



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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## HUDSON SCHOOL COMMITTEE MEETING

August 22, 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: July 11, 2017 and July 25, 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. Report of the Superintendent
2. Subcommittee Reports (if needed)

**V. Matters for Discussion:**

1. Discussion of Subcommittees Schedules for 2017-2018 and Determine Chair

**VI. Matters For Action:**

1. Approval of Year-End Transfers and Closing of FY17
2. Approval of November 2017 Town Warrant
3. Approval of Revolving Account for the Special Education Parent Advisory Council
4. Approval of Change to the 2017-2018 Quinn Middle School Student/Parent Handbook
5. Approval of 2017-2018 C.A. Farley Elementary School Student/Parent Handbook
6. Approval of 2017-2018 Forest Avenue Elementary School Student/Parent Handbook
7. Approval of 2017-2018 J. L. Mulready Elementary School Student/Parent Handbook
8. Approval of Contract with Heinemann Publishers in the Amount of \$17,490.20 for Professional Development and Classroom Materials



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9. Approval of Contract with Commercial Boiler Systems, Inc. for Contract Emergency On-Call Boiler Services
10. Reclassifications of Funds (if needed)
11. Items of Interest to the School Committee

**VII. Executive Session/Adjournment**

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

**Hudson School Committee**

**Workshop**

**Meeting Minutes (Open Session)**

Date: July 11, 2017

Time: 6:05 p.m.

Location: 155 Apsley Street

The executive session of the Hudson School Committee was called to order by Michele Tousignant Dufour at 6:05 p.m.

The following Committee members were present (list all members):

- Michele Tousignant Dufour, Chair
- Allyson Hay
- George Luoto
- Glenn Maston
- Elizabeth Hallsworth
- Steve Smith
- Adam Tracy

The following Committee member(s) were participating remotely (remote participation cannot be used to create a quorum):

None.

The following Committee member(s) were absent:

None.

Others Present:

- Dr. Marco Rodrigues
- Patty Lange
- Brian Allen

Minutes:

Move to approve the executive session minutes of the N/A meetings of the Hudson School Committee.

The motion was made by \_\_\_\_\_.

The motion was seconded by \_\_\_\_\_.

The vote was taken by roll call and the following votes were recorded:

- Michele Tousignant Dufour, Chair
- Allyson Hay
- George Luoto
- Glenn Maston
- Elizabeth Hallsworth
- Steve Smith
- Adam Tracy

members having voted in the affirmative

members having voted in the negative

members having abstained

The motion  passed  
 failed.

Topics discussed and Motions (all votes must be by roll call), if any:

- Presentation by Brian Hall from the Worcester Public Schools regarding the zero-based budgeting process;
- Discussion of comparing and contrasting of the current process to zero-based budgeting, what challenges will arise, what are the benefits;
- Discussion of communication plans and styles;
- Discussion of Dr. Rodrigues' entry plan and timeline; and
- Discussion of roles and responsibilities of School Committee and Superintendent.

Committee Chair, Michele Tousignant Dufour, moved to create the position of "Assistant Superintendent for Curriculum, Instruction and Professional Learning".

The motion was made by Michele Tousignant Dufour.  
The motion was seconded by Allyson Hay.

The vote was taken by roll call and the following votes were recorded:

- Michele Tousignant Dufour, Chair
- Allyson Hay
- George Luoto
- Glenn Maston
- Elizabeth Hallsworth
- Steve Smith
- Adam Tracy

7 members having voted in the affirmative  
0 member having voted in the negative  
0 members having abstained

The motion            7 passed  
                                 failed.

Motion to Adjourn

If adjourning regular meeting and not going into Executive Session:

Motion to adjourn made by Michele Tousignant Dufour and seconded by Elizabeth Hallsworth

Number Voting in the Affirmative 7

Number Voting in Negative 0 Number Abstaining 0

*Not Approved*

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** July 25, 2017

**Location:** Administration Building  
155 Apsley Street

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

Members absent: George Luoto  
Ben Carne, Student Representative

Others present: Dr. Marco C. Rodrigues, 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.

**II. Approval of Minutes:**

Regular Meeting: May 23, 2017

A motion to approve the minutes of May 23, 2017 was made by Mr. Smith and seconded by Mr. Maston. On a vote of 6-0, the motion passed.

Regular Meeting: June 13, 2017

A motion to approve the minutes of June 13, 2017 was made by Mr. Tracy and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

Committee Chair Michele Tousignant Dufour welcomed Dr. Rodrigues to his first School Committee meeting as Superintendent of the Hudson Public Schools.

**III. Public Participation:**

None.

**IV. Reports:**

**Student Report**

None.

## **Report of the Superintendent**

Dr. Rodrigues shared highlights and updates with Committee members of his first month in office:

- 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
- Role and Responsibilities
  - Exchanged expectations
- Entry Plan
  - 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. Kathy 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.
- 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 (grade 3 and 4) aimed at introducing students to the Portuguese language and culture.
  - 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, July 18<sup>th</sup> – 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 covered multiple processes and Entry Plan formats and timelines
  - iv. Ms. Pattie Grenier was assigned as the Coach for the Hudson Superintendent
- Wednesday July 19<sup>th</sup> to Friday, July 21<sup>st</sup>: MASS Executive Institute 2017
  - i. Title: Leadership 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

V. **Matters for Discussion:**

1. Update on Follett/Aspen System Transition – Ellen Schuck

Director of Technology, Ellen Schuck, presented to the Committee the updated timeline for implementation of the Aspen System transition, staff training and continued work on the roll out process.

Ms. Schuck thanked Betsy Russell for all her guidance and assistance during this update process.

Discussion ensued.

2. Update on 1:1 Initiative – Ellen Schuck

Director of Technology, Ellen Schuck, presented to the Committee an updated timeline for implementation of the 1:1 initiative, 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.

VI. **Matters for Action:**

1. Approval of Kathy Provost as Acting Assistant Superintendent for Curriculum, Instruction and Professional Learning

Dr. Rodrigues recommended approval for the appointment of Kathy Provost as Acting Assistant Superintendent for Curriculum, Instruction and Professional Learning.

*Not Approved*

Discussion ensued.

A motion to approve the appointment of Kathy Provost as Acting Assistant Superintendent for Curriculum, Instruction and Professional Learning was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 4-2, with Ms. Hay and Mr. Maston opposed, the motion passed.

2. Approval of 2017-2018 Hudson High School Student/Parent Handbook

Hudson High School Assistant Principal Dan McAnespie shared the changes to the 2017-2018 Student/Parent Handbook.

A motion to approve the 2017-2018 Hudson High School Student/Parent Handbook was made by Ms. Tousignant Dufour and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

3. Approval of 2017-2018 Quinn Middle School Student/Parent Handbook

Dr. Rodrigues recommended approval to the changes to the 2017-2018 Student/Parent Handbook.

Discussion ensued.

A motion to approve the 2017-2018 Quinn Middle School Student/Parent Handbook was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 6-0, the motion passed.

4. Approval of Change in the 2017-2018 School Calendar

Dr. Rodrigues recommended approval of the change to the 2017-2018 School Calendar to reflect May 2<sup>nd</sup>, 2018 as an early release day.

A motion to approve the change in the 2017-2018 school calendar to reflect May 2<sup>nd</sup>, 2018 as an early release day was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 6-0, the motion passed.

**Reclassifications:**

A motion to approve the reclassifications of funds, as presented, was made by Mr. Maston and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

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

None.

*Not Approved*

**VII. Executive Session/Adjournment**

At 8:02 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

1. To conduct strategy sessions in preparation for 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. Tousignant Dufour and seconded by Mr. Maston.

Vote by roll call:

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

AUGUST 22, 2017

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC

Standard II: Indicators

Standard III: Indicators

Standard IV: Indicators

## REPORT OF THE SUPERINTENDENT

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### 1. School Readiness Report

Principals submitted their School Readiness Checklist (see attached) and I am pleased to report that our five schools are ready to open on August 30<sup>th</sup> to welcome our students and families to the 2017-2018 school year. Principals will continue the hiring process until the few open positions are filled.

### 2. Transportation

The bus routes have been posted on the district's website and a link can be found on the front page under "Useful Links". An enhanced feature this year is the estimated time the bus will arrive at each pick-up location. We ask parents/guardians to ensure students are at their bus stops at least 10 minutes prior to the estimated time for pick-up in the morning.

The closing of the bridge on Washington Street and other temporary construction sites have resulted in reconfiguration of traffic patterns and detours in many areas of the Town. We have on-going communication with Town officials and North Reading Transportation (NRT) bus company officials to evaluate and to monitor the impact of these detours on our bus routes.

The NRT bus company will conduct a couple of "dry-runs" in the coming days to evaluate, in real time, potential delays to any bus route. Families should expect traffic delays as schools re-open on August 30<sup>th</sup>. We ask for everyone's patience as we roll out transportation for the new school year and maneuver around construction sites and traffic detours. We will continue to monitor the bus routes in the coming months to ensure safe and timely travel for students, to and from school.

### 3. Student Enrollment as of August 17, 2017

School	Grades	Enrollment
Out-of-District	Pre K – 12	89
Farley Elementary School	Pre K – 4	452
Forest Avenue Elementary School	K – 4	346
Mulready Elementary	Pre K – 4	235
Quinn Middle School	5 – 7	658
Hudson High School	8 – 12	924
	<b>Total</b>	<b>2,704</b>

#### **4. Recruitment Update**

A comprehensive report on all personnel transactions will be provided to the School Committee on September 12<sup>th</sup>. Below are new hires in leadership and/or support roles for the 2017-2018 school year:

- Mr. Robert Knittle – Director of Mathematics Curriculum
- Ms. Sara Davis – Director of Science, Technology and Engineering Curriculum
- Ms. Tanya O’Connell – Assistant Director of Student Services
- Ms. Alise Wells – Coordinator of Special Education Evaluation and Services – Elementary
- Ms. Jennifer Letourneau – Instructional Coach
- Ms. Rachel Brunell – Instructional Coach

#### **5. New Employee Orientation**

Approximately 45 new employees are participating in the New Employee Orientation Program on August 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup> and it includes teachers, paraprofessionals, ABA therapist, and administrators. The three-day agenda will cover topics such as: curriculum, instruction, special education, technology, human resources, union membership, teacher mentorship program, and more.

#### **6. Summer Leadership Institute**

The Summer Leadership Institute has been scheduled for August 24<sup>th</sup> and 25<sup>th</sup> with thirty-four administrators and selected support personnel participating in this year’s event. We have planned a two full-day event with activities that focus on student learning and capacity building across all work disciplines.

#### **7. General Assembly**

On Tuesday, August 29<sup>th</sup>, I will be welcoming the Hudson school community to the new academic year during a general assembly at the High School. Ms. Michele Dufour, Chair of the School Committee, will open the session with welcoming remarks and I will have the opportunity to speak about my transition into Hudson, spend some time celebrating our best practices and accomplishments, and introducing the expectations for the new academic year. I welcome members of the School Committee to attend this event.

# HUDSON PUBLIC SCHOOLS

## School Readiness Checklist 2017-2018

SCHOOL NAME: \_\_\_\_\_

Please complete the following checklist in reference to your school's readiness to open. Check yes if all is in place. If checking no, please provide detailed information in the comments section.

### Staffing

	Yes	No
1. Administrative Staff	<input type="checkbox"/>	<input type="checkbox"/>
2. Core Content Teachers	<input type="checkbox"/>	<input type="checkbox"/>
3. Content Area Teachers (Art, Music, Health, P.E., Technology)	<input type="checkbox"/>	<input type="checkbox"/>
4. Special Education Teachers	<input type="checkbox"/>	<input type="checkbox"/>
5. ESL Teachers	<input type="checkbox"/>	<input type="checkbox"/>
6. Paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>
7. Secretaries	<input type="checkbox"/>	<input type="checkbox"/>
8. Custodial	<input type="checkbox"/>	<input type="checkbox"/>
9. Other Staff	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

### Class Size Concerns:

Grade level: \_\_\_\_\_ Student # \_\_\_\_\_

### Building Facilities (Includes classrooms, halls / stairways, cafeteria, gym, grounds, furniture, etc.)

Overall Building Readiness Yes  No

Comments: \_\_\_\_\_

### Textbooks/Curriculum Materials

Our school has enough required textbooks/consumables for current student count:

Yes  No

Comments: \_\_\_\_\_

### Scheduling

Schedules printed out for student distribution prior to on the First Day

Yes  No  If no, what date will this be accomplished

Comments: \_\_\_\_\_

# HUDSON PUBLIC SCHOOLS

**Evacuation Plan:** (Is the Evacuation Plan in place?)

Yes

No

Comments:

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**Playground Equipment:** (Has your playground been inspected for safety?)

Yes

No

Comments:


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**To:** School Committee  
**cc:** Marco Rodriguez, Ed.D., Superintendent of Schools  
**From:** Patricia Lange, Executive Director of Finance and Operations  
**Date:** 8/22/2017  
**Re:** FY17 Final Financial Report

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The FY17 Fiscal Year close was completed in August. All members of the finance staff worked diligently on this project and did an excellent job. The School Department's books and the Town's books are balanced. The closing entries have been sent to Patricia Fay, the Town Accountant, and she is in agreement with the transfers. The final numbers and the transfers will be presented for approval at the August 22, 2017 School Committee meeting.

#### **FY18 Budget Update Exhibit A**

Our school choice carry forward to FY18 is \$2.79 million. With an estimated \$475K in school choice revenue in FY18, the total available exceeds the estimated choice funding needed to support the FY18 budget voted on June 13, 2017, by \$188K. This year we spent \$960K of circuit breaker funding, the entire amount received in FY17. We are carrying over a balance of \$579K to FY18 to support the FY18 budget.

#### **FY17 Actual Spending Exhibit B**

##### **Personnel**

We under spent our personnel budget by \$1.25 million. Savings resulted from hiring lower than budget, maternity and medical leaves, positions that remained unfilled for part of the year, and unanticipated grant funding for positions.

##### **General Expense**

We under spent our general expense budget by \$1.57 million. Savings in our utilities and supplies accounts including oil, gas, electricity and telephones totaled \$321K. This can be attributed primarily to usage that was down due to continued energy conservation efforts, and a relatively mild winter season. Building maintenance, grounds maintenance and projects accounts were down \$51K from budget due to the effort to curtail spending by prioritizing needs according to health and safety. Special education tuitions savings totaled \$776.6K, with an additional \$29K of savings in the contracted services special education budget. Legal and professional fees savings contributed \$117K. The Athletics budget was down \$46K. The combined instructional budgets of all departments showed a savings of over \$176K due to the budget freeze that was implemented in the winter of FY17.

##### **Transportation**

Our overall transportation spending was down \$284K from budget, with special needs down \$198K and athletic transportation down \$21K from budget. \$63K of savings resulted from the elimination of the mid-day Kindergarten run.

If you have any questions, or need additional information, please do not hesitate to contact me.

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**Exhibit A**  
**FY18 Budget Update**  
**August 22, 2017**

**FY18 Revenue Sources**

Town Appropriation @2%	37,161,977.22
School Choice	3,274,309.47
Estimated Circuit Breaker @70%	1,521,471.11
<b>Total Estimated Revenue</b>	<b>41,957,757.80</b>
<b>FY18 Voted Expense Budget</b>	<b>41,769,306.98</b>
<b>Revenue Exceeds Budget</b>	<b>188,450.82</b>

School Choice Balance June 30, 2016	2,662,959.43
Income FY17	561,909.00
Spending FY17	(4,398.64)
Food Svs - Deficit	(74,541.95)
<b>School Choice Available FY17</b>	<b>3,145,927.84</b>
School Choice Spending FY17	(346,618.37)
School Choice Balance Carry Forward to FY18	2,799,309.47
Estimated School Choice Revenue FY18	475,000.00
<b>Estimated School Choice Revenue Available for FY18</b>	<b>3,274,309.47</b>

Circuit Breaker Balance Carry Forward from FY17	579,172.61
Estimated Circuit Breaker Revenue FY18 @70%	942,298.50
<b>Estimated Circuit Breaker Available for FY18</b>	<b>1,521,471.11</b>

**Exhibit B**  
**Hudson Public Schools FY17 Actual Spending**

Expense	FY17 Budget	FY17 Actual Spending	FY17 Balance
Personnel	31,132,286.00	29,881,788.03	1,250,497.97
General Expenses	7,590,686.00	6,017,164.72	1,573,521.28
Transportation	2,124,850.00	1,841,002.62	283,847.38
<b>Total</b>	<b>40,847,822.00</b>	<b>37,739,955.37</b>	<b>3,107,866.63</b>

<b>Revenue</b>	
Town Appropriation	36,433,311.00
Circuit Breaker	960,026.00
School Choice	346,618.37
<b>Total Funding</b>	<b>37,739,955.37</b>

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**FY17 Year End Transfers**  
**August 22, 2017**

**I. Transfer of Funds**

I recommend that the School Committee vote to transfer \$141,002.62 from FY17 Personnel to FY17 Transportation.

MOTION:

SECOND:

VOTE:

I recommend that the School Committee vote to transfer \$74,541.95 from FY17 Food Services Revolving Fund to FY17 General Expense.

MOTION:

SECOND:

VOTE

I recommend that the School Committee vote to transfer \$642,520.35 from FY17 Personnel to FY17 General Expense.

MOTION:

SECOND:

VOTE:

**II. Encumbrances**

I recommend that the School Committee vote to encumber \$245,225.82 from FY17 General Expense to FY18 funds.

MOTION:

SECOND:

VOTE:

I recommend that the School Committee vote to encumber \$475.50 from FY17 Transportation to FY18 funds.

MOTION:

SECOND:

VOTE:

I recommend that the School Committee vote to encumber \$28,690.59 from FY17 Personnel to FY18 funds.

MOTION:

SECOND:

VOTE:

Respectfully submitted,



Patricia M. Lange

Executive Director of Finance and Operations

Petitioned Article: Option to enter into a five year School Department transportation contract.

To see if the Town will vote to authorize the School Committee to enter into a five year contract for transportation services. The contract will be bid out in the Summer/Fall of 2017. The bid will include a request for pricing for three a year contract for fiscal years 2019, 2020, and 2021 with two one year options to renew for the additional fiscal years 2022 and 2023.

## Special Education Parent Advisory Council (SEPAC) Hudson FY18 Finance Guidelines for the Revolving Fund

The following guidelines are defined to assist SEPAC Hudson in setting up internal procedures for the new revolving fund and assisting in the workflows throughout the school year. This document can be amended and expanded as needed.

*All financial transactions and activities, including fund raising, must comply with the Massachusetts's General Laws, Massachusetts Department of Education (DOE) as well as any municipal regulations that might apply.*

### I. Establishing a new School Revolving Fund

- A. All financial activity must be completed in the Hudson School's new Revolving Fund, general ledger, and compliant to Department of Education Requirements.
- B. The School Finance department will work with the Town of Hudson to open a new revolving fund, within the Town of Hudson Municipal accounts and designated for use exclusively by the SEPAC Hudson Co-Chairs.
- C. Any interest earned on the Town's municipal account and accrued on the revolving fund will be posted to the Town's General Fund and not to the School account.
- D. All fund raising proceeds will be deposited into the new revolving account.
- E. A Chart of Accounts will be created with supporting Revenue and Expense accounts and distributed to the council.
- F. Please note: **NO PETTY CASH ACCOUNTS** may exist or a separate funding stream held at individual accounts or at another institution.
- G. The superintendent has established a maximum balance of \$3000.00 for this revolving account. Any request to exceed this amount, again annually, must be submitted directly to the superintendent for review and approval.

### II. Revenue Workflows

- A. All funds received via Fund Raising activities or 'Gifts of SEPAC Hudson' must be submitted to Hudson Public Schools and deposited into the SEPAC Hudson Revolving fund.
  - 1) All checks must be payable to "Hudson Public Schools" and sent to the Director of Finance for processing. A copy of the deposit will be emailed to the SEPAC Hudson chair.
  - 2) Any cash items, please limit where possible, should be collected and hand carried to the School finance department with a Town cover sheet (*See Form A – SEPAC\_Form A.D. Form 9/10\_Town attached*).
  - 3) Specifically, to address fund raising, if the council will be sponsoring a raffle, including 50/50, or bazaars, the council must follow the appropriate Massachusetts gaming laws and provide certification to the Finance Director prior to the event.

a. Additional information can be found at:

## Massachusetts Regulations

205 CMR Massachusetts Gaming Commission

940 CMR 12  Regulations Governing Raffles

940 CMR 13  Regulations Governing Bazaars

### III. Purchase Requisitions Forms and Workflows

- A. All purchase requisitions must be submitted to finance and follow the town's procurement procedures.
- 1) *See Form B – W9 Form*
  - 2) *See Form C – Purchase Request Form*
  - 3) Each vendor that the school conducts business with must have a vendor established with a W9, at both the School and Town. It is possible that a vendor exists and the finance team can help with this analysis. If a vendor is new to the school, you will need to complete a new vendor form and request a W9 prior to submitting an order.
  - 4) All completed forms should be sent to the Executive Director for Finance and Operations, Patricia Lange, for approval and further processing.
  - 5) Once approved a purchase order will be generated and returned to the council. At this time, the order can then be placed.
  - 6) All invoices should be mailed directly to the school finance department and will be forwarded to the SEPAC Hudson chair for approval once all goods / services have been received.
  - 7) Please note that the School Department has a standard 30-Day invoice cycle once the invoice has been approved. This is to allow for processing at both the School and the Town where distribution checks are created and mailed.

### IV. Record Keeping

- A. The Finance team will assist the SEPAC Hudson members with record keeping. Periodically, and or at least quarterly, the finance team will forward a copy of the new revolving fund general ledger to SEPAC Hudson for review.
- B. A final annual workbook will also be distributed to SEPAC Hudson from the Finance Team in August once the Town has as closed each fiscal year.

### V. School Finance Team contacts:

- |   |   |
|---|---|
| A. Patricia Lange – Executive Director    | Email: <a href="mailto:plange@hudson.k12.ma.us">plange@hudson.k12.ma.us</a>             |
| B. Cristy Morrison – Sr. Accountant       | Email: <a href="mailto:clmorrison@hudson.k12.ma.us">clmorrison@hudson.k12.ma.us</a>     |
| C. Sharon D'Amico – Accts Payable Spec    | Email: <a href="mailto:sdamico@hudson.k12.ma.us">sdamico@hudson.k12.ma.us</a>           |
| D. Sharon Gooch-Zebal – Grant & Acct Spec | Email: <a href="mailto:sgooch-zebal@hudson.k12.ma.us">sgooch-zebal@hudson.k12.ma.us</a> |

## SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC) HUDSON

The Special Education Parent Advisory Council (SEPAC) has requested the Hudson School Committee for financial assistance to support the SEPAC's activities and overall operations delineated in their Bylaws. Funding would support the membership fees with the Federation for Children with Special Needs, contracting speakers, workshops for parents, and other functions and gatherings to support families with students with disabilities. In addition, the SEPAC has requested the School Committee for the establishment of a Revolving Fund account to support the management of these funds.

The administration supports these requests and offer the following guidelines:

### Funding Contribution:

1. The district will commit to creating a Revolving Fund account with start-up funds of \$1,000.
2. The district will pay for the membership fee for the Federation for Children with Special Needs out of the \$1000 contribution.
3. The Revolving Fund account will have a maximum annual balance of \$3,000.
4. The district commits to replenishing the account, each subsequent fiscal year, up to \$1,000 from the remaining account balance on June 30th.
5. Should the carryover, on June 30th of the previous fiscal year, be greater than \$1,000, the district's contribution will be equal to the cost of the membership fee with the Federation for Children with Special Needs.

### Revolving Fund Account:

The following guidelines are defined to assist SEPAC Hudson in setting up internal procedures for the new revolving fund and assisting in the workflows throughout the school year. This document can be amended and expanded as needed.

***All financial transactions and activities, including fund raising, must comply with the Massachusetts's General Laws, Massachusetts Department of Education (DOE) as well as any municipal regulations that might apply.***

#### **I. Establishing a new School Revolving Fund**

- A. All financial activity must be completed in the Hudson School's new Revolving Fund, general ledger, and compliant to Department of Education Requirements.
- B. The School Finance department will work with the Town of Hudson to open a new revolving fund, within the Town of Hudson Municipal accounts and designated for use exclusively by the SEPAC Hudson Co-Chairs.
- C. Any interest earned on the Town's municipal account and accrued on the revolving fund will be posted to the Town's General Fund and not to the School account.
- D. All fund raising proceeds will be deposited into the new revolving account.
- E. A Chart of Accounts will be created with supporting Revenue and Expense accounts and distributed to the council.
- F. Please note: ***NO PETTY CASH ACCOUNTS*** may exist or a separate funding stream held at individual accounts or at another institution.





- G. The superintendent has established a maximum balance of \$3000.00 for this revolving account. Any request to exceed this amount, again annually, must be submitted directly to the superintendent for review and approval.

## II. Revenue Workflows

- A. All funds received via Fund Raising activities or 'Gifts of SEPAC Hudson' must be submitted to Hudson Public Schools and deposited into the SEPAC Hudson Revolving fund.
  - 1) All checks must be payable to "Hudson Public Schools" and sent to the Director of Finance for processing. A copy of the deposit will be emailed to the SEPAC Hudson chair.
  - 2) Any cash items, please limit where possible, should be collected and hand carried to the School finance department with a Town cover sheet (*See Form A – SEPAC\_Form A.D. Form 9/10\_Town attached*).
  - 3) Specifically, to address fund raising, if the council will be sponsoring a raffle, including 50/50, or bazaars, the council must follow the appropriate Massachusetts gaming laws and provide certification to the Finance Director prior to the event.

Additional information can be found at:

### **Massachusetts Regulations**

[205 CMR](#) Massachusetts Gaming Commission  
[940 CMR 12](#)  Regulations Governing Raffles  
[940 CMR 13](#)  Regulations Governing Bazaars

## III. Purchase Requisitions Forms and Workflows

- A. All purchase requisitions must be submitted to finance and follow the town's procurement procedures.
  - 1) *See Form B – W9 Form*
  - 2) *See Form C – Purchase Request Form*
  - 3) Each vendor that the school conducts business with must have a vendor established with a W9, at both the School and Town. It is possible that a vendor exists and the finance team can help with this analysis. If a vendor is new to the school, you will need to complete a new vendor form and request a W9 prior to submitting an order.
  - 4) All completed forms should be sent to the Executive Director for Finance and Operations, Patricia Lange, for approval and further processing.
  - 5) Once approved a purchase order will be generated and returned to the council. At this time, the order can then be placed.
  - 6) All invoices should be mailed directly to the school finance department and will be forwarded to the SEPAC Hudson chair for approval once all goods / services have been received.
  - 7) Please note that the School Department has a standard 30-Day invoice cycle once the invoice has been approved. This is to allow for processing at both the School and the Town where distribution checks are created and mailed.

