

HUDSON SCHOOL COMMITTEE
January 21, 2020
155 Apsley Street – Administration Building
7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting: January 7, 2020

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 and Presentations

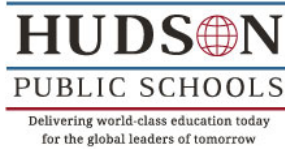
- a) Report of the Superintendent: Social Studies Civic Curriculum
- b) Subcommittee Reports
 - Budget Subcommittee (if any)
 - Policy Subcommittee (if any)
 - Strategic Goals Subcommittee (if any)
 - Superintendent's Evaluation Subcommittee (if any)
 - Buildings and Grounds Subcommittee (if any)
- c) Student Presentation (if any)

V. Matters for Discussion:

- a) Old Business
- b) New Business
 - 1. Report on Listening Sessions/ Parent Forum
 - 2. FY20 Q1 Student Activity Report

VI. Matters for Action:

- a) Old Business
- b) New Business
 - 1. Approval of Hudson High School Program of Studies
 - 2. Approval of Calendar Change- March 2020 Professional Development Day
 - 3. Second Reading and Approval of Proposed Revisions and Additions to J Section Policies



4. Approval of Patricia Lange contract extension
5. Approval of closure of inactive Student Activity Accounts

Consent Agenda

6. Approval of FY20-104 Financial Literacy & Implementation Grant in the amount of \$6124.00
7. Approval of FY20 Project Bread Hudson High School Grant in the amount of \$2500.00

VII. Items of Interest to the School Committee

VIII. Executive Session

Not Needed

IX. Adjournment

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

Approval of Minutes

Regular Meeting: January 7, 2020

**Hudson School Committee
Open Session Minutes**

Meeting Date: January 7, 2020

Location: 155 Aspley Street

Members present: Glenn Maston, Steven Smith, Adam Tracy, Nina Ryan, Matthew McDowell, and Rebecca Weksner

Members absent: Michele Tousignant Dufour

Others present: Dr. Marco C. Rodrigues, Superintendent
Annamarie O'Donnell, Recording Secretary
Caitlin Reagan, Student Representative

I. Call the Meeting to Order: 7:00 p.m.

The meeting was called to order by Committee Chair, Glenn Maston.

Ni Approval of Minutes:

Regular Meeting: December 3, 2019

A motion to approve the minutes of December 3, 2019 was made by Mr. Smith and seconded by Ms. Ryan. On a vote of 6-0, the motion passed.

Public Participation:

Ms. Shanna Weston, parent of students at Quinn Middle School and Forest Avenue Elementary School, spoke to the Committee about the recent decision to serve ice cream at Quinn Middle School. She expressed her concerns about this decision being financially driven and does not think the concept of offering these snacks of little nutritional lifestyle promotes a healthy lifestyle for 10-13 year old students. She asked for samples and nutritional information. Additionally, she made the request that the schools have a full day professional development day when there is a presidential election.

Ms. Beth Langlois, parent of students at Quinn Middle School and Forest Avenue Elementary School, spoke to the committee of the following 3 items: 1.) She asked if it could be considered to move the public comment section of the agenda to later in the agenda to facilitate interaction. 2.) She expressed her concerns about the Galileo standardized test administered at QMS and the fact that students have not been taught all of the material on the test. 3.) She expressed her concern about serving ice cream at the middle school and made note that the nutritional values were not on the website.

Reports and Presentations

Report of the Superintendent: Metrowest Youth Risk Survey Results

Dr. Rodrigues presented a summary of the Metrowest Adolescent Health Survey results which was administered in middle school students in grades 6,7 and 9-12. He noted that participation is voluntary. Hudson has 91% participation in grades 6-8 and 85% in grades 9-12. He went on to say this report would focus on trends and key indicators in substance use, violence, bullying victimization, mental health, and physical activity and body weight.

Trends in Key Indicators 2016-2018

Substance Use

- Smoking has decreased and vaping has increased
- Alcohol and marijuana use has declined

Dr. Rodrigues highlighted that this research is based on data reported by students.

Violence

- Violence related to physical fights and carrying weapons had a decrease across the board.

Bullying victimization and cyber bullying

- Bullying decreased from 2008-2018 but increased from 2016-2018
- Cyberbullying decreased in Hudson while the Metrowest numbers increased

Mental Health

- Stress reported increased
- Depressive Symptoms had an increase reported in grades 7-8 but a decrease in other grades
- Self-injury had a decrease with high school students but an increase for middle school students
- Suicide: There has been an increase in reporting of considering suicide.

Physical Activity and Body Weight

Physical Activity (reported by students)

- Decrease in physical activity for middle school
- Increase in physical activity for high school

Body weight (BMI reported by the state)

- Increase in BMI for both middle and high school in Hudson

Metrowest Conclusions

Hudson continues to make progress in alcohol use, cigarette smoking and violence.

Increase in electronic vaping products and mental health issues are considered other areas of concern.

Dr. Weksner asked if we have been able to correlate the parent/student surveys administered with the information from the Metrowest Survey. Dr. Rodrigues said we have not done this yet but as we move forward we will be looking at multiple data sets to identify priorities and drive decisions.

Dr. Rodrigues went on to say that under the District Improvement Plan, there are two goals that directly affect what we do and how we look at this data. Most of the data resides under Strategic Goal #2: Educating the Whole Child and Strategic Goal #4: Climate and Culture.

Some of the actions in progress include:

- Developing an SEL plan for each school and the district through the S3 academy
- Utilizing the MTSS Framework Implementation tool to map assets and needs
- Creating new programs through the reallocation of resources
 - Therapeutic Stabilization Program Forest Ave (Grades K-2)
 - Social Emotional Program Farley (Grades 2-4)

- PACE at Quinn (Grades 5-7)
- Harbor Program at Hudson High School (Grades 8-12)
- Bridge Program- SEL Program at Hudson High (Grades 8-12)
- Partnered with Wayside MetroWest Community Services for clinical and counseling services
- SBIRT in grades 7 and 9 (Screening, Brief Intervention, Referral to Treatment)
- Partnered with Hudson Board of Health to identify resources for education and awareness for students, staff, and parents on the health risks of using e- cigarettes and vaping.
- Provided Cultural Competency Training for Administrators and Support Staff
- Developed a Climate Survey Action Plan to address issues identified by parents, staff, and students

Mr. Smith asked if it would be possible during the budget process to talk about the way we will change the programs based on the data. Discussion ensued about prioritizing programs based on need.

Dr. Weksner asked about the possibility being able to offer emotional regulation training for the vast majority of the student body. Discussion ensued about the work of the Multi- Tiered Systems of Support which is currently mapping our resources and determining where we need to put them.

Dr. Rodrigues introduced Ms.Kelli Calo, Director of Public Health for Hudson and Ms. Christie Vaillancourt, Chair of the Board of Health and Hudson Public Schools nurse.

Ms.Calo provided information of what the state is doing on vaping and tobacco. She reported that June 1, 2020, flavored tobaccos will not be available in stores statewide. They will only be available at smoking bars. The Town of Hudson does not have any smoking bars. She went on to say the Hudson Board of Health adopted a new regulation of a ban on flavored tobacco to adult only establishments effective March 16. The ban un-exempts the mint menthol products which were originally exempted.

Dr. Weksner asked what guidelines and or recommendations for prevention and education on the dangers of vaping we have. Ms. Calo stated the state is compiling resources. They are putting together information packets geared to school nurses. Discussion ensued about programs at the high school.

Discussion ensued about engaging parents on the misconceptions and realities of e-cigarettes. Dr. Rodrigues stated that there was a forum for parents. Ms. Kathy Provost informed the committee that we are in the process of scheduling Dr. Medina for a presentation to parents.

Mr. Tracy asked if we have been able to identify what percentage of risky behaviors are sliding away from traditional cigarettes and alcohol to e- cigarettes. Ms. Calo stated she does not know if we have this data but would look into seeing if we have any.

Subcommittee Reports

Budget Subcommittee

none

Policy Subcommittee

Mr. Smith stated that the next meeting has been moved to January 21, 2020.

Strategic Goals Subcommittee

Mr. Maston said this subcommittee is working on scheduling a meeting.

Superintendent's Evaluation Subcommittee

none

Buildings and Grounds Subcommittee

none

Student Report

Caitlin Reagan, Student Representative, gave the student report with the following highlights:

- Community Council sponsored 33 children during the most recent Holiday Coalition fundraiser
- There was a food Drive at Hudson High School
- The Homework Free vacation this past holiday break was very well received by students and teachers.
- There will be principal's coffees on January 8 and January 15

Concerns

She said there a lot of misinformation around ARC in the student body. She said students would really appreciate an update.

