDAs, iPods, etc. distracts from learning.</p> <p>Electronics may be used before school, after school, at lunch, and during passing time between classes.</p> <p>Passing time is the interval between the end of one class and the beginning of the next.</p> <p>Electronics may not be used during class time unless specific exceptions are made. This includes use in the halls.</p>	<p>elective course (2 credits) during quarter 3. An incomplete grade is not a passing grade.</p> <p>Inappropriate use of electronics, such as, but not limited to, cell phones, PDAs, iPods, etc. distracts from learning.</p> <p>Electronics may be used before school, after school, at lunch, and during passing time between classes.</p> <p><del>Passing time is the interval between the end of one class and the beginning of the next.</del></p> <p>Electronics may not be used during class time unless specific exceptions are made. <del>This includes use in the halls.</del></p> <p><u>Cell phones or other electronic devices are not to be used during assessments unless authorized by the teacher. Unauthorized use of cell phones or other electronic devices during an assessment may result in the student receiving a grade of zero on that assessment.</u></p>
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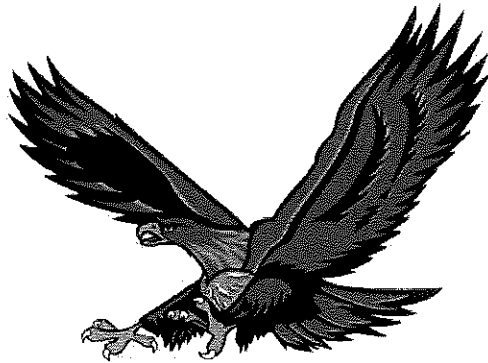
# Hudson High School



Student-Parent Handbook

2016-2017

# Hudson High School Student Handbook 2016-2017



## *Home of the Hawks*

69 Brigham Street  
Hudson, Massachusetts 01749  
Telephone: 978-567-6250  
Main Office Fax Number: 978-567-6285  
Guidance Office Fax Number: 978-567-6273  
[www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

Brian K. Reagan, Ed.D.  
Principal

Joshua Otlin  
Assistant Principal

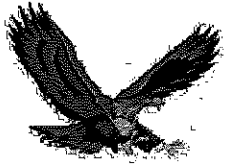
Daniel McAnespie  
Assistant Principal

THIS STUDENT HANDBOOK BELONGS TO:

NAME \_\_\_\_\_

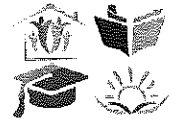
ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_



# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250  
www.hudson.k12.ma.us



Hudson Public Schools  
Achievement & Character

**Brian K. Reagan, Ed.D., Principal**  
**Daniel R. McAnespie, Assistant Principal**  
**Joshua C. Otlín, Assistant Principal**

Dear Members of the Hudson High School Community:

As the new school year begins, please take the time to familiarize yourselves with this handbook. As one of many tools designed to help students find success, the book includes our school's Code of Conduct as well as important information about our academic program and extracurricular activities.

Understanding the Code of Conduct will help you better appreciate what the school expects of students as learners and as responsible, contributing members of our community. It will also help guide you to make wise decisions throughout the year. Student life at Hudson High School is made up of a myriad of academic challenges and extracurricular activities. This handbook provides important information about these opportunities and outlines guidelines for participation and success.

As your principal, I am committed to providing you with a school experience where you are able to challenge yourself academically, open your mind and make meaningful connections with others through the curriculum and extracurricular experiences. Our talented staff is committed to creating a positive and supportive school environment that fosters success. You will have opportunities to exercise personal responsibility in a school community that is built on respect for self, respect for others and respect for the mission of Hudson High School, which states that all students will be "challenged to fulfill their academic, intellectual, creative, and social potential."

May your year be full of personal growth, service to community and achievement.

Sincerely,

A handwritten signature in cursive script that reads "Brian K. Reagan".

Brian K. Reagan, Ed.D.  
Principal

(Approved by the Hudson School Committee 07/19/2016)



# 2016-2017 SCHOOL YEAR

HUDSON PUBLIC SCHOOLS

www.hudson.k12.ma.us

## August 30 —STAFF RETURNS

Aug. 30	Teachers Report
Aug. 31	Students—First Day of School
Sep. 2-5	No School—Labor Day
Sep. 7	Quinn Open House
Sep. 8	Elementary Open Houses
Sep. 15	HHS Open House
Sep. 28	Half Day—Professional Day

**August/September 2016 (21 days)**

S	M	T	W	T	F	S
			30	31	1	X
4	X	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	

21 days

**October 2016 (19 days)**

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

19/40 days

Oct. 10	No School—Columbus Day
Oct. 11	No School—Professional Day
Oct. 19	Half Day PK-4 Conferences
Oct. 19	HHS Evening Conferences
Oct. 20	Half Day PK-4 Conferences (E)

Nov. 8	No School—Professional Day and Election Day
Nov. 11	No School—Veterans Day
Nov. 21	Half Day—Quinn Conferences
Nov. 22	Half Day—Quinn Conferences (E)
Nov. 23	Half Day—Thanksgiving
Nov. 24-25	No School—Thanksgiving Break

**November 2016 (18 days)**

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

18/58 days

**December 2016 (17 days)**

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	X	X	X	X	X	31

17/75 days

Dec. 7	Half Day—Professional Day
Dec. 26-30	No School—December Break

Jan. 2	No School—New Years Day
Jan. 11	Half Day—Professional Day
Jan. 16	No School—Martin Luther King Day
Jan. 20	Half Day—High School Exams
Jan. 23-24	Half Day—High School Exams

**January 2017 (20 days)**

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

20/95 days

**February 2017 (15 days)**

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	X	X	X	X	X	25
26	27	28				

15/110 days

Feb. 1	Half Day—Professional Day
Feb. 6	MCAS—Biology 9
Feb. 7	MCAS—Biology 9
Feb. 20-24	No School—February Break

Mar. 1	Half Day—Professional Day
Mar. 8	Half Day—Quinn Conferences
Mar. 9	Half Day—Quinn Conferences
Mar. 16	HHS Evening Conferences
Mar. 21	MCAS—ELA Comp. 10 REVERSE Half-Day for HHS
Mar. 22-23	MCAS—ELA Reading 10 REVERSE Half-Day for HHS

**March 2017 (23 days)**

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	

23/133 days

**April 2017 (14 days)**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	X	15
16	X	X	X	X	X	22
23	24	25	26	27	28	29
30						

14/147 days

Apr. 3	MCAS Testing Window Opens Grades 3-8
Apr. 5	MCAS—ELA Reading 8 REVERSE Half-Day for HHS
Apr. 5	Half Day PK-4 Conferences
Apr. 6	MCAS—ELA Reading 8 REVERSE Half-Day for HHS
Apr. 6	Half Day PK-4 Conferences (E)
Apr. 14	No School / Good Friday
Apr. 17-21	No School - April Break

May 16	MCAS—Math 8 and 10 REVERSE Half-Day for HHS
May 17	MCAS—Math 8 and 10 REVERSE Half-Day for HHS
May 24	Half Day—Professional Day
May 28	MCAS Testing Window Closes
May 29	No School—Memorial Day

**May 2017 (22 days)**

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	X	30	31			

22/169 days

**June 2017 (11 days)**

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	

11/180 days

Jun. 4	Hudson High School Graduation
Jun. 5-6	MCAS—Biology 9
Jun. 13-15	Half Day—High School Exams
Jun. 14	Last Day of Preschool w/ 0 snow day
Jun. 15	Last Day of School w/ 0 snow days
Jun. 29	Last Possible Day—Preschool
Jun. 30	Last Possible Day of School

denotes 1/2 day      X—denotes no school

Approved by Hudson School Committee—February 23, 2016

**Hudson High School  
Bell Schedule**

	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>	<i>Day 6</i>	<i>Day 7</i>
<i>Period 1 7:30-8:40</i>	<b>A</b>	<b>F</b>	<b>D</b>	<b>B</b>	<b>G</b>	<b>E</b>	<b>C</b>
<i>Period 2 8:44-9:54</i>	<b>B</b>	<b>G</b>	<b>E</b>	<b>C</b>	<b>A</b>	<b>F</b>	<b>D</b>
<i>Period 3 9:58-11:08</i>	<b>C</b>	<b>A</b>	<b>F</b>	<b>D</b>	<b>B</b>	<b>G</b>	<b>E</b>
<i>Period 4 (Lunch*) 11:12-12:50</i>	<b>D</b>	<b>B</b>	<b>G</b>	<b>E</b>	<b>C</b>	<b>A</b>	<b>F</b>
<i>Period 5 12:54-2:03</i>	<b>E</b>	<b>C</b>	<b>A</b>	<b>F</b>	<b>D</b>	<b>B</b>	<b>G</b>
	<i>F, G drop</i>	<i>D, E drop</i>	<i>B, C drop</i>	<i>A, G drop</i>	<i>E, F drop</i>	<i>C, D drop</i>	<i>A, B drop</i>

<b>*Lunch Schedule</b>		
<b>1<sup>st</sup> Lunch</b>	<b>2<sup>nd</sup> Lunch</b>	<b>3<sup>rd</sup> Lunch</b>
Lunch 11:12-11:36 (24)	Class 11:12-11:44 (32)	Class 11:12-12:22 (70)
Class 11:40-12:50 (70)	Lunch 11:48-12:12 (24)	Lunch 12:26-12:50 (24)
	Class 12:16-12:50 (34)	

<b>Early Release Bell Schedule</b>	
7:30 – 8:27 (57 minutes)	Class 1
8:31 – 9:28 (57 minutes)	Class 2
9:32 – 10:29 (57 minutes)	Class 3

# Hudson High School

## Schedule Cycle Rotation 2016-2017

August 8, 2016

August/September (21)				
M	T	W	TH	F
		30	31(1)	1(2)
	6(3)	7(4)	8(5)	9(6)
12(7)	13(1)	14(2)	15(3)	16(4)
19(5)	20(6)	21(7)	22(1)	23(2)
26(3)	27(4)	28	29(7)	30(1)

February (15)				
M	T	W	TH	F
		1	2(7)	3(1)
6(2)	7(3)	8(4)	9(5)	10(6)
13(7)	14(1)	15(2)	16(3)	17(4)
27(5)	28(6)			

### ☒ Holidays / Vacations

#### 2016

Sept.	2 & 5	Labor Day Break (No School)
Oct.	10	Columbus Day (No School)
Nov.	11	Veterans' Day (No School)
Nov.	24-25	Thanksgiving Break
Dec.	23	Full day of school

#### 2017

Jan.	3	Schools Reopen
Jan.	16	Martin Luther King Day
Feb.	20-24	February Vacation
April	14	Good Friday (No School)
April	17-21	Spring Vacation
May	29	Memorial Day (No School)
June	4	Graduation
June	15	Last Day (No Snow)

Last possible day of school = June 30

October (19)				
M	T	W	TH	F
3(2)	4(3)	5(4)	6(5)	7(6)
	11	12(7)	13(1)	14(2)
17(3)	18(4)	19(5)	20(6)	21(7)
24(1)	25(2)	26(3)	27(4)	28(5)
31(6)				

March (23)				
M	T	W	TH	F
		1	2(2)	3(3)
6(4)	7(5)	8(6)	9(7)	10(1)
13(2)	14(3)	15(4)	16(5)	17(6)
20(7)	21	22	23	24(1)
27(2)	28(3)	29(4)	30(5)	31(6)

### ☒ Academic Quarters/Events

1st Quarter	Aug. 31 - Nov. 2 (42 days)
2nd Quarter	Nov. 3 - Jan. 19 (45 days)
3rd Quarter	Jan. 25 - Apr. 4 (45 days)
4th Quarter	Apr. 5 - Jun. 12 (42 days)

November (18)				
M	T	W	TH	F
	1(7)	2(1)	3(2)	4(3)
7(4)	8	9(5)	10(6)	
14(7)	15(1)	16(2)	17(3)	18(4)
21(5)	22(6)	23		
28(2)	29(3)	30(4)		

April (14)				
M	T	W	TH	F
3(7)	4(1)	5	6	7(3)
10(4)	11(5)	12(6)	13(7)	
24(1)	25(2)	26(3)	27(4)	28(5)