**IV. Record Keeping**

- A. The Finance team will assist the SEPAC Hudson members with record keeping. Periodically, and or at least quarterly, the finance team will forward a copy of the new revolving fund general ledger to SEPAC Hudson for review.
- B. A final annual workbook will also be distributed to SEPAC Hudson from the Finance Team in August once the Town has as closed each fiscal year.

**V. School Finance Team contacts:**

- A. Patricia Lange – Executive Director                      Email: [plange@hudson.k12.ma.us](mailto:plange@hudson.k12.ma.us)
- B. Cristy Morrison – Sr. Accountant                      Email: [clmorrison@hudson.k12.ma.us](mailto:clmorrison@hudson.k12.ma.us)
- C. Sharon D’Amico – Accts Payable Spec                      Email: [sdamico@hudson.k12.ma.us](mailto:sdamico@hudson.k12.ma.us)
- D. Sharon Gooch-Zebal – Grant & Acct Spec                      Email: [sgooch-zebal@hudson.k12.ma.us](mailto:sgooch-zebal@hudson.k12.ma.us)

Change to the 2017-2018 Quinn Middle School Handbook

The School Committee voted to approve the changes to the Quinn Middle School Handbook for the 2017-2018 school year on July 25, 2017. These changes included an adjustment to the time that the late bus picks-up students in the afternoon. The changes were as follows:

Page	Section Heading	Existing Language	Proposed Language
2	Quick Reference Page	Late Bus: 3:25 pm	Late Bus: 3:15 pm <del>3:25 pm</del>
5	Late Bus	A late bus is provided for students who take part in after school programs and for those who are asked to remain after school for extra help or for disciplinary reasons. The late bus runs Monday through Thursday. It picks students up at 3:25 pm. Please note that the late bus stops are different from your child's regular bus stop and the trip is longer in duration. The late bus start date is included in parent announcements.	A late bus is provided for students who take part in after school programs and for those who are asked to remain after school for extra help or for disciplinary reasons. The late bus runs Monday through Thursday. It picks students up at <u>3:15 pm</u> , <del>3:25 pm</del> . Please note that the late bus stops are different from your child's regular bus stop and the trip is longer in duration. The late bus start date is included in parent announcements.

After further review with the transportation provider on the request for an earlier pick-up time, we concluded that a change from 3:25 pm to 3:15 pm would be feasible at this time without incurring additional cost to the district. Therefore, the administration requests that the School Committee approves a reversal of the approved changes above to reflect continued late bus pick-up at 3:25 pm.

Reversal of the late bus time does not impact our students and families. The changes approved on July 25, 2017 have not been disseminated to students and families and the 2017-2018 Handbook will contain the correct information for the start of the school year.

# Memorandum

**To:** Marco Rodrigues  
**From:** Melissa Provost  
**Date:** August 18th, 2017  
**Re:** Substantive Changes to the Hudson Elementary School Handbook 2017-18

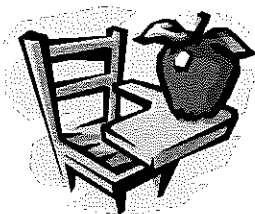
The elementary administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes. The changes are in the “proposed changes” column below with new language underlined and bolded and deleted language bolded and in red.

Page	Section Heading	Existing Language	Proposed Change
3	Science Curriculum	The Hudson Elementary Schools use FOSS and Delta program materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on physical science. The elementary science curriculum aligns with the current Massachusetts Science Frameworks, and will be revised when the new Massachusetts Science Frameworks are released during the next school year. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.	The Hudson Elementary Schools uses <u>a variety of materials that are designed</u> to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current <u>Next Generation Massachusetts Science Standards adopted in April 2016</u> . <u>At each grade level a science Curriculum Embedded Performance Assessments (CEPAs)</u> has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science. *Kathy Provost helped us revise this section.
3	Social-Emotional and Character Development	Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for social and emotional learning.	Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for character education and social and emotional learning.

3	<b>Social-Emotional and Character Development</b>	Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. <i>Second Step</i> from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, <i>Steps to Respect</i> , from the Committee for Children will be used in grades 3 and 4.	Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. <i>Second Step</i> from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, <i>Steps to Respect</i> , from the Committee for Children will be used in grades 3 and 4.	Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. <i>Second Step</i> from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, <i>Steps to Respect</i> , from the Committee for Children will be used in grades 3 and 4.
4	<b>Elementary School Schedules and Hours</b>	Each school's schedule was listed.	We merged them all to look like this: <b>All Hudson Elementary Schools:</b> <b>8:15-8:30-Student Arrival</b> <b>8:15-8:45-Breakfast Available</b> <b>8:30-Start time</b> <b>2:50-Dismissal (11:40 a.m. Early Dismissal)</b>	We merged them all to look like this: <b>All Hudson Elementary Schools:</b> <b>8:15-8:30-Student Arrival</b> <b>8:15-8:45-Breakfast Available</b> <b>8:30-Start time</b> <b>2:50-Dismissal (11:40 a.m. Early Dismissal)</b>
5 & 6	<b>Who's Who</b>	Individual School Staff Directory District Staff Directory	Removed from document Directories will be available and updated regularly on the school website.	Removed from document Directories will be available and updated regularly on the school website.

Farley Elementary School Handbook  
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2016-2017

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### **I. Mission Statement:**

At Farley School, we foster a partnership of teachers, students, families, and community members in order to provide a safe, respectful, and academically challenging learning environment which will support the growth and development of the whole child. We are a respectful and responsible community ready to learn and do our best.

### **II. Administrative Message:**

Dear Farley Elementary School families,

Welcome to the 2016/2017 school year!

This handbook contains information that will help make the transition from home to school easier. It will also serve to keep everyone informed of our policies, rules and expectations for the students and families of Farley Elementary School. Please keep this in a safe place so that you can continue to refer to it in the future. We hope that you find this a helpful resource of information. Farley Elementary School has entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Farley Elementary School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection. We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,  
Melissa A. Provost, Principal  
Rachel Scanlon, Asst. Principal

### **Hudson Public Schools Elementary Curriculum**

The Hudson Elementary Schools use a Reader's and Writer's Workshop model to ensure students become proficient readers and writers. The school year begins with the teacher and students working together to create a community of learners. With the workshop model, students are taught specific strategies to improve reading comprehension and writing. The structure of the workshop model includes pre-assessment, explicitly teaching a strategy, modeling a strategy, providing guided practice and independent practice and sharing/reinforcing the strategy. While students are doing guided and independent practice, the teacher pulls small groups for conferences and provides more targeted instruction. Within the workshop model, students are working at their reading and writing level. Students learn how to pick "just right" books at their reading level, and students work on setting individual writing goals.

In kindergarten through 3<sup>rd</sup> grade, all students receive systematic and explicit instruction in phonemic awareness, phonics and spelling using the Foundations Program developed by Wilson Language. This cueing system provides all students with the early literacy skills needed to become confident and fluent readers. Foundations uses research-validated strategies to effectively and efficiently ensure early literacy success.

The English/Language Arts Curriculum is aligned to the Massachusetts Curriculum Framework for English Language Arts and Literacy. At each grade level the expectations for reading and writing have been articulated and students' evidence of learning identified. Specific comprehension strategies vary by grade level. Each grade level has a specific author and genre study and an integrated social studies and science unit of study. Each grade level addresses the three types of writing: narrative, information and persuasive two times per year. During the school year students across all building and grade levels will be learning through Curriculum Embedded Performance Assessments (CEPAs). The use of CEPAs provides students with opportunities to transfer understandings, skills and knowledge learned in the units of study to real world, authentic audiences and purposes. The Hudson literacy program provides students with authentic, engaging texts and opportunities for learning vocabulary, thinking critically, speaking and listening. Students develop the literacy skills needed in today's world and a positive disposition about reading and writing.

### **Math Curriculum**

The Hudson Elementary Schools are implementing Engage NY as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The new curriculum/assessment system ensures a common experience across the district. There are three instructional shifts for teachers and students. The Engage NY prioritizes concepts, sequences instruction, and is rigorous. The program uses a three-prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight mathematical practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and Mid and End of the Module Assessment Tasks. The Engage NY program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Three district developed Curriculum Embedded Performance Assessments (CEPAs) provide teachers with on-going and timely assessment data to plan small, flexible groups for more targeted instruction. Teachers will use a workshop model for math similar to Reader's and Writer's Workshop.

### **Science Curriculum**

The Hudson Elementary Schools use FOSS and Delta program materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current Massachusetts Science Frameworks, and will be revised when the new Massachusetts Science Frameworks are released during the next school year. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.

### **Social Studies/History Curriculum**

The Hudson Elementary Schools use a variety of primary and secondary sources and literature and informational texts to support student learning of our world, the United States and our history. The curriculum is aligned with the Massachusetts Curriculum Frameworks and at each grade level the Model Curriculum Units provided by the Department of Elementary and Secondary Education is being used to integrate the social studies content with reading and writing like an historian or geographer. At all grade levels students learn how to research and integrate knowledge to present to an audience in written, visual or oral form.

### **Social-Emotional and Character Development**

Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for character education and social and emotional learning. The tenets of Character Education are as follows:

- Each class strives to become a caring community.
- Respect for each student is built on the core values of empathy, ethics, and service.
- Social and emotional learning enhances academic learning.
- Students develop social responsibility through community service-learning.
- Conflict resolution skills are introduced, modeled, practiced, and refined.

The Hudson Public Schools use the **Responsive Classroom** social curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community. It is an approach that focuses on key social skills that children need to learn and practice such as Cooperation, Assertion, Responsibility, Empathy, and Self-control.

The Seven Basic Principles of Responsive Classroom include:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- The greatest cognitive growth occurs through social interaction.
- There is a specific set of social skills that children need in order to be successful academically and socially.
- Knowing the children we teach is as important as knowing the content we teach.
- Knowing the parents of the children we teach is as important as knowing the children.
- How the grown-ups at school work together to accomplish our mission is more important than our individual competence. Lasting change begins with the adult community.

### **Morning Meeting**

One of the Responsive Classroom practices that we employ is the Morning Meeting. It is an opportunity for the classroom as a community to come together to greet one another, share news, and warm up for the day ahead.

Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. *Second Step* from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, *Steps to Respect*, from the Committee for Children will be used in grades 3 and 4.



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

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

Hudson's character education program involves giving young people the opportunity to exhibit caring behavior through community service learning. Service Learning has engaged our young people in meaningful service linked to classroom instruction and has been a particularly powerful teacher of good character. We are creating this consistent, system-wide approach to service learning so that an ethic of service and caring is sustained at each grade level from pre-school to graduation.

Hudson's focus on empathy, ethics and service has helped young people experience the sense of community that ties us together. We believe our character education program has enabled young people to understand the meaning of the common good, appreciate the consequences of their actions, and develop a sense of relatedness to and responsibility for the larger human community.

### **III. Elementary School Schedules and Hours**

#### C. A. Farley School

8:15 a.m. – 8:30 a.m. Student Arrival  
8:15 a.m. – 8:45 a.m. Breakfast Available  
8:30 a.m. Starting Time  
2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
11:00 a.m.-11:30 a.m. Grade 4 lunch  
11:30 a.m.-12:00 p.m. Grade K lunch  
12:00 p.m.-12:30 p.m. Grade 1 lunch  
12:40 p.m.-1:10 p.m. Grade 2 lunch  
1:10 p.m. – 1:40 p.m. Grade 3 lunch

#### Forest Avenue School

8:15 a.m. – 8:30 a.m. Student Arrival  
8:15 a.m. – 8:35 a.m. Breakfast Available  
8:30 a.m. Starting Time  
2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
11:30 a.m. -12:00 p.m.- Kindergarten lunch  
12:00 p.m. -12:30 p.m. Grade 1/2 lunch  
12:30 p.m. -1:00 p.m.- Grade 3/4 lunch

#### J. L. Mulready School

8:15 a.m.-8:30 a.m. Student Arrival  
8:30 a.m. Starting Time  
2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
11:00 a.m. - 11:30 a.m.- K/1 lunch  
11:30a.m.-12:00 p.m.- Grade 2/3 lunch  
12:00 p.m.-12:30 p.m.- Grade 4 lunch

*Lunch is not served on early release days.*

## IV. Who's Who

### Hudson Schools and Administration

Office of the Superintendent	Dr. Jodi Fortuna, Ed.D., Superintendent	978-567-6100
Pupil Services	Ms. Catherine Kilcoyne, Director	978-567-6111
Hudson High School	Dr. Brian Reagan, Ed.D. Principal	978-567-6250
	Mr. Joshua Otlin, Assistant Principal	
	Mr. Daniel McAnespie, Assistant Principal	
Quinn Middle School	Mr. Jason Webster, Principal	978-567-6210
	Mr. Matt Gaffny, Assistant Principal	
J. L. Mulready Elementary School	Ms. Kelly Whitmore, Principal	978-567-6170
Forest Elementary	Mr. David Champigny, Principal	978-567-6190
Farley Elementary	Mrs. Melissa A. Provost, Principal	978-567-6153
	Miss Rachel Scanlon, Assistant Principal	
Curriculum Directors	Ms. Karen Martin, Elementary	978-567-6107
	Mr. Todd Wallingford, Secondary English/Social Studies	
	Ms. Leslie Knight, Secondary Math/Science	
Technology	Ms. Ellen Schuck	978-567-6250
Health, Nursing, & Safety	Ms. Lee Waingorten	978-567-6116
Arts	Mr. Michael Correa	

### School Committee Members

Ms. Elizabeth Hallsworth, Ms. Allyson Hay, Mr. George Luoto, Mr. Glen Maston, Ms. Jennifer O'Brien, Mr. Steven Smith, Ms. Michelle Tousignant-Dufour

The seven-member school committee meets on a regular basis on the second and fourth Tuesday of the month in the School Administration Building. Meetings are open to the public and begin at 7:00 p.m.

#### **Administration**

Melissa Provost, Principal  
Rachel Scanlon, Asst Principal  
x131  
Susan DiCenso, Secretary x100  
Michele Dusseault, Secretary  
x180

#### **Nurse -x149**

Audra Marie  
Pamela Angenant

#### **Preschool LL21**

Shelly Martin

#### ABA

#### therapists:

Karen  
Dunner  
Lisa Hermann

#### Paraeducator:

Jennifer  
Murphy

#### **Kindergarten**

Kerry Wannamaker- LL22  
Kristin Charbonneau- LL23  
Jillian Hughes- LL24  
Laura Mullen- LL25  
Roberta Malhert - UL1

#### Paraeducators:

Susan Falco - UL1  
Kelsey Jewett - LL22  
Audrea Lehman -LL24

Maureen Pollard - LL23  
Laura Walker- LL25

#### **Grade One**

Lori Belcourt- LL27  
Beth McNulty- LL34  
Sandra Sullivan- LL29  
Kim Gaffney- LL28  
Colleen White- LL26

#### **Grade Two**

Melissa Cronin- UL6  
Nichole Fratoni - UL3  
Liz Lloyd- UL5  
Maria Sequenzia- UL8  
Jennifer Volpicelli- UL4

#### **ABA:**

Anne Hatch

#### **Grade Three**

Michelle Farley- UL12  
Cassia Freitas- UL10  
Katie Rivela- UL14  
Linda Ventura- UL16  
Robert Yates- UL18

#### **Grade Four**

Tricia Bowen- LL40  
Lisa Hastings- LL35  
Jaime Leger- LL39  
Jennifer Lewis- LL38  
Lisa Lewis-Kane- LL36

#### **ELL LL30**

Wendy Sanchez  
Kimmarie Calvanese

#### **Reading Support UL2**

Aubrey Zitzmann  
Stacy MacLeod  
Lisette Zinner  
Paraeducator: Pat Bergeron

#### **Resource Room UL13**

Robin Johnson  
Kelsey Williams  
Kristin Spadafino

#### Paraeducators:

Gr. 1: Emma Noce  
Gr. 2: Tina Whalen  
Gr. 3: Alicia Aniello  
Gr. 4: Katelyn Cox

#### **School Psychologist UL9**

Melissa Cruz  
Paraeducators:  
Kaylin McKenna  
Kerry Shiwinski

**Technology**  
Meghan Gasek - UL17

**Support Services**  
Sarah Mielke LL33  
Erika Melanson UL11

**Speech/Language** LL32  
Ashley Conley

Paraeducator:  
Marie Devens Moorefield

**Title One Math/Reading**  
Lisa Leger – Library x153  
Michelle Welton – UL2

**Fine Arts**  
Aileen (Lauren) Miller- Art- UL15  
Christina Strauss- Music- LL43

**Library/Media Spec. x153**  
Danille Spilotoros

**Physical Education**  
Brian Quinn- x148  
Chip Colello  
Dan Fahey

**Cafeteria x150**  
Barbara Keefe- Manager  
Gail Martel

**Custodians x151**  
Joe Ponte-Head  
Custodian  
Joe DiFolco  
Paul Persico

## V. Transportation

### Bus Information and Procedures

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers. *See Appendix B for Hudson School Committee Policies on Transportation and Transportation Discipline.*

**It is important that parents review and discuss with their children proper safety behavior to and from school.** Too much emphasis cannot be placed upon developing good safety habits. Children should not carry sharp objects, such as pencils, pens, rulers, etc. They should be instructed to go directly to and from school, never talking to strangers or getting into a stranger's car, etc.

Along with the above mentioned, we should also stress: getting to the bus stop on time, respecting the property of others, waiting in an orderly manner for the bus, using the hand rail when getting on and off the bus, taking a seat promptly, helping to keep the bus clean, no horse-play, being careful leaving the bus, crossing 10 feet in front of the bus if it is necessary to cross the road looking both ways, and looking for the driver's signal.

Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.

During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.

When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.

A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.

Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus routes are available at [www.hudson.k12.ma.us/parents-students/student-transportation](http://www.hudson.k12.ma.us/parents-students/student-transportation).

### Bicycles

- No students have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before 8:15AM
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
  
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- It is further suggested that a basket or some type of carrier be attached to the child's bicycle to assist in carrying lunch boxes, papers, etc.
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### Walkers

- Students who do not receive transportation to and from school because of their proximity to the school are considered walkers.
- Students who walk may not arrive before 8:15AM.
- Please encourage your child to cross streets at designated cross walks, with the assistance of the crossing guards where available.
- Students cannot leave school grounds once they arrive.

### Student Drop-Off by Parent/Guardian

Morning arrival – buses and cars, front entrance

- Student drop off time begins at 8:15 A.M. Please do not drop off any child/children prior to 8:15 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:15AM.
- All buses, morning and afternoon, will use the front entrance of the building.
- For the safety of your children and other children, we insist no child is dropped off in the parking lot area. All students are to be dropped off curbside, in the drop off zone where the teacher on duty can ensure the safety of every student.
- No vehicle is permitted to park along the curb. If you are walking your child/children in for a particular reason, you must park in a parking space and escort your child.
- No parent will be allowed to park between the drop off sign and the orange cones in the morning. This space is designated for continuous traffic flow only.
- Do not pass cars that are stopped and in process of dropping off students. If your child has exited your car you must wait until the car(s) in front of you have started exiting from the drop off zone before you can begin to exit and move forward.
- Cars will enter the access road at Packard Street and proceed one way toward gym.
- Drop-Off will be single lane, one way on the access road. Cars will drop off students near the basketball court. A staff member will direct the drop-off.
- Students **must** stay in cars until directed to exit the car by a staff member.
- Cars will proceed slowly, single line, one way behind the school to exit on Cottage Street.
- Please **yield** to school buses when approaching the exit.
- Students should not be dropped off at Packard Street.

If you regularly pick up your child/children at dismissal, 2:50 P.M., you need to follow the procedures described below:

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a PPU form on file.
- Once school begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive onto the access road in the back of the school.
- Cars will enter the access road at Packard Street and proceed one way toward the gym.
- Cars may line up on the access road in single line, one way to the end of the gym.
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.
- Cars will proceed slowly, single lane, one-way behind the school to exit on Cottage Street.
- Please **yield** to school buses when approaching the exit.
- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick up their child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by 1:00 p.m. that same day. The school number is: 978-567-6153 or send in a note on that day with the child

## **VI. Attendance**

### **School Attendance**

Students are expected to **attend school daily and arrive on time**. Non-medically documented absences or tardies are not to exceed 14 days. Absences or tardies exceeding this amount are subject to possible interventions by the school. The Massachusetts law regarding school attendance Regulation of School Attendance states: "Every Child between the minimum and maximum ages established for school attendance by the board of education...shall...attend a public school in said town...during the number of days required by the board of education in each school year. The superintendent, or teachers in so far as authorized by him or by the school committee, may excuse necessary absence for other causes not exceeding seven day sessions in any period of six months.

### **Absence**

Please use the "**Call-Back**" system to notify the school if your child is absent. The purpose of the call back system is to ensure that your child has arrived safely to school. When you call the school to report an absence, please follow the prompts to record your message and include the medical reason for absence if applicable. If possible, please phone the school prior to 30 minutes before the start of the school day. If your child is going to be absent for more than one day, you may either let us know in advance or call each day. In addition to calling, you will need to send in a note indicating the dates and reason for the absence. Parents/guardians are requested to contact the school nurse for absences exceeding two days.

A child will be marked absent for the day if s/he arrives at or after 11:40 am.

### **Missing Child Notification**

We want to do everything we can to support the safety of your child as they arrive to school. To help us with this effort the school district has established a standard practice in the event that a student does not show up to school and there is no advance notice by a parent. We will follow the steps below:

1. Call the home to verify absence.
2. If no parent/caregiver or person of authority is reached, we will call other emergency contacts to verify absence or establish a contact with the parent/caregiver.
3. If legitimate absence cannot be established, the child should be presumed missing and the police will be contacted.
4. We will follow up with the police until the parents/caregiver is reached.

It is our hope that this process will better ensure the safety and well being of our students.

### **Extended Illness and Tutoring**

In cases of long-term illness or hospitalization, a letter from a doctor verifying the necessity of an absence for more than 10 days can warrant home tutoring. In such instances, please contact the school so that necessary arrangements can be made to assure the pupil's progress is maintained during his absence.

### **Tardiness**

School begins at 8:30a.m. **If you drop your child off after the start of school, you are required to escort and sign your child into school.** Excessive tardiness is detrimental to the education of the attending child as well as disruptive to his/her classmates and the classroom teacher. Students who accumulate excessive unexcused tardies will have a notice sent home to their guardian. If a student accrues 10 unexcused tardies, the child's guardian will be required to attend a meeting with the principal or their designee.

### **Early Dismissal**

Occasionally, because of an appointment, a student must be dismissed before the usual dismissal time. A written request for early dismissal should be turned into the office in the morning. If this is not possible, a phone call to the school will suffice and the pupil will be notified of his early dismissal. Verbal messages from the child are not acceptable. Anyone picking up a student must come into the school to be identified by the student and sign the student out.

### **Scheduled Early Release Days**

Throughout the school year a number of early dismissal days have been established. These dates are published on the school calendar. Early release times are at 11:40am. Lunch will not be served on early release days.

### **Unscheduled Dismissals During the School Day**

In case of emergency dismissal from school (sudden snow storms, etc.) your child will be instructed to go directly home or to a place you

have previously discussed with your child. Notice of such an early dismissal will always be broadcast over the radio and T.V. You will also be notified by the district call system.

### **No School and Delayed Opening Announcements**

Decisions about school cancellations are made by the Superintendent and are communicated through the phone system, WSRO 680 on your radio, TV channel 4 or 5 the district web site [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us) or [www.thebostonchannel.com](http://www.thebostonchannel.com). It is requested that you do not call the police department, school buildings or the news stations as these people are involved in other storm related matters at those times.

## **VII. Home-School Communications**

### **Parents as Partners**

Parent and school communication and collaboration result in:

- ★ Students achieving at higher levels;
- ★ Students showing better attendance and completing homework done;
- ★ Students showing positive attitudes and behavior;
- ★ Students understanding the support process between home and school.

Because it is a priority for a positive Home/School Partnership there are a variety of ways for parents and school personnel to communicate with each other. Here are some examples of Hudson Public School Home/School communications:

- **Periodic Principal Letters**
- **Parent Conferences** – Conferences are held on half days and evenings two times during the school year. Additional conferences can be held at teacher or parent request.
- **Report Cards** - Reports are sent home 3 times a year at the end of the term, with the exception of Kindergarten, which will be sent home twice per year. Parents will have access to the Grades 1-4 report cards online through iParent.
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Wellness Newsletter**- district-wide newsletter generated by School Health & Safety Advisory Council that goes home quarterly in students' backpacks and by Listserv.

One of the most important forms of communication is between parents and classroom teachers. Some samples of classroom communication include:

- **Welcome Letters** - Some teachers choose to send letters in the summer to children and/or parents
- **Open House** – Annual evening classroom visit for parents to learn about curriculum and classroom expectations
- **Dismissal Changes** – Changes must be in writing each time there is a change in a child's dismissal plan.
- **Notices**- The elementary schools send many notices and reminders throughout the year concerning school related matters. Such notices are sent with the students to be given to their parents. Please impress upon your child the importance of delivering such material to you so that you are kept informed of what is occurring in the school.
- **Weekly/Monthly newsletters and monthly class calendars** (optional)
- **Email/phone list**
- **Websites** (some teachers have their own)

### **Conversation with the Principal**

The principals invite parents/guardians to join them for an informal meeting once a trimester. This is an opportunity to share information, ask questions and generally learn what is happening at your child's school. You will receive notifications of times and dates from your building principal.

### **Emergency Information**

At the beginning of each year or when a new student enters, you are given a **Student Biographical Information-Verification Form** to fill out. In completing the form, please pay particular attention to the part of the form requesting emergency contacts. Please list emergency contacts on the form, with the consent of the persons whose names you've given.

**Please notify the school of any changes pertaining to the information contained on this form. It is most important that we have such information in case of injury or illness that cannot be handled in school. It is school policy not to send a sick child to an empty home.**

### **Homework and Homework Policy**

Homework is a vehicle for building communication and collaboration between the teacher, parent and child. Homework is intended to extend and solidify the understanding of concepts, ideas or skills. Regularly scheduled homework assignments help to develop study habits and the idea that learning continues beyond the school building. It also provides an opportunity for parents/caregivers to become involved in the academic portion of their child's day.

Reading together or independently each night is strongly encouraged at every grade level. Long-term projects may be assigned from time to time. Teachers will provide written expectations and time-lines for completing homework assignments when students are unable to write for themselves. Homework is generally assigned Monday through Thursday.

### **General time guidelines for homework completion**

<u>Grade Level</u>	<u>Nightly Homework</u>	<u>Read-at-Home</u>
Grade 1	15 minutes	15 minutes
Grade 2	20 minutes	15 minutes
Grade 3	30 minutes	20 minutes
Grade 4	30-40 minutes	20-30 minutes

\*Guidelines are intended to provide parents and caregivers with approximate average times that students will need to complete homework assignments. Homework will vary from student-to-student and from day-to-day. Teachers may also give long-term assignments such as research reports or book-related projects.