Dr. Rodrigues stated that ARC would be starting soon. There are some final things happening including purchasing the software

Matters for Discussion:

- a) Old Business
- b) New Business

1. Teacher Mini- Grant Celebration

Ms. Kathleen Provost reported on the teacher mini grants awarded last year through funding received from the Rail Trail and the Hudson Rotary Club. Twelve applications were received and nine mini grants were awarded. She went through the following grants individually:

- Discourse Boxes- Grade 1 Mulready: Angela Ryll
- Kindergarten Sensory Path- Grade K Farley: Kristin Charbonneau, Sam Burnes, Jillian Carignan
- Steam Drama Project- Grade 4 Farley: Sarah Worrest
- Creating Digital Portfolios (2)- Grade 4 Mulready: Katie Paoletta, Coleen Garofalo
- Drums Alive- Mulready Music: Ashley Steinhaus
- Absent No Problem- Gopro Quinn Middle School Science and Math: Rebecca Tkachuk
- Cultivate Care Farms-Hudson High School Maureen Principe
- Forest Ave Read and Ride- Mary Kate Liedal

Ms. Provost thanked the representative in attendance from the Rail Trail. She presented a certificate of appreciation and several thank

you notes from students.

2. Chartwells Update

Ms. Patty, Lange, Hudson Public Schools Executive Director of Finance and operations. Mr. Chris Callahan, Chartwell's District Manager, and Mr. Shane Riordan, Chartwell's Food Service Director, presented the following updates.

Accomplishments

- New kitchen equipment
 - Forest Ave – Double stacked ovens , Warmers
 - Hudson High School- Warmers at Hudson High School
- Chartwells in the Community
 - Health Holiday sampling- cranberry overnight oats
 - Smoothie samplings at Mulready
 - Student Choice Hudson High School

Students sampled 2 menu items and live vote. The votes were totaled and the winning concept was put on the menu for a week. About 450 samples were done. The winner of this student choice was the Nashville Chicken Sandwich so the concept of roost was on the menu for the week.

Financial results

- Reimbursable Meal Participation increased by 2%
- Meal counts up by 15,000
- Total Revenues up 20% YTD
- Total Program Costs managed better by 9% YTD
- Program Profit of \$3360 through November
- Breakfast participation YTD is up in general, compared to last year. They spoke about the increase at Farley due to the introduction of the new breakfast cart.
- Lunch participation YTD is up at every school compared to last year.

Mr. Tracy asked if the participation numbers include the entire student body, Mr. Riordan confirmed that it was based on average daily attendance.

- Financial results Month to Date through November

Mr. Tracy asked about the jump in discount. Mr. Callahan said this was managing our costs through a number of things including items that give higher discounts. He went on to say rebates go up with purchases and because our participation and purchase are up so are the rebates.

- Financial Year to Date through November

Last year we had a loss of \$23,472 and this year we have a profit of \$3360. We are currently ahead of what we projected.

What's ahead

- Senior breakfast
- Fuel up to Play 60 grant has been processed- purchase of 2 immersion blenders
- Winter Nutritional samplings
- Student choice round 2

Mr. Tracy asked about the point of sale software and if we are looking at updating anytime soon. The software is owned by the district. Ms. Lange said we could look at updating but she was planning to wait until there was some money in the Food Service account. Discussion ensued about concern of parents, especially at the elementary level for unrestricted access. Mr. Tracy pointed out that currently the ownership is on the staff to read the alerts in the system. Mr. Callahan said there is new software that might have these features and level of control.

Ms. Ryan asked about the control of getting information on the Nutrislice app. Mr. Callahan stated that the directors have access to enter all the menus and communication widgets. Discussion ensued. Ms. Ryan said it would be nice to use this to keep parents aware of things going on. Mr. Callahan said there could have a widget for things happening as well as a monthly promotions calendar.

Ms. Ryan asked about the placement of juices under the fruit category. Mr. Riordan responded that that state considers juice a fruit. This is important for reimbursements.

Mr. Maston asked for comment on the decision to add ice cream at the middle school. Mr. Callahan stated that a la carte items are important to programs. He went on to say that most secondary schools have the option of ice cream as part of the a la carte program. Items include smaller items that are formulated for schools that meet the standards for the USDA guidelines. He stated that they had brought samples and nutrition facts for the committee.

Dr. Weksner asked how much communication and collaboration there is with the registered dietician and the wellness staff. She also asked if there is education to help students make healthy choices. The dietician assigned to Hudson is in district every other week for two days. The registered dietician goes into the classrooms each month and speaks with students, does samplings, and works with sports teams.

Discussion ensued about communication and possibly a periodic newsletter. Discussion ensued about getting the nutrition

information for the ice cream on the website.

Ms. Ryan asked if anyone has tracked the nutritional value for items for a child who ate everything .Mr. Callahan says the program tracks the nutritional data for each meal but this has not been done. Discussion ensued.

Mr. Tracy asked about the free and reduced participation year over year. Discussion ensued about outreach to families.

Mr. Smith stated that the accounting view looks great and asked how cash flow looked. Discussion ensued about inventory as an asset and how that affects cash flow.

Dr. Rodrigues commended Chartwells on the food quality and taste. He said this and the inventory management has had a big impact on the financial difference in the Food Service Program.

3. First Reading of Proposed Adoptions and Revisions of School Committee Policies J Sections

Mr. Smith stated that these policies cover some sections that have not been addressed. He went on to say some of these changes are based on input from legal counsel.

Mr. Maston encouraged feedback and stated that these would be posted on the website.

4. Dual Language Task Force

Dr. Rodrigues gave an update on the Dual Language program. He reported that since La Siembra,, there has been the first meeting of the task force. This task force will meet 2-3 times between now and June. There is also a project management team, which is a smaller group,, that meets more frequently. Within the task force, there are the following four subgroups which have been assigned specific tasks:

- Communication and Parent Outreach
- Recruitment and Professional Learning
- Curriculum Development and Assessment
- Schedule and Resources

Mr. Tracy made note of the tremendous amount of work to be done in a finite period. He asked if we have in view the critical dates and milestones in order to know we are on track to have the program ready for September. Dr. Rodrigues stated that there are. The application has been submitted and approved. The goal is to post the position and get the new teacher on board well before July 1 so they can be part of the process. Next week there will be a meeting with MABE and Language Allocation mapping will begin to happen. This is important as it will dictate what we need to purchase for materials.

Ms. Ryan asked about reaching out to neighboring preschools, and when Kindergarten Registration would start. Dr. Rodrigues said that this work would be done through the communication and parent outreach group. We will start the registration process at the end of January or beginning of February after everything is in place.

Matters for Action:

a) Old Business

1. **To request the Board of Selectmen work with the School Committee in identifying a solution for housing the school administration due to structural condition and lack of functionality of the current building**

Mr. Tracy made note that the envelope study is posted on the website.

A motion to request the Board of Selectmen work with the School Committee in identifying a solution for housing the school administration due to structural condition and lack of functionality of the current building was made by Mr. Smith and seconded by Mr. McDowell. On a vote of 6-0, the motion passed.

2. **To support the initial space and building requirements defined in the Buildings and Grounds presentation shared with the School Committee on December 3, 2019**

A motion to support the initial space and building requirements defined in the Buildings and Grounds presentation shared with the School Committee on December 3, 2019 was made by Mr. Smith and seconded by Dr. Weksner. On a vote of 6-0, the motion passed.

b) New Business

Consent Agenda

1. **Approval of FY20 Financial Education Innovation Grant in the amount of \$2000.00**
2. **Approval of FY20 Mass Cultural Grant in the amount of \$750.00**
3. **Approval of the Community foundation of North Central MA Shine Initiative SWAT Grant in the amount of \$1500.00**

A motion to approve these three grants by consent agenda was made by Mr. Smith and seconded by Mr. Tracy. On a vote of 6-0, the motion passed.

Items of Interest to the School Committee

Mr. Tracy asked if there is a criteria / definition for teachers to request funds for things they want to do. Discussion ensued about the paths to get funds. Dr. Rodrigues stated that teachers should speak with their principal. He went on to say that the curriculum directors might be able to support small ventures in the classroom.

Dr. Weksner asked if it would be possible to have a presentation on the Special Education resources across the district, including communication and how parents can get support. Discussion ensued.

Mr. Maston reminded committee members that the NEASC accreditation visit at Hudson High School has been scheduled for May 3-6. He stated there would be a kickoff on May 3 and asked members to try and keep their schedule open to attend.

Executive Session

At 9:12 p.m., Committee Chair Glenn Maston noted that Executive session was needed for the following reasons:

To discuss strategy in preparation for negotiations with non-union personnel (Patricia Lange) whereas discussion in an open session may have a detrimental effect on the legal position of the committee.