### ☒ Full and 1/2 Workshop Days

Aug (F)	30	Dec (H) FGA	7
Sep (H) GAB	28	Jan (H) ABC	11
Oct (F)	11	Feb (H) GAB	1
Nov (F)	8	Mar (H) CDE	1
Nov (H) CDE	23	May (H) BCD	24

December (17)				
M	T	W	TH	F
			1(5)	2(6)
5(7)	6(1)	7	8(4)	9(5)
12(6)	13(7)	14(1)	15(2)	16(3)
19(4)	20(5)	21(6)	22(7)	23(1)

May (22)				
M	T	W	TH	F
1(6)	2(7)	3(1)	4(2)	5(3)
8(4)	9(5)	10(6)	11(7)	12(1)
15(2)	16	17	18(7)	19(1)
22(2)	23(3)	24	25(6)	26(7)
	30(1)	31(2)		

### ☒ Conferences

September	15	Back-to-School Night
October	19	Fall Conferences
March	16	Spring Conferences

January (20)				
M	T	W	TH	F
	3(2)	4(3)	5(4)	6(5)
9(6)	10(7)	11	12(3)	13(4)
	17(5)	18(6)	19(7)	20
23	24	25(1)	26(2)	27(3)
30	31(4)			

June (11)				
M	T	W	TH	F
			1(3)	2(4)
5(5)	6(6)	7(7)	8(1)	9(2)
12(3)	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### ☒ Testing

October	19	PSAT (Testing then GA)
January	30	Course Selection Day
March	21	Comp MCAS-10 (Rev 1/2 Day - AB)
March	22	ELA MCAS-10 (Rev 1/2 Day - CD)
March	23	ELA MCAS-10 (Rev 1/2 Day - EFG)
April	5	ELA MCAS-8 (Rev 1/2 Day - FG)
April	6	ELA MCAS-8 (Rev 1/2 Day - ABC)
May	1-12	AP Exams
May	16	Math MCAS-8/10 (Rev 1/2 Day - DEF)
May	17	Math MCAS-8/10 (Rev 1/2 Day - GAB)
May	18	Science MCAS-8
June	5&6	Biology MCAS-9

### ☒ Mid-Year Exams

Jan.	19	C Exam Followed by Classes DEFG
Jan.	20	D and E Exams
Jan.	23	F and G Exams
Jan.	24	A and B Exams

### ☒ Final Exams

June	12	D Exam Followed by Classes EFGA
June	13	E and F Exams
June	14	G and A Exams
June	15	B and C Exams

### ☒ Senior Final Exams

Senior Finals: May 18-23

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# **ACADEMIC INFORMATION**

## **ACCREDITATION STATEMENT**

Hudson High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON PUBLIC SECONDARY SCHOOLS  
209 BURLINGTON ROAD  
BEDFORD, MASSACHUSETTS 01730-1433  
(781) 271-0022

## **Mission Statement of Hudson High School**

*In a changing world, Hudson High School provides a safe and supportive environment in which each person is challenged to fulfill his or her academic, intellectual, creative, and social potential. Guided by a commitment to ethical considerations we engage in real world challenges while preparing students for higher level academics, workforce success, active citizenship, and life-long learning.*

## GRADUATION REQUIREMENTS

In order to graduate, all students must earn 96 credits. Students must earn passing grades in the courses listed below as well as pass the English, mathematics and science MCAS.

English	16 Credits (4 courses)	English 9, English 10, English 11, English 12
Mathematics	16 Credits (4 courses)	
Science	12 Credits (3 courses)	Must be 3 lab-based science classes
Social Studies	12 Credits (3 courses)	US/World I (9), US World II (10), US History (11)
World Language	8 Credits (2 courses)	Must be 2 courses of the <i>same</i> language
Wellness	8 Credits (4 courses)	One semester each year
Fine, Performing, or Applied Arts	2 Credits (1 course)	One semester of music, drama, visual arts, technology, business, or family & consumer science
All of the credits above are earned in grades 9-12. No credits are earned in grade 8 – this includes world language.		

The final grade in June will determine whether a class is passed and credits are earned. Credits for semester-based classes will be awarded at the end of each semester.

In addition, students must earn scores in the “Proficient” or “Advanced” performance level in math, ELA and science of the MCAS (Massachusetts Comprehensive Assessment System) tests to graduate. Students who earn scores in the “Needs Improvement” level on the ELA and/or Mathematics 10<sup>th</sup> grade MCAS must fulfill the requirements of an Educational Proficiency Plan (EPP) to earn a traditional diploma from Hudson High School (HHS). Students who earn scores in the “Failing” level must retake the test(s) and earn a score in the “Needs Improvement” category to qualify for an EPP.

Students who qualify for an Educational Proficiency Plan (EPP) must demonstrate progress towards proficiency in the subject area(s) identified on the EPP. Hudson High School uses course final assessments to determine if the student is making progress towards proficiency. Curriculum directors work with classroom teachers to interpret results and determine if each student is making progress towards proficiency. If the final assessment does not provide evidence that the student is making progress towards proficiency, the curriculum directors and teachers will review other data (term grades, performance on class assessments, teacher observations, a portfolio of student work) to determine if the student is making progress towards proficiency. In addition, any other requirements of the EPP, including attendance requirements, must be met before a student is eligible to graduate.

### POLICY FOR HIGH SCHOOL GRADUATION

- A. The following requirements must be met to be eligible for graduation from Hudson High School.
  1. Students must earn a minimum of 96 credits.
  2. Courses necessary to graduate appear under *Graduation Requirements*.
  3. All students must pass the English, math and science portions of the MCAS exam.
  4. A student must remove all marks of “incomplete” to the satisfaction of the principal.
- B. Regular attendance or authorized home study supervised by a teacher designated by the Superintendent of Schools is necessary to successfully complete the high school course of study.
- C. Students have to accumulate 68 credits in order to be considered a senior.
- D. To participate in the Baccalaureate program and graduation exercises, a student must meet the following dress code:
 

Males - A student will need to wear dress pants (as opposed to jeans), shirt and tie, and shoes and socks.

Females - A student will need to wear an appropriate dress, skirt, dress pants (as opposed to jeans) and dress shoes.

- General appearance is important and inappropriate hairstyles may result in exclusion from either or both exercises. In the event of hardship, dress codes may be waived through appeal to the principal or his designee.
- E. Participation in all senior activities, be it graduation, baccalaureate, senior reception, or the senior class trip, is a privilege, not a right. Thus, the Principal may deny such participation as he deems appropriate.
  - F. All seniors will be assigned a full course load (28 credits) during their senior year.

### ELIGIBILITY FOR SENIOR ACTIVITIES

1. 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 4<sup>th</sup> quarter senior report card to be eligible to participate in Senior Week activities. Senior activities include the Senior Reception and the Senior Class Trip.

### INCOMPLETES FOR SENIORS

1. Cap and gown day is the final day for seniors to meet all academic and financial obligations to teachers, administration, and guidance.
2. If obligations are not met by/or on cap and gown day and a teacher issues a mark of incomplete, the student will not be allowed to participate in any senior activities or receive a diploma until the incomplete work is made up. The time period to make up the missing work will extend to two weeks after Cap and Gown Day. On that date if work is still outstanding, the incomplete will become a failure; and the failing mark will appear on the permanent record card.

### EXPENSES

Monies accrued through dues and fund-raisers are primarily to support all Senior Week activities, yearbooks, graduation invitations, caps and gowns and miscellaneous expenses. Fund-raising regulations, dues and individual raffles are subject to change on a year-to-year basis depending upon class needs.

### RELEASE OF HEALTH RECORDS TO GRADUATING STUDENTS

As per Massachusetts Department of Education Educational Law 603 CMR 23.06(3), each **graduating** student's complete health record will be released to him/her. At Hudson High School, we provide records to seniors on "Cap and Gown Day". **This is the only copy of his/her health record and should be securely filed at home accordingly.** This information will be needed for entrance into colleges and into the work force. If the student does not pick up his/her health record on this day it may be obtained in our Health Office for five (5) school days after graduation. Records remaining in the Health Office after the five (5) days will be destroyed. Records may be picked by the student, parent/guardian, or designee. A designee must be appointed in writing by the student or parent/guardian.

### VALEDICTORIAN AND SALUTATORIAN

To determine Valedictorian and Salutatorian, the high school guidance department will calculate GPA on Cap and Gown Day. GPA will be determined using all grades earned in grades 9-12, dual enrollment grades and Virtual High School grades. The responsibility for reporting dual enrollment grades to the guidance secretary rests with the student involved. When no grade is submitted, a grade of incomplete will be entered. At this time, any student with an incomplete grade in a regular class, a dual enrollment class or a VHS class will be ineligible for consideration as Valedictorian or Salutatorian. 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.

The student who is first in the class on Cap and Gown Day will be the Valedictorian for his/her class. The student who is second will represent the class as Salutatorian. Calculations for Valedictorian and Salutatorian will be calculated to 100th of a point. In the case of ties for either position, the Principal will use his discretion and determine Valedictorian and Salutatorian, or co-Valedictorian(s) and co-Salutatorian(s). In order for a student to be eligible to earn the honor of valedictorian and salutatorian, he

or she must be enrolled at Hudson High School for their entire junior and senior years. Students transferring to Hudson High School during their junior or senior year will not be eligible for valedictorian or salutatorian.

## **ACADEMIC INFORMATION**

### **CREDITS**

Full year courses carry 4 credits and semester-based courses carry 2 credits. A student must accumulate a minimum of 24 credits each year in order to move on to the next grade. Members of the Class of 2016 will need to earn a total of 100 credits to graduate. Beginning with the Class of 2017, all students will need to earn a total of 96 credits.

### **COURSE CREDIT (TRANSFER)**

Course credit will be awarded to students transferring into Hudson High School from other accredited institutions. The number of credits to be awarded will be assessed at the time of transfer by Hudson High School staff. Original credit and credit recovery summer school courses taken due to course failures are not included in the GPA calculation. Courses taken outside of Hudson High School for enrichment purposes are not included in the GPA calculation and are not printed on the transcript.

### **GRADE POINT AVERAGE AND RANK IN CLASS**

Hudson High School does not calculate class rank. Each year, the students in the senior class with the two highest weighted grade point averages will be identified as valedictorian (1<sup>st</sup> in the class) and salutatorian (2<sup>nd</sup> in the class).

Weighted grade-point averages are determined by dividing a student's total quality points earned by the number of course hours attended. Quality points are determined by multiplying three variables: the earned grade, the course level, and the course credit hours. There are three levels of courses offered at Hudson High School. Each level is assigned a numerical value creating a weighted scale. Advanced Placement courses are categorized as Level 4 courses. Honors courses are categorized as Level 3 courses.

**Academic** classes are categorized as Level 2 courses. See the example below:

Course	Grade	Quality Points	Adjusted GPA
AP English	A-	4.67	
Honors English	A-	4.17	
Academic English	A-	3.67	

The levels of Virtual High School courses will be set by course instructors. The level of all dual enrollment classes will be Advanced Placement.

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. Dual Enrollment course grades and Virtual High School course grades will be included in all GPA calculations.

A histogram will be developed annually showing the weighted GPA distribution of the senior class. This histogram will be published in the annual school profile which is sent with all college applications. The histogram will allow colleges to see where an individual student's GPA falls when compared to the entire senior 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.

### HONOR ROLL CRITERIA

**HORACE MANN:** In order to achieve HORACE MANN, a student must receive a grade average of 94-100 in all subjects. No grade can be below A-.

**HONOR ROLL:** In order to achieve HONOR ROLL, a student must receive a grade average of 80-93 in all subjects. No grade can be below B-. The Honor Roll will be determined on the day report cards are sent out. A grade of Incomplete will not allow a student to be eligible for the Honor Roll.

### GRADING POLICY

The reporting system to parents and students reflects the professional educator's assessment of the student's activities in school. The purpose of the reporting system is to aid the student, the parents, and the teachers in the development of the student's personal, social, and intellectual growth.