#### To best support a student with homework at home:

- ❖ Designate a good workplace that has few distractions and set a regular time for doing homework. Siblings should respect the quiet workspace.
- ❖ Provide the necessary materials including times needed to complete the assignment.
- ❖ Be available for assistance but encourage your child to do the work as independently as possible.
- ❖ Ask your child to explain their thinking when checking the accuracy of his/her homework. Ask him/her to restate the directions they were to follow in completing the assignment. This information will be important to know in order to determine your child's overall understanding of his or her homework responsibilities.
- ❖ Confer with the teacher if the assignments seem consistently unclear or too difficult.
- ❖ Notify the teacher if an unforeseen occurrence prevented the child from completing the assignment.

#### To best support effective homework practice teachers will:

- ❖ Communicate with teachers across and within grade levels to establish consistent homework requirements, yet also recognize that each teacher needs flexibility to make decisions pertinent to his /her own classroom and curriculum.
- ❖ Provide students with homework that provides meaningful practice within the curriculum and acknowledges the skill levels of students.
- ❖ Communicate clear time lines for completion of any assignment.
- ❖ Keep daily homework completion records as one way to evaluate student responsibility and understanding of skills taught and return graded assignments in a timely manner.
- ❖ Provide timely feedback to students about the quality of their work and assist them in determining goals for improvement and ways it can be achieved.
- ❖ Contact parents if a concern arises.

#### To best assume responsibility for homework students will:

- ❖ Bring home all necessary materials to complete homework.
- ❖ Complete homework on time, legibly and to the best of their ability.
- ❖ Organize and put completed homework in backpacks each night.
- ❖ Turn in the homework to the appropriate person or place when due.
- ❖ Continue independent reading throughout the year and increase daily reading time when homework is not assigned.

### **Open House**

On September 8th, parents are invited to Farley school for an evening open house. At this event, faculty will conduct grade and classroom-based presentations regarding curriculum and expectations for the school year.



### Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises. Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: October 19 and 20 and April 5 and 6. Evening conferences will be held October 19 and April 6.

### Report Cards

Report cards are issued three times per year.

#### 2016-2017 Report Card Schedule

<b>Grades Close for Kindergarten</b>	<b>Report Cards Issued for Kindergarten</b>	<b>Grades Close for Gr. 1-4</b>	<b>Report Cards Issued for Gr. 1-4</b>
January 25	By February 1	December 5	By December 16
June 9	Last Day of School	March 15	By March 28
		June 9	Last day of school

### Student Records

In January 1975, the Massachusetts Board of Education adopted the Massachusetts Student Record Regulations. These regulations apply to all public elementary and secondary schools. They are designed to ensure parents' and students' rights to confidentiality, inspection, amendment, and timely destruction of student records.

The regulations apply to all information kept by a school system from which a student may be individually identified. The regulations define the student record as consisting of two parts - the transcript and the temporary record.

### Visiting the School

- All visitors and volunteers must sign in at the school office and pick-up a visitor's badge.
- When you sign in, please state the purpose for your visit, your destination and time of arrival and departure.
- Upon your departure, you will need to sign out.
- If you would like to meet with your child's teacher please call in advance to make an appointment.
- All doors will be locked while school is in session.

### CORI Forms:

We welcome parent and guardian volunteers to help out with school events however to do so you must complete a CORI (criminal record check) form. These forms can be completed at the schools and can take up to three weeks to process, please plan accordingly. Please see the school secretary for more information.

## VIII. Food Services

### Breakfast and Lunch Program

The children have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$2.75. Milk alone is \$.50. A menu goes home with students at the beginning of each month. Additionally, the menus are posted on the school web page, at [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us). Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager. Please refer to the following link for Hudson Public Schools' non-charging policy. <https://sites.google.com/a/hudson.k12.ma.us/hps/departments/food-services>

### Healthy Snacks

Healthy bodies make healthy minds for Hudson students! Please send your child to school with a healthy snack and a water bottle. Why? Because the work we do in the classroom is challenging and brains and bodies need the energy that only healthy snacks can provide. Students need food and water that will sustain their energy and keep them hydrated so they can concentrate on their school work. So what kinds of snacks are healthy snacks? Here is a list of some healthy snack choices:

Applesauce  
Breakfast/Granola bars  
Dairy products such as yogurt, cottage cheese, string cheese, etc.  
Fresh fruit such as oranges, grapes apples, bananas, kiwi, pears  
Fresh vegetables such as cucumbers, peppers, carrot sticks, or broccoli

Popcorn  
Pretzels  
Raisins and dried fruit  
Whole-grain cereal and crackers

**As there are children with life-threatening food allergies in some classrooms, please check with your teacher if you're not sure about the safety of a snack you want to send in for your child.**

#### **Eligibility for Free and Reduced Priced Meals**

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our district website at [http://www1.hudson.k12.ma.us/food\\_services/lunch\\_forms.html](http://www1.hudson.k12.ma.us/food_services/lunch_forms.html). New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

### **IX. Program Information**

#### **Health Office and Nurse**

The school health office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. The health office is staffed by a full-time registered school nurse or substitute registered nurse.

#### **Cafeteria**

Students eat lunch in the cafeteria. They may bring their own lunch from home or buy school lunch. The lunch count will be collected first thing in the morning.

#### **Computer Lab**

The Technology Specialist is available to teach lessons integrating technology with the curriculum and assist with research and demonstrate lessons. Children in grades 2, 3, and 4 will attend computer class once per week for 40 minutes. Please refer to the Internet Acceptable Use Policy in Appendix C.

#### **Library**

The Hudson Public Schools' Library Media Program is designed to promote a love of literature and reading and to help students become effective users of information and ideas that contribute to lifelong learning. The mission of the library program is to ensure that students, teachers, and administrators are provided with the opportunity to access and utilize as many different forms of media as are available, and to enable them to be effective users of all of the various information sources. Library media specialists offer instruction, selection guidance, and materials as needed for classroom activity. Library materials are provided to show a variety of viewpoints, support the school curricula and State Frameworks, satisfy student areas of interest, and make students aware of the values intrinsic to our society.

**NO FOOD OR DRINK is allowed in either the Computer Lab or Library. Children are expected to behave appropriately and use quiet voices.**

#### **Specialists**

The Hudson Public Schools offer Art, Music, Physical Education, Library and Computer Instruction to the students in the elementary schools. Each discipline has benchmarks and instructional goals from the Massachusetts State Frameworks that must be met. Students need to exhibit appropriate behavior and understand the expectations during these special subjects. Students are provided with the following each week:

- Full-day Kindergarten: two Physical Education classes and one art, library, and/or music class.
- Grades 1, 2, 3 and 4: each discipline once per week for 40 minutes.

#### **Field Trips:**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal.

Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip.

No child shall be denied participation because of lack of economic means.

### **Academic Support**

**English Language Learners** – Our elementary English as a Second Language Program is designed to develop students' language and literacy skills for long-term academic success. All kindergarten and first grade ELLs as well as second, third, and fourth grade ELLs at higher English language proficiency levels are fully included in mainstream classrooms with classroom teachers working in collaboration with ESL teachers. ELLs in second, third, and fourth grade who are at lower English language proficiency levels are also included in mainstream classrooms, but, additionally, these students spend a portion of their school day in proficiency-based small groups working with an ESL teacher to develop foundational social and academic language skills.

**Pupil Services** – The Department of Pupil Services is located in the Administration building at 155 Apsley Street. This department oversees all aspects of special education services in the district, as well as health and medical services, school counseling and guidance services, psychology services and preschool services, including the Community Partnerships for Children Grant. These programs and departments support children with and without identified disabilities. Personnel in this department work closely with staff across the district to support all children who are at risk or experiencing difficulty academically, medically, emotionally or socially. All efforts to accommodate children's needs are addressed through the general education classroom, whenever possible. If you would like any additional information regarding Pupil Services, please call 978-567-6111 or 6112.

**Title I** – Title I provides supported instruction to students who qualify for the program and whose achievement in mathematics and/or reading is currently below grade level. The program is funded on a year by year basis depending on the amount of federal funds available to the Hudson Public Schools. Available funds are determined by a federal formula based on demographic and census data submitted by the state.

### **General Education Program**

#### **Response to Intervention (RTI) Literacy**

Hudson Elementary Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop.

Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data.

Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

#### **Math Support**

Hudson Elementary Schools have a responsive and collaborative approach to address the math needs of students. The Math Specialist, Special Education staff, English as a Second Language Teachers, Title I teachers, and classroom teachers plan instruction based on formal and informal assessments to provide students and groups of students direct instruction based on their needs. Some approaches include math workshop, learning centers, and co-teaching. Teachers assess students' math skills regularly and use results to plan instruction.

### **Special Programs**

#### **Title I**

Our school receives Federal Title I part A funds to enhance the academic program for certain students. These funds are targeted to aid in accelerating the progress of those students who may fall behind in the attainment of certain academic starts in the areas of English Language Arts and/or Math. This means during Literacy Response to Intervention (RTI) or Math Support your child may receive support from a staff member who is designated as a Title I Teacher. We find this model of instruction engages and challenges all students, while allowing teachers to differentiated for individual needs.

Researchers agree that students are most successful when families, the entire school staff, and students share the responsibility for improved student academic achievement. The following compact helps to define the means by which the school and families will build and develop a partnership that will help children achieve the high standards.

#### **School-Parent/Guardian Compact 1**

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and

students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2015-16 school year.

### **School Responsibilities**

The school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Literacy Intervention/Responsive to Intervention (RTI)
  - Math Support
2. Hold parent/guardian-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- October 19<sup>th</sup> and 20<sup>th</sup>
- April 5<sup>th</sup> and 6<sup>th</sup>

Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Trimester Standards-based Report Card for Grades 1-4

3. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:
  - Open House, Parent-Teacher Conferences, individual meetings, phone calls, and email
4. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Math Family Nights, classroom volunteer, school events

### **Parent/Guardian Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch and the amount of screen time they have.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement Team.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20-30 minutes every day outside of school time.
- Practice math facts or apply math skills on a regular basis.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### **Right to Know Requirements**

The federal Elementary and Secondary Education Act (ESEA) defines standards for teacher quality. Under ESEA, teachers must be licensed, have a bachelor's degree, and demonstrate subject matter knowledge, either through a state test or by majoring in the subject in college. ESEA standards apply to the subject matter taught by teachers: a teacher may be qualified to teach one subject but not another. With this in mind, we are doubling our efforts to make sure all teachers at our school are appropriately assigned to teach classes that reflect their degrees.

ESEA requires that parents/guardians of children enrolled in Title I schools be notified if their child has been taught for four consecutive weeks by a teacher who does not meet the federal standard.

ESEA also requires that school districts annually notify the parents/guardians of each student attending any Title I school that they may request information about the qualifications of their child's teacher and teachers:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, give their qualifications.

If you have any questions regarding a teacher's qualifications, please feel free to contact Karen Martin, Director of Elementary Education at 978-567-6107 or [kamartin@hudson.k12.ma.us](mailto:kamartin@hudson.k12.ma.us).

## **X. School Support Organizations**

We are fortunate to have an active **Home and School Association** at Farley School. The objectives of this group, as outlined in their by-laws, are as follows:

- To bring into closer harmony the home and the school.
- To help achieve an equal educational opportunity for every child.
- To encourage a standard of excellence in education comparable to that of similar or surrounding communities.
- To secure adequate laws for the care and protection of children and youth.

At least three meetings are held, each school year, beginning in early fall. All parents are encouraged to attend meetings and become actively involved with the Home & School Association.

### **SEPAC - Hudson Special Education Parent Advisory Council**

The Hudson Special Education Parent Advisory Council (SEPAC) is a group of parents whose children have special needs and who attend Hudson Public Schools or programs funded by Hudson Public Schools. Any parent of a child with special needs can join the SEPAC.

- SEPAC meets regularly with the school administration to advise on the needs of children receiving special education services.
- SEPAC has speakers and videos regarding topics of interest to parents of children with special needs, including parent rights, IEP's, learning disabilities, autism, behavior management, etc.
- SEPAC supports parents and act as resources for each other. They have books and videos available for borrowing.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C(as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council.

The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members.

The main areas of responsibility for school councils are:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards.
2. Identifying the educational needs of students attending the school.
3. Reviewing the annual school building budget.
4. Formulating a school improvement plan.

### **Family Directory**

In the early fall you will receive a letter from Home and School asking you if you would like to have your child's name, address, phone number and family email address in a directory. This directory will be distributed to all of the students so that both parents and children can access contact information.

## **XI: Health and Safety Information**

### **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 that 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, Nursing and Safety 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 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 (grade 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

### Medical Absences

- 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 when:

- 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.

### Cumulative Health Record

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

### Immunizations

Students must have up-to-date immunizations in order to enroll and remain in school (105 CMR 220.000 and M.G.L. c.76, s.15). Immunizations may only be waived if a parent or guardian annually provides a written Medical or Religious exemption to the nurse or is homeless per the McKinney-Vento Homeless Assistance Act of 2001. When a case of vaccine-preventable disease emerges, students with exemptions must be excluded from school (105 CMR 300).

### Lice Procedures

The Hudson Public School District believes that the management of head lice (pediculosis) should be evidenced based, support academic achievement and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to be rare (NASN, 2011; MDPH, 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2010). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

### IDENTIFICATION/TREATMENT

Head lice are tiny, wingless insects that survive by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head lice or their eggs (nits) are found in the hair and are most often found behind the ears and at the base of the neck. Head lice usually lay their eggs on strands of hair about 4 mm or ¼ of an inch from the scalp (MDPH, 2012).

If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will also provide resources with additional information.

Evidenced based practice does not support classroom wide screening of students for head lice as there is a lack of evidence that routine classroom or school-wide head lice screenings have any effect on the spread of head lice (Pediatrics, 2010; CDC, 2010). Parents should perform frequent, careful head checks of their children for evidence of lice and/or nits, and when the child has symptoms of head lice. All household members and individuals with close personal contact should be examined for lice, and if found, treated.

### NOTIFICATION/RETURN TO SCHOOL

Sending notification letters home to entire classrooms when there is only one or two incidents of pediculosis may cause unnecessary alarm and threaten the confidentiality of those students (Pediatrics, 2010). The school nurse, in consultation with the HPS Health Services Director if needed, will determine whether or not a classroom notification letter is indicated.

If a child is diagnosed with head lice he/she may come back to school as soon as recommended treatment has been started.

#### FOLLOW UP

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. It is possible that live lice may still be found 8-12 hours after treatment, but should be moving more slowly. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the school administration and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

#### REFERENCES & RESOURCES

CDC, 2010. Head Lice Information for Schools

<http://www.cdc.gov/parasites/lice/head/schools.html>

Pediatrics, 2010. Frankowski, B.L., & Bocchini, J.A. Clinical report: Head Lice, 126(2), 392-403. From:

<http://pediatrics.aappublications.org/content/126/2/392.abstract>

MDPH, 2007. Massachusetts Department of Public Health. (revised 2007) The Comprehensive School Health Manual Ch. 8, pp 56-58:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/primarycare-healthaccess/school-health/>

MDPH, 2012. Massachusetts Department of Public Health. Public Health Fact Sheet-Head Lice (Pediculosis).

2012.

NASN, 2011. National Association of School Nurses. Position Statement: Pediculosis in the school setting. From:

<http://www.nasn.org/ToolsResources/HeadLicePediculosisCapitis>

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.



### Medical Transportation Procedure

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school.

#### Guidelines and Process for Medical Transportation

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization For Use Or Disclosure Of Health Information To And From School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, either by phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted on the basis of above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Health, Nursing and Safety and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request For Medical Transportation form and send to Director of Health, Nursing and Safety along with a copy of the completed Student Collaborative Health Plan –Transportation form. Page 2 of 2
- l) The Director of Health, Nursing and Safety or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health, Nursing and Safety at (978) 567-6116 or the Director of Pupil Services at (978) 567-6111.
- r) The Director of Health, Nursing and Safety maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

#### Specific Guidelines

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require transportation services. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures or amputations may be eligible for medical transportation. Students who are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

Seizure Disorder: Transportation for students experiencing intermittent seizure activity may be provided door-to-door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

Other: Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.

#### **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 medications 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.
- Medication expiration dates should be checked prior to bringing medication to school nurse.
- All medication must be delivered to the school nurse by the parent or responsible adult and must be picked up by an adult. Students are not permitted to transport medications to and from school. The only exception is for students who must carry critical medications (such as an asthma inhaler, EpiPen, insulin or CF enzymes) with written permission from the parent and school nurse on file in the School Nurse's office.

#### **No Smoking Policy**

Hudson Elementary Schools are non-smoking facilities. No smoking is permitted either in the buildings or on the grounds of the schools.

#### **Physical Education (PE) curriculum**

Students in grades K-4 will participate in PE classes once or twice per week. The PE teachers follow state and national standards in providing a year-long 10 unit course that includes skill development activities and games. Your children will be learning critical movement concepts and developing motor skills, while demonstrating responsible personal and social behavior, as well as understanding and respect for differences among people in physical activity settings. An essential objective is that your children will enjoy self-expression, physical challenges, and social interaction with their peers.

#### **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.

#### **School Safety Drills**

In order to promote a safe school environment, fire and secure building safety drills are conducted throughout the year. Practice drills are both announced and unannounced. If you have concerns as to how your child may respond to such drills, please contact the administration.

#### **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 the nurse of any changes in your child's health or in your contact information as it occurs during the year.

### **XII. Behavior & Conduct Guide**

It is our belief that all children learn best in a safe school environment. Through Responsive Classroom, students are a part of the process in helping to determine classroom rules and understanding logical consequences. In order to guarantee the safety and structure of the school community, students who cannot respond to classroom rules and logical consequences as implemented through responsive classroom may be referred to the office. Please review this behavior guide with your child/children.

We are asking that family and school personnel join together in creating the best possible environment for your child. The school alone cannot do this; we seek your assistance and support. The classroom teacher will review the contents of this guide with their classes

periodically. It is in your child's best interest that we work together to insure a safe and comfortable educational atmosphere. Please review the behavioral expectations and discipline procedure with your child.

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

The following summarizes the Elementary Schools' Expectations for Students' Behavior. These should be reviewed by parents with their children early in the school year and reviewed periodically. Students who do not meet these expectations will meet with consequences as stated in this guide.

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:30am. After 8:30am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
  - Walking in the halls
  - Walking to and from the bus
  - Holding the doors open for the person behind you, and
  - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question. Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

#### Dress Guidelines

Students are expected to dress and groom themselves in such a manner as to avoid conflicting with the values and educational pursuits of the school. Distracting attire such as:

- Shirts that expose midriffs
- Mesh or see-through attire
- Shorts, skirts or dresses that fall higher than four inches above the knees
- Heels that are taller than one and one-half inches
- Inappropriately torn or altered clothing, and
- Clothing bearing offensive themes or that advertise merchandise not suitable for minors
- Shoulder shirt straps that are less than 1" wide.

The above-mentioned list is not limited.

## Conduct and Consequences

**Bullying** is a serious and hurtful situation that will not be tolerated in our schools. Bullying occurs when more than one time, a student (or students) says, writes or uses physical acts or gestures that are hurtful and target another student. Bullying occurs when

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.
- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

Bullying includes cyber-bullying, which is bullying through the use of technology or any electronic communication (for example, emails mobile phone texting and social network pages.). Please see Appendix H for the Hudson Public Schools' Anti-bullying Policy.

A student has committed an infraction of the **Behavior and Conduct Guide** whereupon they have failed to uphold any aspect of the school's expectations. The disciplining of students for infractions is dependent upon the severity and frequency of the specific behavior. Restitution (the act of making good for loss, damage, or injury) will be assigned as a consequence whenever possible. Infractions and consequences are organized into three "levels." They are as follows:

### Level 1 Behavior

Conduct which fails to uphold the school's expectations and which interferes with the orderly learning environment of the school, classroom, or common areas. Examples: class disruption, tripping.

### Level 1 Consequence

Teacher discusses situation with the student and provides a logical consequence such as loss of recess.

### Level 2 Behaviors

Repeated Level 1 behavior and/or conduct that seriously interferes with the educational process of the school. (i.e. stealing, fighting, threatening behavior toward a student or adult, inappropriate or obscene language or gestures, physical aggression such as pushing, shoving, kicking or other physical contact, sexually inappropriate behavior, disrespectful behavior). Such conduct may also be potentially dangerous to the safety and well being of the students and staff.

### Level 2 Consequences

1st offense – Detention\* or behavioral consultation. A parent may be contacted by memo or phone if necessary.

2nd offense – Detention\* and/or behavioral consultation. Parent contact by memo or phone or conference if necessary.

3rd offense – Detention\* and/or behavioral consultation. Parent conference and referral to Principal for alternative interventions. This may include removing the child's privilege to attend a class field trip at a later date.

\* Detention may take place before school, during lunch recess, or after school.

### Level 3 Behaviors and Consequences

Level 3 behaviors are considered the most serious violations. These behaviors endanger the immediate health, safety and personal well being of the students and adults. The following infractions may be met with immediate suspension or recommendation for expulsion. Please see Appendix A for complete school committee policy related to school discipline guidelines.

- Repeated or serious instances of Level 2 behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school property or at a school function.
- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

### After School Detention

As a consequence for disregard of classroom or school behavioral guidelines, an after school detention may be issued by the teacher or administration. If a detention is issued, parents/guardians will receive notification to plan accordingly and will be responsible for transportation home. Detention generally runs from 3:00-3:30pm.

### Electronic Device and Cell Phone Policy

Many of our students have begun carrying cell phones. We understand they are an important means of communication. However, the distraction caused by these phones is increasingly becoming a concern at school. Emergency phone calls can always be made in the front office. Therefore, cell phones are not needed during school hours. If parents need to contact their child, they should call the school office. The office staff is excellent at relaying urgent messages from parents to students. If you receive a call from your child during the school day, please call the school office immediately so that we may assist them.

The regulations of electronic devices (cell phones, mp3 players, radios, iPods, handheld video games, etc) are as follows:

- Cell phones and electronic devices must be kept out of sight in the students' pockets or backpacks at all times during the school day. **This includes the bus rides to and from school, as well as recess.**
- Cell phones and electronic devices must be turned off at all times. Students will be considered using a cell phone if the phone rings, vibrates, or the student is looking at or touching it.

Consequences for violation of the regulations regarding the possession and usage of electronic devices include:

- First offense: The electronic device will be confiscated and must be picked up by the parent.
- Second offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.
- Third offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention. The privilege to carry a cell phone may be revoked at the discretion of the principal.

We realize that having to pick up a student's cell phone may be inconvenient, and therefore we encourage you to discuss this policy with your child in order to avoid this problem. We also ask you to keep in mind that the use of a cell phone/electronic device is disruptive to the school environment.

## XIII. Helpful Information

### Animals in School

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies.

Only the teacher or designated students are to handle the animals. Animals

are not to be transported on school buses.

### Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination.

Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with the class.**

### Desks and Lockers

During the first week of school, students may be assigned a desk and/or locker. Students are reminded that these belong to the school; therefore, they should be maintained as such. School officials may search lockers at any time.

### Insurance

Insurance on pupils is available each year if the parent desires.

### Lost and Found

There is a lost and found area in all elementary schools. Any books, articles of clothing, etc. that are found in and around the building eventually end up in the lost and found area. Students should always check there first to see if their missing items have been turned in. Similarly, if a student has lost something, the office should be notified so that an attempt can be made to track it down. Our lost and found is located outside of the cafeteria. All left over clothing will be donated to charity if not claimed.

### Outdoor Recess Determination

Recess will be indoors due to rain or temperatures which fall below 23 degrees. Please be sure to dress your child appropriately for the weather conditions.

### **School Constitution**

Classroom representatives will meet with the principal to share their classroom rules and design a set of school values that include the classroom rules. A School Constitution is drawn up by the representatives, voted upon and signed. The School Constitution is then distributed throughout the school, shared with parents and displayed in the school lobby. Agreeing on and adhering to common school rules allow students and teachers to create an environment where there is a sense of safety, trust and respect. This is an environment where good things happen and children can learn. It is our desire to provide such a safely structured learning environment at Farley School.

### **School Pictures**

Individual pictures of each student are taken early in the school year. Class pictures will be taken at the same time. Parents will have the option of purchasing photos.

## **XIV: District Policies**

All policies may be found at [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

### **ANTI-BULLYING**

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 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 are expected.

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

"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 extracurricular activities or 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 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 37H ½, 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. 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 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 counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

#### **Training and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in 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, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

### **ASBESTOS REPORT**

Notice to Parents and School Department Employees:

As required by the EPA 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 reinspection reports are available for your review by contacting the building principal at 978-567-6210.

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

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

#### **I. Introduction**

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

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

For purposes of this policy and procedure, "school" includes school-sponsored events, trips, sports events, similar events connected with school or



employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

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

## **II. Definition of Discrimination and Harassment**

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, disability, or expression of political views. Harassing conduct involving these bases can be a form of discrimination.

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

### Examples of harassment include:

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

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

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

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

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

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

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

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

## **III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment**

### **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**

**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  
Email: 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.

<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.

**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.

**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 A. 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	mmccarthy@hudson.k12.ma.us
JFK 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 OR  
 8th Floor  
 5 Post Office Square, Suite 900  
 Boston, MA 02109-3921  
 Telephone: 617-289-0111  
 FAX: 617-289-0150  
 TDD: 877-521-2172

The Massachusetts Commission Against Discrimination  
 One Ashburton Place  
 Sixth Floor, Room 601  
 Boston, MA 02108  
 Phone: 617-994-6000  
 TTY: 617-994-6196

**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

**3. For complaints related to discrimination/harassment of employees:**

The Office for Civil Rights US Department of Education 8th Floor OR  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
FAX: 617-289-0150  
TDD: 877-521-2172

The Massachusetts Commission OR  
Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone: 617-994-6000  
TTY: 617-994-6196

The Equal Employment Opportunities Commission John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

**IV. General Policies**

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

**LEGAL REFS.:**

Title V I, Civil Rights Act of 1964  
Title V II, 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

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

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, 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

#### 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 firewall 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, electronic communications such as instant messaging, and on-line activities.

Use of the Internet has potential dangers. Users are encouraged to read information regarding Internet safety that the Massachusetts Attorney General's office has prepared. This information is available at the School Administration Building or from the Massachusetts Attorney General's Office or website.

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 member 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. 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.
10. Storage capacity: Users are expected to remain within allocated disk space and delete e-mail or other material that takes up excessive storage space.
11. 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; or should they copy other people's work or intrude into other people's files.
12. Inappropriate language: No profane, abusive, or impolite language should be used to communicate on the HPS network or on the Internet.
13. 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.
14. 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.
15. 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.