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

Vote by roll call:

Dr. Weksner	yes
Mr. McDowell	yes
Ms. Ryan	yes
Mr. Tracy	yes
Mr. Smith	yes
Mr. Maston	yes

Adjournment

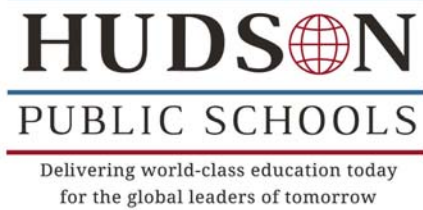
At 9:13 p.m., Committee Chair Glenn Maston announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Michele Tousignant Dufour, Secretary
Hudson School Committee

Report of the Superintendent

- Social Studies Civics Curriculum



Report of the Superintendent

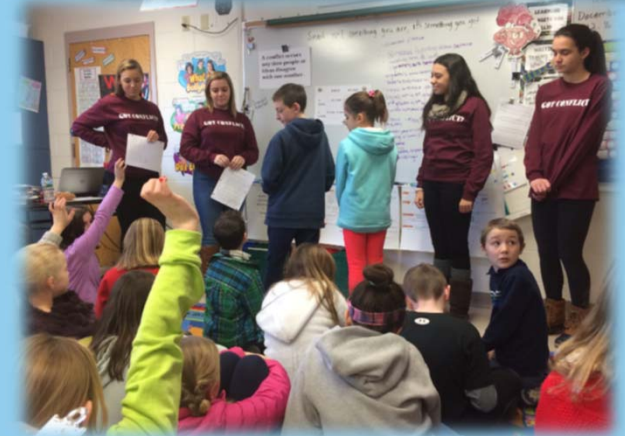
Social Studies Curriculum

January 21, 2020

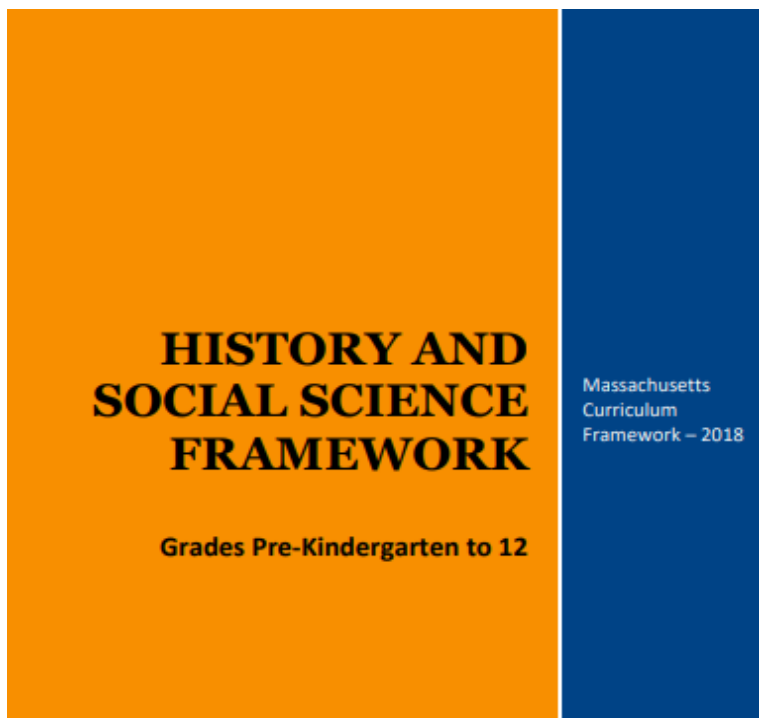
Marco C. Rodrigues, Ed.D.

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

Social Studies in the Hudson Public Schools - An Update -



State Mandates - 2018



**Content - Inquiry - Literacy
Education for Citizenship**

AN ACT TO PROMOTE AND ENHANCE CIVIC ENGAGEMENT



Civic Action Projects

Secondary Social Studies

- 9-12 - US and the World - I, II & III
- 8 - Civics **
- 10-12 – Electives

World Cultures

- Traditional People -Modern Challenges in Oceania
- Religion, Identity and Conflict in The Middle East
 - Eastern Faiths: Belief and Ways of Being

Human Behavior and Relationships

- Conflict Resolution
 - Sociology
 - Psychology
- Abnormal Psychology
- Advanced Placement Psychology

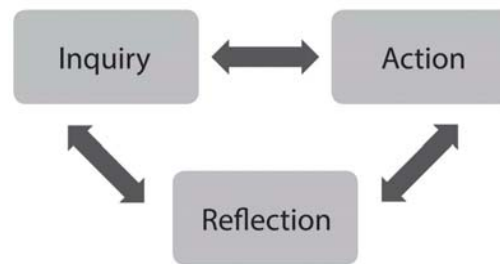
Law and History

- History Goes to Hollywood
- Contemporary Legal Issues
- Advanced Placement United States
 - Government & Politics

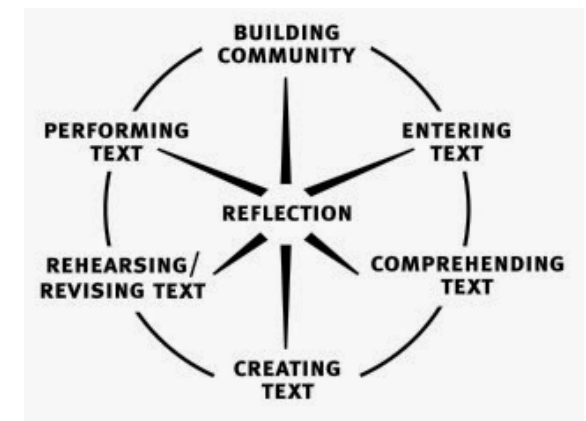
- 5-7 – US History, Ancient World History, Geography

Elementary Social Studies – “OCON”

Cultivating Civic Dispositions through Literacy, Inquiry, and the Arts



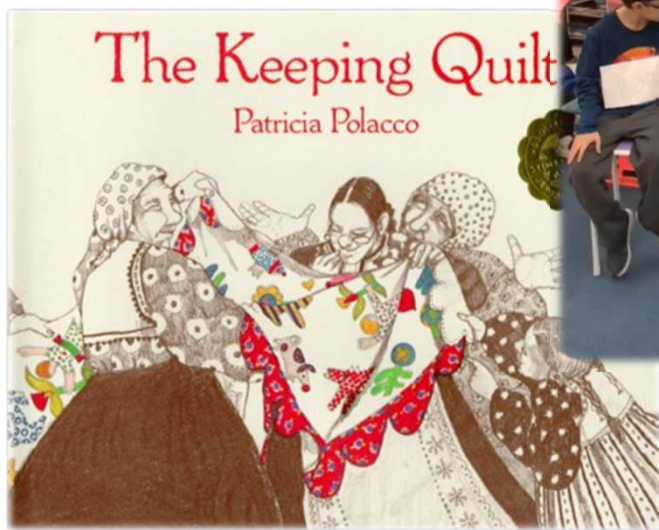
Commitment to Social Justice
Individual Responsibility
Promotion of the Common Good
Open-Mindedness
Critical-Mindedness
Compassion
Negotiation & Compromise



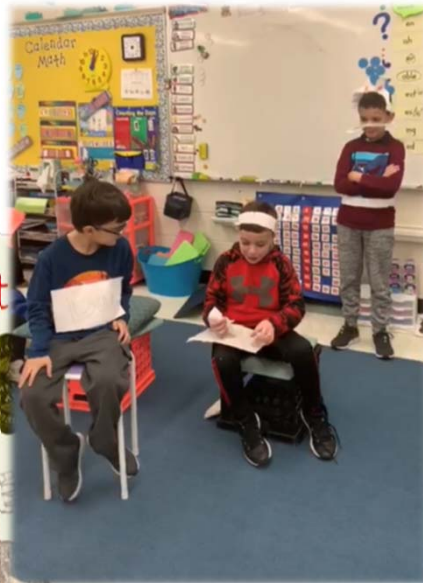
Summer Institute One Community One Nation (OCON)



Grade Two – Traditions and Customs



Literacy



The Arts



Inquiry

*- Open-Mindedness -
- Promotion of the Common Good -*

Matters for Discussion

New Business

1. Report on Staff Listening Sessions/Parent Forum

JANUARY 21, 2020

HUDSON



PUBLIC SCHOOLS

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

LISTENING SESSIONS: PARENTS & STAFF

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC

Standard III: Indicators A, B, C, D

Standard IV: Indicators A, C, D

LISTENING SESSIONS: PARENTS & STAFF

I. PARENT FORUM

The Parent Forum was held on December 10, 2019. Two parents were in attendance and the conversation revolved around the Dual Language Program.