1. Report cards will be issued at approximately ten week intervals.
2. There will be a common grading system for all students of the school.
3. For each class, a student will receive a separate grade.
4. The grade will represent the teacher's assessment of the student's accomplishments during the marking period.
5. The grade will reflect the degree to which the student has met the requirements of that course.
6. Course requirements include such items as attendance; attitude, as reflected in class participation and effort; responsibility, as reflected in preparation for class; growth and achievement in content, skills and knowledge, as reflected in daily class assignments, tests, and long-range projects.
7. Mandatory homework will be assigned in all academic subjects and will be part of the grade.
8. The grading scale is as follows:

A+ = Excellent	=	97 -100% of course requirements
A = Excellent	=	94 - 96% of course requirements
A- = Excellent	=	90 - 93% of course requirements
B+ = Good	=	87 - 89% of course requirements
B = Good	=	84 - 86% of course requirements
B- = Good	=	80 - 83% of course requirements
C+ = Fair	=	77 - 79% of course requirements
C = Fair	=	74 - 76% of course requirements
C- = Fair	=	70 - 73% of course requirements
D+ = Poor	=	67 - 69% of course requirements
D = Poor	=	64 - 66% of course requirements
D- = Poor	=	60 - 63% of course requirements
F = Failure	=	0 - 59% of course requirements
I = Incomplete		
9. The course requirements as established by the teacher are made public at the beginning of each course.
10. Final examinations and the degree to which they will count as part of the final grade (up to one-fifth only) will be course specific.
11. A student or parent may request from a teacher how a grade was determined. The teacher will then indicate in writing how the student's grade was determined.
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.

## **ATTENDANCE REGULATIONS**

### **Hudson High School Attendance Policy (Updated – August 2012)**

Education is a cooperative venture that involves interactions between students and their teacher and peers. It is expected that students regularly attend school.

1. Student attendance is coded as follows:
  - a. Present: the student is in school, all day
  - b. Tardy: the student arrives tardy to school with permission from a parent/guardian
  - c. Absent Excused: the student is absent from school for a serious illness, to attend a funeral, to attend a mandated court hearing, or to visit a college campus (only students in grades 11 and 12) with permission from a parent/guardian
  - d. Absent Unexcused: the student is absent from school with permission from a parent/guardian but the absence does not meet the criteria for an excused absence (for example: family vacation)
  - e. Dismissed: the student is dismissed from school with permission from a parent/guardian
  - f. Medically Excused: the student is absent from school with supporting documentation from an appropriate licensed clinician
  - g. Field Trip: the student is absent from school on an approved school trip
  - h. Absent In-School: the student is absent from school on an approved in-school program
  - i. Truant: the student is tardy or absent from school or class without permission from a parent/guardian
  
2. Parents are responsible for contacting the school when their student is out of school or late for school. When a student is out of school or arriving late for school, a parent/guardian must call the attendance line at 978-567-6250 before 9am. If a parent/guardian does not call the school, they may submit a written note to the attendance secretary on the next school day. The written note should include the name of the student, the date of the absence, the name of the parent/guardian, and a daytime phone number for the parent/guardian. Students who miss school and whose parent/guardian does not call the school or submit a written note will be referred to an Assistant Principal as Truant.
  
3. A student may be absent up to 5 days per semester. A student may be Tardy up to 5 days per semester. Students should only be Absent or Tardy for a serious illness, to attend a funeral, to attend a mandated court hearing, or to visit a college campus (only students in grades 11 and 12). Parents who expect their students to miss days of school for religious observances or due to chronic medical conditions should contact the appropriate Assistant Principal at the start of the school year to discuss accommodations.
  
4. If a student's Absences or Tardies exceed the permitted number, the student's parents/guardians may petition the administration for a waiver. If a petition is not granted, the student must be in school or marked as Truant.
  
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.

6. When a student is Absent Unexcused, the student will be assigned a grade of zero for any work completed in school on that day or any work due in school on that day. The student is expected to complete the work as it is essential to his or her learning.
7. When a student is absent or truant, the student must make up all coursework assigned during the time out of school. If a student is truant from school, they will be assigned a grade of zero for any work completed in school on that day or on any work due in school on that day. Students who deliberately miss school to gain an advantage on an assessment will be referred to an Assistant Principal for academic and disciplinary consequences.
8. Students who arrive late to a class will be assigned detention by the classroom teacher. Additional tardiness to class will be referred to administration. 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.

### **ADDITIONAL ATTENDANCE INFORMATION**

**Tardiness to School:** School begins promptly at **7:30 A.M.** Students must be in their first block class by this time or be considered tardy.

**Tardiness to Class:** Students have an obligation to arrive on time for class. Class tardiness is a matter between the student and the teacher. It is understandable that a teacher cannot tolerate a continuous interruption by student tardiness and has the right to take disciplinary action and require the student to report to the teacher after school.

**Dismissals:** If a student is to be dismissed from school, he/she must bring a note from a parent to the main office specifying the date, the time, and the reason for dismissal. The note should also specify where a parent can be reached for confirmation of the dismissal request. Students and parents should make every effort to avoid removing a student from school during the day. Dismissal from school should take place only for a serious reason. If a dismissal is to be medically excused, the student must present a note from a doctor or dentist.

**Dismissal for Illness:** A student who becomes ill during the school day must report to the Health Office. The nurses will not dismiss a student from school without contacting a parent/guardian or other individual designated by the parent/guardian as an "emergency contact". Emergency information must be updated by the parent/guardian annually or whenever contact information changes.

## **HOMEWORK POLICY**

Homework is an essential aspect of the learning process and is assigned by teachers on a regular basis. Students are expected to do work at home which is an extension of work done in the classroom. This work can help students improve their understanding of concepts, prepare students for the next class session, offer students an opportunity for differentiated learning through independent projects, reinforce skills and identify areas of needed improvement. Homework assignments should reflect the nature of the course of study, as well as the level of ability and achievement of the individual student.

In some courses, students are 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. Often an assignment will be utilized to reinforce the material that has been presented in class and may serve as a basis for the next day's activities.

Hudson High School students should expect homework each night. The length of homework assignments varies according to the course requirements. The quantity and level of difficulty may vary. Teachers will

notify students of the homework expectations and the weight of homework in the course grading policy at the beginning of each year. Course syllabi will be distributed at the annual Back to School Night along with grading policies.

Students are responsible for completing and handing in homework assignments on time. Teachers are responsible for checking homework assignments. In cases where homework is not completed, the following steps may be taken:

- The student will make up the assignment for no credit or for reduced credit as specified in the course syllabus.
- Parents may be notified by the teacher.
- Grades may be reduced as specified.
- Parents are encouraged to contact the student's teacher or guidance counselor with any homework questions.

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.

### **MAKE-UP WORK**

1. It is the responsibility of the student to make up work and tests missed due to absence. Unless there are extenuating circumstances, work should be made up within three days for each day's absence of the student's return to school.

2. The teacher's time belongs to his/her class, and make-up work cannot interfere with class. Teachers must insist that make-up be done after school.

NOTE: If a student receives an incomplete for a grade at the end of a marking term, work must be made up within two weeks after the end of a marking period.

## **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.

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.

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, cyber bullying, 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.

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, or staff members 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. Cyber bullying 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 cyber bullying seriously and appropriate action will be taken to protect students and staff from any form of cyber bullying.
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. The HPS system reserves the right to examine all data stored on diskettes involved in the user's use of the HPS network.
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 drives 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.

## **PLAGIARISM**

All sources must be acknowledged in doing research. Paraphrasing another writer's work, facts, opinions, data, and/or ideas must be cited through documentation. Plagiarism is a serious offense. Teachers at Hudson High School teach students about plagiarism. Hudson High School subscribes to an online plagiarism prevention service called *turnitin*. All teachers and students have access to *turnitin.com* and many teachers require students to submit papers through this service, which verifies the authenticity of a composition. Supplementing classroom instruction in plagiarism prevention, the site provides many resources to support student's skill development in research, writing, and citation.

If a document is in question, teachers will discuss the writing with the student. Administration can be called upon to provide further advice. The student will be told that any work in question that cannot be resolved will be judged as the standard for the writing of that student.

Plagiarism occurs on a spectrum, ranging from the accidental failure to cite a source appropriately to the deliberate copying of another's ideas or words without giving credit. As a result, academic and disciplinary consequences for plagiarism are handled on a case by case basis. If a problem arises, parents, students, other teachers, curriculum coordinators, and administrators will be involved as needed. Instances of serious plagiarism will be treated in the same manner as cheating; the student will receive a zero (0) for the paper with no opportunity for make-up. In this event, the teacher will notify the principal and the student's parent or guardian.

# **SEX EDUCATION POLICY**

Hudson High School offers wellness courses that involve human sexuality or human sexual education. Parents or guardians may exempt their child from any portion of a curriculum that involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student exempted under this policy may be given an alternative assignment. A copy of the Parental Notification Relative to Sex Education policy of the Hudson School Committee (Policy IHAMB) can be obtained from the Superintendent's Office by calling 978-567-6100. The following curriculum suggestions cover the spectrum of what will be taught in wellness courses:

1. Abstinence
  - The advantage and pressure of adolescence
2. Physiology
  - Secondary Sex Characteristics
  - Male and Female Reproductive Systems
  - Menstrual Cycle
  - Masturbation
  - Human Sexual Response
  - Fertilization and Conception
  - Prenatal Development and Birth
3. Myths about Sex and Sexuality
4. Contraception
  - How it works and what makes it fail
5. Sexual Risks
  - AIDS
  - Sexually Transmitted Diseases
  - Rape
  - Teen Pregnancy
  - Abortion
6. Family
  - Nurturing a Family Unit
  - Importance of Family
  - Understanding the Changing Family
  - Challenges that May Arise
  - Balancing Work, School and Family
  - Managing Resources
  - Caring for the Family
7. Developing Decision-making Tools
8. Love and its Relationship to Sex and Sexuality
9. Understanding Different Life-styles

\*You may inspect and review the program instruction materials for this part of the curricula\*

## **GUIDANCE SERVICES**

Guidance services are available to every student in the school. These services include assistance with educational planning; interpretation of test scores; occupational information; career information; study help; help with home, school and/or other social concerns; or any questions the student may feel he/she would like to discuss with his/her counselor.

That counselor will be responsible for all guidance duties including schedule changes, college applications, letters of recommendation, etc.

Counselors are generally available by appointment; however, in case of an emergency, a counselor will see you as promptly as is possible.



Student registration and withdrawal procedures are regulated through the Guidance office. Each entering and departing student will have a conference with their counselor.

### **STANDARDIZED TESTS**

All students in grades 8 and 9 will take the PSAT 8/9 test in the fall. The PSAT 8/9 test is designed to prepare students for the PSAT and provides the school with diagnostic data for each student in the areas of reading, writing and math.

All students in grades 10 and 11 will take the practice scholastic aptitude test (PSAT) in October during the school day. The PSAT prepares students for the SAT, provides the school with diagnostic data and helps the school identify students with the potential to succeed in Advanced Placement courses as juniors or seniors. SAT's are held in November, December, January, April, May, & June. MCAS Testing is held in March, May, and June. Advanced Placement testing (AP) is held in May. More detailed information may be obtained from the Guidance Office.

### **THE COLLEGE APPLICATION PROCESS**

Students should try to schedule at least one appointment with their counselor after school hours. Parents and guardians are encouraged to attend this appointment. Appointments should be made in advance with the guidance counselors directly. It will be the responsibility of all seniors or their parents or guardians to schedule an appointment at their convenience. Counselors will continue to be available for individual meetings with seniors during the school day, but will attempt to keep these meetings brief in order to minimize the amount of missed classroom time.

#### **Sending Applications to Colleges**

1. Guidance will send your official transcript and counselor recommendation to your colleges if you follow these steps and deadlines:
  - A. You complete **the transcript request form** for each application.
  - B. You include **a processing fee of \$2.00**.
  - C. You have previously completed your *Counselor Recommendation Packet* on Naviance.
  - D. You have made arrangements to have your official SAT Scores sent from the Collegeboard.
  - E. You have signed the FERPA statement and inputted colleges on Naviance.
  
2. Application Schedule:  
**Transcript requests and applications must be submitted to guidance a minimum of ten (10) school days prior to the college deadline to be processed on time.**

Seniors should give their completed transcript requests to the guidance secretary. Students are responsible for making all their own copies of recommendations essays, etc.

*Make sure that you have your Official SAT Scores sent directly from the College Board in Princeton. This can be done through the mail or online at [www.collegeboard.com](http://www.collegeboard.com).*

*Final grades will be sent only to the school that a student will attend. Remember, all senior year grades are reviewed very carefully by college admissions representatives.*

### **SCHOLARSHIPS**

The Hudson High School Guidance Department handles the scholarship application process for seniors who continue their education after graduating. The local scholarship packets are explained and handed out to interested seniors at a senior class meeting around the last week in February and must be handed in to

guidance before spring vacation. Prior to the March meeting, a parent meeting will be held during which time scholarship information will be distributed.