## Notifications

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

Approved – October 9, 2001

Hudson School Committee

## STUDENT DISCIPLINE GUIDELINES

Each principal, in consultation with the school council, will develop guidelines for disciplining students ("Code of Conduct"). Such guidelines are subject to the approval of the Superintendent and must include the following:

1. Notice of the types of conduct that are prohibited in the school setting.
2. The range of potential discipline that may be imposed for misconduct.
3. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and
4. Standards and procedures for suspending or expelling students.

## Suspension and Expulsion Procedures

### In General

Administrators at the building level may suspend students for all offenses in accordance with the school's student handbook. Only the School Committee, however, may expel students, unless the offense is one governed by M.G.L. ch. 71, Sections 37H or 37H1/2 (see below). Expulsion is defined as a student's permanent exclusion from the Hudson Public Schools.

The School Committee shall consider the expulsion of a student as provided for in M.G.L. ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools. The School Committee will adhere to the following procedures when considering expulsion of a student:

1. Prior to any School Committee decision to expel a student, the student will be provided with written notice of the following:
  - a. Reason for the student's possible expulsion, including a statement of the evidence against the student;
  - b. Date, time and location of the hearing;
  - c. Right at the hearing to be represented by legal counsel (at the student/parent's own expense), to present evidence and witnesses, and to cross-examine witnesses.
2. Hearings before the School Committee will be held in executive session unless the student or the parent requests that the hearing be open to the public. A stenographic or audiotape record of the hearing will be made.
3. Upon request, a student and/or parent may review the student's records in accordance with the Massachusetts Student Record Regulations or other applicable law.
4. The Committee's decision will be in writing and will state the controlling facts in sufficient detail to inform the parties of the basis for the decision.
5. If the Committee decides to expel the student but to allow the student to apply for readmission in the future, the Committee's decision will state any conditions that the student must fulfill before applying for readmission as well as the permitted date of application.

### M.G.L. ch. 71, Sections 37H and 37H1/2

M.G.L. ch. 71, Section 37H authorizes a principal to expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- possession of a dangerous weapon including, but not limited to, a gun or knife.
- possession of a controlled substance (including marijuana, cocaine, heroin)
- assault on educational staff, including threats, as defined in relevant statutes.

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal 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." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school."

Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

### Discipline of Students Subject to the Individuals with Disabilities Education Act.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq. and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

### Exclusions for More Than 10 Cumulative School Days

In general, special education students may be excluded from their programs, just as any other student may be, for up to ten school days per school year. However, once a special education student is excluded from his/her program for more than ten cumulative school days in the same school year, the student's

special education Team, which includes the parent(s), must develop a plan for a functional behavioral assessment and then use that assessment to develop a behavioral intervention plan. When the student is excluded for more than the ten cumulative days, the District also must provide alternative services to the extent necessary for him/her to progress in the curriculum and in his/her IEP goals.

#### Exclusions That Constitute a Change of Placement

When a student is excluded (1) for more than ten consecutive school days or (2) for shorter periods that accumulate to more than ten cumulative school days and constitute a pattern because of factors such as the length, total time, and proximity of the removals, the student's exclusion constitutes a "change in placement." When there is a "change in placement," the district must conduct the functional behavioral assessment and provide services as described above as well as convene the Team to determine whether the student's misconduct is a manifestation of the student's disability.

If the Team determines that the student's behavior was not a manifestation of the disability, the school may discipline the student according to the school's code of conduct, except that the district must provide the student with educational services once the student has been excluded from school for more than ten cumulative school days in the same school year. These educational services must enable the student to progress in the curriculum and in the IEP goals. However, if the Team determines that the behavior was a manifestation of the disability, the student may not be excluded from the student's current educational placement (except in the case of weapons, drugs or dangerousness) until the Team develops, and the parent(s) consent(s) to, a new Individualized Education Plan.

When a parent disagrees with the Team's decision on the "manifestation determination" or regarding an alternative placement related to discipline, the parent has a right to request an expedited due process hearing from Bureau of Special Education Appeals. While the appeal is pending, the student is entitled to remain in his current educational placement (except in the case of weapons, drugs or dangerousness).

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function, a school may place a student in an interim alternative education setting determined by the Team for up to 45 days. Additionally, hearing officers may order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the student's continued participation in the current placement is substantially likely to result in injury to the student or others. Courts may also order a change in the student's placement.

#### Additional Information Available

Additional information regarding the procedural protections for students who have been identified as eligible for services under the IDEA or who are suspected of having a disability that would qualify them for such eligibility may be obtained from the Director of Pupil Services who may be reached at (978) 567-6111.

#### Discipline of Students Subject to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections, as does the IDEA. Additional information regarding such procedural protections may be obtained from the Section 504 Coordinator, who may be reached at (978) 567-6116.

Adopted: May 28, 2002

#### Expulsion by the Principal

Chapter 71, Section 37H states the following regarding expulsion by the Principal:

Notwithstanding any general or specific law to the contrary, all student handbooks shall contain the following provisions:

- 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 knife or 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.
- 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.
- Any student who is charged with a violation of either paragraph (a) or (b) 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, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b). (Chapter 51 of the Acts of 1994, approved July 1, 1994, effective September 29, 1994)

- 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.
- 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. (This section was amended by Chapter 380 of the Acts of 1993 on January 4, 1994)

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

## STUDENT TRANSPORTATION

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.

## STUDENT TRANSPORTATION: DISCIPLINE

### 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

### 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

**Student/Parent/Guardian Signature Sheet**

It is important that we work together to provide a safe and respectful learning environment. Please read this handbook and review all of the policies and procedures with your child. Teachers will also review the guidelines with students during the year.

After reviewing the procedures, please sign and return this sheet to the classroom teacher.

I have reviewed the guidelines for safe, respectful and responsible behavior and will follow them throughout the year so that I and my fellow students can learn.

---

Student signature

date

I have reviewed procedures and guidelines within this handbook.

---

Parent/Guardian signature

date

# Memorandum

**To:** Marco Rodrigues  
**From:** David Champigny  
**Date:** August 18<sup>th</sup>, 2017  
**Re:** Substantive Changes to the Hudson Elementary School Handbook 2017-18

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

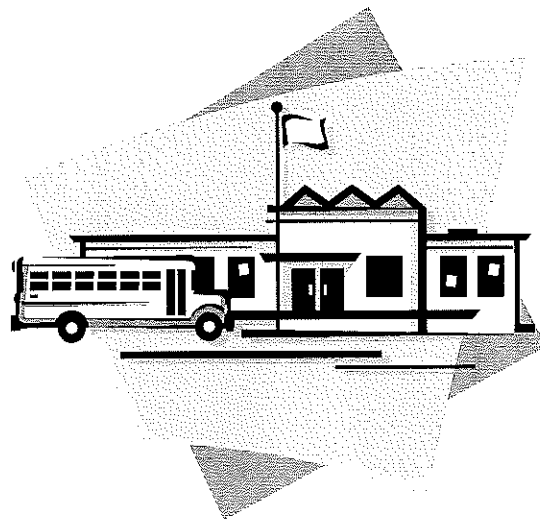
Page	Section Heading	Existing Language	Proposed Change
7	Science Curriculum	The Hudson Elementary Schools use FOSS and Delta program materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current Massachusetts Science Frameworks, and will be revised when the new Massachusetts Science Frameworks are released during the next school year. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.	The Hudson Elementary Schools uses <u>a variety of materials that are designed</u> to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current <u>Next Generation Massachusetts Science Standards adopted in April 2016</u> . <u>At each grade level a science Curriculum Embedded Performance Assessments (CEPAs)</u> has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.
7&8	Social-Emotional and Character Development	Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for character education and social and emotional learning. Each class strives to become a caring community.	Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the <u>Second Step curriculum, and Service-Learning</u> provide the foundation for character education and social and emotional learning.



		<p>The Hudson Public Schools use the <b>Responsive Classroom</b> social curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community. It is an approach that focuses on key social skills that children need to learn and practice such as Cooperation, Assertion, Responsibility, Empathy, and Self-control.</p>	<p>The Hudson Public Schools use the <b>Responsive Classroom</b> social curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community. It is an approach that focuses on key social skills that children need to learn and practice such as Cooperation, Assertion, Responsibility, Empathy, and Self-control.</p>
8	<p><b>Elementary School Schedules and Hours</b></p>	<p>Each school's schedule was listed.</p>	<p>We merged them all to look like this:  <b>All Hudson Elementary Schools:</b>  <b>8:15-8:30-Student Arrival</b>  <b>8:15-8:45-Breakfast Available</b>  <b>8:30-Start time</b>  <b>2:50-Dismissal (11:40 a.m. Early Dismissal)</b></p> <p><i><b>*Lunch is not served on early release days.</b></i></p>
9	<p><b>Who's Who</b></p>	<p>District Staff Directory</p>	<p>Removed from document  <b>Directories will be available and updated regularly on the school website.</b></p>
9	<p><b>Who's Who</b></p>	<p>School Committee Members</p>	<p>Removed from document  <b>Directories will be available and updated regularly on the school website.</b></p>
9&10	<p><b>Who's Who</b></p>	<p>Individual School Staff Directory</p>	<p>Removed from document  <b>Directories will be available and updated regularly on each school website.</b></p>

# Forest Avenue Student/Parent Handbook

## 2016-2017





# Forest Ave Elementary

Achievement & Character

(978) 567-6190 - 136 Forest Avenue - Hudson, MA



## A Message from the Forest Avenue Principal

I would like to extend a warm welcome to the students, parents, and guardians of the Forest Avenue School Community. I look forward to working with all of you during the 2016 – 2017 school year. With each new school year we embark on a journey of discovery together as a community of learners dedicated to creating an atmosphere of high expectations for our students grounded in the growth mindset belief that an individual's intelligence can be grown or developed with persistence, effort, effective strategies, and a focus on learning. Please be sure to take a few minutes to read our newly revised 2016 – 2017 handbook. This handbook has been written to provide you with an overview of our school. In it you will find important information, policies, and school procedures.

As a school community we define our vision in terms of teaching young people to make a difference in the world around them so that they become effective, participatory citizens entering the world with a belief in the value of service as well as the ability to pose thoughtful questions. We believe in creating a positive and rigorous environment for both intellectual and social development. Our school culture is one in which all members of our community exemplify fairness, outstanding citizenship, responsibility, empathy, respect, and trustworthiness through the implementation of our positive behavioral support program The Leaves of Citizenship. This reinforces our school's mission to promote innovation and excellence while valuing the whole child as the future steward of our 21<sup>st</sup> century world.

On behalf of our faculty and staff I welcome you to Forest Avenue School. It promises to be a fun and exciting school year filled with discovery, challenges, and growth! Please feel free to contact me if you have any questions or concerns.

Sincerely,

*David Champigny*

David Champigny

Principal

978-567-6190

dchampigny@hudson.k12.ma.us

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<http://www.hudson.k12.ma.us>

Learning & Growth

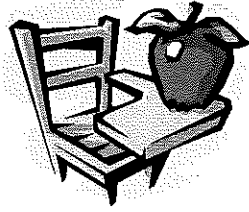
High Expectations

Accountability

Consistency

Forest Elementary School Handbook  
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2016-2017

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**I. Mission Statement:**

The mission of the Forest Avenue Elementary School is to promote innovation and excellence while valuing the whole child as future stewards of our 21<sup>st</sup> century world.

**SUPPORT GOALS**

- To challenge students academically.
- To help students become lifelong learners.
- To foster a sense of community pride through our social curriculum. This includes Responsive Classroom strategies and Community Service Learning.
- To teach students to think critically about their connections to their world through their learning.
- To help students understand that acts of kindness are both respectful to themselves and others

**Forest Avenue Leaves Of Citizenship:**

**Forest Avenue's Positive Behavior Mission Statement:**

Our mission is to develop a school wide positive behavior support plan that will create and enhance a culture where all members of our school community, staff, students, parents and visitors, exemplify fairness, outstanding citizenship, responsibility, empathy, show respect and trustworthiness.

**FOREST AVENUE PROMISE**

In order to promote a caring community, we, the students of Forest Avenue School promise to demonstrate: Fairness, Outstanding Citizenship, Responsibility, Empathy, Respect, and Trustworthiness. Through Courage, Honesty, and Perseverance, we hope to create a school community where everyone feels Safe, Respected, and Included.

We here at Forest Avenue School will effectively teach appropriate behavior to all children. When taught, all children can exhibit appropriate behavior. As a result of this belief, it is our responsibility to identify the contextual setting, events, and environmental conditions that allow all students to demonstrate appropriate behavior. Our commitment is to determine and provide the tools and opportunities to actively teach these pro-social behaviors.

The Positive Behavioral Support Team development committee has developed a positive and proactive code of behavioral expectations. The behavioral expectations are developed from information provided by classroom teachers and other members of the school community. These are the expectations that are posted in many classrooms throughout Forest Avenue School, in some cases stated differently. They are as follows:

**Behavioral Expectations**

**F-Fairness:**

Everyone has a place in the school community.  
Fair means everyone gets what they need to be successful.

**O-Outstanding Citizenship:**

I will do my share to make the school community better for everyone.  
I will build a good reputation for the school community by working together and cooperating.

**R-Responsibility:**

I will do what I agree to do and always try my best.  
I will think about my actions before I act, and I will be held accountable for the choices I make.

**E-Empathy:**

I will understand that everyone has their own thoughts, feelings, and attitudes.  
I will accept that everyone's thoughts, feelings, and attitudes may be different from mine.

**S-Shows Respect:**

I will treat others the way I want to be treated.

I will deal peacefully with anger, insults, and disagreements.

T-Trustworthiness:

I will be honest and do what I say I will do.

I will have the courage to stand by my family, friends, and people in the school community.

Along with the establishment of concrete behavioral expectations, we will teach such behaviors across all school community settings. The students are made aware of the different behavioral expectations they are expected to follow in individual settings throughout the school community. These expectations are actively taught as well as being posted throughout the school community.

The Response to Intervention multitier model allows for Forest Avenue community members to differentiate levels of behaviors and design differentiated interventions. All students are held accountable for demonstrating behaviors that are aligned with the school code of appropriate behavior as stated in the student handbook. In order to discourage inappropriate behaviors, students will be directly taught the Levels of Behaviors and the Levels of Consequences.

They are as follows:

### **LEVEL I BEHAVIORS**

Level I behaviors are minor rule violations that will result in an immediate verbal correction with a possible consequence. May include but not limited to:

Failure to follow classroom/playground rules	Lack of work completion not due to academic difficulties
Name calling	Intentional classroom disruptions (verbal and physical)
Swearing or obscene gestures	Minor physical contact: pinching, pushing, poking, hugging, tripping
Graffiti (writing on books, walls, and desks)	Taking others' belongings without permission
Destruction of school supplies (pencil, pen, classroom supplies)	Spreading rumors

### **LEVEL I CONSEQUENCES**

Students who engage in Level I behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. Students may receive a mild consequence designed to discourage the inappropriate behavior from occurring in the future. Consequences for Level I behaviors may include but are not limited to:

Verbal correction	Apologizing
Loss of privileges	Class meeting
Correction of mistake (cleaning desk, replacing materials, giving items back, complete assignments)	Group mediation

### **LEVEL II BEHAVIORS**

Level II behaviors are more serious in nature. Level II behaviors will result in an immediate verbal correction, a logical consequence, and a written behavior report that is signed by and discussed with the student's teacher and parent.

Cheating	Destruction of school property such as: doors, walls, carving, electronic equipment
Chronic Level I behavior Three or more times	

**LEVEL II CONSEQUENCES**

Students who engage in Level II behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The teacher and parent will document the incident using a behavior report form that will be signed and discussed. The student will be responsible for returning the form signed within 24 hours. Consequences for Level II behaviors may include but are not limited to:

Apology	Time out
Verbal correction	Behavioral Contract

**LEVEL III BEHAVIORS**

Serious fighting, harassment, and verbal abuse violate the dignity, wellbeing, and safety of another person. These behaviors will not be tolerated and will result in possible suspension from school. Other Level III behaviors may result in suspension but may also be corrected using a variety of logical consequences.

Chronic Level II Behaviors	Physical Altercations
Intimidation/verbal and physical threats towards peers and adults-Bullying	Inappropriate touching (area covered by a bathing suit) of others
False alarms(fire, bomb, intruder)	Use or possession of a weapon and/or illegal substances
Violation of Behavioral contract	Setting a fire
Stealing	Leaving school grounds without adult supervision

**LEVEL III CONSEQUENCES**

Students who engage in Level III behaviors will be referred to the principal for immediate corrective action. After consulting with the parents and appropriate school personnel the principal will issue appropriate consequences and facilitate corrective action designed to help the student improve her/his behavior.

In House or Out of School suspension	Police involvement/school officer
Behavioral Contract	Legal consequences
Parental Escort at School	Expulsion

**Hudson Public Schools Elementary Curriculum**

The Hudson elementary schools uses a Reader's and Writer's Workshop model to ensure students become proficient readers and writers. The school year begins with the teacher and students working together to create a community of learners. With the workshop model, students are taught specific strategies to improve reading comprehension and writing. The structure of the workshop model includes pre-assessment, explicitly teaching a strategy, modeling a strategy, providing guided practice and independent practice and sharing/reinforcing the strategy. While students are doing guided and independent practice, the teacher pulls small groups for conferences and provides more targeted instruction. Within the workshop model, students are working at their reading and writing level. Students learn how to pick "just right" books at their reading level, and students work on setting individual writing goals.

In kindergarten through 3<sup>rd</sup> grade all students receive systematic and explicit instruction in phonemic awareness, phonics and spelling using the Foundations Program developed by Wilson Language. This cueing system provides all students with the early literacy skills needed to become confident and fluent readers. Foundations uses research-validated strategies to effectively and efficiently ensure early literacy success.

The English/Language Arts Curriculum is aligned to the Massachusetts Curriculum Framework for English Language Arts and Literacy. At each grade level the expectations for reading and writing have been articulated and students' evidence of learning identified. Specific comprehension strategies vary by grade level. Each grade level has a specific author and genre study and an integrated social studies and science unit of study. Each grade level addresses the three types of writing: narrative, information and persuasive two times per year. During the school year students across all building and grade levels will be learning through Curriculum Embedded Performance Assessments (CEPAs). The use of CEPAs provides students with opportunities to transfer understandings, skills and knowledge learned in the units of study to real world, authentic audiences and purposes. The Hudson literacy program provides students with authentic, engaging texts and opportunities for learning vocabulary, thinking critically, speaking and listening. Students develop the literacy skills needed in today's world and a positive disposition about reading and writing.

### **Math Curriculum**

The Hudson Elementary Schools are implementing Engage NY as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The new curriculum/assessment system ensures a common experience across the district. There are three instructional shifts for teachers and students. The Engage NY prioritizes concepts, sequences instruction, and is rigorous. The program uses a three prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight mathematical practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and Mid and End of the Module Assessment Tasks. The Engage NY program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Three district developed Curriculum Embedded Performance Assessments (CEPAs) provide teachers with on-going and timely assessment data to plan small, flexible groups for more targeted instruction. Teachers will use a workshop model for math similar to Reader's and Writer's Workshop.

### **Science Curriculum**

The Hudson Elementary Schools use FOSS and Delta program materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current Massachusetts Science Frameworks, and will be revised when the new Massachusetts Science Frameworks are released during the next school year. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.

### **Social Studies/ History Curriculum**

The Hudson Elementary Schools use a variety of primary and secondary sources and literature and informational texts to support student learning of our world, the United States and our history. The curriculum is aligned with the Massachusetts Curriculum Frameworks and at each grade level the Model Curriculum Units provided by the Department of Elementary and Secondary Education is being used to integrate the social studies content with reading and writing like an historian or geographer. At all grade levels students learn how to research and integrate knowledge to present to an audience in written, visual or oral form.

### **Social-Emotional and Character Development**

Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for character education and social and emotional learning. The tenets of Character Education are as follows:

- Each class strives to become a caring community.
- Respect for each student is built on the core values of empathy, ethics, and service.
- Social and emotional learning enhances academic learning.
- Students develop social responsibility through community service-learning.
- Conflict resolution skills are introduced, modeled, practiced, and refined.

The Hudson Public Schools use the **Responsive Classroom** social curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community. It is an approach that focuses on key social skills that children need to learn and practice such as Cooperation, Assertion, Responsibility, Empathy, and Self-control.

The Seven Basic Principles of Responsive Classroom include:



- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- The greatest cognitive growth occurs through social interaction.
- There is a specific set of social skills that children need in order to be successful academically and socially.
- Knowing the children we teach is as important as knowing the content we teach.
- Knowing the parents of the children we teach is as important as knowing the children.
- How the grown-ups at school work together to accomplish our mission is more important than our individual competence. Lasting change begins with the adult community.

#### Morning Meeting

One of the Responsive Classroom practices that we employ is the Morning Meeting. It is an opportunity for the classroom as a community to come together to greet one another, share news, and warm up for the day ahead.

Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. *Second Step* from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, *Steps to Respect*, from the Committee for Children will be used in grades 3 and 4.

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

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

Hudson's character education program involves giving young people the opportunity to exhibit caring behavior through community service learning. *Service Learning* has engaged our young people in meaningful service linked to classroom instruction and has been a particularly powerful teacher of good character. We are creating this consistent, system-wide approach to service learning so that an ethic of service and caring is sustained at each grade level from pre-school to graduation.

Hudson's focus on empathy, ethics and service has helped young people experience the sense of community that ties us together. We believe our character education program has enabled young people to understand the meaning of the common good, appreciate the consequences of their actions, and develop a sense of relatedness to and responsibility for the larger human community.

### III. Elementary School Schedules and Hours

#### C. A. Farley School

8:15 a.m. – 8:30 a.m. Student Arrival  
 8:15 a.m. – 8:45 a.m. Breakfast Available  
 8:30 a.m. Starting Time  
 2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
 11:00 a.m.-11:30 a.m. K/ Gr. 1 lunch  
 11:30 a.m.-12:00 p.m. Grade 2 lunch  
 12:00 p.m.-12:30 p.m. Grade 3 lunch  
 12:30 p.m.-1:00 p.m. Grade 4 lunch

#### Forest Avenue School

8:15 a.m. – 8:30 a.m. Student Arrival  
 8:15 a.m. – 8:35 a.m. Breakfast Available  
 8:30 a.m. Starting Time  
 2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
 11:30 a.m. -12:00 p.m.- Kindergarten lunch  
 12:00 p.m. -12:30 p.m. Grade 1/2 lunch  
 12:30 p.m. -1:00 p.m.- Grade 3/4 lunch

#### J. L. Mulready School

8:15 a.m.-8:30 a.m. Student Arrival  
 8:30 a.m. Starting Time  
 2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
 11:00 a.m. - 11:30 a.m.- K/1 lunch  
 11:30a.m.-12:00 p.m.- Grade 2/3 lunch  
 12:00 p.m.-12:30 p.m.- Grade 4 lunch

*Lunch is not served on early release days*

## IV. Who's Who

### Hudson Schools and Administration

Office of the Superintendent	Dr. Jodi Fortuna, Ed.D., Superintendent	978-567-6100
Pupil Services	Ms. Catherine Kilcoyne, Director	978-567-6111
Hudson High School	Mr. Brian Reagan, Principal	978-567-6250
	Mr. Joshua Oflin, Assistant Principal	
	Mr. Daniel McAnespie, Assistant Principal	
Quinn Middle School	Mr. Jason Webster, Principal	978-567-6210
	Mr. Matt Gaffny, Assistant Principal	
J. L. Mulready Elementary School	Ms. Kelly Whitmore, Principal	978-567-6170
Forest Elementary	Mr. David Champigny, Principal	978-567-6190
Farley Elementary	Mrs. Melissa A. Provost, Principal	978-567-6153
	Miss Rachel Scanlon, Assistant Principal	
Curriculum Directors	Ms. Karen Martin, Elementary	978-567-6107
	Mr. Todd Wallingford, Secondary English/Social Studies	
	Ms. Leslie Knight, Secondary Math/Science	
Technology	Ms. Ellen Schuck	978-567-6250
Health, Nursing, & Safety	Ms. Lee Waingorten	978-567-6116
Arts	Mr. Michael Correa	

### School Committee Members

Mr. Brian Davis, Ms. Elizabeth Hallsworth, Ms. Allyson Hay, Mr. George Luoto, Mr. Glen Maston, Ms. Jennifer O'Brien, Ms. Michelle Tousignant-Dufour

The seven-member school committee meets on a regular basis on the second and fourth Tuesday of the month in the School Administration Building. Meetings are open to the public and begin at 7:00 p.m.

## **Forest Avenue Staff 2015-2016**

### **Administration**

#### Principal

David Champigny

#### School Secretary

Melony Walker

#### School Nurse

Christie Vaillancourt

### **Special Subjects Teachers**

#### Art

Stacey Rodriguez – room 18

#### Library

Mary Kate Leidal

#### Music

Andrea Regan – room 19

#### Physical Education

George (Chip) Colello

#### Technology

Linsey Colarullo – room 23C

### **Classroom Teachers**

#### Kindergarten

Kim Colbert – room 16

Kathleen Nugent - room 15

Kim Primeau – room 17

#### Grade 1

Nadine Barry – room 5

Karen Eadie – room 3

Erin MacKay – room 4

Jessica Sabino – room 2

#### Grade 2

Linsey Eggleston – room 9

Erin Gaffny – room 10

Alexanne Whitney – room 8

#### Grade 3

Kaeleigh Chartrand – room 24B

Michelle Daigneault – room 24A

Susan Hehir – Room 24C

#### Grade 4

Sytske Campbell – room 22A

Kristina Peterssen – room 22C

Jocelyn Tobler – room 22B

### **Support Services**

#### Interventionists

Kerry Cusick – Reading - room 22D

Donalene Groom – Reading – rm. 22D

Kellie Horne – ELL – room 21D

Hope Marin – SPED Inclusion Gr. K-2,  
room 1

Michelle Norsworthy – ELL – room 21D

Maria Ricciuti – Math - room 21C

Danielle Wood, SPED Inclusion Gr. 2-4,  
Room 23D

#### Para Professionals

Maria Brun – room 15

Deborah Devereaux

Joseph Donahue

Kristina Duplisea

Tiffani Grillo

Kathleen Johnson – room 16

Annemarie King

### **Para Professionals (cont.)**

Michele Lattanzi  
Jennifer Mikula - room 17  
Rachel Warpula – SPED Inclusion K-2 –  
room 1

### **Academic Center**

#### **Grade 1-4**

Elaine Cyr - Special Educator – rm. 11  
Jane Chartrand, Para Professional  
Ginny Colaianni, Para Professional

#### **Occupational Therapist**

Ann Cleary – room 19A  
Mary Beth Christian, Assistant

### **V. Transportation**

#### **School Psychologist**

Jennifer Lipton – room 7

#### **ABA Therapist**

Laura Jeffrey

#### **Physical Therapist**

Jennifer Colbourn – room 19A

#### **Speech/Language Pathologist**

Trisha Cardinal – Room 13  
Kristina Cassidy, Para Professional

### **Facilities**

#### **Cafeteria Staff**

Nadine Teabo, Manager  
Madeline Mouwad, Cook

#### **Custodians**

Steven Santos, Head Custodian  
Sheila Augusto  
Joe Andrade  
Kevin Luz

### **Bus Information and Procedures**

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers. *See Appendix B for Hudson School Committee Policies on Transportation and Transportation Discipline.*

**It is important that parents review and discuss with their children proper safety behavior to and from school.** Too much emphasis cannot be placed upon developing good safety habits. Children should not carry sharp objects, such as pencils, pens, rulers, etc. They should be instructed to go directly to and from school, never talking to strangers or getting into a stranger's car, etc.