II. LISTENING SESSION WITH STAFF

Forest Ave. Listening Session 12/9/19

Q: How can we afford the Dual Language program, based on the budget, with the cost of materials, etc.?

R: This is a major step and priority for the district. The development of a Dual Language Program was included in the District Improvement Plan for this year. The budget stabilization plan continues to guide us in the right direction and we have been able to put resources where they are needed.

Q: Will we be giving K teachers a waiver to get certified to teach in the DL program like we did when 5th grade teachers moved to QMS?

R: According to DESE standards, the teacher in the English side of the program will only need SEI endorsement and K certification. The Portuguese teacher will need bilingual certification to be hired.

Q: What about the numbers in each class?

R: We will have two classes of 20 students in the DL program. Every year we budget for approximately 200 K students. This will not change. It is my experience that recruiting the Portuguese or Spanish speaking families is typically a challenge.

Q: For next year's start at Farley, if students from Forest or Mulready want to go to Farley, will they have more than the other two buildings?

R: There will be a lottery in place if we have more than 40 interested families. We will evaluate this scenario after registration is completed. If all goes well, the Spanish dual language program will be here the following year. The numbers continue to be strong. If this changes, we will reconsider.

Q: Will students be bussed if they are not a student from the neighborhood school?

R: Yes. We won't know transportation needs until registration and acceptance.

Q: Will we be hiring bilingual specialists or special education teachers?

R: The goal, over time, is to be able to hire more bilingual teachers. For example, with the secretary retirement at Farley, we were able to hire a bilingual secretary there.

Q: Are we rushing into the Farley program? Maybe not enough information has been given?

R: The first meeting of the Dual Language Task Force is tomorrow. Right after the holidays there will be a meeting for all K & 1st grade teachers to give them information if they are entertaining any interest in applying. If there are any major issues, we will delay the start of the program. We want to be sure it is done well.

Q: Class sizes are pretty large right now. What is the magic number for the maximum?

R: Through the budget process we have talked about the cap that is currently at 20 with a maximum of 24. We look at the numbers before the first week of classes and add a class if necessary. During the year, we wouldn't move students out of classes, but consider other options for support. In the future, K and 1 could have lower numbers if planned well. Space for additional classes is a current issue. We had an unusual year with an additional 34 new students in grade 1-4 on the first day of school.

Q: Will you cap the DL program? It won't be fair to keep that number lower while others will rise. In first grade, it is frustrating to have 24 students.

R: Families will apply for the program with a cap of 20 just like all other K classes. Every Tuesday we monitor class sizes and will continue to do so.

Q: Who do we give feedback to regarding the curriculum? Do they want feedback from teachers? We need to look at the curriculum in a continuum with the curriculum maps. Who uses them? How do we ensure that people use them during department meetings?

R: The curriculum directors are always looking for feedback regarding the curriculum. An e-mail was distributed today asking for department needs to make sure the alignment is correct.

Q: The Language Line is good, but some families don't answer the phone because it isn't a number they recognize. Can we let them know it is the same number and they should answer the phone?

R: We will bring this to Sandra and Tiago's attention. I am not sure what number is displayed when the language line calls a parent.

Q: The TSP program- Forest Staff needs clarification about the program, who gets placed, what the protocols are, and we track progress- basically what is the flow chart? Is the classroom teacher the teacher of record since the majority of a student's time is spent in the program?

R: This is a regular education program with entrance and exit criteria. Each building should be utilizing the IST process as a best practice. It is a team process. We need to place students appropriately. We will not place them in the program if it isn't the best fit for the student. We will be sure to clarify all programs.

Q: It has been cold in the building, especially on Monday mornings. The custodians have tried to flush the pipes and fixed some of the issues. At times the temperature gun says some classes are in the 50's.

R: We will check this with Len Belli.

Q: Can we have more choice over Professional Development? Academic conversation series has been good but we want choices.

R: The ILT's will evolve to become more of the drivers of PD. The curriculum and instruction team is working with principals moving forward to make sure we are consistent with professional development and continuity. Time for everything is always a factor.

Farley Listening Session 12/10/19

Q: When are we having an information session for parents regarding the Dual Language program?

R: There is a Dual Language committee working on all of the logistics. There is a sub-group that is tasked with communication and will be deciding where and when this will occur. It will take place before K registration. An informational letter was sent out to families today.

Q: What will the recruiting process look like for the K English and Portuguese teachers?

R: A sub-committee is responsible for creating the job description, and the timeline for recruiting and hiring. An informational meeting for all interested K and 1 teachers will also occur.

Q: How do we ensure that we capture all interested families?

R: Interest doesn't ensure enrollment in the DL program. During registration, we will speak with each family about the new program. There will be a lottery if there are more than 40 students interested. Every family will have the opportunity to apply.

Q: How will we handle behavior issues in a DL program? How will we balance this?

R: Although this is a special program, it is still a kindergarten classroom. We will plan accordingly.

Q: Farley used to have a cross-age program and those students remained a cohort until 3rd grade. Will the same occur?

R: The two classrooms will be a cohort year-after-year. Both sets of students will be bilingual and we will be able to be flexible with placement within the cohort.

Q: What will happen to the ESL teachers with the new Reach program and the science / social studies model for the upper proficiency students?

R: We will continue to maintain instruction for ELs as needed. Wendy will continue to monitor needs with department input and make recommendations as the new ELE director.

Q: ESL department struggles with technology. First and second grades don't have as much access to technology.

R: Question- are the iPad carts being utilized at the lower levels?

Q: Each teacher has four or five iPads in their rooms.

R: Each school has a different need- we need to look at equity across buildings for technology.

Q: Some of the unknowns regarding Dual Language feels unsettling- ie. Hiring for each position.

R: There are always retirements and those who leave the district mid-summer. We will continue to keep everyone informed regarding the process. No reduction in staff is foreseen. The K Portuguese teacher needs to have bilingual certification. The English teacher will only need SEI endorsement.

Q: If a newcomer enrolls after the start, are they going to be automatically placed in the DL program?

R: Research says to look at the criteria for when they enter- we will look at student need, available slots, etc.

Q: What about bussing across the district? Will other classes become overcrowded if we limit the program to 20 and 20?

R: We won't know about transportation until registration is completed, and we will use the school committee policy for number of students in each class.

Q: Will we hire bilingual paraeducators?

R: Yes, we will ask existing bilingual Paras to apply, as well.

Q: Last time you were here, we talked about the lack of subs. The sub situation is better now, thank you.

R: We are always looking for different ways to support classrooms. We continue to look at day to day operations and maximizing efficient ways to utilize subs.

Q: ILT has their focus for instruction and we are also participating in Academic Conversations during PD time. What PD will continue?

R: ILT will evolve to become more of the drivers of PD. The curriculum and instruction team is working with principals moving forward to make sure we are consistent with professional development and continuity. Time for everything is always a factor.

Q: Will the District participate in cultural proficiency training?

R: We will expand this to the district in the future. Currently we have 3 cohorts of 20 each attending at Assabet Valley Collaborative.

HHS Listening Session 12/12/19

Q: Substitute coverage for teachers remains an issue. The building currently has one permanent building sub.

Q: Is it time to look at alternatives for what classes do with Chromebooks? Should teachers leave sub plans that enable students to work on their Chromebooks? Could classes be combined if students have work to complete?

R: The permanent building sub recruitment is on-going to ensure proper coverage. Only one building has retained both permanent subs since September - some subs were then hired as Paraeducators. Suggested further discussion regarding Chromebook use for classes without a teacher.

Q: Do we need to be more competitive?

R: Through the budget process, we are analyzing data from surrounding communities and the need to create a pay scale that is more attractive and competitive.

Q: Scheduling has had challenges – this time of year it is important to get ahead of them- want to be more purposeful and intentional about electives being offered and more aligned – description of what students see when selecting choices was shared - it seems to limit what they decide was shared. Those present wanted choices to be aligned with values and opportunities they want students to have. Are Pathways driving the choices? Concern voiced about whether or not administration is looking at the false choices students may be making - is administration making decisions pre or post choice? If electives are based on enrollment, then it is even less.

R: Discussed the process we have been using to look at enrollment over the last 3 years - working with Curriculum Directors, Guidance, the building administrators to consider alternatives like some classes running every other year. Also discussed need for justification if running a class with 13 or fewer students.

Q: One teacher stated that they are going to be meeting with the administration soon and is pretty sure their class is going to be cut. What has the District done to promote classes? Could we use current students to promote classes? Don't believe every other year is going to work because those who would promote the class might not be here due to graduation (most upperclassmen are the ones taking the majority of electives that are considered for every other year).

Q: The building is stressed - morale is low - teachers are working harder than the students. We need to advertise better - work the system backwards to accommodate student choice - this is creating a negative climate - there is competition between teachers to promote their own classes.