### **JUNIOR BOOK AWARDS**

Each spring, the faculty selects students from the junior class to receive book awards sponsored by a variety of institutions of higher education. The list below is not exhaustive, but represents the book awards that are typically presented at Scholarship and Awards Night each spring. Book award recipients are selected using criteria established by each of the sponsoring institutions. Some of these awards include the *potential* for scholarships from the sponsoring institutions should the recipient become an accepted student at that institution the following year and meet certain academic requirements. While parents are not able to nominate their child for a book award, they are encouraged to notify their child's guidance counselor if they have an interest in one or more of the institutions listed below. Parents are also encouraged to conduct their own research on the awards listed below. The list of book awards presented each year is subject to change on an annual basis.

- Clarkson Achievement Award
- Clarkson Leadership Award
- Dartmouth Book Award
- Harvard Book Award
- Rensselaer Polytechnic Institute Medal
- Rochester Institute of Technology: RIT Award
- Smith College Book Award
- St. Michael's College Book Award
- University of Rochester Bausch & Lomb Honorary Science Award
- University of Rochester George Eastman Young Leaders Award
- University of Rochester Fredrick Douglas & Susan B. Anthony Award
- University of Rochester Xerox Award
- Wellesley College Book Award

### **VIRTUAL HIGH SCHOOL**

VHS delivers Internet-based courses to students of member schools. Through participation in the VHS, students acquire the skills needed to succeed in an increasingly technological world. On-line learning through VHS helps students to master course content, as well as develop communication, collaboration, and creative problem solving skills.

Participation in VHS courses will require that students be involved in independent and collaborative projects and research. Students will need to be able to plan their work, be responsive to on-line deadlines, and be conscientious in completing assigned tasks.

Participation is limited to 120 students per semester. Preference is given to seniors and juniors recommended by either teachers or a guidance counselor. Students participating in VHS courses will take courses in the Virtual High School lab during their scheduled block where their activities can be monitored and where technical help is provided.

VHS courses receive the same credit as traditional comparable courses and will be listed on the student transcript similar to the core academic courses, and are included in the calculation of GPA and class rank.

VHS courses will follow the levels appropriate for most high schools. Courses are designed for college, honors, AP or standard levels. Progress reports and grades will be included in the regular Hudson High School report card or issued as soon as received from the VHS teacher. When the VHS year ends, students will be required to participate in an internship program until the last day of school for Hudson High School. The student will assist a Hudson High School staff member that has agreed to participate in the community/internship program. Each day, the student will report to the mentor during the assigned VHS block and will perform tasks as assigned by the staff member.

## SUMMER SCHOOL

Summer school credit is available for those students who need to retake courses failed, for those who desire to take original credit course work for credit or for those students who have lost credits due to attendance. Advanced approval, in writing, must be obtained from the student's counselor and must be signed by the principal.

Registration forms for institutions offering make up and/or original credit courses are available in the guidance office after June 1.

There are two types of summer school courses: those offered for credit recovery due to course failure and those offered as original credit courses. Students are eligible for credit recovery courses if they fail a course with a semester average of 50 or better. If the student's average is below 50, a recommendation from the teacher and guidance counselor, as well as administrative approval is required before they may attend summer school. If students seek to take an original credit summer school course, they must obtain administrative approval. In cases where students do not obtain administrative approval for original credit courses, credits will not be accepted by Hudson High 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 summer is three unless permission is given by administration. No more than 16 summer school credits can be on a student's final transcript.**

**Grades earned in summer school courses do not replace the original failing grade earned during the school year. Both the original grade and the summer school grade will appear on the transcript. Summer school grades are not averaged with the original failing grade earned during the school year. Summer school courses are not counted towards GPA.**

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.

# STUDENT LIFE

## HUDSON HIGH SCHOOL ATHLETICS

For purposes of identification, a student who tries out for an athletic team, including cheerleading, and is notified by the coach to have in fact become a member of that team, will be considered an athlete and subject to all MIAA rules and regulations and Hudson High School rules and regulations pertaining to athletes.

### VISION

To provide learning experiences through athletics that will enable our students to be better prepared to meet and successfully handle future challenges and responsibilities.

### PHILOSOPHY

The programs at Hudson High School are built upon Hudson as a community of learners sharing the core values of active participation, shared decision making, respect for diversity and dignity, and respect for the individual. We believe all people learn best when actively engaged.

Our curricular and extracurricular programs help students develop strengths and overcome weaknesses while fostering self-esteem. We seek to promote students' responsibility for themselves and concern for others and to provide athletic experiences that encourage respect for individual differences. The athletic program is an extension of the academic program; in that the student's reason for attending school is to receive a comprehensive education. Therefore, the purpose of the athletic program is to extend the academic program by developing our athletes mentally, physically and emotionally through individual and team competition.

Because of the infinite number of individual differences in abilities and interests, the athletic program is comprehensive. All students who show an interest in the program will be encouraged to participate.

The emphasis at each level is:

**Varsity- Very Competitive/Instructional**

**Junior Varsity- Competitive/Instructional**

**Freshmen – Instructional/Somewhat Competitive**

**8th Grade- Instructional**

In accordance with our philosophy, the athletic department's major objectives are:

- \* To foster, through teamwork, a positive attitude toward life.
- \* To encourage winning, but not winning at all cost.
- \* To encourage respect for the rights and abilities of others.
- \* To improve skills and confidence.
- \* To encourage communication with the team and individual athletes.
- \* To develop character, team spirit and a sense of fair play.

Our program is equally committed to both our female and male athletes in funding, scheduling, equipment and support. No athlete will be excluded or discriminated against on the basis of sex, race, color, religion, national origin or disability. Our program's direction and effort should be viewed as an investment in our students, the dividends of which are to be shared by all.

## CODE OF ETHICS

The athletic director and all coaches (where applicable) will:

1. Strive to develop and maintain a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.
2. Consider the well-being of the entire student body as fundamental in all decisions and actions.
3. Support the principle of due process and protect the civil and human rights of all individuals.
4. Organize, direct, and promote an interscholastic athletic program that is in harmony with, and contributes to, the total school program.
5. Cooperate with the staff and school administration in establishing, implementing and supporting school policies.
6. Act impartially in the execution of basic policies, and the enforcement of the conference/league, and state high school association rules and regulations.
7. Fulfill professional responsibilities with honesty and integrity, and uphold the honor of the profession in all relations with students, colleagues, coaches, administrators and the general public.
8. Avoid using the position for personal gain or influence.
9. Seek to improve the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state and national in-service programs.
10. Be committed to high standards of ethics, sportsmanship, and personal conduct on the part of the administrator, members of the coaching staff, and the athletes representing their school.

## GOVERNING BODIES

### **The Massachusetts Interscholastic Athletic Association (M.I.A.A.)**

Hudson High School is a member in good standing of the MIAA. With membership, the Principal agrees to abide by all rules and regulations of the MIAA.

### **Midland-Wachusett League**

Hudson is a member of the Midland-Wachusett league. The league is divided into four divisions - A, B, C, D, based on grades 9-12 enrollment. Hudson is in the B division.

### **Hudson School Committee**

Additional policies, regulations, and rules are set by the Hudson School Committee and the Principal. Under MIAA guidelines, local communities are allowed to set additional policies, rules and/or regulations as long as they are more restrictive than those stipulated by the MIAA.

## MIAA LOYALTY TO THE HIGH SCHOOL TEAM: BONA FIDE TEAM MEMBERS (RULE 45)

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. *First Offense: Student athlete is suspended for 25% of the season (see chart on Rule 62). Second Offense: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation.* See Rule 96 for additional tournament restriction and rule 86 for waiver guidelines.

## MIAA BONA FIDE TEAM MEMBER RULE (96)

A bona fide team member is a student who is regularly present for, and actively participates in, all team practices and competitions. Bona fide members of a school team are precluded from missing a high school practice or competition in order to practice or compete with an out-of-school team. *Any student who violates this standard becomes ineligible for the MIAA tournament(s) in that sport for that season. (See Rule 51 for additional regular season penalty).* A coach does not have the right to excuse a team

member from a practice or a game so he/she may play or practice for another team. The Principal of a school may request a waiver of this rule in special circumstances.

### **EIGHTH GRADE ATHLETES ON VARSITY TEAMS**

As a general rule, eighth grade athletes are not placed on varsity teams unless no other level except varsity exists in a particular sport. Teams may reward eighth grade athletes for their hard work by selecting them to participate in post season play. To better serve the eighth grade athlete who has the skill and maturity to play on a varsity team, an appeal of this rule to the Athletic Director and Principal may be made.

### **ATHLETIC ELIGIBILITY POLICY**

Athletes must meet all of the eligibility requirements of Extracurricular Activities. However, athletes also have additional eligibility requirements.

### **PHYSICAL EXAMINATIONS/MEDICAL COVERAGE/CONCUSSIONS**

Hudson School Committee and MIAA policies require that all student-athletes pass a physical examination prior to participation in High School athletics. A physical exam covers the student for 13 months from the exam date. **Students no longer should be allowed to participate until the end of the season when their physical expires during the season.** A student's eligibility will terminate once a physical has reached the 13 month limit.

Students are encouraged to seek physical exams from their own health care providers, but in the event that this is not possible, the School Nurses will schedule sports physicals a few times a year utilizing the services of the School Physician. The physical exams will be conducted in the Health Office during a regular school day. Students will be informed regarding the dates of these offered exams via the Daily Announcements and the Round Robin.

### **ATHLETIC USER FEE GUIDELINES**

1. The Hudson School Committee has established a uniform Athletic User Fee of \$125 per athlete per season for each sport including cheerleading and excluding hockey. The Athletic User Fee for Hockey is \$250 per athlete per season.
2. Students who leave a team voluntarily or who are dropped from the team by the Coach, Athletic Director, or Principal, for disciplinary or scholastic deficiencies, are not eligible for a refund. Under extenuating circumstances, the User Fee may be returned at the discretion of the Principal.
3. Payments should be made online through MyPaymentsPlus, an online service that provides families with the convenience and information needed to manage their student's account. This system speeds up the registration process for various programs, eliminates the need to send checks to school or worry about lost or forgotten money, and ensures that students will be enrolled in all of their activities. To register for an account, simply visit: [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com) and click on "Register a Free Account." Parents will need their student's 5-digit LASID number to complete registration. The LASID number can be obtained from iParent or from the school. Once you finish registration, you may log-in to begin managing your student's account.
4. There are no provisions for reduced fees, except in unusual circumstances approved by the Administration. All requests for reduced fees must be submitted in writing to the Administration.
5. Game uniforms will not be issued until the squad rosters are on file with the Athletic Director, and the member has paid the Athletic User Fee.
6. Payment of the Athletic User Fee does not guarantee playing time except for the time directed by the coach.

## MIAA CHEMICAL HEALTH POLICY FOR ATHLETES

The MIAA Rules provide minimum standards for penalties for student athletes who possess or use alcohol, tobacco, or controlled substances. Hudson High School imposes higher penalties for its athletes (including cheerleaders) who engage in such conduct, as follows:

Any student who, at any time during the regular school year, regardless of the quantity, uses or consumes, possesses, buys/sells, or gives away any drugs, including but not limited to alcohol, tobacco, or marijuana, or any other controlled substance, will be subject to the penalties outlined below. The penalties will also apply to a student who engages in such conduct during the summer vacation period, if the student's team has already begun practice for the coming school year.

**"Possession" is broadly defined:** A student may be considered to be in 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. Any student who hosts a party where alcohol or controlled substances are consumed will be presumed to have knowledge thereof.

**Exceptions** It is not a violation for a student to be in possession of prescription medication specifically prescribed for the student's own use by his/her doctor. Nor shall it be a violation for a student to be in the presence of alcohol so long as it is in the control of the student's parent or adult of similar age or older.