Along with the above mentioned, we should also stress: getting to the bus stop on time, respecting the property of others, waiting in an orderly manner for the bus, using the hand rail when getting on and off the bus, taking a seat promptly, helping to keep the bus clean, no horse-play, being careful leaving the bus, crossing 10 feet in front of the bus if it is necessary to cross the road looking both ways, and looking for the driver's signal.

Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.

During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.

When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.

A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.

Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus routes are available at [www.hudson.k12.ma.us/parents-students/student-transportation](http://www.hudson.k12.ma.us/parents-students/student-transportation).

Students are not permitted to change buses from their designated bus assignment.

### **Bicycles**

- No students have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before 8:15AM
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.

- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- It is further suggested that a basket or some type of carrier be attached to the child's bicycle to assist in carrying lunch boxes, papers, etc.
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.
- Students should then enter the building through the main door at the center of the building.

#### Walkers

- Students who do not receive transportation to and from school because of their proximity to the school are considered walkers.
- Students who walk may not arrive before 8:15AM.
- Please encourage your child to cross streets at designated cross walks, with the assistance of the crossing guards where available.
- Students cannot leave school grounds once they arrive.
- Students should then enter the building through the main door at the center of the building.

#### Arrival By Bus

Students will be dropped off at the Woodrow Street sidewalk. A staff member greets each bus and direct the children to enter the building.

#### Arrival By Car (Student Drop Off)

Parents will enter the parking lot from Forest Avenue and proceed past the Main Office entrance to the designated drop off area. Students will exit the vehicle from the passenger side, then walk on the sidewalk to the Woodrow Street side of the building where a staff member will be there to greet them and direct them to enter the building. Once the students have exited the vehicle, the car will exit the property via Woodrow Street. Cones will be placed at the crosswalk on the Woodrow Street side of the building so that cars will **not** be able to pass one another on the driver's side. Traffic will need to proceed in a single file line onto Woodrow Street.

#### Arrival By Car (Parent Escort)

Parents who wish to escort their student into the building should park their vehicle in the Forest Avenue Lot then walk their student to the main door at the center of the building.

#### Student Dismissal Procedures

On the first bell at 2:50 PM, all students line up at their bus station. Walkers and pick-ups walk to the cafeteria and line up by the Art room doors to be dismissed to a parent or to the crosswalk. Parents picking up students at regular dismissal time should park in the Forest Avenue parking area and must enter the building via the Cafeteria doors sign out their student.

On the second bell, students are dismissed to their bus as it arrives.

If you are picking up a child before the 2:50 PM dismissal, please come to the office and your child will be called from class. A note should be sent in notifying the teacher of the early dismissal.

### VI. Attendance

#### School Attendance

Students are expected to **attend school daily and arrive on time**. Non medically documented absences or tardies are not to exceed 14 days. Absences or tardies exceeding this amount are subject to possible interventions by the school.

The Massachusetts law regarding school attendance Regulation of School Attendance states: "Every Child between the minimum and maximum ages established for school attendance by the board of education...shall...attend a public school in said town...during the number of days required by the board of education in each school year. The superintendent, or teachers in so far as authorized by him or by the school committee, may excuse necessary absence for other causes not exceeding seven day sessions in any period of six months.

#### Absence

Please use the "**Call-Back**" system to notify the school if your child is absent. The purpose of the call back system is to ensure that your child has arrived safely to school. When you call the school to report an absence, please follow the prompts to record your message and include

the medical reason for absence if applicable. If possible, please phone the school prior to 30 minutes before the start of the school day. If your child is going to be absent for more than one day, you may either let us know in advance or call each day. In addition to calling, you will need to send in a note indicating the dates and reason for the absence. Parents/guardians are requested to contact the school nurse for absences exceeding two days.

A child will be marked absent for the day if s/he arrives at or after 11:40 am.

#### **Missing Child Notification**

We want to do everything we can to support the safety of your child as they arrive to school. To help us with this effort the school district has established a standard practice in the event that a student does not show up to school and there is no advance notice by a parent. We will follow the steps below:

1. Call the home to verify absence.
2. If no parent/caregiver or person of authority is reached, we will call other emergency contacts to verify absence or establish a contact with the parent/caregiver.
3. If legitimate absence cannot be established, the child should be presumed missing and the police will be contacted.
4. We will follow up with the police until the parents/caregiver is reached.

It is our hope that this process will better ensure the safety and well being of our students.

#### **Extended Illness and Tutoring**

In cases of long-term illness or hospitalization, a letter from a doctor verifying the necessity of an absence for more than 10 days can warrant home tutoring. In such instances, please contact the school so that necessary arrangements can be made to assure the pupil's progress is maintained during his absence.

#### **Tardiness**

School begins at 8:30a.m. **If you drop your child off after the start of school, you are required to escort and sign your child into school.** Excessive tardiness is detrimental to the education of the attending child as well as disruptive to his/her classmates and the classroom teacher. Student who accumulate more than 5 unexcused tardies will have a notice sent home to their guardian. If a student accrues 10 unexcused tardies, the child's guardian will be required to attend a meeting with the principle or their designee.

#### **Early Dismissal**

Occasionally, because of an appointment, a student must be dismissed before the usual dismissal time. A written request for early dismissal should be turned into the office in the morning. If this is not possible, a phone call to the school will suffice and the pupil will be notified of his early dismissal. Verbal messages from the child are not acceptable. Anyone picking up a student must come into the school to be identified by the student and sign the student out.

#### **Scheduled Early Release Days**

Throughout the school year a number of early dismissal days have been established. These dates are published on the school calendar. Early release times are at 11:40am. Lunch will not be served on early release days. No ½ day Kindergarten on early release days.

#### **Unscheduled Dismissals During the School Day**

In case of emergency dismissal from school (sudden snow storms, etc.) your child will be instructed to go directly home or to a place you have previously discussed with your child. Notice of such an early dismissal will always be broadcast over the radio and T.V. You will also be notified by the district call system.

#### **No School and Delayed Opening Announcements**

Decisions about school cancellations are made by the Superintendent and are communicated through the phone system, WSRO 680 on your radio, TV channel 4 or 5 the district web site [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us) or [www.thebostonchannel.com](http://www.thebostonchannel.com). It is requested that you do not call the police department, school buildings or the news stations as these people are involved in other storm related matters at those times.

## **VII. Home-School Communications**

### **Parents as Partners**

Parent and school communication and collaboration result in:

- ★ Students achieving at higher levels;
- ★ Students showing better attendance and completing homework done;

- ★ Students showing positive attitudes and behavior;
- ★ Students understanding the support process between home and school.

Because it is a priority for a positive Home/School Partnership there are a variety of ways for parents and school personnel to communicate with each other. Here are some examples of Hudson Public School Home/School communiqués:

- **Periodic Principal Letters**
- **Parent Conferences** – Conferences are held on half days and evenings two times during the school year. Additional conferences can be held at teacher or parent request.
- **Report Cards** - Reports are sent home 3 times a year at the end of the term, with the exception of Kindergarten, which will be sent home twice per year. Parents will have access to the Grades 1-4 report cards online through iParent.
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child’s school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Wellness Newsletter**- district-wide newsletter generated by School Health & Safety Advisory Council that goes home quarterly in students’ backpacks and by Listserv.

One of the most important forms of communication is between parents and classroom teachers. Some samples of classroom communication include:

- **Welcome Letters** - Some teachers choose to send letters in the summer to children and/or parents
- **Open House** – Annual evening classroom visit for parents to learn about curriculum and classroom expectations
- **Dismissal Changes** – Changes must be in writing each time there is a change in a child’s dismissal plan.
- **Notices**- The elementary schools send many notices and reminders throughout the year concerning school related matters. Such notices are sent with the students to be given to their parents. Please impress upon your child the importance of delivering such material to you so that you are kept informed of what is occurring in the school.
- **Weekly/Monthly newsletters and monthly class calendars** (optional)
- **Email/phone list**
- **Websites** (some teachers have their own)

#### Emergency Information

At the beginning of each year or when a new student enters, you are given a **Student Biographical Information-Verification Form** to fill out. In completing the form, please pay particular attention to the part of the form requesting emergency contacts. Please list emergency contacts on the form, with the consent of the persons whose names you've given.

**Please notify the school of any changes pertaining to the information contained on this form. It is most important that we have such information in case of injury or illness that cannot be handled in school.** It is school policy not to send a sick child to an empty home.

#### Homework and Homework Policy

Homework is a vehicle for building communication and collaboration between the teacher, parent and child. Homework is intended to extend and solidify the understanding of concepts, ideas or skills. Regularly scheduled homework assignments help to develop study habits and the idea that learning continues beyond the school building. It also provides an opportunity for parents/caregivers to become involved in the academic portion of their child’s day.

Reading together or independently each night is strongly encouraged at every grade level. Long-term projects may be assigned from time to time. Teachers will provide written expectations and time-lines for completing homework assignments when students are unable to write for themselves. Homework is generally assigned Monday through Thursday.

#### General time guidelines for homework completion

<u>Grade Level</u>	<u>Nightly Homework</u>	<u>Read-at-Home</u>
Grade 1	15 minutes	15 minutes
Grade 2	20 minutes	15 minutes
Grade 3	30 minutes	20 minutes
Grade 4	30-40 minutes	20-30 minutes

\*Guidelines are intended to provide parents and caregivers with approximate average times that students will need to complete homework assignments. Homework will vary from student-to-student and from day-to-day. Teachers may also give long-term assignments such as research reports or book-related projects.

To best support a student with homework at home:

- ❖ Designate a good workplace that has few distractions and set a regular time for doing homework. Siblings should respect the quiet workspace.
- ❖ Provide the necessary materials including times needed to complete the assignment.
- ❖ Be available for assistance but encourage your child to do the work as independently as possible.
- ❖ Ask your child to explain their thinking when checking the accuracy of his/her homework. Ask him/her to restate the directions they were to follow in completing the assignment. This information will be important to know in order to determine your child's overall understanding of his or her homework responsibilities.
- ❖ Confer with the teacher if the assignments seem consistently unclear or too difficult.
- ❖ Notify the teacher if an unforeseen occurrence prevented the child from completing the assignment.

To best support effective homework practice teachers will:

- ❖ Communicate with teachers across and within grade levels to establish consistent homework requirements, yet also recognize that each teacher needs flexibility to make decisions pertinent to his /her own classroom and curriculum.
- ❖ Provide students with homework that provides meaningful practice within the curriculum and acknowledges the skill levels of students.
- ❖ Communicate clear time lines for completion of any assignment.
- ❖ Keep daily homework completion records as one way to evaluate student responsibility and understanding of skills taught and return graded assignments in a timely manner.
- ❖ Provide timely feedback to students about the quality of their work and assist them in determining goals for improvement and ways it can be achieved.
- ❖ Contact parents if a concern arises.

To best assume responsibility for homework students will:

- ❖ Bring home all necessary materials to complete homework.
- ❖ Complete homework on time, legibly and to the best of their ability.
- ❖ Organize and put completed homework in backpacks each night.
- ❖ Turn in the homework to the appropriate person or place when due.
- ❖ Continue independent reading throughout the year and increase daily reading time when homework is not assigned.

**Open House**

On September 8th, parents are invited to Forest Avenue School for an evening open house. At this event, faculty will conduct grade and classroom-based presentations regarding curriculum and expectations for the school year.

**Parent-Teacher Conferences**

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises. Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: October 19th and 20th and April 5th and 6th. Evening conferences will be held October 20 and April 6.

## Report Cards

Report cards are issued three time per year

### 2016-2017 Report Card Schedule

<b>Grades Close for Kindergarten</b>	<b>Report Cards Issued for Kindergarten</b>	<b>Grades Close for Gr. 1-4</b>	<b>Report Cards Issued for Gr. 1-4</b>
January 25	By February 1	December 5	By December 16
June 9	Last Day of School	March 15	By March 28
		June 9	Last day of school

## Student Records

In January 1975, the Massachusetts Board of Education adopted the Massachusetts Student Record Regulations. These regulations apply to all public elementary and secondary schools. They are designed to ensure parents' and students' rights to confidentiality, inspection, amendment, and timely destruction of student records.

The regulations apply to all information kept by a school system from which a student may be individually identified. The regulations define the student record as consisting of two parts - the transcript and the temporary record.

## Visiting the School

- All visitors and volunteers must sign in at the school office and pick-up a visitor's badge.
- When you sign in, please state the purpose for your visit, your destination and time of arrival and departure.
- Upon your departure, you will need to sign out.
- If you would like to meet with your child's teacher please call in advance to make an appointment.
- All doors will be locked while school is in session.

## CORI Forms:

We welcome parent and guardian volunteers to help out with school events however to do so you must complete a CORI (criminal record check) form. These forms can be completed at the schools and can take up to three weeks to process, please plan accordingly. Please see the school secretary for more information.

## VIII. Food Services

### Breakfast and Lunch Program

The children have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$2.75. Milk alone is \$.50. A menu goes home with students at the beginning of each month. Additionally, the menus are posted on the school web page, at [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us). Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager.

### Healthy Snacks

Healthy bodies make healthy minds for Hudson students! Please send your child to school with a healthy snack and a water bottle. Why? Because the work we do in the classroom is challenging and brains and bodies need the energy that only healthy snacks can provide. Students need food and water that will sustain their energy and keep them hydrated so they can concentrate on their school work. So what kinds of snacks are healthy snacks? Here is a list of some healthy snack choices:

Applesauce  
Breakfast/Granola bars  
Dairy products such as yogurt, cottage cheese, string cheese, etc.  
Fresh fruit such as oranges, grapes, apples, bananas, kiwi, pears  
Fresh vegetables such as cucumbers, peppers, carrot sticks, or broccoli

Popcorn  
Pretzels  
Raisins and dried fruit  
Whole-grain cereal and crackers

**As there are children with life-threatening food allergies in some classrooms, please check with your teacher if you're not sure about the safety of a snack you want to send in for your child.**



### Eligibility for Free and Reduced Priced Meals

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our district website at [http://www1.hudson.k12.ma.us/food\\_services/lunch\\_forms.html](http://www1.hudson.k12.ma.us/food_services/lunch_forms.html). New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

## IX. Program Information

### Health Office and Nurse

The school health office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. The health office is staffed by a full-time registered school nurse or substitute registered nurse.

### Cafeteria

Students eat lunch in the cafeteria. They may bring their own lunch from home or buy school lunch. The lunch count will be collected first thing in the morning.

### Computer Lab

The Technology Specialist is available to teach lessons integrating technology with the curriculum and assist with research and demonstrate lessons. Children in grades 2, 3, and 4 will attend computer class once per week for 40 minutes. Please refer to the Internet Acceptable Use Policy in Appendix C.

### Library

The Hudson Public Schools' Library Media Program is designed to promote a love of literature and reading and to help students become effective users of information and ideas that contribute to lifelong learning. The mission of the library program is to ensure that students, teachers, and administrators are provided with the opportunity to access and utilize as many different forms of media as are available, and to enable them to be effective users of all of the various information sources. Library media specialists offer instruction, selection guidance, and materials as needed for classroom activity. Library materials are provided to show a variety of viewpoints, support the school curricula and State Frameworks, satisfy student areas of interest, and make students aware of the values intrinsic to our society.

**NO FOOD OR DRINK is allowed in either the Computer Lab or Library. Children are expected to behave appropriately and use quiet voices.**

### Specialists

The Hudson Public Schools offer Art, Music, Physical Education, Library and Computer Instruction to the students in the elementary schools. Each discipline has benchmarks and instructional goals from the Massachusetts State Frameworks that must be met. Students need to exhibit appropriate behavior and understand the expectations during these special subjects. Students are provided with the following each week:

- Half-day kindergarten: library and physical education, as well as either art and music for half the year
- Full-day Kindergarten and Grade 1: two Physical Education classes and one art, library, and music class.
- Grades 2, 3 and 4: each discipline once per week for 40 minutes.

### Field Trips:

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip.

No child shall be denied participation because of lack of economic means.

### Academic Support

**English Language Learners** – Our elementary English as a Second Language Program is designed to develop students' language and literacy skills for long-term academic success. All kindergarten and first grade ELLs as well as second, third, and fourth grade ELLs at higher English language proficiency levels are fully included in mainstream classrooms with classroom teachers working in collaboration with ESL teachers. ELLs in second, third, and fourth grade who are at lower English language proficiency levels are also included in

mainstream classrooms, but, additionally, these students spend a portion of their school day in proficiency-based small groups working with an ESL teacher to develop foundational social and academic language skills.

**Pupil Services** – The Department of Pupil Services is located in the Administration building at 155 Apsley Street. This department oversees all aspects of special education services in the district, as well as health and medical services, school counseling and guidance services, psychology services and preschool services, including the Community Partnerships for Children Grant. These programs and departments support children with and without identified disabilities. Personnel in this department work closely with staff across the district to support all children who are at risk or experiencing difficulty academically, medically, emotionally or socially. All efforts to accommodate children's needs are addressed through the general education classroom, whenever possible. If you would like any additional information regarding Pupil Services, please call 978-567-6111 or 6112.

**Title I** – Title I provides supported instruction to students who qualify for the program and whose achievement in mathematics and/or reading is currently below grade level. The program is funded on a year by year basis depending on the amount of federal funds available to the Hudson Public Schools. Available funds are determined by a federal formula based on demographic and census data submitted by the state.

### **General Education Program**

#### **Response to Intervention (RTI) Literacy**

Hudson Elementary Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop.

Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data.

Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

#### **Math Support**

Hudson Elementary Schools have a responsive and collaborative approach to address the math needs of students. The Math Specialist, Special Education staff, English as a Second Language Teachers, Title I teachers, and classroom teachers plan instruction based on formal and informal assessments to provide students and groups of students direct instruction based on their needs. Some approaches include math workshop, learning centers, and co-teaching. Teachers assess students' math skills regularly and use results to plan instruction.

### **Special Programs**

#### **Title I**

Our school receives Federal Title I part A funds to enhance the academic program for certain students. These funds are targeted to aid in accelerating the progress of those students who may fall behind in the attainment of certain academic starts in the areas of English Language Arts and/or Math. This means during Literacy Response to Intervention (RTI) or Math Support your child may receive support from a staff member who is designated as a Title I Teacher. We find this model of instruction engages and challenges all students, while allowing teachers to differentiate for individual needs.

Researchers agree that students are most successful when families, the entire school staff, and students share the responsibility for improved student academic achievement. The following compact helps to define the means by which the school and families will build and develop a partnership that will help children achieve the high standards.

#### **School-Parent/Guardian Compact 1**

The Forest Avenue School and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

This compact is in effect during 2016-17 school year.

#### **School Responsibilities**

The Forest Avenue School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Literacy Intervention/Responsive to Intervention (RTI)
  - Math Support
2. Hold parent/guardian-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
- October 19<sup>th</sup> and 20<sup>th</sup>
  - April 5<sup>th</sup> and 6<sup>th</sup>

Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Trimester Standards-based Report Card for Grades 1-4
3. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:
- Open House, Parent-Teacher Conferences, individual meetings, phone calls, and email
4. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Math Family Nights, classroom volunteer, school events

### **Parent/Guardian Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch and the amount of screen time they have.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement Team.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20-30 minutes every day outside of school time.
- Practice math facts or apply math skills on a regular basis.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

## Right to Know Requirements

The federal Elementary and Secondary Education Act (ESEA) defines standards for teacher quality. Under ESEA, teachers must be licensed, have a bachelor's degree, and demonstrate subject matter knowledge, either through a state test or by majoring in the subject in college. ESEA standards apply to the subject matter taught by teachers: a teacher may be qualified to teach one subject but not another. With this in mind, we are doubling our efforts to make sure all teachers at our school are appropriately assigned to teach classes that reflect their degrees. ESEA requires that parents/guardians of children enrolled in Title I schools be notified if their child has been taught for four consecutive weeks by a teacher who does not meet the federal standard.

ESEA also requires that school districts annually notify the parents/guardians of each student attending any Title I school that they may request information about the qualifications of their child's teacher and teachers:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, give their qualifications.

If you have any questions regarding a teacher's qualifications, please feel free to contact Karen Martin, Director of Elementary Education at 978-567-6107 or [kamartin@hudson.k12.ma.us](mailto:kamartin@hudson.k12.ma.us).

## **X. School Support Organizations**

### **Home and School Association**

The Forest Avenue Home & School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students attending Forest Avenue, administrators, teachers, and community members are welcome to participate

### **SEPAC - Hudson Special Education Parent Advisory Council**

The Hudson Special Education Parent Advisory Council (SEPAC) is a group of parents whose children have special needs and who attend Hudson Public Schools or programs funded by Hudson Public Schools. Any parent of a child with special needs can join the SEPAC.

- SEPAC meets regularly with the school administration to advise on the needs of children receiving special education services.
- SEPAC has speakers and videos regarding topics of interest to parents of children with special needs, including parent rights, IEP's, learning disabilities, autism, behavior management, etc.
- SEPAC supports parents and act as resources for each other. They have books and videos available for borrowing.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C(as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council.

The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members.

The main areas of responsibility for school councils are:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards.
2. Identifying the educational needs of students attending the school.
3. Reviewing the annual school building budget.
4. Formulating a school improvement plan.

## **XI: Health and Safety Information**

### **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 that 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, Nursing and Safety 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 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 (grade 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.

### **Medical Absences**

#### **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 when:**

- 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.

### **Cumulative Health Record**

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

#### Immunizations

Students must have up-to-date immunizations in order to enroll and remain in school (105 CMR 220.000 and M.G.L. c.76, s.15). Immunizations may only be waived if a parent or guardian annually provides a written Medical or Religious exemption to the nurse or is homeless per the McKinney-Vento Homeless Assistance Act of 2001. When a case of vaccine-preventable disease emerges, students with exemptions must be excluded from school (105 CMR 300).

#### Lice Procedures

The Hudson Public School District believes that the management of head lice (pediculosis) should be evidenced based, support academic achievement and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to be rare (NASN, 2011; MDPH, 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2010). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### IDENTIFICATION/TREATMENT

Head lice are tiny, wingless insects that survive by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head lice or their eggs (nits) are found in the hair and are most often found behind the ears and at the base of the neck. Head lice usually lay their eggs on strands of hair about 4 mm or ¼ of an inch from the scalp (MDPH, 2012).

If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will also provide resources with additional information.

Evidenced based practice does not support classroom wide screening of students for head lice as there is a lack of evidence that routine classroom or school-wide head lice screenings have any effect on the spread of head lice (Pediatrics, 2010; CDC, 2010). Parents should perform frequent, careful head checks of their children for evidence of lice and/or nits, and when the child has symptoms of head lice. All household members and individuals with close personal contact should be examined for lice, and if found, treated.

#### NOTIFICATION/RETURN TO SCHOOL

Sending notification letters home to entire classrooms when there is only one or two incidents of pediculosis may cause unnecessary alarm and threaten the confidentiality of those students (Pediatrics, 2010). The school nurse, in consultation with the HPS Health Services Director if needed, will determine whether or not a classroom notification letter is indicated.

If a child is diagnosed with head lice he/she may come back to school as soon as recommended treatment has been started.

#### FOLLOW UP

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. It is possible that live lice may still be found 8-12 hours after treatment, but should be moving more slowly. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the school administration and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

#### REFERENCES & RESOURCES

CDC, 2010. Head Lice Information for Schools

<http://www.cdc.gov/parasites/lice/head/schools.html>

Pediatrics, 2010. Frankowski, B.L., & Bocchini, J.A. Clinical report: Head Lice, 126(2), 392-403. From:

<http://pediatrics.aappublications.org/content/126/2/392.abstract>

MDPH, 2007. Massachusetts Department of Public Health. (revised 2007) The Comprehensive School Health Manual Ch. 8, pp 56-58:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/primarycare-healthaccess/school-health/>

MDPH, 2012. Massachusetts Department of Public Health. Public Health Fact Sheet-Head Lice (Pediculosis).

2012.

NASN, 2011. National Association of School Nurses. Position Statement: Pediculosis in the school setting. From:

<http://www.nasn.org/ToolsResources/HeadLicePediculosisCapitis>

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.

### **Medical Transportation Procedure**

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school.

#### **Guidelines and Process for Medical Transportation**

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization For Use Or Disclosure Of Health Information To And From School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, either by phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted on the basis of above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Health, Nursing and Safety and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request For Medical Transportation form and send to Director of Health, Nursing and Safety along with a copy of the completed Student Collaborative Health Plan –Transportation form. Page 2 of 2
- l) The Director of Health, Nursing and Safety or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health, Nursing and Safety at (978) 567-6116 or the Director of Pupil Services at (978) 567-6111.
- r) The Director of Health, Nursing and Safety maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

#### **Specific Guidelines**

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require transportation services. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures or amputations may be eligible for medical transportation. Students who are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

**Seizure Disorder:** Transportation for students experiencing intermittent seizure activity may be provided door to door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

**Other:** Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.

#### **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 medications 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.
- Medication expiration dates should be checked prior to bringing medication to school nurse.
- All medication must be delivered to the school nurse by the parent or responsible adult and must be picked up by an adult. Students are not permitted to transport medications to and from school. The only exception is for students who must carry critical medications (such as an asthma inhaler, EpiPen, insulin or CF enzymes) with written permission from the parent and school nurse on file in the School Nurse's office.

#### **No Smoking Policy**

Hudson Elementary Schools are non-smoking facilities. No smoking is permitted either in the buildings or on the grounds of the schools.

#### **Physical Education (PE) Curriculum**

Students in grades K-4 will participate in PE classes once or twice per week. The PE teachers follow state and national standards in providing a year-long 10 unit course that includes skill development activities and games. Your children will be learning critical movement concepts and developing motor skills, while demonstrating responsible personal and social behavior, as well as understanding and respect for differences among people in physical activity settings. An essential objective is that your children will enjoy self-expression, physical challenges, and social interaction with their peers.

#### **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.

#### **School Safety Drills**

In order to promote a safe school environment, fire and secure building safety drills are conducted throughout the year. Practice drills are both announced and unannounced. If you have concerns as to how your child may respond to such drills, please contact the administration.