Q: It splits teachers time - to beat the drum about your own course while teaching at the same time.

Q: The only actual ad is word of mouth - The program of studies is sub-par and there is nothing the district or school is doing to promote it.

R: Discussed the revised program of studies coming out. When the new website goes live, it will be one additional way to help promote all courses. Discussed process that admin and curriculum have been going through to look at all data regarding elective choices. Discussed the low numbers over several years that prompted decisions.

Q: An impression from one Curriculum Director was that every course will be looked at one time or another.

Q: Concern about X Block- with approximately 70 seniors being eligible for it, how is it impacting the electives?

Q: The District should consider the talent and skills of the faculty when making decisions. We have published authors and others who have presented at national conferences and it will be a crime if their classes are not offered.

R: Reiterated the process the Curriculum Directors and the Administration are using to inform the course selection sheet and program of studies. Also, students and parents were surveyed recently for added information.

Q: One teacher did not know the survey was being sent out and voiced concern that they didn't know. The pendulum is swinging to what Hudson was before – if we continue to cut and limit what is being offered we are going to lose students to Assabet and AMSA. Electives are what keeps kids in school. The choices this teacher was able to make while a student at HHS guided choices when in college. Who made the decision to cut electives?

R: Discussed again the process with all Curriculum Directors and Administration. The Superintendent informed all district members of the survey and included the actual survey for district viewing. The budget stabilization plan approved by the School Committee indicates that class enrollment of 13 or fewer students must have a justification.

Q: Should teachers attend SC meeting to tell about what is happening?

R: All are always welcome at the meetings – The decision was based on the data we have been looking at from all departments and the way scheduling goes when students are offered many one section electives - it makes choices more difficult with too many electives compared to the number of students enrolled.

Q: Enrollment hasn't dropped that much to warrant these cuts.

Q: One teacher voiced a willingness to take on more preps in order to offer a variety of choices.

R: Acknowledged their point of view and discussed the need to have a balanced approach to the number of electives and student enrollment.

Q: Teacher stated that we need to advertise what we are offering and why - what connections can we make for students with their post high school careers.

R: Has this been discussed in Dept. meetings? What can the staff do to promote this?

Q: Yes, has been discussed - lots have been cut in every department - they have been told they should advertise and promote their classes - don't want it to be a competition - they need a protocol for advertising to promote their classes. Could we use current students to promote classes - talk about electives?

Q: Course selection day is challenging. Limited time for recommendations. On that day, it would be great if there was a place for them to go to get information about their choices.

Q: Teachers want more time with like teachers to have conversations about students - in a class of 25 not leaving feeling good about teaching.

Q: Essentials classes are bigger now and becoming a challenge.

Q: is it possible to bring back having an 8th grade team? They used to have a “Grill and Chill” night with the incoming 8th graders with 12th graders that welcomed students.

R: Discussed the current work of S3 Academy and the focus on 8th grade and looking at every student. Teachers did not know about the S3 work. Discussed the opportunity to meet with the S3 Academy High School Team for additional information.

Quinn Listening Session 12/19/19

Meeting began with commendation to the psychologists and Wayside clinicians and the restructuring of the Harbor and Bridge Programs at HHS.

R: We continue to grow programs to adapt to the needs of our population.

Q: Staff feels as if there is a need for another special education teacher at 5th grade. 6th grade has two and 7th grade has two. More students have enrolled with some initial evaluations come in 5th grade – potentially due to the RtI model at the elementary level which changes the dynamics at QMS.

Q: 5th grade has had a great transition due to the 2 ½ team model.

R: We will continue to monitor the benefits of this model as well as the change in dynamics at Quinn. We will consider 4th grade evaluation and look at high doses of RtI at the elementary level.

Q: Social Emotional learning is not as robust with bigger class sizes for those periods. The same block of time is shared between SEL work and break time. Lessons take longer than the 20-minute timeframe. We’ve seen improvement in grade 5 so far this year.

R: The schedule can be modified at any time that is necessary- a non-rotating schedule was chosen to maintain continuity and SEL instruction can be afforded more time with a modified schedule as needed. Students don’t like that SEL work and break time compete for the same time.

R: Discussed the possibilities for shortening blocks to accommodate SEL time for 6th and 7th grade teams, and scheduling issues to be brought to Jeff and Matt’s attention.

Q: Random Acts of Kindness is adult driven- not working as well as hoped. Students need to work on social skills.

R: SEL (S3 committee) is looking at needs and what is currently working- will consider transition from 5th to 6th grade and the needs for community building, breaks, and to practice social skills.

Q: Would it be possible to make SEL instruction a related art block? This would give them 5 related arts teachers instead of 4.

R: Is SEL working every other day? Could we pilot something in the second semester? We can create something and give it a try. We will have a conversation with Jeff regarding this.

Q: A-Block is good for ELs; it helps them adjust to their day.

Q: 7th grade team would like the ability to mix some students for different classes – there is a possibility to mix students across teams so everyone shares students. Some teachers are feeling isolated – for example, planning isn't the same for the two science teachers. Some miss the co-teaching model especially when there is only Paraeducator support. Special education teachers used to be in classrooms for all subjects. Teachers used to schedule students and they were already scheduled on teams.

R: We will continue to look for all possibilities, including potential schedule improvements for next year. We should be scheduling EL and students with disabilities first and then building the schedule for the rest of the students.

Q: Can we create professional development for small group instruction in ELA and SS? There is a need for targeted instruction. Would teachers be able to visit other middle schools to observe?

R: Yes, and I encourage such practice.

Mulready Listening Session 1/14/20 (rescheduled from snow day mtg. Dec. 17th)

Q: regarding the recent flu absences at Mulready, is any information going out to staff and families?

R: The district has been in touch with the Department of Public Health – our risk is considered moderate at this point in time. A statement is going out to the families this afternoon. The custodial staff is deep cleaning on a nightly basis. We have also published criteria for returning to school after illness. Two links, are also included- DPH recommending receiving the flu shot still and best practices to do at home.

Q: Is there a protocol for cancelling school under extraordinary circumstances like the flu cases?

R: It would be a difficult decision because the it involves many variables, including the fact that the school would still need to make up the days. It is important for us to keep everyone informed. Some families are keeping students home as a precautionary measure. Cancelling school would be a respite, but not a solution as we can't control what is happening outside the school.

Q: With Labor Day so late this year, will we be starting school at a different time?

R: There is a labor management meeting this week and this is one of the items I intend to discuss. With this year being a Leap Year, it makes Labor Day very late and that has repercussions for the entire calendar. It makes it risky to start later with the end of school year being pushed later. More information will come.

Q: The special education case load numbers are high and the special education teachers' schedules are maxed out. One suggestion that has been made is to group students which has been done, but it not always feasible. Is there any relief to this?

R: Through the budget process, we look at needs in each building. We will look into this and also consider this during the budget process. Grouping is a solution when like needs are grouped together and the group size is not too large.

Q: The numbers don't always tell the complete story about the groups. It isn't always the best decision to group some students together.

Q: The need for an adjustment counselor has been put in as a request for next year. The building feels that it would be an important new position to give kids social skills practice since there is a lot on the classroom teacher's plate for this work.

R: The way we build the budget, we look at the needs of each building and prioritize across the district. For example, we had a request for \$800K over our projected budget for materials, and \$ 2M over for personnel. We will look at the priority for needs and work with all budget owners to agree on where the resources need to go. It is the budget committee's job to look at this. The budget group has done great work this year with requests- bringing data and rationale for them. We also look at the MTSS Framework and consider how we support this with materials and personnel. We are getting to a place that prioritizes needs for each school.

Matters for Discussion
New Business

2. FY20 Q1 Student Activity Report

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

Central Administration Building
155 Apsley Street
Hudson, MA 01749

Tel (978) 567-6100
Fax (978) 567-6103
www.hudson.k12.ma.us

To: School Committee, Principals, Advisors, Student Officers, Town Accountant and Town Treasurer
cc: Dr. Marco Rodrigues, Superintendent of Schools
From: Patricia Lange, Executive Director of Finance and Operations
Date: 1/17/2019
Re: Student Activities Reporting Period Ending September 30, 2019



Attached are the Student Activity Reports for the period ending September 30, 2019, for Hudson High School and Quinn Middle School. The cover page is the reconciliation of the Agency Savings account to the Town's general ledger. The bottom of the page shows that the totals of the reconciled balances of the Agency savings account and the school checking account total to the subsidiary ledger of the student fund balances. The second page shows the subsidiary ledger, listing the student fund balances.