### **A. Minimum penalties:**

#### **1. First Violation**

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

#### **2. Second and Subsequent Violations**

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events *provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program* must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, *but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).*

<b>1<sup>st</sup> Offense -25%</b>	
<b># of Events/Season</b>	<b># of Events/Penalty</b>
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
<b>2<sup>nd</sup> Offense – 60%</b>	
<b># of Events/Season</b>	<b># of Events/Penalty</b>
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12
<b>2<sup>nd</sup> Offense w/Dependency Program – 40% if in the program throughout the penalty period</b>	
<b># of Events/Season</b>	<b># of Events/Penalty</b>
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

During practice or competition, a coach shall not use any tobacco product (*penalty: same as students' – see chart above*).

**B. Additional penalties:**

The above are the minimum penalties to be imposed. The Principal may, in his discretion, impose additional penalties if he deems appropriate, including but not limited to removing the student from any position of leadership or excluding the student on a long term or permanent basis from all extracurricular activities, including athletic teams. The Principal may also choose to offer community service in lieu of such additional penalties.

Students are reminded that conduct that occurs at school or a school related event may also lead to suspension or expulsion from school based upon the standards set forth in the Hudson High School Student Handbook.

**C. Appeals:** Any decision by the Principal imposing the minimum penalties as outlined above (Section A) shall be the final decision of the Hudson Public Schools and shall not be subject to appeal. Additional penalties (Section B) may be appealed to the Superintendent of Schools.



- D. Penalties are cumulative.** If the penalty period is not completed during one season of play, it will carry over to the student's next season in which he would otherwise participate. Thus, penalties may carry over from sport to sport and year to year.
- E.** Parents and student athletes are encouraged to contact their coach or the high school administration if there are questions regarding the interpretation or enforcement regarding this policy.

### **STEROID USE**

Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High School coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that his/her success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

## **EXTRACURRICULAR ACTIVITIES**

The advisability of presenting an extracurricular activity is a decision of the Administration and School Committee based upon student interest. Thus, extracurricular activities may vary from year to year. \*Note that all extracurricular activities are covered by Hudson High School's Eligibility Policy. See Eligibility section of handbook.

### **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES: A PRIVILEGE**

A student's participation in activities that are beyond curricular requirements is a privilege, not a right. Examples of such activities include clubs, athletic teams, and attendance at sporting events, dances, some field trips, as well as graduation ceremonies and other senior activities. The principal may thus exclude students from such activities if he/she deems appropriate.

### **CREATION OF NEW CLUBS**

Students who wish to initiate a club may meet with the school administration to discuss their interest and the procedures to be followed. These procedures include the student identifying a Hudson High School teacher or administrative staff member who will agree to serve as advisor and the administration's approval of the use of school facilities.

## **SCHOOL ATTENDANCE: PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

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. Students with legitimate reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director.

## **ACADEMIC ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

### **Academic requirements for participation in ALL Extracurricular Activities**

1. To be eligible to represent Hudson High School as an athlete, or to participate in any activity, or to hold office, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during the previous grading period. If declared ineligible a student shall remain ineligible until grades are reported to parents following the end of the next grading period. A minimum of 18 credits, with 16 of those credits coming from yearlong 4-credit courses, must be earned in order to be academically eligible. An incomplete grade is not a passing grade.
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.
3. Summer school grades are accepted for eligibility. A student who loses eligibility due to a failing course grades may become eligible by passing the failed courses at an approved summer school program.
4. Eligibility for the first term of each school year (fall season) for students in grades 9-12 is determined by the final grades earned, not fourth term grades. Eligibility is then determined with each subsequent report card.
5. All incoming eighth grade students will be eligible for the first term. Following the first term of the eighth grade year, to remain eligible students must meet the conditions outlined in section 1 above. While 8<sup>th</sup> grade students do not earn credits, the academic eligibility requirements for them will be the same as those of students in grades 9-12.
6. Any student who is ineligible at the start of the season can become eligible as long as he/she is part of the team from the first day of practice. Academically ineligible students can only practice with a team - they are not eligible to play in contests. When a student becomes academically eligible, he/she must receive final approval from the principal, assistant principal or athletic director and the head coach before being cleared to play.
7. The principal or assistant principal may declare a student ineligible for violations of school rules or the attendance policy
8. Should eligibility questions arise, the principal's decision shall be final.

## **JUNIOR PROM**

The junior prom is for members of the junior class and their guests. All Hudson High School students attending the junior prom must be academically eligible. Eligibility requirements for the junior prom are the same as they are for all other extra-curricular activities. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2-credits) on the 3<sup>rd</sup> quarter report card. An incomplete grade is not a passing grade. No student may be dismissed for any prom related reason before the end of the 4th block. Classes missed due to dismissal for the Junior Prom will be unexcused. In order for a member of the junior class to bring a guest (an individual who does not attend Hudson High School) to the Prom, a School-sponsored Event Consent Form must be completed and submitted to an Assistant Principal before a Prom ticket may be purchased. This policy may be waived by the principal due to extenuating circumstances.

## GRADE 8 BOAT CRUISE

All 8<sup>th</sup> grade students attending the annual semi-formal boat cruise must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during **quarter 3**. An incomplete grade is not a passing grade. Students must be present during the entire school day on the day of the boat cruise in order to be eligible to attend. The 8<sup>th</sup> grade boat cruise is open to current Hudson High School grade 8 students only.

# CODE OF CONDUCT

## STUDENT RIGHTS & RESPONSIBILITIES

The reason for being in school is to learn. That which distracts students from this purpose must be avoided. Students are expected to show proper respect for one another, for all school personnel, and for the school building and grounds.

Once students have arrived on school grounds or board the school bus, students are under the supervision and direction of the school staff and all school regulations. Infractions of school rules and disregard of orderly school conduct may result in detention by the teacher, referral to the office, student and/or parent conferences, Saturday School, in-school or out-of-school suspension, expulsion, or other penalties deemed appropriate by the Principal or his/her designee.

Included below is a list of prohibited conduct and guidelines for response by school officials. In listing prohibited conduct, we cannot anticipate every possible circumstance that could result in discipline. Students are expected to recognize that any conduct that interferes with an appropriate educational environment, whether or not listed, may lead to discipline. In addition, students should be aware that the responses listed are merely guidelines. School officials retain the discretion to vary from these guidelines as appropriate based upon the circumstances of each incident.

The following are examples of behaviors that are not acceptable at school:

Alcohol possession / use	Inappropriate gesture
Assault	Inappropriate language
Causing a disruption	Inappropriate use of a cell phone
Cutting class	Inappropriate use of the internet
Cutting office detention	Leaving class without permission
Cutting Saturday School	Leaving the building without permission
Cutting teacher detention	Not following directions
Destruction of school property due to arson	Not reporting to the office
Disrespect to a staff member	Physical fight/instigating a physical fight
Drug possession / use	Possession of a weapon
Excessive tardiness	Racial slurs
Explosive or incendiary device	Sexual Assault
Failure to do classwork	Sexual Harassment
Failure to do homework	Showing lack of respect
Felony outside of school	Theft
Forging a note	Threat of physical attack
Forging a signature	Threatening a student or staff member
Harassment	Tobacco possession / use

Inappropriate behavior	Truancy
Inappropriate conduct on the bus	Vandalism
	Violation of school rules

### **REFERRAL TO THE OFFICE**

If a student is sent out of a classroom for a class disruption, the student will report immediately to the office to report to either the principal or assistant principals. Failure to report to school administrators will result in suspension or Saturday School.

Following a discussion between the student and either school administrator, the student's parents or guardian may be contacted and requested to come to school for a discussion of the student's behavior. While waiting for a parent or guardian to arrive, the student will remain in the office. If the student refuses to remain in the office, he/she will be suspended. At the end of the school day, if a parent/guardian has not yet arrived, the student will be sent home, with the expectation that the student must return the following day with a parent or guardian, prior to readmission to classes.

### **RULES OF CONDUCT DURING OFFICE REFERRAL**

1. No cell phone use.
2. No iPod/MP3 player use.
3. Students will wait to see the Assistant Principal in a quiet and respectful manner.
4. No profanity.

### **TEACHER DETENTION**

Students may be required by classroom teachers to attend detention for up to one hour for various classroom offenses. Students will receive one school day notice of assignment to teacher detention and will report immediately after school Monday through Friday. The purpose of teacher detention will be to identify problem areas and arrive at constructive remedial solutions. Repeat offenses may result in recommendation by teachers that students be assigned to administrative detention. Failure to report to teacher detention will result in the assignment of two detentions and the filing of a discipline report by the classroom teacher with the assistant principals. A second failure to report to teacher detention will result in assignment to Saturday school.

### **ADMINISTRATIVE DETENTION/SERVICE**

Students may be required by administrators to attend detention for up to one hour for various offenses. Students will receive one school day notice of assignment to administrative detention and will report to the appropriate room no later than 2:10 p.m. Failure to report to administrative detention will result in Saturday School or suspension.

### **RULES FOR ADMINISTRATIVE DETENTION**

1. No talking will be allowed at any time.
2. Students will be responsible for bringing sufficient materials to remain occupied with educational endeavors for the duration of the assigned time.
3. Students may be assigned specific tasks to be completed during administrative detention that relate to the particular offense.
4. Students may be assigned to do community service after school.

### **SATURDAY SCHOOL**

An administrator may assign a student to Saturday School for various offenses. Saturday School takes place on Saturday mornings beginning at 8:00 a.m. and lasts for up to four hours. Students will receive written notice of assignment to Saturday School at least 24 hours in advance. Parents may be notified by telephone prior to the day on which Saturday School will be served. Students may be assigned specific tasks related to the offense that will be completed at 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.

### **SUSPENSION**

A suspension is a temporary loss of membership in the school community. Students are prohibited from being on school grounds or attending school sponsored activities on or off campus during the time of the suspension.

Procedures to be followed in connection with a suspension of ten days or less are set forth under the Procedures for Short-Term Suspension section of the handbook. Long-term suspensions require more formal procedures. See the Procedures for Expulsion or Long-Term Suspension section of the handbook.

An administrator may, at his/her discretion schedule a conference with parents/guardians prior to a student's return to school after a suspension to discuss and set forth the terms of return. Work and tests missed during the suspension period must be made up at by the student. If Suspension or Saturday Schools has been assigned as a consequence of failure to attend administrative or teacher detention, these obligations will be met by the student after the suspension or completion of Saturday School.

### **PROCEDURES FOR SHORT-TERM SUSPENSION**

**(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)**

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 receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing;
  - vi. The right of the parent and student to interpreter services at the hearing; and
  - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
    1. The rights set forth under the "Procedures for Long-Term Suspension"; and
    2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

## **PROCEDURES FOR EMERGENCY REMOVAL**

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

## **PROCEDURES FOR LONG-TERM SUSPENSION**

**(exclusion of a student from school premises and regular classroom activities for more than ten school days.)**

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - a. The disciplinary offense;
  - b. The basis for the charge;
  - c. The potential consequences, including the potential length of the suspension;
  - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - e. The date, time, and location of the hearing; and
  - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy

- of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
  7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
    - a. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
    - b. The key facts and conclusions reached by the principal;
    - c. The length and effective date of the suspension and the date of return to school;
    - d. The notice the student's opportunity to receive education services to make academic progress during the suspension;
    - e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
      - i. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
      - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.
      - iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
      - iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
      - v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
      - vi. The decision of the superintendent shall be the final decision of the school district.

### **EXPULSION**

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. See also, the Policies and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

### **ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS**

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the

district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6111.

### **POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES OR ASSAULT OF EDUCATIONAL PERSONNEL**

Massachusetts General Law Ch. 71, §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.
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. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable



format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

## **SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION**

### **M.G.L. c. 71, § 37H½**

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal 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 student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may 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. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. A copy of this law may be obtained in the main office.

## **EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION**

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements.

## **POLICIES AND LAWS RELEVANT TO STUDENT CONDUCT**

### **ALCOHOLIC BEVERAGES AND CONTROLLED SUBSTANCES**

The use, serving, consumption, or possession of any alcoholic beverage or controlled substances on school property or at school functions is prohibited. Further, any student will be barred from any school sponsored activity if he or she has consumed alcoholic beverages or drugs prior to attendance at or participation in said school activities. Parents will be contacted; and a conference will be scheduled. Students are reminded that participation in all extracurricular activities and events is a privilege, not a right. The Principal will take violations of this policy seriously in determining whether students will continue to be afforded the privilege of such participation. Students are also reminded that violations of this policy may result in suspension and/or expulsion from school. See also, "Chemical Health Policy for Athletes."