#### **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 the nurse of any changes in your child's health or in your contact information as it occurs during the year.

### **XII. Behavior & Conduct Guide**

It is our belief that all children learn best in a safe school environment. Through Responsive Classroom, students are a part of the process in helping to determine classroom rules and understanding logical consequences. In order to guarantee the safety and structure of the school



community, students who cannot respond to classroom rules and logical consequences as implemented through responsive classroom may be referred to the office. Please review this behavior guide with your child/children.

We are asking that family and school personnel join together in creating the best possible environment for your child. The school alone cannot do this; we seek your assistance and support. The classroom teacher will review the contents of this guide with their classes periodically. It is in your child's best interest that we work together to insure a safe and comfortable educational atmosphere. Please review the behavioral expectations and discipline procedure with your child.

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

The following summarizes the Elementary Schools' Expectations for Students' Behavior. These should be reviewed by parents with their children early in the school year and reviewed periodically. Students who do not meet these expectations will meet with consequences as stated in this guide.

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:30am. After 8:30am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
  - Walking in the halls
  - Walking to and from the bus
  - Holding the doors open for the person behind you, and
  - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question. Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

#### Dress Guidelines

Students are expected to dress and groom themselves in such a manner as to avoid conflicting with the values and educational pursuits of the school. Distracting attire such as:

- Shirts that expose midriffs
- Mesh or see-through attire
- Shorts, skirts or dresses that fall higher than four inches above the knees
- Heels that are taller than one and one-half inches

- Inappropriately torn or altered clothing, and
- Clothing bearing offensive themes or that advertise merchandise not suitable for minors
- Shoulder shirt straps that are less than 1" wide.

The above-mentioned list is not limited.

### Conduct and Consequences

**Bullying** is a serious and hurtful situation that will not be tolerated in our schools. Bullying occurs when more than one time, a student (or students) says, writes or uses physical acts or gestures that are hurtful and target another student. Bullying occurs when

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.
- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

Bullying includes cyber-bullying, which is bullying through the use of technology or any electronic communication (for example, emails mobile phone texting and social network pages.). Please see Appendix H for the Hudson Public Schools' Anti-bullying Policy.

A student has committed an infraction of the **Behavior and Conduct Guide** whereupon they have failed to uphold any aspect of the school's expectations. The disciplining of students for infractions is dependent upon the severity and frequency of the specific behavior. Restitution (the act of making good for loss, damage, or injury) will be assigned as a consequence whenever possible. Infractions and consequences are organized into three "levels." They are as follows:

#### Level 1 Behavior

Conduct which fails to uphold the school's expectations and which interferes with the orderly learning environment of the school, classroom, or common areas. Examples: class disruption, tripping.

#### Level 1 Consequence

Teacher discusses situation with the student and provides a logical consequence such as loss of recess.

#### Level 2 Behaviors

Repeated Level 1 behavior and/or conduct that seriously interferes with the educational process of the school. (i.e. stealing, fighting, threatening behavior toward a student or adult, inappropriate or obscene language or gestures, physical aggression such as pushing, shoving, kicking or other physical contact, sexually inappropriate behavior, disrespectful behavior). Such conduct may also be potentially dangerous to the safety and well being of the students and staff.

#### Level 2 Consequences

1st offense – Detention\* or behavioral consultation. A parent may be contacted by memo or phone if necessary.

2nd offense – Detention\* and/or behavioral consultation. Parent contact by memo or phone or conference if necessary.

3rd offense – Detention\* and/or behavioral consultation. Parent conference and referral to Principal for alternative interventions. This may include removing the child's privilege to attend a class field trip at a later date.

\* Detention may take place before school, during lunch recess, or after school.

#### Level 3 Behaviors and Consequences

Level 3 behaviors are considered the most serious violations. These behaviors endanger the immediate health, safety and personal well being of the students and adults. The following infractions may be met with immediate suspension or recommendation for expulsion. Please see Appendix A for complete school committee policy related to school discipline guidelines.

- Repeated or serious instances of Level 2 behavior (which has not been modified by intervention) that poses a threat to self or others and/or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school property or at a school function.
- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.

- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

#### After School Detention

As a consequence for disregard of classroom or school behavioral guidelines, an after school detention may be issued by the teacher or administration. If a detention is issued, parents/guardians will receive notification to plan accordingly and will be responsible for transportation home. Detention generally runs from 3:00-3:30pm.

#### Electronic Device and Cell Phone Policy

Many of our students have begun carrying cell phones. We understand they are an important means of communication. However, the distraction caused by these phones is increasingly becoming a concern at school. Emergency phone calls can always be made in the front office. Therefore, cell phones are not needed during school hours. If parents need to contact their child, they should call the school office. The office staff is excellent at relaying urgent messages from parents to students. If you receive a call from your child during the school day, please call the school office immediately so that we may assist them.

The regulations of electronic devices (cell phones, mp3 players, radios, iPods, handheld video games, etc) are as follows:

- Cell phones and electronic devices must be kept out of sight in the students' pockets or backpacks at all times during the school day. **This includes the bus rides to and from school, as well as recess.**
- Cell phones and electronic devices must be turned off at all times. Students will be considered using a cell phone if the phone rings, vibrates, or the student is looking at or touching it.

Consequences for violation of the regulations regarding the possession and usage of electronic devices include:

- First offense: The electronic device will be confiscated and must be picked up by the parent.
- Second offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.
- Third offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention. The privilege to carry a cell phone may be revoked at the discretion of the principal.

We realize that having to pick up a student's cell phone may be inconvenient, and therefore we encourage you to discuss this policy with your child in order to avoid this problem. We also ask you to keep in mind that the use of a cell phone/electronic device is disruptive to the school environment.

### XIII. Helpful Information

#### Animals in School

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies.

Only the teacher or designated students are to handle the animals.

Animals are not to be transported on school buses.

#### Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination.

Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with the class.**

#### Desks and Lockers

During the first week of school, students may be assigned a desk and/or locker. Students are reminded that these belong to the school; therefore, they should be maintained as such. School officials may search lockers at any time.

#### Insurance

Insurance on pupils is available each year if the parent desires.

### Lost and Found

There is a lost and found area in all elementary schools. Any books, articles of clothing, etc. that are found in and around the building eventually end up in the lost and found area. Students should always check there first to see if their missing items have been turned in. Similarly, if a student has lost something, the office should be notified so that an attempt can be made to track it down. Our lost and found is located outside of the cafeteria. Twice a year all items left on the table will be donated to a local charity.

### Outdoor Recess Determination

Recess will be indoors due to rain or temperatures which fall below 23 degrees. Please be sure to dress your child appropriately for the weather conditions.

### School Pictures

Individual pictures of each student are taken early in the school year. Class pictures will be taken at the same time. Parents will have the option of purchasing photos.

## XIV: District Policies

All policies may be found at [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

### ANTI-BULLYING

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 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 are expected.

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

"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 extracurricular activities or 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 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 37H ½, 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. 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 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 counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

**Training and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in 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, Nondiscrimination  
 ACAB, Sexual Harassment  
 JBA, Student-to-Student Harassment  
 JICFA, Prohibition of Hazing  
 JK, Student Discipline Regulations

**ASBESTOS REPORT**

Notice to Parents and School Department Employees:

As required by the EPA 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 reinspection reports are available for your review by contacting the building principal at 978-567-6210.

**NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE**

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

**I. Introduction**

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

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

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

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

## **II. Definition of Discrimination and Harassment**

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, disability, or expression of political views. Harassing conduct involving these bases can be a form of discrimination.

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

### *Examples of harassment include:*

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

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

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

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

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

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

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

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

## **III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment**

### **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**

### **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  
Email: 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.

<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.

### **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.

#### **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 A. 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 C. Whitmore, Principal	978.567.6170	kcwhitmore@hudson.k12.ma.us
JFK 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 OR  
 8th Floor  
 5 Post Office Square, Suite 900  
 Boston, MA 02109-3921

Telephone: 617-289-0111  
FAX: 617-289-0150  
TDD: 877-521-2172

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone: 617-994-6000  
TTY: 617-994-6196

**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

**3. For complaints related to discrimination/harassment of employees:**

The Office for Civil Rights US Department of Education 8th Floor OR  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
FAX: 617-289-0150  
TDD: 877-521-2172

The Massachusetts Commission OR  
Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone: 617-994-6000  
TTY: 617-994-6196

The Equal Employment Opportunities Commission John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

**IV. General Policies**

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

8. Any disciplinary action imposed on an employee or a student following an investigation pursuant to this policy is subject to applicable procedural requirements.

**LEGAL REFS.:**

Title V I , Civil Rights Act of 1 964

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

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

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1 972

Rehabilitation Act of 1 973

Education for All Handicapped Children Act of 1 975

M.G.L. 7 1 8: I et seq. (Chapter 766 of the Acts of 1 972) M .G L. 76:5; Amended 2011

M.G.L.76:1 6

BESE Regulations 603CMR 26.00 Amended 2012

BESE Regulations CMR603 28.00

Adopted by Hudson School Committee: December 21, 2010

Adopted by Hudson School Committee: November 13, 2012

Amended April 9, 2013

**DISTRIBUTION AND POSTING OF WRITTEN MATERIALS FOR STUDENTS IN SCHOOLS**

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, 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

#### 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 firewall 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, electronic communications such as instant messaging, and on-line activities.

Use of the Internet has potential dangers. Users are encouraged to read information regarding Internet safety that the Massachusetts Attorney General's office has prepared. This information is available at the School Administration Building or from the Massachusetts Attorney General's Office or website.

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 member 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. 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.

10. Storage capacity: Users are expected to remain within allocated disk space and delete e-mail or other material that takes up excessive storage space.
11. 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; or should they copy other people's work or intrude into other people's files.
12. Inappropriate language: No profane, abusive, or impolite language should be used to communicate on the HPS network or on the Internet.
13. 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.
14. 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.
15. 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.

#### Notifications

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

Approved – October 9, 2001

Hudson School Committee

### **STUDENT DISCIPLINE GUIDELINES**

Each principal, in consultation with the school council, will develop guidelines for disciplining students ("Code of Conduct"). Such guidelines are subject to the approval of the Superintendent and must include the following:

1. Notice of the types of conduct that are prohibited in the school setting.
2. The range of potential discipline that may be imposed for misconduct.
3. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and
4. Standards and procedures for suspending or expelling students.

#### Suspension and Expulsion Procedures

##### In General

Administrators at the building level may suspend students for all offenses in accordance with the school's student handbook. Only the School Committee, however, may expel students, unless the offense is one governed by M.G.L. ch. 71, Sections 37H or 37H1/2 (see below). Expulsion is defined as a student's permanent exclusion from the Hudson Public Schools.

The School Committee shall consider the expulsion of a student as provided for in M.G.L. ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools. The School Committee will adhere to the following procedures when considering expulsion of a student:

1. Prior to any School Committee decision to expel a student, the student will be provided with written notice of the following:
  - a. Reason for the student's possible expulsion, including a statement of the evidence against the student;
  - b. Date, time and location of the hearing;
  - c. Right at the hearing to be represented by legal counsel (at the student/parent's own expense), to present evidence and witnesses, and to cross-examine witnesses.
2. Hearings before the School Committee will be held in executive session unless the student or the parent requests that the hearing be open to the public. A stenographic or audiotape record of the hearing will be made.
3. Upon request, a student and/or parent may review the student's records in accordance with the Massachusetts Student Record Regulations or other applicable law.
4. The Committee's decision will be in writing and will state the controlling facts in sufficient detail to inform the parties of the basis for the decision.
5. If the Committee decides to expel the student but to allow the student to apply for readmission in the future, the Committee's decision will state any conditions that the student must fulfill before applying for readmission as well as the permitted date of application.

M.G.L. ch. 71, Sections 37H and 37H1/2

M.G.L. ch. 71, Section 37H authorizes a principal to expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- possession of a dangerous weapon including, but not limited to, a gun or knife.
- possession of a controlled substance (including marijuana, cocaine, heroin)
- assault on educational staff, including threats, as defined in relevant statutes.

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal 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." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school."

Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

Discipline of Students Subject to the Individuals with Disabilities Education Act.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq. and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

#### Exclusions for More Than 10 Cumulative School Days

In general, special education students may be excluded from their programs, just as any other student may be, for up to ten school days per school year. However, once a special education student is excluded from his/her program for more than ten cumulative school days in the same school year, the student's special education Team, which includes the parent(s), must develop a plan for a functional behavioral assessment and then use that assessment to develop a behavioral intervention plan. When the student is excluded for more than the ten cumulative days, the District also must provide alternative services to the extent necessary for him/her to progress in the curriculum and in his/her IEP goals.

#### Exclusions That Constitute a Change of Placement

When a student is excluded (1) for more than ten consecutive school days or (2) for shorter periods that accumulate to more than ten cumulative school days and constitute a pattern because of factors such as the length, total time, and proximity of the removals, the student's exclusion constitutes a "change in placement." When there is a "change in placement," the district must conduct the functional behavioral assessment and provide services as described above as well as convene the Team to determine whether the student's misconduct is a manifestation of the student's disability.

If the Team determines that the student's behavior was not a manifestation of the disability, the school may discipline the student according to the school's code of conduct, except that the district must provide the student with educational services once the student has been excluded from school for more than ten cumulative school days in the same school year. These educational services must enable the student to progress in the curriculum and in the IEP goals. However, if the Team determines that the behavior was a manifestation of the disability, the student may not be excluded from the student's current educational placement (except in the case of weapons, drugs or dangerousness) until the Team develops, and the parent(s) consent(s) to, a new Individualized Education Plan.

When a parent disagrees with the Team's decision on the "manifestation determination" or regarding an alternative placement related to discipline, the parent has a right to request an expedited due process hearing from Bureau of Special Education Appeals. While the appeal is pending, the student is entitled to remain in his current educational placement (except in the case of weapons, drugs or dangerousness).

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function, a school may place a student in an interim alternative education setting determined by the Team for up to 45 days. Additionally, hearing officers may order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the student's continued participation in the current placement is substantially likely to result in injury to the student or others. Courts may also order a change in the student's placement.

#### Additional Information Available

Additional information regarding the procedural protections for students who have been identified as eligible for services under the IDEA or who are suspected of having a disability that would qualify them for such eligibility may be obtained from the Director of Pupil Services who may be reached at (978) 567-6111.

#### Discipline of Students Subject to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections, as does the IDEA. Additional information regarding such procedural protections may be obtained from the Section 504 Coordinator, who may be reached at (978) 567-6116.

Adopted: May 28, 2002

#### Expulsion by the Principal

Chapter 71, Section 37H states the following regarding expulsion by the Principal:

Notwithstanding any general or specific law to the contrary, all student handbooks shall contain the following provisions:

- 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 knife or 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.

- 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.

- Any student who is charged with a violation of either paragraph (a) or (b) 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, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b). (Chapter 51 of the Acts of 1994, approved July 1, 1994, effective September 29, 1994)

- 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.

- 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. (This section was amended by Chapter 380 of the Acts of 1993 on January 4, 1994)

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

### **STUDENT TRANSPORTATION**

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.

### **STUDENT TRANSPORTATION: DISCIPLINE**

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

### 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

**Student/Parent/Guardian Signature Sheet**

It is important that we work together to provide a safe and respectful learning environment.

Please read this handbook and review all of the policies and procedures with your child. Teachers will also review the guidelines with students during the year.

After reviewing the procedures, please sign and return this sheet to the classroom teacher.

I have reviewed the guidelines for safe, respectful and responsible behavior and will follow them throughout the year so that I and my fellow students can learn.

---

Student signature

date

I have reviewed procedures and guidelines within this handbook.

---

Parent/Guardian signature

date





# Memorandum

**To:** Marco Rodrigues  
**From:** Kelly Sardella  
**Date:** August 18, 2017  
**Re:** Substantive Changes to the Mulready Elementary School Handbook 2017-18

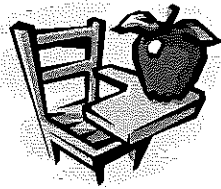
The elementary administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes. The changes are in the “proposed changes” column below with new language underlined and bolded and deleted language bolded and in red.

Page	Section Heading	Existing Language	Proposed Change
3	Science Curriculum	The Hudson Elementary Schools use FOSS and Delta program materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current Massachusetts Science Frameworks, and will be revised when the new Massachusetts Science Frameworks are released during the next school year. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.	The Hudson Elementary Schools uses a variety of materials that <b>are designed</b> to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current <b>Next Generation Massachusetts Science Standards adopted in April 2016</b> . <b>At each grade level a science Curriculum Embedded Performance Assessments (CEPAs)</b> has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science. <b>*Kathy Provost helped us revise this section.</b>
3	Social-Emotional and Character Development	Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for character education and social and emotional learning.	Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the <b>Second Step curriculum</b> , and <b>Service-Learning</b> provide the foundation for character education and social and emotional learning.

3	<b>Social-Emotional and Character Development</b>	Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. <i>Second Step</i> from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, <i>Steps to Respect</i> , from the Committee for Children will be used in grades 3 and 4.	Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. <i>Second Step</i> from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, <i>Steps to Respect</i> , from the Committee for Children will be used in grades 3 and 4.
	<b>Mulready CARES</b>	Added to the handbook and placed in front of District Handbook under Mulready section	See attachment

Joseph L. Mulready Elementary School Handbook  
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2016-2017

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### **I. Mission Statement:**

At the Joseph L. Mulready School, we foster a partnership of teachers, students, families, and community members in order to provide a safe, respectful, and academically challenging learning environment which will support the growth and development of the whole child. We are a respectful and responsible community ready to learn and do our best.

### **II. Administrative Message:**

Dear Joseph L. Mulready Elementary School families,

Welcome to the 2016-2017 school year!

This handbook contains information that will help make the transition from home to school easier. It will also serve to keep everyone informed of our policies, rules and expectations for the students and families of the Joseph L. Mulready Elementary School. Please keep this in a safe place so that you can continue to refer to it in the future. We hope that you find this a helpful resource of information.

The Joseph L. Mulready Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at the Joseph L. Mulready School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection.

We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,  
Kelly Costa Sardella, Principal

### **Hudson Public Schools Elementary Curriculum**

The Hudson elementary schools use a Reader's and Writer's Workshop model to ensure students become proficient readers and writers. The school year begins with the teacher and students working together to create a community of learners. With the workshop model, students are taught specific strategies to improve reading comprehension and writing. The structure of the workshop model includes pre-assessment, explicitly teaching a strategy, modeling a strategy, providing guided practice and independent practice and sharing/reinforcing the strategy. While students are doing guided and independent practice, the teacher pulls small groups for conferences and provides more targeted instruction. Within the workshop model, students are working at their reading and writing level. Students learn how to pick "just right" books at their reading level, and students work on setting individual writing goals.

In kindergarten through 3<sup>rd</sup> grade, all students receive systematic and explicit instruction in phonemic awareness, phonics and spelling using the Foundations Program developed by Wilson Language. This cueing system provides all students with the early literacy skills needed to become confident and fluent readers. Foundations uses research-validated strategies to effectively and efficiently ensure early literacy success.

The English/Language Arts Curriculum is aligned to the Massachusetts Curriculum Framework for English Language Arts and Literacy. At each grade level the expectations for reading and writing have been articulated and students' evidence of learning identified. Specific comprehension strategies vary by grade level. Each grade level has a specific author and genre study and an integrated social studies and science unit of study. Each grade level addresses the three types of writing: narrative, information and persuasive two times per year. During the school year students across all building and grade levels will be learning through Curriculum Embedded Performance Assessments (CEPAs). The use of CEPAs provides students with opportunities to transfer understandings, skills and knowledge learned in the units of study to real world, authentic audiences and purposes. The Hudson literacy program provides students with authentic, engaging texts and opportunities for learning vocabulary, thinking critically, speaking and listening. Students develop the literacy skills needed in today's world and a positive disposition about reading and writing.

### **Math Curriculum**

The Hudson Elementary Schools implemented Engage NY as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The new curriculum/assessment system ensures a common experience across the district. There are three instructional shifts for teachers and students. The Engage NY program prioritizes concepts, sequences instruction, and is rigorous. The program uses a three prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have



opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight mathematical practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and Mid and End of the Module Assessment Tasks. The Engage NY program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Three district developed Curriculum Embedded Performance Assessments (CEPAs) provide teachers with on-going and timely assessment data to plan small, flexible groups for more targeted instruction. Teachers will use a workshop model for math similar to Reader's and Writer's Workshop.

### **Science Curriculum**

The Hudson Elementary Schools use FOSS and Delta program materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current Massachusetts Science Frameworks, and will be revised when the new Massachusetts Science Frameworks are released during the next school year. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.

### **Social Studies/ History Curriculum**

The Hudson Elementary Schools use a variety of primary and secondary sources and literature and informational texts to support student learning of our world, the United States and our history. The curriculum is aligned with the Massachusetts Curriculum Frameworks and at each grade level the Model Curriculum Units provided by the Department of Elementary and Secondary Education are being used to integrate the social studies content with reading and writing like an historian or geographer. At all grade levels students learn how to research and integrate knowledge to present to an audience in written, visual or oral form.

### **Social-Emotional and Character Development**

Character Education is a significant part of who we are and what we value as a district. Responsive Classroom approaches, the Second Step curriculum, and Service-Learning provide the foundation for character education and social and emotional learning. The tenets of Character Education are as follows:

- Each class strives to become a caring community.
- Respect for each student is built on the core values of empathy, ethics, and service.
- Social and emotional learning enhances academic learning.
- Students develop social responsibility through community service-learning.
- Conflict resolution skills are introduced, modeled, practiced, and refined.

The Hudson Public Schools use the **Responsive Classroom** social curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community. It is an approach that focuses on key social skills that children need to learn and practice such as Cooperation, Assertion, Responsibility, Empathy, and Self-control.

The Seven Basic Principles of Responsive Classroom include:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- The greatest cognitive growth occurs through social interaction.
- There is a specific set of social skills that children need in order to be successful academically and socially.
- Knowing the children we teach is as important as knowing the content we teach.
- Knowing the parents of the children we teach is as important as knowing the children.
- How the grown-ups at school work together to accomplish our mission is more important than our individual competence. Lasting change begins with the adult community.

### **Morning Meeting**

One of the Responsive Classroom practices that we employ is the Morning Meeting. It is an opportunity for the classroom as a community to come together to greet one another, share news, and warm up for the day ahead.

Hudson uses evidence-based programs for its anti-bullying and character education programs in grades Pre-K to 7. *Second Step* from the Committee for Children will continue to be used for grades Pre K-2. The anti-bullying program, *Steps to Respect*, from the Committee for Children will be used in grades 3 and 4.

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

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies

- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

Hudson's character education program involves giving young people the opportunity to exhibit caring behavior through community service learning. Service Learning has engaged our young people in meaningful service linked to classroom instruction and has been a particularly powerful teacher of good character. We are creating this consistent, system-wide approach to service learning so that an ethic of service and caring is sustained at each grade level from pre-school to graduation.

Hudson's focus on empathy, ethics and service has helped young people experience the sense of community that ties us together. We believe our character education program has enabled young people to understand the meaning of the common good, appreciate the consequences of their actions, and develop a sense of relatedness to and responsibility for the larger human community.

### III. Elementary School Schedules and Hours

#### C. A. Farley School

8:15 a.m. – 8:30 a.m. Student Arrival  
 8:15 a.m. – 8:45 a.m. Breakfast Available  
 8:30 a.m. Starting Time  
 2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
 11:00 a.m.-11:30 a.m. K/ Gr. 4 lunch  
 11:30 a.m.-12:00 p.m. Grade K lunch  
 12:00 p.m.-12:30 p.m. Grade 1 lunch  
 12:40 p.m.-1:10 p.m. Grade 2 lunch  
 1:10 p.m. – 1:40 p.m. Grade 3 Lunch

#### Forest Avenue School

8:15 a.m. – 8:30 a.m. Student Arrival  
 8:15 a.m. – 8:35 a.m. Breakfast Available  
 8:30 a.m. Starting Time  
 2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
 11:30 a.m. -12:00 p.m.- Kindergarten lunch  
 12:00 p.m. -12:30 p.m. Grade 1/2 lunch  
 12:30 p.m. -1:00 p.m.- Grade 3/4 lunch

#### J. L. Mulready School

8:15-8:30 – Student Arrival (report to classroom)  
 8:15-8:30 – Breakfast Available  
 8:30 Starting Time  
 2:50 p.m. Dismissal (11:40 a.m. Early Dismissal)  
 11:00 a.m. - 11:30 p.m.- K/1 lunch  
 11:30a.m.-12:00 p.m.- Grade 2/3 lunch  
 12:00 p.m.-12:30 p.m.- Grade 4 lunch

*On early release days, lunch is not served.*

### IV. Who's Who

#### Hudson Schools and Administration

Office of the Superintendent	Dr. Jodi Fortuna, Ed.D., Superintendent	978-567-6100
Pupil Services	Ms. Catherine Kilcoyne, Director	978-567-6111
Hudson High School	Mr. Brian Reagan, Ed.D., Principal	978-567-6250
	Mr. Joshua Otlin, Assistant Principal	
	Mr. Daniel McAnespie, Assistant Principal	
Quinn Middle School	Mr. Jason Webster, Principal	978-567-6210
	Mr. Matt Gaffny, Assistant Principal	
J. L. Mulready Elementary School	Ms. Kelly C. Sardella, Principal	978-567-6170
Forest Elementary	Mr. David Champigny, Principal	978-567-6190
Farley Elementary	Mrs. Melissa A. Provost, Principal	978-567-6153
	Miss Rachel Scanlon, Assistant Principal	
Curriculum Directors	Ms. Karen Martin, Elementary	978-567-6107
	Mr. Todd Wallingford, Secondary English/Social Studies	
	Ms. Leslie Knight, Secondary Math/Science	
Technology	Ms. Ellen Schuck	978-567-6250
Health, Nursing, & Safety	Ms. Lee Waingorten	978-567-6116
Arts	Mr. Michael Correa	

### School Committee Members

Ms. Elizabeth Hallsworth, Ms. Allyson Hay, Mr. George Luoto, Mr. Glen Maston, Ms. Jennifer O'Brien, Mr. Steven Smith, Ms. Michelle Tousignant-Dufour . The seven-member school committee meets on a regular basis on the second and fourth Tuesday of the month in the School Administration Building. Meetings are open to the public and begin at 7:00 p.m.

## V. Transportation

### Bus Information and Procedures

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers. *See Appendix B for Hudson School Committee Policies on Transportation and Transportation Discipline.*

**It is important that parents review and discuss with their children proper safety behavior to and from school.** Too much emphasis cannot be placed upon developing good safety habits. Children should not carry sharp objects, such as pencils, pens, rulers, etc. They should be instructed to go directly to and from school, never talking to strangers or getting into a stranger's car, etc.