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

Student Activity Funds Reconciliation			FY20
HHS Account 1217 - AGENCY ACCOUNT			
YTD 9/30/2019			
			Avidia #0050631701
	Town	Bank	VADAR Variance
	General Ledger	AGENCY ACCT	
Balance at June 30, 2019	74,147.19	229,990.79	
Cash Management Transfer	0.00	(155,843.60)	FY19 4th Qtr. Transfer
Bank Interest	167.63	167.63	
Receipts	16,404.45	16,313.19	91.26
NSF & Debits Adjustments		0.00	0.00
Expenditures	0.00	0.00	
Ending Balance	90,719.27	90,628.01	91.26
ACTION NEEDED			
Outstanding Deposit 9/29		91.26	
TOWN ADJUSTMENTS			ACTION NEEDED
Cash Management Xfer - Debit			
Cash Management Xfer - Debit			
Cash Management Xfer - Debit			
Cash Management Xfer - Debit			
Cash Management Xfer - Debit			
Cash Management Xfer - Debit			
Cash Management Xfer - Debit			
Total Warrants		0.00	
SCHOOL ADJUSTMENTS			
Total Reconciled Balance	90,719.27	90,719.27	0.00

Prepared by: Sm

Date: 1/14/2020

Approved by: Patricia Lange

Date: 1/17/2020

	September	Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	deposits	
Checking Account	50,510.17	(2,261.70)		\$ 48,248.47
Agency Account	90,628.01	0.00	91.26	\$ 90,719.27
		Total Reconciled Balance		\$ 138,967.74
		Total Subsidiary Accounts		\$ 138,967.74
		Quickbook's Variance		\$ -

Hudson High School Student Activity Fund

Profit & Loss

01/17/20

July 2010 through September 2019

Cash Basis

	<u>Jul '10 - Sep 19</u>
Income	
Advanced Placement	6,392.51
Advanced Placement Text	786.38
All School Musical	26,357.34
Athletics	
Athletic General	1,273.13
Athletic Ice Hockey	2,240.76
Athletics -Boys' Tennis	725.95
Athletics Boys' Basketball	350.00
Athletics Boys Soccer	375.00
Athletics Cheering	150.00
Athletics Football	481.08
Athletics Girls' Soccer	2,411.14
Athletics Girls Basketball	1,728.73
Athletics Girls JV Tennis	74.80
Athletics Gymnastics	1,012.64
Athletics Softball	1,132.45
Athletics Volleyball	775.76
Baseball	630.17
Total Athletics	13,361.61
Band	4,018.91
Bank Charges and Interest	5,212.71
Bus Account	961.51
Chorus	2,357.93
Class of 2019	10,421.03
Class of 2020	20,889.51
Class of 2021	7,457.46
Class of 2022	5,215.50
Class of 2023	1,485.77
Class/Team Fundraisers	
Amazon Trip April	223.89
Anatomy Class MOS Field trip	1,299.00
Macbeth Field Trip English 10	376.48
Physics Class Field Trip	259.45
Total Class/Team Fundraisers	2,158.82
Community Council	922.25
CSL/Interact Club	250.00
Earth Council	516.35
General Fund	6,629.03
Germany Trip	1,630.52
Journalism Club	877.26
Junior Honor Society	613.85
National Art Honor Society	683.12
National Honor Society	258.18
Outdoor Club	208.37
S.A.D.D.	2,216.45
School Store	4,544.12
Senior Class Parking	1,461.72
Ski Club	1,007.14
Spirit Committee	4,155.53
Strive	1,061.57
TV Studio	1,827.55
Ultimate Frisbee	923.24
UNESCO Trip	1,920.67
Yearbook	183.83
Total Income	138,967.74
Gross Profit	138,967.74
Net Income	138,967.74

Student Activities Fund - HHS
 Bank to Subsidiary Account Reconciliation
 September 30, 2019

CHECKING BANK ACCOUNT

Balance per Bank, 9/30/2019		50,510.17
Less: Outstanding Checks (list)		
9746	90.00	
10176	400.15	
10269	450.00	
10268	450.00	
10321	786.55	
10385	85.00	
		(2,261.70)
Reconciled Bank Balance		48,248.47
Balance Per Subsidiary Ledger		48,248.47
Variance		0.00

Plus: Outstanding Deposits (list)

Reconciled Bank Balance		48,248.47
-------------------------	--	-----------

AGENCY BANK ACCOUNT

Balance per Bank, 9/30/2019		90,628.01
Less: Outstanding Cash Transfer - for warrants (list)		
		0.00

Plus: Outstanding Deposits (list)

My School Bucks Deposit 9/29	91.26	
------------------------------	-------	--

Reconciled Bank Balance		90,719.27
-------------------------	--	-----------

Reconciled Bank Balances		138,967.74
--------------------------	--	------------

Subsidiary Ledger Total		138,967.74
-------------------------	--	------------

variance		0.00
----------	--	------

Prepared by: SMR

Date: 1/16/2020

Reviewed by: 

Date: 2/16/2020

Student Activity Funds Reconciliation				FY20
QMS Account 2838 - AGENCY ACCOUNT				
YTD 09/30/2019				
	Town	Bank	VADAR Variance	Avidia #0051801401
	General Ledger	AGENCY ACCT		
Balance as of June 30, 2019	12,122.46	31,862.62		
Cash Management Transfer	0.00	(19,740.16)		FY19 4th Qtr. Transfer
Bank Interest	14.11	14.11		
Receipts	350.00	350.00		
Expenditures	0.00	0.00		
Ending Balance	12,486.57	12,486.57	0.00	
<u>ACTION NEEDED BY TOWN</u>				
<u>TOWN ADJUSTMENTS</u>				ACTION NEEDED
Cash Management Xfer - Debit				
Total Warrants		0.00		
<u>SCHOOL ADJUSTMENTS</u>				
Total Reconciled Balance	12,486.57	12,486.57	0.00	

Prepared by: Sm
Date: 12/19/19
Approved by: [Signature]
Date: 12/19/19

	September	Outstanding		Reconciled Balance
	Bank Statement	Checks/ Transfers	Deposits	
Checking Account	7,655.30			7,655.30
Agency Account	12,486.57	0.00	0.00	12,486.57
Total Reconciled Balance				\$ 20,141.87
Total Subsidiary Accounts				\$ 20,141.87
Variance				\$ -

HUDSON PUBLIC SCHOOLS
David J. Quinn Middle School
STUDENT ACTIVITIES ACCOUNT
BANK ACCOUNT RECONCILIATION

CHECKING BANK ACCOUNT #0031673601

Balance per Bank 9/30/19 7,655.30
Less: Outstanding Checks (list)

Total Outstanding Checks -
Checkbook Balance 7,655.30

Reconciled Bank Balance 7,655.30
Plus: Outstanding Deposits

Reconciled Bank Balance 7,655.30

AGENCY BANK ACCOUNT #0051801401

Balance per Bank, 9/30/19 12,486.57
Less: Outstanding Cash Transfer -
for warrants from:

Total Outstanding Cash Transfers 0.00

Reconciled Bank Balance 12,486.57

Reconciled Bank Balances 20,141.87
Subsidiary Ledger Total 20,141.87

variance 0.00

Submitted by: Laura Bertorasi

Reviewed by: [Signature]

**HUDSON PUBLIC SCHOOLS
David J. Quinn Middle School
STUDENT ACTIVITIES ACCOUNT
SUBSIDIARY ACCOUNTS RECONCILIATION**

MONTH of September 2019

Art Club	\$	-
Band/Chorus	\$	1,574.02
Drama	\$	7,942.51
Class Teams:		
Spruce(Amber) Team	\$	108.73
Coral Team	\$	-
Maple(Jade) Team	\$	-
Oak(Onyx) Team	\$	56.60
Bonsai Team	\$	25.06
Magnolia(Sapphire) Team	\$	-
Balsam(Topaz) Team	\$	515.55
General Funds	\$	7,513.74
Interest Earnings	\$	464.17
Library	\$	-
Ski Club	\$	47.17
Student of the Month	\$	316.12
Yearbook	\$	1,578.20
Total of Student Activity Accounts	\$	<u>20,141.87</u>

Matters for Action
New Business

1. Approval of Hudson High School Program of Studies

Memorandum



To: Dr. Marco Rodrigues
From: Jason Medeiros
Date: January 17, 2020
Re: Proposed Changes to the 2020-21 Program of Studies

Each year, the High School Leadership Team conducts a review of the Program of Studies and makes recommendations for changes. This year the following principles drove that review process:

- the current needs of the learning community at Hudson High School
- supporting new opportunities and innovations in the various academic fields
- the purposeful allocation of resources provided by the district

This memo lists all new courses and name changes as well as courses being withheld from the 2020-2021 Program of Studies. Additionally, attached to this memo is the layout for a new two-page section for the Program titled “Post-Secondary Pathway Programs.” These pages offer an overview of the four distinct pathway programs currently accessible to Hudson High School students. These are sequences of specific elective courses that offer students access to either college credit or a professional credential upon completion of the respective requirements.