If a student is suspected of being under the influence of alcohol or other controlled substance in school, the following steps will be taken as appropriate:

1. An Administrator will be notified immediately and determine a course of action (Resource Officer, School Nurse, etc.)
2. The nature of the substance will be determined if possible.
3. The student's parent/guardian will be notified.
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.
5. The principal may prepare a confidential report for the Superintendent of Schools.

### **ABUSE OF BUILDING, VANDALISM, AND THEFT**

Abuse of the building, vandalism or theft of school property is a serious matter and will result not only in school discipline but also reporting to the police. In addition, the Hudson Public School reserves the right to seek restitution in the courts.

Students are discouraged from bringing money and items of value to school. The school cannot be responsible for loss or theft of such items. Wallets, purses, etc., should not be left unattended at any time. If there is an occasion on which it becomes necessary for a student to bring a large sum of money to school, it should be left in the main office with an administrator.

### ARSON

The lighting of fires in school and the malicious destruction of school/personal property by fire are grounds for expulsion.

### BOMBS

Any student found in possession of or setting off in school either a smoke or stink bomb may be suspended up to ten days.

### 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.

### BUS RULES

1. The driver is in charge of the bus and pupils. Pupils must obey the driver promptly and willingly.
2. Proper conduct must be observed. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
3. Smoking and eating on the bus are prohibited. Pupils must refrain from throwing any item out of the windows.
4. No pupil shall at any time extend his/her head, hands, or arms out of the windows whether the school bus is in motion or standing still.
5. Pupils are not to get on or off the bus until the bus has come to a full stop.
6. Pupils must cross the highway only in front of the school bus and only after looking to be sure that no traffic is approaching from either direction.
7. Pupils who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic. This will also apply to pupils leaving the bus loading zone in the afternoon.
8. Each pupil must see that his/her books and personal belongings are kept out of the aisles.
9. Pupils referred to the principal for conduct unbecoming a pupil may forfeit his/her right to ride on a school bus.
10. Pupils should be on time at the designated school bus stops; keep the bus on schedule. If the bus is on time and a pupil is not at the designated bus stop, the driver will not wait.
11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

### CELL PHONE AND ELECTRONICS POLICY

Inappropriate use of electronics, such as, but not limited to, cell phones, PDAs, iPods, etc. distracts from learning.

Electronics may be used before school, after school, at lunch, and during passing time between classes. Passing time is the interval between the end of one class and the beginning of the next.

Electronics may not be used during class time unless specific exceptions are made. This includes use in the halls.

#### Student Consequences of Unacceptable Use of electronics

##### **A. In the class room:**

The teacher may ask the student to put the device away, turn it off, etc.

The teacher may take the device and return it later or at the end of class.

The teacher may take the device away and give it to the appropriate Administrator. The Administrator will determine when to return the device to the student and may require the parent to come to school before the device is returned.

**B. In the hall during class time, not passing time.**

The student will be asked to put the device away, turn it off, etc.

The device may be taken away and returned at a later time.

The device may be taken away and given to the appropriate administrator. The administrator will determine when to return the device to the student and may require the parent to come to school before the device is returned.

**Teacher Discretion**

Teachers may allow the use of electronic devices in their class at their discretion.

Teachers must clearly define the classroom policy in their syllabus.

Students will be encouraged to tell teachers if there is a home situation that might result in a phone call.

**\*\*Parent Calls and Text Messages\*\***

Parents should be aware of class schedules so as not to disturb students in class with cell phone calls or text messages. Parents are asked to direct emergency calls through the main office.

**DISPLAYS OF AFFECTION**

Signs of affection deemed inappropriate in a school setting by a teacher or administrator may result in serious disciplinary action, suspension and/or parent conference.

**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 welfare, health or safety of themselves or others. Articles of clothing which are disruptive to the educational atmosphere of the school are prohibited.

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.

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.

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.

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. Short shorts
9. Low cut tops
10. Low slung pants
11. Hoods are **not** worn in school

### **FALSE ALARMS AND BOMB THREATS**

Students caught pulling fire alarms, making false 911 calls or calling bomb threats are subject to immediate suspension and/or expulsion, police notification, and parental conference before returning to school. The penalty for pulling a false alarm may be a fine between \$100 and \$200 or up to one year imprisonment (Chapter 269, Section 13). A bomb threat may bring up to one year imprisonment or two and one-half years in a house of correction or a fine up to \$1,000 which can be attached to either of the above penalties (Chapter 269, Section 14).

### **FIGHTING**

Students who instigate fights but are not actively involved (for example, students who carry rumors, put others up to fighting, carry information back and forth between other individuals who subsequently fight) submit themselves to the same penalties as those who are involved in the fight. In an instance of fighting, the need for self-defense will be considered, but the student must show that s/he had no reasonable means of escape and that s/he used only the force necessary to protect him/herself or others.

### **GAMBLING**

There will be no gambling on school grounds.

### **GUN-FREE SCHOOLS ACT OF 1994**

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school-related event will be excluded from the Hudson Public Schools for a period of not less than one year except as determined by the Superintendent on a case-by-case basis. The definition of a firearm includes, but is not limited to, guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. §8921

### **HAZING PROHIBITED**

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. Laws 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 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.

### **LASER LIGHTS**

Laser lights are not allowed in school. Students found with laser lights on school property or at school functions are subject to suspension.

### **OFF LIMITS**

The following areas are "off limits" to all students during the school day unless they are under the direct supervision of a teacher or permission has been given to the student by an administrator:

1. Riverside and front parking lots.
2. All motor vehicles (**\*Passes to motor vehicles during the school day will be LIMITED.**)
3. All lavatories, and shops; art, band, special education, custodians', and faculty rooms; library, gymnasium, department offices, and auditorium.
4. Teacher mailboxes.
5. Behind the front office Secretary Desk.
6. Computer rooms.
7. Back of school; Track & Morgan Bowl doors.

### **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.

#### **REPORTS OF SUSPECTED CRIMINAL CONDUCT TO THE POLICE**

Pursuant to the Memorandum of Understanding between the Hudson Public Schools and Hudson Police Department, the Hudson Public Schools reports suspected criminal conduct of a serious nature to the police. The school may discipline students for conduct reported to the police. **NOTE:** Copies of the Memorandum of Understanding may be obtained from the School Resource Officer.

#### **SEARCH OF STUDENTS AND THEIR PROPERTY**

The Fourth Amendment to the U.S. Constitution and related state law protects students from unreasonable searches by school officials in areas where students have a reasonable expectation of privacy.

**Student Lockers, Desks and Automobiles parked in Front or Riverside parking lots:** Student lockers, desks, and similar areas including automobiles in the front or Riverside parking lots are merely provided to students for their nonexclusive use and remain the property of the school. Thus, students must recognize that they have no reasonable expectation of privacy in these areas. Lockers, desks and similar areas at school are subject to search at any time.

**Search based upon reasonable suspicion:** As a general practice, students and their private possessions are subject to search by school officials at school events either on or off campus when there is reasonable suspicion that the search will produce evidence that the student has violated school rules or the law. The search itself will be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student.

In deciding whether to search a student, the school official may consider information from teachers, students, and other sources the administrator deems reliable. Even information from an anonymous source may be sufficient when the object sought poses a danger.

**Random searches:** In addition to conducting searches based upon individualized suspicion described above, school officials may condition students' participation in extracurricular activities, including overnight trips, on their assent to **random** searches.

## **SKATEBOARDS**

Skateboards are not allowed in the school building. Skateboards brought into the school building by students will be confiscated by the Administration and returned to the student's parent/guardian. Individuals who use school property for skateboarding will be considered to be trespassing and may be referred to the police.

## **SMOKING**

CH. 71, S.2A. OF THE MASSACHUSETTS GENERAL LAWS STATES THAT IT IS UNLAWFUL FOR ANY STUDENT ENROLLED IN SECONDARY PUBLIC SCHOOLS IN THE COMMONWEALTH TO USE TOBACCO PRODUCTS OF ANY TYPE ON SCHOOL GROUNDS DURING NORMAL SCHOOL HOURS. STUDENTS ARE REMINDED THAT THE SURGEON GENERAL HAS DETERMINED THAT CIGARETTE SMOKING, SMOKELESS TOBACCO, AND CHEWING TOBACCO ARE DANGEROUS TO YOUR HEALTH. USING ANY TOBACCO PRODUCTS IS NOT PERMITTED IN SCHOOL OR ON SCHOOL GROUNDS. STUDENTS FOUND IN VIOLATION OF THIS POLICY WILL BE SUSPENDED.

Students who are in possession of or found using cigarettes, cigarette lighters, matches, or nicotine delivering devices (i.e. e-cigarettes) on school property will be subject to suspension. If found, these items will be confiscated.

## **SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION**

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.

# **DISTRICT POLICIES**

## **ANTI-BULLYING – POLICY JICFB**

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

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- 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 a:

- wire
- radio
- electromagnetic
- 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 is expected.

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

“Target” means a student against whom bullying or retaliation has been perpetrated.

“Perpetrator” means a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

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.

### **Prevention and Intervention Plan**

The Superintendent and/or his designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The Bullying Prevention and Intervention plan shall be reviewed and updated at least biennially.

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

Nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L. c. 76 §5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

### **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 behaviors are taking place, should report incidents to a member of the school staff. If the reported bullying incident involves the Principal or his/her designee as the alleged perpetrator, reports can be made to the Superintendent or designee. If the reported bullying involves the Superintendent as the alleged perpetrator, reports can be made to the School Committee or designee.

The target shall, however, not be subject to discipline for failing to report bullying. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

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

### **Investigation Procedures**

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

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

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

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

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

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

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

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

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

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

#### **Retaliation**

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

#### **Target Assistance**

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

#### **Training and Assessment**

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

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

#### **Publication and Notice**

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

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

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

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

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

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

Title IX of the Education Amendments of 1972  
603 CMR49.00  
MGL 71:37O  
MGL 265:43, 43A  
MGL 268:13B  
MGL 269:14A

CROSS REFS.: AC, Non-discrimination

Adopted by the Hudson School Committee: April 12, 2011  
Amended by the Hudson School Committee: February 25, 2014

## **ASBESTOS POLICY**

As required by the E.P.A. Asbestos Hazard Emergency Response Act (AHERA). A management plan was prepared by Con-Test, Inc. 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 Buildings and Grounds at (978) 567-6104.

## **NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE – POLICY AC**

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**

#### **a. 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.

#### **b. Grievance Procedures**

##### **ii. 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.

## ii. **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.<sup>1</sup>

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.

### 2. *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.

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

**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.

**a. 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.

**b. 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.



**c. 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	maprovost@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	Jodi Fortuna	978.567.6100	jfortuna@hudson.k12.ma.us

**iii. 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	O R	The Massachusetts Commission Against Discrimination One Ashburton Place Sixth Floor, Room 601 Boston, MA 02108 Phone: 617-994-6000 TTY: 617-994-6196	O R	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 VI, Civil Rights Act of 1964  
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  
 Executive Order 11246, as amended by E.O. 11375  
 Equal Pay Act, as amended by the Education Amendments of 1972  
 Title IX, Education Amendments of 1972  
 Rehabilitation Act of 1973  
 Education for All Handicapped Children Act of 1975  
 M.G.L. 718:1 et seq. (Chapter 766 of the Acts of 1972)  
 M.G.L. 76:5; Amended 2011  
 M.G.L. 76:16  
 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

## **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 that 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. Non-custodial 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. Three notable exceptions are:

### **DIRECTORY INFORMATION**

A student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

### **RECRUITING INFORMATION for the ARMED FORCES and POST SECONDARY EDUCATIONAL INSTITUTIONS**

Upon request from military recruiters and/or representatives of post-secondary educational institutions, the Hudson Public Schools will provide the name, address and telephone listing for all secondary students.

If an eligible student and/or parent does not want DIRECTORY INFORMATION or RECRUITING INFORMATION released, they must so notify the Principal in writing each year by September 15. Otherwise said information will be released.

### **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.

**For more information on Student Records law, please refer to:**  
**<http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section>**

## STUDENT TRANSPORTATION – POLICY EEAA

Each year the Hudson Public School District reviews student enrollment and existing bus routes to ensure efficient and safe transportation for all eligible students. Hudson will provide transportation services to all students entitled to such services under the law.