Along with the above mentioned, we should also stress: getting to the bus stop on time, respecting the property of others, waiting in an orderly manner for the bus, using the hand rail when getting on and off the bus, taking a seat promptly, helping to keep the bus clean, no horse-play, being careful leaving the bus, crossing 10 feet in front of the bus if it is necessary to cross the road looking both ways, and looking for the driver's signal.

Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.

During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.

When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.

A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.

Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus routes are available at [www.hudson.k12.ma.us/parents-students/student-transportation](http://www.hudson.k12.ma.us/parents-students/student-transportation).

### Bicycles

- No students have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before 8:15AM
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- It is further suggested that a basket or some type of carrier be attached to the child's bicycle to assist in carrying lunch boxes, papers, etc.
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### Walkers

- Students who do not receive transportation to and from school because of their proximity to the school are considered walkers.
- Students who walk may not arrive before 8:15AM.
- Please encourage your child to cross streets at designated cross walks, with the assistance of the crossing guards where available.

- Students cannot leave school grounds once they arrive.

### Student Drop-Off by Parent/Guardian

Morning arrival – buses and cars, front entrance

- Student drop off time begins at 8:15 A.M. Please do not drop off any child/children prior to 8:15 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:15AM.
- All buses, morning and afternoon, will use the front entrance of the building.
- For the safety of your children and other children, we insist no child is dropped off in the parking lot area. All students are to be dropped off curbside, in the drop-off zone where the teacher on duty can ensure the safety of every student.
- No vehicle is permitted to park along the curb. If you are walking your child/children in for a particular reason, you must park in a parking space and escort your child.
- No parent will be allowed to park between the drop off sign and the orange cones in the morning. This space is designated for continuous traffic flow only.
- Do not pass cars that are stopped and in process of dropping off students. If your child has exited your car you must wait until the car(s) in front of you have started exiting from the drop off zone before you can begin to exit and move forward.
- It is against the law to pass a bus while the lights are flashing and children are boarding or disembarking the bus.

### Student Pick-up by Parent/Guardian

If you regularly pick up your child/children at dismissal, 2:50 P.M., you need to follow the procedures described below:

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a PPU form on file.
- Once school begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive in the back of the school to the gym doors.
- Cars will drive in and line-up single file.
- After your child/children load into the car, proceed to the back parking lot and turn around to head out the way you came in. Follow the car in front of you – do not pass or cut in front of the lead cars
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.
- Please **yield** to school buses when approaching the exit.
- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick-up their child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by 12:00 noon that same day. The school number is: 978-567-6170 or send in a note on that day with the child

## VI. Attendance

### School Attendance

Students are expected to **attend school daily and arrive on time**. Nonmedical documented absences or tardies **are not to exceed 14 days**. Absences or tardies exceeding this amount are subject to possible interventions by the school.

The Massachusetts law regarding school attendance Regulation of School Attendance states: “Every child between the minimum and maximum ages established for school attendance by the board of education...shall...attend a public school in said town...during the number of days required by the board of education in each school year. The superintendent, or teachers in so far as authorized by him or by the school committee, may excuse necessary absence for other causes not exceeding seven day sessions in any period of six months.

### Absence

Please use the "Call-Back" system to notify the school if your child is absent. The purpose of the call back system is to ensure that your child has arrived safely to school. When you call the school to report an absence, please follow the prompts to record your message and include the medical reason for absence if applicable. If possible, please phone the school prior to 30 minutes before the start of the school day. If your child is going to be absent for more than one day, you may either let us know in advance or call each day. In addition to calling, you will need to send in a note indicating the dates and reason for the absence. Parents/guardians are requested to contact the school nurse for absences exceeding two days.

A child will be marked absent for the day if she/he arrives at or after 11:40 am.

### Missing Child Notification

We want to do everything we can to support the safety of your child as they arrive to school. To help us with this effort the school district has established a standard practice in the event that a student does not show up to school and there is no advance notice by a parent. We will follow the steps below:

1. Call the home to verify absence.
2. If no parent/caregiver or person of authority is reached, we will call other emergency contacts to verify absence or establish a contact with the parent/caregiver.
3. If legitimate absence cannot be established, the child should be presumed missing and the police will be contacted.
4. We will follow up with the police until the parents/caregiver is reached.

It is our hope that this process will better ensure the safety and well being of our students.

### Extended Illness and Tutoring

In cases of long-term illness or hospitalization, a letter from a doctor verifying the necessity of an absence for more than 10 days can warrant home tutoring. In such instances, please contact the school so that necessary arrangements can be made to assure the pupil's progress is maintained during his absence.

### Tardiness

School begins at 8:30a.m. **If you drop your child off after the start of school, you are required to escort and sign your child into school.** Excessive tardiness is detrimental to the education of the attending child as well as disruptive to his/her classmates and the classroom teacher. Students who accumulate more than 5 unexcused tardies will have a notice sent home to their guardian. If a student accrues 10 unexcused tardies, the child's guardian will be required to attend a meeting with the principal or her designee.

### Early Dismissal

Occasionally, because of an appointment, a student must be dismissed before the usual dismissal time. A written request for early dismissal should be turned into the office in the morning. If this is not possible, a phone call to the school will suffice and the pupil will be notified of his early dismissal. Verbal messages from the child are not acceptable. Anyone picking up a student must come into the school to be identified by the student and sign the student out.

### Scheduled Early Release Days

Throughout the school year a number of early dismissal days have been established. These dates are published on the school calendar. Early release times are at 11:40am. Lunch will not be served on early release days.

### Unscheduled Dismissals During the School Day

In case of emergency dismissal from school (sudden snow storms, etc.) your child will be instructed to go directly home or to a place you have previously discussed with your child. Notice of such an early dismissal will always be broadcast over the radio and T.V. You will also be notified by the district call system.

### No School and Delayed Opening Announcements

Decisions about school cancellations are made by the Superintendent and are communicated through the phone system, WSRO 680 on your radio, TV channel 4 or 5 the district web site [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us) or [www.thebostonchannel.com](http://www.thebostonchannel.com). It is requested that you do not call the police department, school buildings or the news stations as these people are involved in other storm related matters at those times.

## VII. Home-School Communications

### Parents as Partners

Parent and school communication and collaboration result in:

- ★ Students achieving at higher levels;
- ★ Students showing better attendance and completing homework done;
- ★ Students showing positive attitudes and behavior;
- ★ Students understanding the support process between home and school.

Because it is a priority for a positive Home/School Partnership there are a variety of ways for parents and school personnel to communicate with each other. Here are some examples of Hudson Public School Home/School communiqués:

- **Periodic Principal Letters**
- **Parent Conferences** – Conferences are held on half days and evenings two times during the school year. Additional conferences can be held at teacher or parent request.
- **Report Cards** - Reports are sent home 3 times a year at the end of the term, with the exception of Kindergarten, which will be sent home twice per year. Parents will have access to the Grades 1-4 report cards online through iParent.
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school.
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Wellness Newsletter**- district-wide newsletter generated by School Health & Safety Advisory Council that goes home quarterly in students' backpacks and by Listserv.
- **Twitter** - @mulready #principal
- **Facebook** – Joseph L Mulready School

One of the most important forms of communication is between parents and classroom teachers. Some samples of classroom communication include:

- **Welcome Letters** - Some teachers choose to send letters in the summer to children and/or parents
- **Open House** – Annual evening classroom visit for parents to learn about curriculum and classroom expectations
- **Dismissal Changes** – Changes must be in writing each time there is a change in a child's dismissal plan.
- **Notices** - The elementary schools send many notices and reminders throughout the year concerning school related matters. Such notices are sent with the students to be given to their parents. Please impress upon your child the importance of delivering such material to you so that you are kept informed of what is occurring in the school.
- **Weekly/Monthly newsletters and monthly class calendars** (optional)
- **Email/phone list**
- **Websites** (some teachers have their own)

### Conversation with the Principal

The principals invite parents/guardians to join them for an informal meeting once a trimester. This is an opportunity to share information, ask questions and generally learn what is happening at your child's school. You will receive notifications of times and dates from your building principal.

### Emergency Information

At the beginning of each year or when a new student enters, you are given a **Student Biographical Information-Verification Form** to fill out. In completing the form, please pay particular attention to the part of the form requesting emergency contacts. Please list emergency contacts on the form, with the consent of the persons whose names you've given.

**Please notify the school of any changes pertaining to the information contained on this form. It is most important that we have such information in case of injury or illness that cannot be handled in school.** It is school policy not to send a sick child to an empty home.

### Homework and Homework Policy

Homework is a vehicle for building communication and collaboration between the teacher, parent and child. Homework is intended to extend and solidify the understanding of concepts, ideas or skills. Regularly scheduled homework assignments help to develop study habits and the idea that learning continues beyond the school building. It also provides an opportunity for parents/caregivers to become involved in the academic portion of their child's day.

Reading together or independently each night is strongly encouraged at every grade level. Long-term projects may be assigned from time to time. Teachers will provide written expectations and time-lines for completing homework assignments when students are unable to write for themselves. Homework is generally assigned Monday through Thursday.

### General time guidelines for homework completion

<u>Grade Level</u>	<u>Nightly Homework</u>	<u>Read-at-Home</u>
Grade 1	15 minutes	15 minutes
Grade 2	20 minutes	15 minutes
Grade 3	30 minutes	20 minutes
Grade 4	30-40 minutes	20-30 minutes

\*Guidelines are intended to provide parents and caregivers with approximate average times that students will need to complete homework assignments. Homework will vary from student-to-student and from day-to-day. Teachers may also give long-term assignments such as research reports or book-related projects.

#### To best support a student with homework at home:

- ❖ Designate a good workplace that has few distractions and set a regular time for doing homework. Siblings should respect the quiet workspace.
- ❖ Provide the necessary materials including times needed to complete the assignment.
- ❖ Be available for assistance but encourage your child to do the work as independently as possible.
- ❖ Ask your child to explain their thinking when checking the accuracy of his/her homework. Ask him/her to restate the directions they were to follow in completing the assignment. This information will be important to know in order to determine your child's overall understanding of his or her homework responsibilities.
- ❖ Confer with the teacher if the assignments seem consistently unclear or too difficult.
- ❖ Notify the teacher if an unforeseen occurrence prevented the child from completing the assignment.

#### To best support effective homework practice teachers will:

- ❖ Communicate with teachers across and within grade levels to establish consistent homework requirements, yet also recognize that each teacher needs flexibility to make decisions pertinent to his /her own classroom and curriculum.
- ❖ Provide students with homework that provides meaningful practice within the curriculum and acknowledges the skill levels of students.
- ❖ Communicate clear time lines for completion of any assignment.
- ❖ Keep daily homework completion records as one way to evaluate student responsibility and understanding of skills taught and return graded assignments in a timely manner.
- ❖ Provide timely feedback to students about the quality of their work and assist them in determining goals for improvement and ways it can be achieved.
- ❖ Contact parents if a concern arises.

#### To best assume responsibility for homework students will:

- ❖ Bring home all necessary materials to complete homework.
- ❖ Complete homework on time, legibly and to the best of their ability.
- ❖ Organize and put completed homework in backpacks each night.
- ❖ Turn in the homework to the appropriate person or place when due.
- ❖ Continue independent reading throughout the year and increase daily reading time when homework is not assigned.

### Open House

On September 8<sup>th</sup>, parents are invited to the Joseph L. Mulready School for an evening open house. At this event, faculty will conduct grade and classroom-based presentations regarding curriculum and expectations for the school year.

### Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises. Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: October 21 and 22 and April 7 and 8. Evening conferences will be held October 22 and April 7.

### Report Cards

Report cards are issued three times per year.

#### 2016-2017 Report Card Schedule

<b>Grades Close for Kindergarten</b>	<b>Report Cards Issued for Kindergarten</b>	<b>Grades Close for Gr. 1-4</b>	<b>Report Cards Issued for Gr. 1-4</b>
January 25	By February 1	December 5	By December 16
June 9	Last Day of School	March 15	By March 28
		June 9	Last day of school

### Student Records

In January 1975, the Massachusetts Board of Education adopted the Massachusetts Student Record Regulations. These regulations apply to all public elementary and secondary schools. They are designed to ensure parents' and students' rights to confidentiality, inspection, amendment, and timely destruction of student records.

The regulations apply to all information kept by a school system from which a student may be individually identified. The regulations define the student record as consisting of two parts - the transcript and the temporary record.

### Visiting the School

- All visitors and volunteers must sign in at the school office and pick-up a visitor's badge.
- When you sign in, please state the purpose for your visit, your destination and time of arrival and departure.
- Upon your departure, you will need to sign out.
- If you would like to meet with your child's teacher please call in advance to make an appointment.
- All doors will be locked while school is in session.

### CORI Forms:

We welcome parent and guardian volunteers to help out with school events however to do so you must complete a CORI (criminal record check) form. These forms can be completed at the schools and can take up to three weeks to process, please plan accordingly. Please see the school secretary for more information.

## VIII. Food Services

### Breakfast and Lunch Program

The children have 30 minutes for lunch. Breakfast is available during drop-off time. The cost of a student lunch, including milk, is \$2.75. Milk alone is \$.50. A menu goes home with students at the beginning of each month. Additionally, the menus are posted on the school web page, at [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us). Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager. Please refer to the following link for Hudson Public Schools' non-charging policy: <https://sites.google.com/a/hudson.k12.ma.us/hps/departments/food-services>

### Healthy Snacks

Healthy bodies make healthy minds for Hudson students! Please send your child to school with a healthy snack and a water bottle. Why? Because the work we do in the classroom is challenging and brains and bodies need the energy that only healthy snacks can provide. Students need food and water that will sustain their energy and keep them hydrated so they can concentrate on their school work. So what kinds of snacks are healthy snacks? Here is a list of some healthy snack choices:

Applesauce  
Breakfast/Granola bars  
Dairy products such as yogurt, cottage cheese, string cheese, etc.  
Fresh fruit such as oranges, grapes apples, bananas, kiwi, pears  
Fresh vegetables such as cucumbers, peppers, carrot sticks, or broccoli

Popcorn  
Pretzels  
Raisins and dried fruit  
Whole-grain cereal and crackers

**As there are children with life-threatening food allergies in some classrooms, please check with your teacher if you're not sure about the safety of a snack you want to send in for your child.**



### **Eligibility for Free and Reduced Priced Meals**

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our district website at [http://www1.hudson.k12.ma.us/food\\_services/lunch\\_forms.html](http://www1.hudson.k12.ma.us/food_services/lunch_forms.html). New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

## **IX. Program Information**

### **Health Office and Nurse**

The school health office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. The health office is staffed by a full-time registered school nurse or substitute registered nurse.

### **Cafeteria**

Students eat lunch in the cafeteria. They may bring their own lunch from home or buy school lunch. The lunch count will be collected first thing in the morning.

### **Computer Lab**

The Technology Specialist is available to teach lessons integrating technology with the curriculum and assist with research and demonstrate lessons. Children in grades 2, 3, and 4 will attend computer class once per week for 40 minutes. Please refer to the Internet Acceptable Use Policy in Appendix C.

### **Library**

The Hudson Public Schools' Library Media Program is designed to promote a love of literature and reading and to help students become effective users of information and ideas that contribute to lifelong learning. The mission of the library program is to ensure that students, teachers, and administrators are provided with the opportunity to access and utilize as many different forms of media as are available, and to enable them to be effective users of all of the various information sources. Library media specialists offer instruction, selection guidance, and materials as needed for classroom activity. Library materials are provided to show a variety of viewpoints, support the school curricula and State Frameworks, satisfy student areas of interest, and make students aware of the values intrinsic to our society.

**NO FOOD OR DRINK is allowed in either the Computer Lab or Library. Children are expected to behave appropriately and use quiet voices.**

### **Specialists**

The Hudson Public Schools offer Art, Music, Physical Education, Library and Computer Instruction to the students in the elementary schools. Each discipline has benchmarks and instructional goals from the Massachusetts State Frameworks that must be met. Students need to exhibit appropriate behavior and understand the expectations during these special subjects. Students are provided with the following 40 minute specials each week:

- Kindergarten and Grade 1: two physical education classes and one art, library, and music class.
- Grades 2, 3 and 4: art, physical education, library, music, and technology once (each) per week.
- Children must wear sneakers in order to participate in physical education.

### **Field Trips:**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip.

No child shall be denied participation because of lack of economic means.

### **Academic Support**

**English Language Learners** – Our elementary English as a Second Language Program is designed to develop students' language and literacy skills for long-term academic success. All kindergarten and first grade ELLs as well as second, third, and fourth grade ELLs at higher English language proficiency levels are fully included in mainstream classrooms with classroom teachers working in collaboration

with ESL teachers. ELLs in second, third, and fourth grade who are at lower English language proficiency levels are also included in mainstream classrooms, but, additionally, these students spend a portion of their school day in proficiency-based small groups working with an ESL teacher to develop foundational social and academic language skills.

**Pupil Services** – The Department of Pupil Services is located in the Administration building at 155 Apsley Street. This department oversees all aspects of special education services in the district, as well as health and medical services, school counseling and guidance services, psychology services and preschool services, including the Community Partnerships for Children Grant. These programs and departments support children with and without identified disabilities. Personnel in this department work closely with staff across the district to support all children who are at risk or experiencing difficulty academically, medically, emotionally or socially. All efforts to accommodate children's needs are addressed through the general education classroom, whenever possible. If you would like any additional information regarding Pupil Services, please call 978-567-6111 or 6112.

**Title I** – Title I provides supported instruction to students who qualify for the program and whose achievement in mathematics and/or reading is currently below grade level. The program is funded on a year by year basis depending on the amount of federal funds available to the Hudson Public Schools. Available funds are determined by a federal formula based on demographic and census data submitted by the state.

### **General Education Program**

#### **Response to Intervention (RTI) Literacy**

Hudson Elementary Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop.

Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data.

Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

#### **Math Support**

Hudson Elementary Schools have a responsive and collaborative approach to address the math needs of students. The Math Specialist, Special Education staff, English as a Second Language Teachers, Title I teachers, and classroom teachers plan instruction based on formal and informal assessments to provide students and groups of students, direct instruction based on their needs. Some approaches include math workshop, learning centers, and co-teaching. Teachers assess students' math skills regularly and use results to plan instruction.

### **Special Programs**

#### **Title I**

Our school receives Federal Title I part A funds to enhance the academic program for certain students. These funds are targeted to aid in accelerating the progress of those students who may fall behind in the attainment of certain academic starts in the areas of English Language Arts and/or Math. This means during Literacy Response to Intervention (RTI) or Math Support your child may receive support from a staff member who is designated as a Title I Teacher. We find this model of instruction engages and challenges all students, while allowing teachers to differentiated for individual needs.

Researchers agree that students are most successful when families, the entire school staff, and students share the responsibility for improved student academic achievement. The following compact helps to define the means by which the school and families will build and develop a partnership that will help children achieve the high standards.

#### **School-Parent/Guardian Compact 1**

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

This compact is in effect during 2015-16 school year.

### **School Responsibilities**

The J. L. Mulready School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Literacy Intervention/Responsive to Intervention (RTI)
  - Math Support
2. Hold parent/guardian-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
- October 19<sup>st</sup> and 20<sup>th</sup>
  - April 5<sup>th</sup> and 6<sup>th</sup>
- Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- Trimester Standards-based Report Card for Grades 1-4
3. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:
- Open House, Parent-Teacher Conferences, individual meetings, phone calls, and email
4. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Math Family Nights, classroom volunteer, school events

### **Parent/Guardian Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch and the amount of screen time they have.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement Team.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20-30 minutes every day outside of school time.
- Practice math facts or apply math skills on a regular basis.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### **Right to Know Requirements**

The federal Elementary and Secondary Education Act (ESEA) defines standards for teacher quality. Under ESEA, teachers must be licensed, have a bachelor's degree, and demonstrate subject matter knowledge, either through a state test or by majoring in the subject in college. ESEA standards apply to the subject matter taught by teachers: a teacher may be qualified to teach one subject but not another. With this in mind, we are doubling our efforts to make sure all teachers at our school are appropriately assigned to teach classes that reflect their degrees. ESEA requires that parents/guardians of children enrolled in Title I schools be notified if their child has been taught for four consecutive weeks by a teacher who does not meet the federal standard.

ESEA also requires that school districts annually notify the parents/guardians of each student attending any Title I school that they may request information about the qualifications of their child's teacher and teachers:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

- Whether your child's teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, give their qualifications.

If you have any questions regarding a teacher's qualifications, please feel free to contact Karen Martin, Director of Elementary Education at 978-567-6107 or [kamartin@hudson.k12.ma.us](mailto:kamartin@hudson.k12.ma.us).

## **X. School Support Organizations**

We are fortunate to have an active **Home and School Association** at Mulready School. The objectives of this group, as outlined in their by-laws, are as follows:

- To bring into closer harmony the home and the school.
- To help achieve an equal educational opportunity for every child.
- To encourage a standard of excellence in education comparable to that of similar or surrounding communities.
- To secure adequate laws for the care and protection of children and youth.

At least three meetings are held, each school year, beginning in early fall. All parents are encouraged to attend meetings and become actively involved with the Home & School Association.

### **SEPAC - Hudson Special Education Parent Advisory Council**

The Hudson Special Education Parent Advisory Council (SEPAC) is a group of parents whose children have special needs and who attend Hudson Public Schools or programs funded by Hudson Public Schools. Any parent of a child with special needs can join the SEPAC.

- SEPAC meets regularly with the school administration to advise on the needs of children receiving special education services.
- SEPAC has speakers and videos regarding topics of interest to parents of children with special needs, including parent rights, IEP's, learning disabilities, autism, behavior management, etc.
- SEPAC supports parents and act as resources for each other. They have books and videos available for borrowing.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C (as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council.

The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members.

The main areas of responsibility for school councils are:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards.
2. Identifying the educational needs of students attending the school.
3. Reviewing the annual school building budget.
4. Formulating a school improvement plan.

### **Family Directory**

In the early fall you will receive a letter from Home and School asking you if you would like to have your child's name, address, phone number and family email address in a directory. This directory will be distributed to all of the students so that both parents and children can access contact information.

## **XI: Health and Safety Information**

### **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 that 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, Nursing and Safety 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 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 (grade 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.

#### Medical Absences

##### 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 when:

- 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.

#### Cumulative Health Record

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

#### Immunizations

Students must have up-to-date immunizations in order to enroll and remain in school (105 CMR 220.000 and M.G.L. c.76, s.15). Immunizations may only be waived if a parent or guardian annually provides a written Medical or Religious exemption to the nurse or is homeless per the McKinney-Vento Homeless Assistance Act of 2001. When a case of vaccine-preventable disease emerges, students with exemptions must be excluded from school (105 CMR 300).

#### Lice Procedures

The Hudson Public School District believes that the management of head lice (pediculosis) should be evidence-based. No disease is associated with head lice and in-school transmission is considered to be rare (NASN, 2011; MDPH, 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2010). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### IDENTIFICATION/TREATMENT

Head lice are tiny, wingless insects that survive by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head lice or their eggs (nits) are found in the hair and are most often found behind the ears and at the base of the neck. Head lice usually lay their eggs on strands of hair about 4 mm or ¼ of an inch from the scalp (MDPH, 2012).

If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will also provide resources with additional information.

Evidenced based practice does not support classroom wide screening of students for head lice as there is a lack of evidence that routine classroom or school-wide head lice screenings have any effect on the spread of head lice (Pediatrics, 2010; CDC, 2010). Parents should perform frequent, careful head checks of their children for evidence of lice and/or nits, and when the child has symptoms of head lice. All household members and individuals with close personal contact should be examined for lice, and if found, treated.

#### NOTIFICATION/RETURN TO SCHOOL

Sending notification letters home to entire classrooms when there is only one or two incidents of pediculosis may cause unnecessary alarm and threaten the confidentiality of those students (Pediatrics, 2010). The school nurse, in consultation with the HPS Health Services Director if needed, will determine whether or not a classroom notification letter is indicated.

If a child is diagnosed with head lice he/she may come back to school as soon as recommended treatment has been started.

#### FOLLOW UP

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. It is possible that live lice may still be found 8-12 hours after treatment, but should be moving more slowly. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the school administration and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

#### REFERENCES & RESOURCES

CDC, 2010. Head Lice Information for Schools

<http://www.cdc.gov/parasites/lice/head/schools.html>

Pediatrics, 2010. Frankowski, B.L., & Bocchini, J.A. Clinical report: Head Lice, 126(2), 392-403. From:

<http://pediatrics.aappublications.org/content/126/2/392.abstract>

MDPH, 2007. Massachusetts Department of Public Health. (revised 2007) The Comprehensive School Health Manual Ch. 8, pp 56-58:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/primarycare-healthaccess/school-health/>

MDPH, 2012. Massachusetts Department of Public Health. Public Health Fact Sheet-Head Lice (Pediculosis).

2012.

NASN, 2011. National Association of School Nurses. Position Statement: Pediculosis in the school setting. From:

<http://www.nasn.org/ToolsResources/HeadLicePediculosisCapitis>

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.

#### Medical Transportation Procedure

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school.

Guidelines and Process for Medical Transportation:

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.

- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization For Use Or Disclosure Of Health Information To And From School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, either by phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted on the basis of above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Health, Nursing and Safety and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request For Medical Transportation form and send to Director of Health, Nursing and Safety along with a copy of the completed Student Collaborative Health Plan –Transportation Form - Page 2 of 2
- l) The Director of Health, Nursing and Safety or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health, Nursing and Safety at (978) 567-6116 or the Director of Pupil Services at (978) 567-6111.
- r) The Director of Health, Nursing and Safety maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

#### Specific Guidelines:

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require transportation services. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures or amputations may be eligible for medical transportation. Students who are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

**Seizure Disorder:** Transportation for students experiencing intermittent seizure activity may be provided door to door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

**Other:** Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.

#### 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 medications 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.
- Medication expiration dates should be checked prior to bringing medication to school nurse.
- All medication must be delivered to the school nurse by the parent or responsible adult and must be picked up by an adult. Students are not permitted to transport medications to and from school. The only exception is for students who must carry critical medications (such as an asthma inhaler, EpiPen, insulin or CF enzymes) with written permission from the parent and school nurse on file in the School Nurse's office.

#### **No Smoking Policy**

Hudson Elementary Schools are non-smoking facilities. No smoking is permitted either in the buildings or on the grounds of the schools.

#### **Physical Education (PE) Curriculum**

Students in grades K-4 will participate in PE classes once or twice per week. The PE teachers follow state and national standards in providing a year-long 10 unit course that includes skill development activities and games. Your children will be learning critical movement concepts and developing motor skills, while demonstrating responsible personal and social behavior, as well as understanding and respect for differences among people in physical activity settings. An essential objective is that your children will enjoy self-expression, physical challenges, and social interaction with their peers.

#### **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.

#### **School Safety Drills**

In order to promote a safe school environment, fire and secure building safety drills are conducted throughout the year. Practice drills are both announced and unannounced. If you have concerns as to how your child may respond to such drills, please contact the administration.