New Courses		
Department	Course Name	Rationale
English	Honors Linguistics & Media Studies	Honors Linguistics & Media Studies allows students to develop their literary, historical, and scientific analysis skills through a field that is rapidly growing on college campuses due to the transferability of the critical thinking and language skills to a number of high demand industries. Linguists try to understand how language is used and perceived, which is also at the core of media studies. Students build an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy
Math	Financial Reasoning	Financial Reasoning is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course creates an option for students after completion of Algebra II that emphasizes quantitative reasoning skills, a growing point of emphasis in high school math curriculum.
Math	Invigorate Math 8	Designed specifically for students who struggle with their mathematical skills, Invigorate Math 8 focuses on accelerating the fluency and comprehension skills of students who work below grade level. The

		purpose and structure mirror Academic Literacy 8, an existing course in the English Department.
Science	PLTW Medical Interventions (Academic/Honors)	Medical Interventions is the third course (of three) in our Project Lead the Way Biomedical pathway. In this course, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease.
Science	Stewardship & Environmental Science	Stewardship & Environmental Science is designed to grow committed environmental leaders. The driving question for this full-year project-based course is: How can we rethink our use of the world's resources? Students will be expected to co-create a local, authentic, relevant civic action project in the community to apply what they have learned.
Special Programs	Harbor: Integrated Science A/B US/World History A/B English A/B Algebra I A/B	The Harbor courses have been developed specifically to support the learning needs of the students in the Harbor Program: Hudson High School's Therapeutic Sub-Separate Program. These courses offer a flexible structure and differentiated approach, allowing the students enrolled in the program to be challenged at levels appropriate for their age and ability. The A/B structure (mirroring semesters 1/2) offers the opportunity for students to earn credit for the semester or the year.
Technology	Media II	Media II builds upon the skills acquired in Media I with a greater emphasis on the creation and production of media content while continuing to build students' media literacy skills.
World Language	Adv. Portuguese for Heritage Speakers IV	Adv. Portuguese for Heritage Speakers IV continues the sequence of courses that aim to support heritage speakers of Portuguese as they continue to develop literacy skills in the interpretive, interpersonal and presentational modes of communication.
World Language	Adv. Spanish for Heritage Speakers II	Adv. Spanish for Heritage Speakers II continues the sequence of courses that aim to support heritage speakers of Spanish as they continue to develop literacy skills in the interpretive, interpersonal and presentational modes of communication.

Course Name Changes	
Course Name for SY 19-20	Course Name for SY 20-21
Grade 8 PLTW Engineering	Exploring Flight and Space & the Environment
Intro to CAD	3D Modeling & Design
Cold War Era & Film	History Goes to Hollywood

Courses not offered in 2020-2021

The following courses have been removed from the Program of Studies for 2020-2021 because they are either on a rotation to be offered every other year, being replaced by a new course listed above, or are pending further evaluation by the department.

Course:	Course:
Anatomy & Physiology II	AP Environmental Science
AP Research	Art Appreciation
Athletic Training	Design & Advertising
Economics	EDD Engineering
English 11 (Academic/Honors)**	Ethics
Functions & Operations	Marine Ecology
Music History	Music Theory
Robotics with LEGO Mindstorms	Traditional People-Modern Challenges in Latin America & Africa
Wind Ensemble	

** Students in 11th and 12th grade will be able to choose from the following courses, and they will be placed in classes with a combination of students in each grade. This is the current practice for grade 12, and we are seeking to expand that model to 11th as well.

- Linguistics and Media Studies (Honors)
- Dystopian Literature (Academic/Honors)
- Coming of Age Literature (Academic/Honors)
- AP Language & Composition
- AP Literature

Post-Secondary Pathway Programs

Hudson High School offers four unique programs that provide students the opportunity to gain the knowledge and skills required to pursue specific college and/or career opportunities. The sequence of courses offered in each pathway are designed to deepen students' understanding of a specialized topic. Pathway program courses are open to all students. Students are not required to enroll in a post-secondary pathway, nor are they required to complete a pathway after completing one or more of the courses connected to a pathway program. Students may enter or exit a pathway at any point, but students must be aware of how much time is required to complete a pathway program's requirements.

We provide an overview of each pathway program below, and the course descriptions associated with each pathway program course can be found on the page number listed in parentheses after each course.

Biomedical Pathway: (Pathway contact: Sarah Davis, Pk-12 Director of Science)

In the Biomedical pathway, students solve medical mysteries, design innovative medical solutions, develop in-demand lab skills, and grow as inspired thinkers and problem-solvers. The Biomedical pathway is part of Project Lead the Way, a nation-wide program designed to give students access to real-world, applied learning and career experiences. Students with qualifying scores on end-of-course assessments are eligible to earn college credit for any Project Lead the Way course.

9th/10th Grade	10th/12th Grade	11th/12th Grade
Principles of Bio-medical Science	Human Body Systems	Medical Interventions

While not a requirement of the pathway, students may also benefit from enrolling in the following courses:

- *AP Biology or AP Chemistry*
- *Forensic Science*
- *Anatomy & Physiology*

Education & Care Pathway: (Pathway contact: Jeannie Graffeo, Early Childhood and Wellness Subject Matter Leader)

The Education and Care Pathway is designed to support student exploration and opportunity for certification in the Early Education and Care field. In Early Childhood, students will develop content-specific skills in infant, toddler, preschool, elementary, and young adolescent education and care. Students will plan educational experiences, programs, and environments while guiding children intellectually, socially, emotionally, and physically. The Early Childhood Pathway will provide students with an internship experience to obtain the 150 hourly requirement for the Massachusetts Department of Early Education and Care lead teacher certification. Through the internship experience, all students will gain transferable, practical skills to apply to post-secondary education and/or the workforce. Transportation to and from the internship site must be provided by the student/family. Students who complete the sequence of courses below and graduate from Hudson High School meet the Massachusetts Department of Early Education and Care requirements to become eligible to apply for the Massachusetts Department of Early Education and Care Lead Teacher Certification. Due to Hudson High School's articulation agreement between our Early Education program and Quinsigamond Community College (QCC), students meeting the QCC requirements may also be eligible to obtain 3 graduate credits from Quinsigamond Community College.

10th Grade	11th Grade	12th Grade
Child Growth and Development	Early Childhood Education I	Early Childhood Education II

While not a requirement of the pathway, students may also benefit from enrolling in the following courses:

- *Conflict Resolution*
- *AP Psychology*

Engineering Pathway: (Pathway contact: Ellen Schuck, Director of Technology)

The Engineering Pathway will provide students with a foundation for pursuing many different engineering careers, including Mechanical Engineering, Electrical Engineering, CAD Designer, Product Development, and many more. Students can take courses as part of the Project Lead the Way sequence or there are also courses in robotics, computer aided-design (CAD) and 3D printing. Students who complete Introduction to Engineering Design, Principles of Engineering, or Digital Electronics with an 85% or better and earn a passing stanine score on the End of Course Assessment, can apply for college credit with the Rochester Institute of Technology. Additionally, Project Lead the Way has partnered with the College Board in an effort to recognize students who take a combination of Advanced Placement math and science courses and Project Lead the Way engineering courses.

9th Grade	10th Grade	11th Grade	12th Grade
Introduction to Engineering Design (Semester-long)	Principles of Engineering	Digital Electronics (offered in odd years only)	Engineering Development & Design (offered in even years only)

While not a requirement of the pathway, students may also benefit from enrolling in the following courses:

- *Exploring Flight & Space and the Environment*
- *Robotic Design*
- *3D Modeling and Design*

Portuguese Medical Interpretation Pathway: (Pathway contact: Ana Pimentel, Director of World Language)

The Bureau of Labor Statistics indicates that the future employment of interpreters and translators projects to grow much faster than the average rate for all occupations. The Portuguese Interpreter/Translator Pathway is designed to continue developing skills in Portuguese language, as well as developing skills and techniques in Interpretation and Translation. Students become eligible to enroll in Honors Medical Interpretation through the recommendation of their classroom teacher. Generally, students become eligible by scoring at the “Intermediate-High” proficiency level in both Portuguese and English on the standards designated by the American Council on Teaching Foreign Languages (ACTFL). Students who complete the two Medical Interpretation courses, earn an 85% or higher in Honors Medical Interpretation 2, and pass the final exam become eligible to earn a Program Certificate that fulfills the training requisites to work as a Medical Interpreter.