Safety is a responsibility that is shared between the family and the school. While the law requires the School Department to provide a defined level of transportation, it does not relieve parents/guardians of students from the responsibility of supervision until the student boards the bus in the morning. Therefore, it is the responsibility of the parent/guardian to ensure the student safely arrives at, and departs from, the bus stop. The parent/guardian is responsible for escorting the student to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, and where there are traffic or other safety concerns.

### I. Eligibility for Transportation

In addition to the mandate contained in Mass. Gen. Laws Chapter 71, Section 68 relative to the transportation of students, it is the policy of the Hudson Public Schools to transport students in grades Kindergarten through Grade 12 who reside in the town of Hudson, as follows:

1. Kindergarten students living more than ½ mile from their assigned school.
2. Elementary school students living more than 1 mile from their assigned school.
3. Middle school students living more than 1½ miles from the middle school.
4. High school students living more than 1½ miles from the high school.

Printed bus passes will be issued to eligible students and walk-zone, determined by distance from school as stated in 1-4 above, will be enforced for all students K-7.

This policy, being consistent with current state law, may require students to walk up to one mile to a bus stop. This policy is subject to change due to fiscal constraints or other circumstances.

### II. Pick up and drop off

Hudson will provide transportation to and/or from an address other than the student's residence or bus stop if

1. The alternate pick up and drop off stop location is located on an existing bus route, is within the student's assigned school district, and will be the student's stop location every day.
2. Both the student's parent/guardian and the school principal or his/her designee sign a document approving this alternate transportation arrangement.

In case of emergency, Hudson may make alternate transportation arrangements for individual students upon the approval of the school principal or designee and the transportation coordinator.

### Transportation Problems

Students and/or their parents should report transportation problems to their school principal. If the principal is unable to resolve the issue, the principal will refer it to the transportation coordinator for resolution. If the students and/or their parents are not satisfied with the proposed resolution of their problem, they should then bring the problem to the attention of the Superintendent of Schools.

Behavior problems on school buses will be handled in accordance with policy JICC: Student Transportation Discipline.

Adopted by the Hudson School Committee: December 11, 1990

Amended by the Hudson School Committee: May 28, 2002

Amended by the Hudson School Committee: June 25, 2013

## **STUDENT TRANSPORTATION: DISCIPLINE – POLICY JICC**

### Introduction:

The purpose of this policy is to provide for safe and appropriate behavior on school buses at all times. In order to maintain safety in the vehicles, students are expected to maintain proper behavior at all times. Some school buses may be equipped with video cameras, and the video tapes may be used as evidence in disciplining students who misbehave on the bus.

### Misconduct:

Misconduct on the school bus is prohibited at all times. Such misconduct includes but is not limited to the following:

- Failure to remain seated when the bus is in motion
- Whistling and/or shouting
- Use of profanity, obscene language, or any language which harasses other students or which includes slurs based on race, religion, gender, national origin, ethnic background or disability
- Smoking\*
- Pushing, wrestling, fighting, or inflicting bodily harm
- Threatening other passengers, the driver, or disturbing their possessions
- Unnecessary talking to the driver
- Throwing objects within the bus or out of windows
- Climbing over or under seats
- Littering on the bus
- Putting anything, including body parts, out the window
- Defacing or damaging the bus
- Possession of a dangerous weapon, including but not limited to a knife or a gun
- Refusing to follow directions of the bus driver
- Possession or use of a controlled substance or alcohol

\* The principal must be notified in these cases.

### Disciplinary Procedures:

When a bus driver believes that a student's behavior has violated this policy or created a safety hazard on the vehicle, the driver will take steps to stop the misbehavior immediately and to deter its reoccurrence. Such actions may include discussing the behavior with the student, assigning the student a permanent seat, and/or speaking to the student's parent(s) or guardian(s).

The driver may choose to involve the principal whenever he/she is unable to satisfactorily resolve the problem, or if the student's misconduct is serious enough to warrant action by a building principal. In such cases, the driver will complete a Bus Incident Report form provided by the school district. On the form, the driver will note the specific violation and return it to the student's building principal for appropriate action.

**First Infraction:** The principal will meet with the student to discuss the violation and will keep a copy of the Bus Incident Report form on file.

**Second Infraction:** The principal will meet with the student to discuss the violations, will send the student's parent(s)/guardian(s) copies of the Bus Incident Report forms for this and the first infraction, and will notify in writing the student's parent(s)/guardian(s) of the violations and the consequences of a third disciplinary offense on a school bus. In addition, the principal will provide Hudson Public Schools' Administration Office with a copy of the written notification to the student's parent(s)/guardian(s).

**Third Infraction:** The principal will meet with the student and his/her parent(s)/guardian(s) to discuss the violations and will notify, in writing, the student's parent(s)/guardian(s) that the student's bus privileges have been suspended for three (3) days and that a fourth disciplinary infraction on a school bus will result in a five (5) day suspension of the student's bus privileges. In addition, the principal will provide Hudson Public Schools' Administration Office with a copy of the written notification to the student's parent(s)/guardian(s).

**Fourth Infraction:** The principal will meet with the student and his/her parent(s)/guardian(s) to discuss the violations and will provide the parent(s)/guardian(s) with written notification that the student's bus privileges have been suspended for five (5) days and that a fifth disciplinary infraction on a school bus will result in the suspension of the student's bus privileges for the remainder of the school year. In addition, the principal will provide Hudson Public Schools' Administration Office with a copy of the written notification to the student's parent(s)/guardian(s).

**Fifth Infraction:** The principal and the Superintendent of Schools will meet with the student and his/her parent(s)/guardian(s) to discuss the violations and will suspend the student's bus privileges for the remainder of the school year.

Nothing in this procedure will prevent a principal from suspending a student's bus privileges for the remainder of the school year for any offense, even a first offense, if the principal determines that such action is warranted.

All disciplinary action will be subject to appropriate due process, including one level of appeal within the school administration (i.e., from driver to principal or a designee; from principal to the superintendent or a designee).

Adopted by the Hudson School Committee: August 22, 1995  
Amended by the Hudson School Committee: February 15, 2012

## **STUDENT WELFARE – POLICY JL**

### Reporting to Authorities – Suspected Child Abuse or Neglect

Any school official or employee, who, in his professional capacity shall have cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall report such condition to the Department of Children and Families (Hotline 800-792-5200) or to the person in charge of the school, whereupon the person in charge shall become responsible to make the report of any suspected child abuse or neglect. LEGAL REF: M.G.L. Ch. 119.S 51A

The District shall provide the most recent *Joint Advisory on the Responsibilities of Mandated Reporters* published by the Massachusetts Department of Elementary and Secondary Education and the Department of Children and Families to all employees at the beginning of each school year.

### Student Safety

Instruction in courses that utilize instructional materials or equipment that may present a safety hazard, including science, art, physical education, health, or any other instruction where materials or equipment introduce an element of risk of accident or injury, will include and emphasize accident prevention.

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

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

### Safety on the Playground and Playing Field

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

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

### Multi-Hazard Evacuation Plan

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

LEGAL REF: M.G.L. Chapter 159, section 363

### Automated External Defibrillators (AEDs)

Employees of the Hudson Public Schools have access to AEDs to respond in cases of cardiac arrest. AEDs housed in the Hudson Public Schools will be accessible before, during, and after school hours. One AED is located in the lobby of each of the schools. Hudson High School has one publicly accessible AED in the lobby and two additional AEDs, used by athletics and the Nurses' Office, which are not publicly accessible. Use of an AED is intended to maximize the chance of survival based upon the steps taken during the critical minutes before emergency medical services (EMS) providers arrive and assume responsibility for care of the victim. Employees who wish to receive AED training should consult with the School Nurse.

Adopted by Hudson School Committee: May 14, 2013

## **DISTRIBUTION AND POSTING OF WRITTEN MATERIALS FOR STUDENTS IN SCHOOLS – POLICY KHC**

The Hudson Public Schools and Town of Hudson offer many programs, activities and events that benefit the children of Hudson. In an effort to provide information about upcoming opportunities to participate in programs, events, and activities, Hudson Public Schools will, from time to time, distribute and/or post information about such opportunities. This policy shall apply to programs, activities or events that are 1) sponsored by the Hudson Public Schools; 2) sponsored by Hudson Public Schools' partner organizations (as defined in Section F below) and are for the benefit of Hudson students; 3) sponsored by organizations whose sole purpose is to support Hudson Public Schools; and 4) sponsored by the Town of Hudson.

Written materials that are distributed to students and posted must be appropriate-for school-aged children. Written materials must not discriminate against nor disparage any group or individual based on race, gender, gender identity, ethnicity, sexual orientation, color, marital or parental status, religious

orientation, expression of political views, national ancestry or origin. Written materials may not threaten or intimidate any group or individual. These written materials may not be unlawful in any way.

All written materials that are distributed to students and posted must abide by the policies of the Hudson School Committee. These written materials must be consistent with the goals of the Hudson Public School District. The district reserves the right not to distribute and/or post written materials that do not meet the standards described herein, or materials that are inappropriate or irrelevant to the activities and events to which the policy applies.

The preferred method of providing information under this policy is by posting it in school buildings rather than distributing materials to each individual student so-as-to minimize-the cost and administrative burden to school officials and staff. Materials will be provided to each student when the Superintendent or designee deems it appropriate to do so.

The distribution or posting of written materials outlined in this policy does not pertain to the instructional materials generated by school administrators, teachers, and other staff members.

#### A. Written Materials for Students: Distribution to Students and Posting in School Buildings

Written materials of the following type or purpose may be distributed to students and posted in school buildings:

1. Information sent by the Hudson Public School District.
2. Announcements of school events, school sports events, official school club events, and school organization events, including school-sponsored or parent organization-sponsored fund raising.
3. School newsletters, officially sanctioned student newspapers and publications, parent organization newsletters and announcements, and site school council newsletters.
4. Promotions that are directly related to school and classroom activities.
5. Information about upcoming events, programs or activities that are sponsored by the Hudson Park and Recreation Commission or other departments within the Town of Hudson.
6. Information about upcoming events, programs or activities that are sponsored by Hudson Public School partner organizations (as defined in Section F below) for the benefit of Hudson Public School students.

#### B. Prohibited Written Materials

The following written materials shall be prohibited from distribution to students and posting in school buildings:

1. Materials that promote anything illegal or immoral and/or are otherwise pervasively indecent or vulgar, or create a disruption in the school environment..
2. Materials that, in any way, violate the policies of the Hudson School Committee, including the policy prohibiting discrimination on the basis of race, gender, gender identity, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin.

#### C. Approval of Written Materials for Students

1. Each school may distribute, post, or approve for posting appropriate written announcements of school-related events, school promotions, official publications, school newsletters, and parent newsletters (items A1 through A4 above) solely upon the approval of the school principal.
2. The Superintendent or designee shall review all other materials not covered in item C1 for approval or denial. Please refer to Section E below regarding submitting to the Superintendent or designee requests for the distribution and posting of written materials.



#### D. Guidelines of Written Materials for Students

1. All written materials must be legible.
2. The content of all written materials must be appropriate for school-aged children.
3. Materials must clearly identify the group or groups responsible for organizing the event, activity or program. Discrete logos and symbols may be approved by way of identifying the group or organization.
4. All written materials must contain the statement "Any views or opinions expressed herein are not necessarily those of the Hudson Public Schools" in a conspicuous place in legible print.
5. The Superintendent or designee, at his/her discretion, may establish additional guidelines for written materials.

#### E. Submitting Requests for Distribution and Posting of Written Materials for Students by Non-School Sponsored Groups

1. Any person, group, or organization wishing to distribute or post written materials in a specific Hudson public school must first submit for approval a copy of the written materials to the Superintendent's office **at least seven days in advance of the desired distribution or posting time**, together with the following information:
  - a. Name, address, and telephone number of the person/group/organization submitting the request. Email address is optional.
  - b. Date of requested distribution or posting.
  - c. The grade(s) of students to whom the distribution or posting is intended.
2. The Superintendent or designee will review the request and render a decision. The person, group, or organization submitting the request shall be informed of the decision via written letter, telephone call, or email message.
3. Approved written materials must not be overly burdensome for distribution and must be bundled in packages of quantities as designated by each Hudson public school.
4. In the event that permission to distribute or post written materials is denied, the person, group, or organization may request reconsideration of the decision by the Superintendent or designee. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community. The Hudson School Committee may reconsider denials of the Superintendent or designee.