#### **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 the nurse of any changes in your child's health or in your contact information as it occurs during the year.

### **XII. Behavior & Conduct Guide**

It is our belief that all children learn best in a safe school environment. Through Responsive Classroom, students are a part of the process in helping to determine classroom rules and understanding logical consequences. In order to guarantee the safety and structure of the school community, students who cannot respond to classroom rules and logical consequences as implemented through responsive classroom may be referred to the office. Please review this behavior guide with your child/children.

We are asking that family and school personnel join together in creating the best possible environment for your child. The school alone cannot do this; we seek your assistance and support. The classroom teacher will review the contents of this guide with their classes periodically. It is in your child's best interest that we work together to insure a safe and comfortable educational atmosphere. Please review the behavioral expectations and discipline procedure with your child.

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



The following summarizes the Elementary Schools' Expectations for Students' Behavior. These should be reviewed by parents with their children early in the school year and reviewed periodically. Students who do not meet these expectations will meet with consequences as stated in this guide.

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:30am. After 8:30am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
  - Walking in the halls
  - Walking to and from the bus
  - Holding the doors open for the person behind you, and
  - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question. Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

#### **Dress Guidelines**

Students are expected to dress and groom themselves in such a manner as to avoid conflicting with the values and educational pursuits of the school. Distracting attire such as:

- Shirts that expose midriffs
- Mesh or see-through attire
- Shorts, skirts or dresses that fall higher than four inches above the knees
- Heels that are taller than one and one-half inches
- Inappropriately torn or altered clothing, and
- Clothing bearing offensive themes or that advertise merchandise not suitable for minors
- Shoulder shirt straps that are less than 1" wide.

The above-mentioned list is not limited.

#### **Conduct and Consequences**

**Bullying** is a serious and hurtful situation that will not be tolerated in our schools. Bullying occurs when more than one time, a student (or students) says, writes or uses physical acts or gestures that are hurtful and target another student. Bullying occurs when

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.
- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

Bullying includes cyber-bullying, which is bullying through the use of technology or any electronic communication (for example, emails mobile phone texting and social network pages.). Please see Appendix H for the Hudson Public Schools' Anti-bullying Policy.

A student has committed an infraction of the **Behavior and Conduct Guide** whereupon they have failed to uphold any aspect of the school's expectations. The disciplining of students for infractions is dependent upon the severity and frequency of the specific behavior. Restitution (the act of making good for loss, damage, or injury) will be assigned as a consequence whenever possible. Infractions and consequences are organized into three "levels." They are as follows:

#### Level 1 Behavior

Conduct which fails to uphold the school's expectations and which interferes with the orderly learning environment of the school, classroom, or common areas. Examples: class disruption, tripping.

#### Level 1 Consequence

Teacher discusses situation with the student and provides a logical consequence such as loss of recess.

#### Level 2 Behaviors

Repeated Level 1 behavior and/or conduct that seriously interferes with the educational process of the school. (i.e. stealing, fighting, threatening behavior toward a student or adult, inappropriate or obscene language or gestures, physical aggression such as pushing, shoving, kicking or other physical contact, sexually inappropriate behavior, disrespectful behavior). Such conduct may also be potentially dangerous to the safety and well being of the students and staff.

#### Level 2 Consequences

1st offense – Detention\* or behavioral consultation. A parent may be contacted by memo or phone if necessary.

2nd offense – Detention\* and/or behavioral consultation. Parent contact by memo or phone or conference if necessary.

3rd offense – Detention\* and/or behavioral consultation. Parent conference and referral to Principal for alternative interventions. This may include removing the child's privilege to attend a class field trip at a later date.

\* Detention may take place before school, during lunch recess, or after school.

#### Level 3 Behaviors and Consequences

Level 3 behaviors are considered the most serious violations. These behaviors endanger the immediate health, safety and personal well being of the students and adults. The following infractions may be met with immediate suspension or recommendation for expulsion. Please see Appendix A for complete school committee policy related to school discipline guidelines.

- Repeated or serious instances of Level 2 behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school property or at a school function.
- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

#### After School Detention

As a consequence for disregard of classroom or school behavioral guidelines, an after school detention may be issued by the teacher or administration. If a detention is issued, parents/guardians will receive notification to plan accordingly and will be responsible for transportation home. Detention generally runs from 3:00-3:30pm.

#### Electronic Device and Cell Phone Policy

Many of our students have begun carrying cell phones. We understand they are an important means of communication. However, the distraction caused by these phones is increasingly becoming a concern at school. Emergency phone calls can always be made in the front office. Therefore, cell phones are not needed during school hours. If parents need to contact their child, they should call the school office. The office staff is excellent at relaying urgent messages from parents to students. If you receive a call from your child during the school day, please call the school office immediately so that we may assist them.

The regulations of electronic devices (cell phones, mp3 players, radios, iPods, handheld video games, etc) are as follows:

- Cell phones and electronic devices must be kept out of sight in the students' pockets or backpacks at all times during the school day. **This includes the bus rides to and from school, as well as recess.**
- Cell phones and electronic devices must be turned off at all times. Students will be considered using a cell phone if the phone rings, vibrates, or the student is looking at or touching it.

Consequences for violation of the regulations regarding the possession and usage of electronic devices include:

- First offense: The electronic device will be confiscated and must be picked up by the parent.
- Second offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.
- Third offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention. The privilege to carry a cell phone may be revoked at the discretion of the principal.

We realize that having to pick up a student's cell phone may be inconvenient, and therefore we encourage you to discuss this policy with your child in order to avoid this problem. We also ask you to keep in mind that the use of a cell phone/electronic device is disruptive to the school environment.

### **XIII. Helpful Information**

#### **Animals in School**

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies.

Only the teacher or designated students are to handle the animals.

Animals are not to be transported on school buses.

#### **Birthdays**

Invitations for out of school birthday parties are not to be sent to school for dissemination.

Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with the class.**

#### **Desks and Lockers**

During the first week of school, students may be assigned a desk and/or locker. Students are reminded that these belong to the school; therefore, they should be maintained as such. School officials may search lockers at any time.

#### **Insurance**

Insurance on pupils is available each year if the parent desires.

#### **Lost and Found**

There is a lost and found area in all elementary schools. Any books, articles of clothing, etc. that are found in and around the building eventually end up in the lost and found area. Students should always check there first to see if their missing items have been turned in. Similarly, if a student has lost something, the office should be notified so that an attempt can be made to track it down. Our lost and found is located outside of the cafeteria.

#### **Outdoor Recess Determination**

Recess will be indoors due to rain or temperatures which fall below 23 degrees. Please be sure to dress your child appropriately for the weather conditions.

#### **School Constitution**

Classroom representatives will meet with the principal to share their classroom rules and design a set of school values that include the classroom rules. A School Constitution is drawn up by the representatives, voted upon and signed. The School Constitution is then distributed throughout the school, shared with parents and displayed in the school lobby. Agreeing on and adhering to common school rules allow students and teachers to create an environment where there is a sense of safety, trust and respect. This is an environment where good things happen and children can learn. It is our desire to provide such a safely structured learning environment at the Joseph L Mulready School.

#### **School Pictures**

Individual pictures of each student are taken early in the school year. Class pictures will be taken at the same time. Parents will have the option of purchasing photos.

#### **XIV: District Policies**

All policies may be found at [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

##### **ANTI-BULLYING**

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 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 are expected.

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

"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 extracurricular activities or 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 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 37H ½, 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. 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 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 counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

### **Training and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in 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, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

## **ASBESTOS REPORT**

Notice to Parents and School Department Employees:

As required by the EPA 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 reinspection reports are available for your review by contacting the building principal at 978-567-6170.

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

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

### **I. Introduction**

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

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

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

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

### **II. Definition of Discrimination and Harassment**

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, disability, or expression of political views. Harassing conduct involving these bases can be a form of discrimination.

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

Examples of harassment include:

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

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

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

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

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

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

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

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

### **III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment**

#### **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**

##### **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

Telephone: 978-567-6100

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.

<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.

### 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.

#### 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 A. Provost, Principal	978.567.6153	maprovost@hudson.k12.ma.us
Forest Avenue School	David Champigny, Principal	978.567.6190	dchampigny@hudson.k12.ma.us
J. L. Mulready School	Kelly C. Sardella, Principal	978.567.6170	kcwhitmore@hudson.k12.ma.us
JFK 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 OR  
 8th Floor  
 5 Post Office Square, Suite 900  
 Boston, MA 02109-3921  
 Telephone: 617-289-0111  
 FAX: 617-289-0150  
 TDD: 877-521-2172

The Massachusetts Commission Against Discrimination  
 One Ashburton Place  
 Sixth Floor, Room 601  
 Boston, MA 02108  
 Phone: 617-994-6000  
 TTY: 617-994-6196

**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

**3. For complaints related to discrimination/harassment of employees:**

The Office for Civil Rights US Department of Education 8th Floor OR  
 5 Post Office Square, Suite 900  
 Boston, MA 02109-3921  
 Telephone: 617-289-0111  
 FAX: 617-289-0150

The Massachusetts Commission OR  
Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone: 617-994-6000  
TTY: 617-994-6196

The Equal Employment Opportunities Commission John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

#### **IV. General Policies**

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

#### **LEGAL REFS.:**

Title V I, Civil Rights Act of 1964  
Title V II, 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. 71B: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

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

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, 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

#### 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 firewall 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, electronic communications such as instant messaging, and on-line activities.

Use of the Internet has potential dangers. Users are encouraged to read information regarding Internet safety that the Massachusetts Attorney General's office has prepared. This information is available at the School Administration Building or from the Massachusetts Attorney General's Office or website.

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 member 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. 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.
10. Storage capacity: Users are expected to remain within allocated disk space and delete e-mail or other material that takes up excessive storage space.
11. 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; or should they copy other people's work or intrude into other people's files.
12. Inappropriate language: No profane, abusive, or impolite language should be used to communicate on the HPS network or on the Internet.
13. 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.
14. 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.
15. 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.

#### Notifications

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

Approved – October 9, 2001

Hudson School Committee

### **STUDENT DISCIPLINE GUIDELINES**

Each principal, in consultation with the school council, will develop guidelines for disciplining students ("Code of Conduct"). Such guidelines are subject to the approval of the Superintendent and must include the following:

1. Notice of the types of conduct that are prohibited in the school setting.
2. The range of potential discipline that may be imposed for misconduct.
3. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and
4. Standards and procedures for suspending or expelling students.

#### Suspension and Expulsion Procedures

## In General

Administrators at the building level may suspend students for all offenses in accordance with the school's student handbook. Only the School Committee, however, may expel students, unless the offense is one governed by M.G.L. ch. 71, Sections 37H or 37H1/2 (see below). Expulsion is defined as a student's permanent exclusion from the Hudson Public Schools.

The School Committee shall consider the expulsion of a student as provided for in M.G.L. ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools. The School Committee will adhere to the following procedures when considering expulsion of a student:

1. Prior to any School Committee decision to expel a student, the student will be provided with written notice of the following:
  - a. Reason for the student's possible expulsion, including a statement of the evidence against the student;
  - b. Date, time and location of the hearing;
  - c. Right at the hearing to be represented by legal counsel (at the student/parent's own expense), to present evidence and witnesses, and to cross-examine witnesses.
2. Hearings before the School Committee will be held in executive session unless the student or the parent requests that the hearing be open to the public. A stenographic or audiotape record of the hearing will be made.
3. Upon request, a student and/or parent may review the student's records in accordance with the Massachusetts Student Record Regulations or other applicable law.
4. The Committee's decision will be in writing and will state the controlling facts in sufficient detail to inform the parties of the basis for the decision.
5. If the Committee decides to expel the student but to allow the student to apply for readmission in the future, the Committee's decision will state any conditions that the student must fulfill before applying for readmission as well as the permitted date of application.

## M.G.L. ch. 71, Sections 37H and 37H1/2

M.G.L. ch. 71, Section 37H authorizes a principal to expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- possession of a dangerous weapon including, but not limited to, a gun or knife.
- possession of a controlled substance (including marijuana, cocaine, heroin)
- assault on educational staff, including threats, as defined in relevant statutes.

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal 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." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school."

Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

## Discipline of Students Subject to the Individuals with Disabilities Education Act.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq. and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

### Exclusions for More Than 10 Cumulative School Days

In general, special education students may be excluded from their programs, just as any other student may be, for up to ten school days per school year. However, once a special education student is excluded from his/her program for more than ten cumulative school days in the same school year, the student's special education Team, which includes the parent(s), must develop a plan for a functional behavioral assessment and then use that assessment to develop a behavioral intervention plan. When the student is excluded for more than the ten cumulative days, the District also must provide alternative services to the extent necessary for him/her to progress in the curriculum and in his/her IEP goals.

### Exclusions That Constitute a Change of Placement

When a student is excluded (1) for more than ten consecutive school days or (2) for shorter periods that accumulate to more than ten cumulative school days and constitute a pattern because of factors such as the length, total time, and proximity of the removals, the student's exclusion constitutes a "change in placement." When there is a "change in placement," the district must conduct the functional behavioral assessment and provide services as described above as well as convene the Team to determine whether the student's misconduct is a manifestation of the student's disability.

If the Team determines that the student's behavior was not a manifestation of the disability, the school may discipline the student according to the school's code of conduct, except that the district must provide the student with educational services once the student has been excluded from school for more than ten cumulative school days in the same school year. These educational services must enable the student to progress in the curriculum and in the IEP goals. However, if the Team determines that the behavior was a manifestation of the disability, the student may not be excluded from the student's current educational placement (except in the case of weapons, drugs or dangerousness) until the Team develops, and the parent(s) consent(s) to, a new Individualized Education Plan.

When a parent disagrees with the Team's decision on the "manifestation determination" or regarding an alternative placement related to discipline, the parent has a right to request an expedited due process hearing from Bureau of Special Education Appeals. While the appeal is pending, the student is entitled to remain in his current educational placement (except in the case of weapons, drugs or dangerousness).

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function, a school may place a student in an interim alternative education setting determined by the Team for up to 45 days. Additionally, hearing officers may order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the student's continued participation in the current placement is substantially likely to result in injury to the student or others. Courts may also order a change in the student's placement.

#### Additional Information Available

Additional information regarding the procedural protections for students who have been identified as eligible for services under the IDEA or who are suspected of having a disability that would qualify them for such eligibility may be obtained from the Director of Pupil Services who may be reached at (978) 567-6111.

#### Discipline of Students Subject to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections, as does the IDEA. Additional information regarding such procedural protections may be obtained from the Section 504 Coordinator, who may be reached at (978) 567-6116.

Adopted: May 28, 2002

#### Expulsion by the Principal

Chapter 71, Section 37H states the following regarding expulsion by the Principal:

Notwithstanding any general or specific law to the contrary, all student handbooks shall contain the following provisions:

- 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 knife or 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.
- 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.
- Any student who is charged with a violation of either paragraph (a) or (b) 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, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b). (Chapter 51 of the Acts of 1994, approved July 1, 1994, effective September 29, 1994)

- 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.
- 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. (This section was amended by Chapter 380 of the Acts of 1993 on January 4, 1994)

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

### **STUDENT TRANSPORTATION**

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.

## STUDENT TRANSPORTATION: DISCIPLINE

### 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

### 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

## Student/Parent/Guardian Signature Sheet

It is important that we work together to provide a safe and respectful learning environment.

Please read this handbook and review all of the policies and procedures with your child. Teachers will also review the guidelines with students during the year.

After reviewing the procedures, please sign and return this sheet to the classroom teacher.

I have reviewed the guidelines for safe, respectful and responsible behavior and will follow them throughout the year so that I and my fellow students can learn.

---

Student signature

date

I have reviewed procedures and guidelines within this handbook.

---

Parent/Guardian signature

date





## MULREADY CARES PROGRAM

The Mulready CARES Program is our positive behavior support program. When children demonstrate the various characteristics (Cooperation, Achievement, Responsibility, Effort, and Safety) they receive a ray. Each month, children from each grade level are randomly chosen from the rays to have lunch with the principal. If a child violates this code of conduct or other school-wide expectations, there are consequences based on the level of the violation.

### **Mulready CARES Mission Statement:**

Our Mission is to develop a school wide positive behavior support plan that will create and enhance a culture where all members of our school community (staff, students, parents, and visitors) exemplify cooperation, achievement, responsibility, effort, and safety.

### **Mulready Promise:**

***In order to promote a caring community, we, the students of the Mulready School, promise to demonstrate: Cooperation, Achievement, Responsibility, Effort, and Safety.***

#### **C- Cooperation:**

- I will work and play appropriately with my fellow students
- I will be kind and help others

#### **A- Achievement:**

- I will be a life-long learner and problem solver
- I will work toward accomplishing my goals

#### **R- Responsibility:**

- I will take care of my school
- I will be accountable for my actions
- I will respect myself, fellow students, and Mulready community

#### **E- Effort:**

- I will be a brave learner
- I will try my best everyday
- I will persevere through challenges

#### **S-Safety:**

- I will keep my hands and feet to myself
- I will use materials for their designated purpose

Along with the establishment of concrete behavioral expectations we will teach such behaviors across all school community settings. These expectations are actively taught as well as being posted throughout the school community.

SCHOOL EXPECTATIONS	C.A.R.E.S for OURSELVES	C.A.R.E.S for OTHERS	C.A.R.E.S for PROPERTY
ALL SETTINGS	Be on task Give your best effort. Follow adult direction	Be kind with words and actions Hands and feet to yourselves Use indoor voice	Recycle Clean up after yourself Take only what you need Take care of all your belongings/materials
HALLWAYS & WALKWAYS	Walk on the right side Use the right hand door Stay in your own physical space Pass the door to those behind you	Use indoor voice Use your eyes to enjoy posted work Only touch your own belongings Hands and feet to yourself while in line	Keep all areas clean and clutter free Hang up belongings
PLAYGROUND	Listen to the teachers on duty Follow line-up procedure	Play safely Hands and feet to ourselves Use kind words Include others Take turns	Pick up trash Use equipment safely Use equipment properly Put away equipment
BATHROOMS	"Go, flush, wash, leave"	Use indoor voice Get help if someone needs it Give others their privacy	Keep bathroom clean Paper towels in trash can One to two squirts of soap Get help if something is wrong
CAFETERIA	Eat your own food Take all your belongings Throw away or recycle	Use indoor voice Keep your hands and feet to yourself Use kind words Practice table manners Respond to signal	Pick up and clean around your table Get up with permission Follow lunch procedures
WHOLE SCHOOL MEETING/ASSEMBLY	Sit in one spot	Body still Voice Quiet Eyes watching Ears listening Hands Raised	Take care of school property
ARRIVAL/DISMISSAL	Take belongings with you Sit in one spot	Hands and feet to yourself Use indoor voice Stay in your own physical space Be kind to others	Take trash with you Only touch your own belongings

**J. L. Mulready School  
Discipline/Referral Levels**

<p align="center"><b>GREEN</b></p> <p><b>Level 1- Incidental Violations (Non-referred/Recorded)</b></p>	<p align="center"><b>YELLOW</b></p> <p><b>Level 2- Minor Violations (Non-referred/Recorded)</b></p>	<p align="center"><b>RED</b></p> <p><b>Level 3-Major Violations (Referred/Major Violation Form Completed)</b></p>
<ul style="list-style-type: none"> <li>• Running</li> <li>• Loud Voices/yelling</li> <li>• Off-task behavior</li> <li>• Name calling</li> <li>• Insubordination</li> <li>• Out of seat</li> <li>• Disruptive</li> <li>• Breaking cafeteria rules</li> <li>• Breaking playground rules</li> <li>• Inappropriate behavior in the bathrooms (i.e.: wet towels, loud voices)</li> <li>• Minor property damage (i.e.: writing on school property in a way that is easily fixed, destruction of school supplies)</li> <li>• Exclusion behaviors (i.e.: teasing, name calling, alienate from group, asking peers to alienate the student)</li> <li>• Taking others materials (not theft)</li> <li>• Negotiating/Arguing</li> </ul>	<ul style="list-style-type: none"> <li>• Lying/cheating</li> <li>• Indirect, inappropriate language/gestures/pictures</li> <li>• Inappropriate dress</li> <li>• Graffiti (permanent damage to the property of school or others)</li> <li>• Inappropriate behavior in the bathrooms (i.e.: physical damage to soap dispensers, stuffing toilets with paper towels/tissue, locking stall doors, peeking in at others)</li> <li>• Level 2 physical contact (i.e.: pinching, poking, pushing,</li> <li>• Defiance/refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Direct, inappropriate language/gestures</li> <li>• Fighting/physical aggression to cause harm (spitting, biting, punching, kicking, grabbing clothing/body/hair, throwing/turning over objects)</li> <li>• Harassment/bullying</li> <li>• Overt defiance (refusal to follow a consequence)</li> <li>• Property destruction/misuse</li> <li>• Theft</li> <li>• Internet misuse/cyberbullying</li> <li>• Inappropriate touching</li> <li>• Fourth level 2 offence</li> <li>• Reference in conversation, writing or pictures to weapons or acts of violence</li> <li>• Assault/ direct threats referencing a student/adult in conversation, writing or pictures</li> <li>• Extreme property damage/vandalism</li> </ul>
	<p>1<sup>st</sup> Minor Offense: Minor Incident Report                  2<sup>nd</sup> Minor Offense: Minor Incident Report                  3<sup>rd</sup> Minor Offense: Minor Incident Report                  4<sup>th</sup> Minor Offense: Office Referral</p>	<p>1<sup>st</sup> Major Offense: Immediate Office Referral                  2<sup>nd</sup> Major Offense: Immediate Office Referral/Principal referral to Counselor                  3<sup>rd</sup> Major Offense: Principal Choice</p>

## Approval of the Contract with Heinemann Publishers

The administration is requesting the approval of the contract with Heinemann Publishers to purchase the revised Units of Study for Reading, by Lucy Calkins, for all K-4 elementary classrooms. The district has successfully implemented the Calkins Writing Units of Study for the past 5 years. The new reading units completely align with the Calkins Writing Units and the Common Core Standards. It also helps teachers and students make the reading/writing connection in a very clear manner.

The Literacy Coaches piloted several of these units in several classrooms and confirmed the benefits of expanding the pilot district-wide. Teachers who piloted these units value the organization of the writing units and a few teachers bought the units on their own because they saw how well aligned they were to what they were doing in writing.

An added benefit of these Units of Study are the pre and post assessments in grades 3 and 4 that align with MCAS 2.0 line of questioning, and it help teachers know what their next steps are for teaching reading. They also introduce book clubs that coincide with a class read aloud that the teacher uses to model a variety of strategies that readers use. In the lower grades, the emphasis on decoding and word solving in authentic texts align well with the Foundations Program utilized in the district.



# -SUPPLY/SERVICE PROCUREMENT FORM

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

Department: Hudson Public Schools	Date: August 16, 2017	Department Head: (signature)
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## Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Ads were placed in Central Register and COMM-Buys and sealed bids were opened after 10:00AM on August 16, 2017.

Contractor will provide on-call boiler service at a contracted hourly rate for labor and Percentage over cost for materials within the district.

## Recommended Quote or Bid

Date Quote Received: August 16, 2017	Quote: \$100 per hour FY18, FY19, FY20
Company Name: Commercial Boiler Systems Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 152 Oldham Street Pembroke, MA 02359	
Quote Issued By: Robert W. Lee, President	Tel: 781-294-4437      FAX:
Special Conditions/Notes: 25% over cost for materials.	

## Second Quote or Bid

Date Quote Received: August 16, 2017	Quote: \$125 per hour FY18, FY19, FY20
Company Name: Aalanco Service Corp.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 80-B Turnpike Rd. Westborough, MA 01581	
Quote Issued By: Joel Darby	Tel: 508-366-1449      FAX:
Special Conditions/Notes: 10% over cost for materials	

## Third Quote or Bid

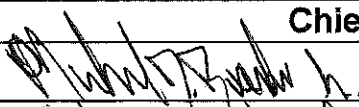
Date Quote Received: August 16, 2017	Quote: \$122 FY18, \$125 FY19, \$128 FY20
Company Name: William F. Lynch Co., Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 50 Millbrook Street Worcester, MA 01606	
Quote Issued By: Scott Blanchard	Tel: 508-756-5705      FAX:
Special Conditions/Notes: 25% over cost for materials.	

## Fourth Quote or Bid

Date Quote Received: August 16, 2017	Quote: \$\$124 FY18, \$126.50 FY19, \$129.50 FY20
Company Name: Fraser Engineering	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 65 Court Street Newton, MA 02460	
Quote Issued By: Mike Fultz	Tel: 617-332-3700      FAX:
Special Conditions/Notes: 15% over cost for materials	

## Fifth Quote or Bid

Date Quote Received: August 16, 2017	Quote: \$139 per hour FY18, FY19, FY20
Company Name: Frank I. Rounds Co., Inc.	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>
Address: 65 York Ave. Randolph, MA 02368	
Quote Issued By: Mark Lynas	Tel: 781-963-6440      FAX:
Special Conditions/Notes: 5% over cost for materials	

<b>Sixth Quote or Bid</b>		
Date Quote Received: August 16, 2017	Quote: \$136.40 FY18, \$140.50 FY19, \$144.75 FY20	
Company Name: Dillon Boiler	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>	
Address: 380 Crawford Street Fitchburg, MA 01420		
Quote Issued By: Steven Kirejczyk	Tel: 9768-345-4351	FAX:
Special Conditions/Notes: 10% over list for materials		
<b>Chief Procurement Officer Action</b>		
Approved: 	Date: 8-16-17	
Comments: Acting Executive Assistant.		
Please attach special conditions, notes, specifications or related documentation to this form.		



## Request for Taxpayer Identification Number and Certification

**Give Form to the  
 requester. Do not  
 send to the IRS.**

Print or type See Specific Instructions on page 2.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification; check only <b>one</b> of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
	5 Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	6 City, state, and ZIP code	
	7 List account number(s) here (optional)	

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

**Note.** If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number													
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### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
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### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/irw9](http://www.irs.gov/irw9).

#### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.*

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

TOWN OF HUDSON

Department  
SCHEDULE OF DEPARTMENTAL PAYMENTS TO TREASURER

TREASURER'S OFFICE

DATE: \_\_\_\_\_

IFROMWHOM	SOURCE	ACCT #	AMOUNT	TOTAL
-----------	--------	--------	--------	-------

	CASH RECEIVED:			\$0.00
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EVENT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL: \$0.00

To The Town Accountant:

The above is a detailed list of monies collected by me, amounting \$0.00  
in the aggregate to  
For the Period Ending \_\_\_\_\_

\_\_\_\_\_  
SEPAC Board Chairman

I have paid to the Town Treasurer whose receipt  
I hold therefore.

\_\_\_\_\_  
Assistant Town Treasurer

Credit Account Number