#### F. Definitions

Partner organizations of the Hudson Public Schools are private organizations that work in cooperation with Hudson Public Schools to deliver programming to Hudson students. The Superintendent or designee shall have the authority to determine the criteria for new partnerships and evaluate possible partnership opportunities. The purpose of partnering with private organizations is to provide students enrichment programming in the fine arts, athletics, as well as other curriculum areas. Partnerships and partnership programs shall be consistent with the mission of Hudson Public Schools.

Adopted by Hudson School Committee:	February 8, 2005
Amended by Hudson School Committee:	July 12, 2005
Amended by Hudson School Committee:	November 13, 2012
Amended by Hudson School Committee:	April 9, 2013

# **GENERAL INFORMATION**

## **ACCIDENTS**

The nurse is available to check any student who is injured in school. If a student is injured, he/she should notify the teacher immediately and request the teacher to file an accident report with the main office on the day of the accident. Soon after the report has been received in the main office, a claim form will be mailed home to a student carrying school insurance.

## **AFTERNOON ACTIVITIES**

Athletic activities will begin at 2:50 p.m. Time between dismissal and 2:50 p.m. will be used for organization & club meetings and extra help sessions.

## **ADDRESS & TELEPHONE NUMBER**

Any change of address and/or telephone number should be reported to the guidance office within twenty-four hours of the date the change is effective. A new emergency card should then be filed with the nurse. All students are required to keep an updated emergency card on file with the nurse.

## **ANNOUNCEMENTS**

Announcements are made during first period and via the Round Robin at the end of each day. Students are requested to listen attentively since the announcements concern student activities. When requested, students must report to the office. If a student wishes to have an announcement made, he/she should write it out, have it signed by the class advisor or faculty sponsor, and submit it to the office.

## **ARRIVAL**

Students must remain on school grounds upon arrival in the morning. They may remain outside in good weather. If the weather is inclement, students may come into the cafeteria. Students may not leave this area until they are dismissed by the bell.

## **ASSEMBLIES**

During the course of the school year, there are group assemblies. Students must show proper respect and participate fully in the assembly as requested.

## **CAFETERIA**

Every student has the right to expect a suitable length of time for lunch period; however, it is a privilege to use the cafeteria and its facilities, and with the privilege goes the responsibility of conducting oneself in an acceptable manner. You are assigned one lunch period. The following regulations are to be followed as a guide to proper behavior in the cafeteria:

1. During lunch period, students must remain in the cafeteria or may go outside the building directly in front of the cafeteria. All other areas in the building and outside the building in the courtyard, including the parking lot, are off limits during lunchtime.
2. Eating lunch in classrooms without staff supervision is not allowed.
3. Students may not leave the lunchroom area during lunchtime without a pass.
4. The cafeteria is closed to all students during Blocks 1, 2, 3 and 5. The cafeteria will be open to students accompanied by a teacher.

## **FOOD IN THE BUILDING**

1. Lunches are to be eaten only in the cafeteria. Lunches are not to be eaten outside of the building or in a classroom.

2. Food and most beverages are not to be consumed in the hallways or classrooms at any time of day. Water is the only beverage allowed in the hallways. The decision to allow students to drink water in a regular classroom is left up to the individual teacher.
3. Open containers of any beverage other than water are not allowed in classrooms or in hallways.
4. Food and/or beverages of any kind are not allowed in the auditorium, the gymnasium, the library, the TV studio, the computer labs, the mini-theater and the two large instruction rooms.
5. With the permission of the administration, food and drink may be brought into a room for a special occasion.

### **CARE OF SCHOOL PROPERTY**

Books and other school department property must be handled with care. Students losing or abusing such property or having school property stolen will be required to make restitution.

### **CLASS OFFICERS**

Students must be academically eligible in order to run for a class office. If elected, students must remain in good standing or they will be subject to removal from this office by the principal.

### **DANCES**

Over the course of the school year, various organizations sponsor dances in the school. Dances are offered as an activity for HHS students. School rules covering alcohol, smoking and illegal substances are strictly enforced. Any student found at a dance in possession of or under the influence of alcohol or illegal drugs shall not be allowed to attend more dances (including the Junior Prom) for the remainder of the school year. Students are not permitted to sit in parked cars or loiter on school grounds during school dances or other social functions. Special approval (in advance) by an Assistant Principal is required for a guest to attend a dance. Students are not allowed to re-enter a dance once they leave and they must leave school grounds.

\*Grade eight students are not allowed to attend the annual Snowball Dance, Junior Prom and Senior Reception.

### **EMERGENCY TRANSPORTATION**

If a student needs emergency transportation because of illness or injury, parents must make the necessary arrangements for transportation. We must request the name and telephone number of a person designated by your parents as a person to notify in case of an emergency when we are unable to contact your parents. This information will be requested when you complete your emergency card.

### **FIELD TRIPS**

The guidelines for school field trips are as follows:

1. The school trip form must be filled out and signed by both a parent and the student's teachers.
2. Any student receiving one "No" check from teachers will not be allowed to go.
3. Any student receiving an out-of-school suspension within one week prior to the field trip must have administrative approval to attend the field trip.

### **HALL PASSES**

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member.

### **LIBRARY**

The library is a place of quiet study and research. Students can come to the library with their class, or may use the library during lunch time or after school until 3:00 p.m. Individual students must have a library pass, and the passes will be collected and returned to the classroom teacher. At lunch time, students must sign up, and remain in the library.

### **LOCKERS (CORRIDOR)**

Corridor locker assignments will be given by first block teachers. Students are to use only the corridor locker assigned to them. Corridor lockers should be kept neat and clean at all times. The following items may not be stored in corridor lockers: overdue library books, food (except for daily lunch), alcoholic beverages, stolen property, knives, razor blades, guns, and drugs of any kind. Prescribed medicine must be deposited with the school nurse. Corridor lockers remain the property of the school and are subject to search at any time.

### **LOCKERS (PHYSICAL EDUCATION)**

Students taking physical education will be given a school lock for use in the athletic locker room during P.E. class. It is the students' responsibility to bring their lock to class each day to secure personal items during class time. Only school issued locks may be used during P.E. class. Students will be charged a replacement fee for lost locks.

### **PARKING**

Seniors with parking permits may park in the front parking lot. Seniors may park in the assigned student area only. Seniors must drive safely and responsibly. Parking permits must be properly displayed in the vehicle when parking during the school day. Upon request, students may need to temporarily park at Riverside Park due to school-wide functions. Underclassmen may park at Riverside Park.

Any student who does not follow the rules listed above is subject to ticketing by the Hudson Police Department. In addition, continued violation may result in the revoking of front parking lot privileges.

### **PASSING PROCEDURE**

When the bell rings, the teacher will dismiss the class. Students are to leave the room quietly and in an orderly manner. Students will keep to the right in the halls and on the stairways.

### **POSTERS**

Posters announcing meetings or events sponsored by student groups may be placed only in areas designated by the school administration. Prior to displaying any poster, the student group must have it initialed by an administrator indicating that it complies with this policy. The purpose of the posters is to identify the sponsoring student group and the dates, times and places of its meeting or events and, therefore, may not contain other material including website information. Posters must be appropriate for school-aged children and may not promote anything illegal or immoral, be pervasively indecent or vulgar, create a disruption in the school environment, or violate in any way the policies of the Hudson School Committee, including its policy prohibiting discrimination on the basis of race, gender, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin. Posters are not to be taped to the corridor walls or windows. See Policy KHC under the District Policies section for more information.

### **REST ROOMS**

You may use the rest rooms before and after school and during lunch. If you need to use the rest rooms during class time, your teacher will give you a bathroom pass. You are expected to keep them clean. Do not loiter or smoke there, write on the walls or damage the facilities. Restitution will be sought in all such cases. If you are feeling ill, report to the nurse's office. Do not remain in the rest room.

### **TEACHER'S DINING ROOM**

Students are not allowed to enter the teachers' dining room without a pass from a staff member. Students are not allowed to purchase beverages in the teachers' dining room during the school day.

### TEXTBOOKS

All students are expected to cover their textbooks and to replace the book cover if it becomes worn during the school year. If a textbook is misused, a fine will be imposed. If a textbook is lost or stolen, it is to be paid for by the student at replacement cost.

### 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.

### VISITORS

Student visitors are not permitted at Hudson High School. This includes shadowing.

## HEALTH SERVICES

### SCHOOL HEALTH SERVICES

Children learn best when they feel safe and are attentive, energetic and well. School nurses serve to ensure that students are able to learn by helping to identify, prevent and resolve health related factors which interfere with learning.

All Hudson public schools have at least one experienced, full time Registered Nurse who is also licensed through the Massachusetts Department of Elementary and Secondary Education. The Director of Health and Nursing and the School Physician are available for consultation.

Hudson School Nurses provide the following confidential services during the school day:

- 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

The MA Department of Public Health Annual mandates that health screenings, follow-up and referral are conducted in the grades listed below (105 CMR 200.400-500; MGL c.71, s.57). *A parent may decide not to have his or her child participate in the screening as long as they provide to the school nurse a recent physical examination documenting the screening and/or written documentation that the child is already under care for the condition:*

- Vision (grades k-5,7,9)
- Hearing (grades k-3,7,9)
- Postural/Scoliosis (grades 5-9)
- Height, weight, Body Mass Index (BMI) (grades 1,4,7,10)

Parents/guardians are notified of any screening result that may require further evaluation by their family health care provider or specialist. All referral reports must be returned to the school nurse.

### **WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL**

- 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

### **PLEASE CONTACT THE SCHOOL NURSE IF...**

- 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)
- A child cannot participate fully in Physical Education
- There are family changes which may affect a child in school

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.

### **STUDENT HEALTH INFORMATION**

At the beginning of each school year, parents or guardians complete and return important health information about their child which is kept by the school nurse. In the event of an emergency, this information is used to ensure proper care for your child. The Health Information form also requests important contact information so that the school nurse can reach parents/guardians during the day, if needed. Please notify us of any changes in your child's health or in your contact information as it occurs during the year.

### **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 nurses 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 MGL c.76, s.15). Immunizations may only be waived if a student 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 through protocols with our school physician.
- All medication orders expire at the end of each school year and 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. Pharmacies will provide a second empty labeled container if necessary for schools upon request.
- 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 the written permission from the parent and school nurse on file in the School Nurse's office.

For more information, please visit the Health Services link on the Hudson Public Schools' website at: [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us) under Departments, then Health Services.

### PREGNANT STUDENTS

Pregnant students are permitted to attend classes and participate in extracurricular activities throughout their pregnancy. Exceptions will be made only when a physician expressly prohibits the student's participation. The district does not require a pregnant student to obtain a physician's certification that the student is able to continue in school. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular program as before the pregnancy leave.

### SCHOOL NURSING SERVICES

General Health Office hours are Monday through Friday from 7:15 a.m. – 2:15 p.m. Student office hours are posted on the door. Any student needing to visit the Health Office during the school day must have a pass signed by a member of the faculty. All dismissals for illness or injury must be processed through the Health Office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with Health Care Providers will be arranged on a case by case basis. Please call the Health Office to schedule an appointment.

"Student Health Information" forms and "Authorization to Administer Over-the-Counter Medication" forms are sent home annually in the summer with student schedules and must be renewed at the start of each new school year. Students may **NOT** carry medications in school without School Nurse approval.

There is a strict "no cell phone" policy in the Health Office at all times. Students may use cell phones in the Health Office *only with the nurses' permission*. It is our belief that if a student is healthy enough to talk and text, they are healthy enough to be in class and learn.

Health Service brochures are available in the Health Office or can be downloaded from the district website ([www.hudson.k12.ma.us](http://www.hudson.k12.ma.us), "Administration", "Health Services", Health Brochure"). In the brochure, you will find our immunization/physical exam requirements, screening services and medication policy as well as some helpful tips and resources.

In order to provide the best possible care, the nurses' request you keep them informed regarding your child's illnesses, injuries, medications and treatments.

### **RELEASE OF HEALTH RECORDS** **TO TRANSFERRING OR WITHDRAWING STUDENTS**

If your child is transferring to another school, the health record will be forwarded to the school nurse at the new school. If you are withdrawing your child from school, please pick up your child's health record in the Health Office. **This is the only copy of his/her health record and should be securely filed at home.** If you choose not to, it will be destroyed per Massachusetts' Department of Education Student Record Regulations:

"The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10."