11th Grade	12th Grade
Honors Medical Interpretation 1	Honors Medical Interpretation 2

While not a requirement of the pathway, students may also benefit from enrolling in the following courses:

- *Principles of Biomedical Science*
- *Human Body Systems*



Hudson High School

Program of Studies: 2020-2021

*Presented to the Hudson School Committee
January 21, 2020*

*Jason Medeiros, Principal
Angie Flynn, Director of School Counseling*

New Courses

ENG: *H. Linguistics (ELA class)-Grade 11 /12*

MATH: *Financial Reasoning-Grade 12*

MATH: *Invigorate Math 8-Grade 8*

SCI: *Medical Interventions (PLTW)-Grade 11/12*

SCI: *Stewardship & Environ. Sci.- Grade 11/12*

SP.PROG: Harbor Program Classes


TECH: *Media II*

W.L.: *H. Adv. Spanish for Heritage Speakers II*

W.L.: *H. Adv. Portuguese for Heritage Speakers IV*

Name Changes

Grade 8 Engineering (PLTW)  **Exploring Flight, Space, & the Environment**

Intro to CAD  **3D Modeling & Design**

Cold War Era  **History Goes to Hollywood**

English 11 & 12  **Choice Model**

Post-Secondary Pathways

Biomedical (PLTW)

9th/10th Grade	10th/12th Grade	11th/12th Grade
Principles of Bio-medical Science	Human Body Systems	Medical Interventions

Education & Care

10th Grade	11th Grade	12th Grade
Child Growth and Development	Early Childhood Education I	Early Childhood Education II

Post-Secondary Pathways

Engineering (PLTW)

9th Grade	10th Grade	11th Grade	12th Grade
Introduction to Engineering Design (Semester-long)	Principles of Engineering	Digital Electronics (offered in odd years only)	Engineering Development & Design (offered in even years only)

Portuguese Medical Interpretation

11th Grade	12th Grade
Honors Medical Interpretation 1	Honors Medical Interpretation 2

Courses Withheld for 20-21

Substituted by new Offerings

Anatomy & Physiology II

Functions & Operations

English 11/H. English 11

Traditionally on Rotation

EDD Engineering (PLTW)

Design & Advertising

Music History

Music Theory

Traditional People-Modern Challenges in Latin America

Courses Withheld for 20-21

New to rotation or pending further evaluation

AP Environmental Science

AP Research

Art Appreciation

Athletic Training

Economics

Ethics

Marine Ecology

Robotics with LEGO Mindstorms

Wind Ensemble

Course Selection Process

- Course Selection Night: January 23
- Course Selection Day: January 31
- Counselors Visit Classrooms: January 28-30
- Counselors Visits QMS: January 29 & 31
- Student Requests in Aspen: February 3-7

Matters for Action

New Business

2. Approval of Calendar Change- March 2020
Professional Development Day

Hudson High School
 Quinn Middle School
 Farley Elementary School
 Forest Elementary School
 Mulready Elementary School

978-567-6250
 978-567-6210
 978-567-6153
 978-567-6190
 978-567-6170



Hudson Public Schools
 155 Aspley Street
 Hudson, MA 01749
 978-567-6100
www.hudson.k12.ma.us

2019-2020 SCHOOL YEAR

August/ September 23 days						
Su	Mo	Tu	We	Th	Fr	Sa
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Aug. 26 Teachers Report
 Aug. 26 Grade 5 Orientation
 Aug. 26 Grade 8 Orientation
 Aug. 27 Students Report
 Aug. 30- Sep 2 No School - Labor Day
 Sep. 12 Quinn Open House
 Sep. 17 Elementary Open House
 Sep. 18 Half Day-Professional Day
 Sep. 19 Hudson High Open House

October 21/44 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct. 11 No School- Professional Day
 Oct. 14 No School-Columbus Day
 Oct. 17 Hudson High Evening Conferences

November 17/61 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov. 6 Half Day- Professional Day
 Nov. 11 No School- Veteran's Day
 Nov. 13 Half Day- Quinn Conferences
 Nov. 14 Half Day- Quinn Conferences Evening
 Nov. 18 Half Day- PreK-4 Conferences
 Farley Evening Conferences
 Nov. 19 Half Day- PreK-4 Conferences
 Forest and Mulready Evening Conferences
 Nov. 27-29 No School- Thanksgiving Break

December 15/76 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec. 4 Half Day Professional Day
 Dec. 23-31 No School- December Break

January 21/97 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan. 1 No School- New Year's Day
 Jan. 15 Half Day- Professional Day
 Jan. 17, 21, 22 Half Day- High School Exams
 Jan. 20 No School- Martin Luther King Jr. Day

February 15/112 days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Feb. MCAS Biology
 Feb. 12 Half Day Professional Day
 Feb. 17-21 No School- February Break

March 21/133 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar. 3 No School- Professional Day
 Mar. 10 Half Day - PreK-4 Conferences
 Farley Evening Conferences
 Mar. 11 Half Day - PreK-4 Conferences
 Forest and Mulready Evening Conferences
 Mar. 12 Hudson High Evening Conferences
 Mar. 18 Half Day- Quinn Conferences
 Mar. 19 Half Day- Quinn Conferences Evening
 Mar. 24 MCAS-ELA Gr 10 REVERSE 1/2 Day HHS
 Mar. 25 MCAS-ELA Gr 10 REVERSE 1/2 Day HHS

April 16/149 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Apr. 1 Half Day Professional Development
 Apr./May MCAS Testing Window Grades 3-8
 Apr. 7 MCAS-ELA Gr 8 REVERSE 1/2 Day for HHS
 Apr. 8 MCAS-ELA Gr 8 REVERSE 1/2 Day for HHS
 April 10 No School Good Friday
 April 20-24 No School April Break

May 20/169 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 18 MCAS-STE Gr 8
 May 19 MCAS-Math Gr 8,10 REVERSE 1/2 Day HHS
 May 20 MCAS-Math Gr 8,10 REVERSE 1/2 Day HHS
 May 25 No School- Memorial Day

June 11/180 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jun 2 MCAS-STE Gr 9 REVERSE 1/2 Day for HHS
 Jun 3 MCAS-STE Gr 9 REVERSE 1/2 Day for HHS
 Jun. 7 Hudson High School Graduation
 Jun. 9 Last Day of KN with 0 snow days
 Jun. 11,12,15 Half Day- High School Exams
 Jun. 15 Last Day of School with 0 snow days
 Jun. 30 Last Possible Day of School

denotes no school
 denotes district wide half day

Approved by Hudson School Committee- March 12, 2019
 Revised - March 26, 2019
 Revised - July 26, 2019
 Revised - August 20, 2019

Matters for Action

New Business

3. Second Reading and Approval of Proposed Revisions and Additions to J Section Policies

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language underlined and bolded and in **red**.

SECTION J – Students

Section	Existing Policy	Proposed Change or New Policy
JIC	No Existing Policy	<p>JIC - STUDENT DISCIPLINE</p> <p>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</p> <p>Each Principal or designee (hereinafter “Principal”) shall include a non-exhaustive list of prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.</p> <p>Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.</p> <p>The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures outlined in this policy. <u>remainder of this policy, law, or regulation.</u></p>

		<p>The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.</p> <p>M.G.L. ch. 71, Sections 37H and 37H1/2</p> <p>M.G.L. ch. 71, Section 37H authorizes a principal to suspend or expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:</p> <ul style="list-style-type: none">• 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. <p>Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.</p> <p>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.</p> <p>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.</p>
--	--	--

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal or designee (“Principal”) shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

In accordance with applicable Massachusetts law, Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in

		<p>writing of the removal including a description of the danger presented by the student.</p> <p>The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.</p> <p>A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.</p> <p>In School Suspension - not more than 10 days consecutively or cumulatively</p> <p>The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.</p> <p>The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.</p> <p>Principal's Hearing - Short Term Suspension of up to 10 days</p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student</p>
--	--	---

		<p>committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.</p> <p>The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.</p> <p>The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.</p> <p>The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.</p> <p>Principal's Hearing - Long Term Suspension of more than 10 days but no more <u>less</u> than 90 days (consecutive or cumulative)</p>
--	--	---

		<p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.</p> <p>The Principal shall provide the student and parent/guardian, <u>if present</u>, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the</p>
--	--	---

		<p>parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.</p> <p>If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.</p> <p>Superintendent's Hearing</p> <p>A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent or designee (hereinafter "Superintendent").</p>
--	--	---

		<p>The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.</p> <p>The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.</p> <p>The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.</p> <p>The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.</p> <p>The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.</p>
--	--	---

		<p>Expulsion</p> <p>Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.</p> <p>Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.</p> <p>Academic Progress</p> <p>Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.</p> <p>Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.</p> <p>The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner</p>
--	--	--

		<p>consistent with, the academic standards and curriculum frameworks established for all students under the law.</p> <p>The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.</p> <p>For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.</p> <p>Reporting</p> <p>The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.</p> <p>The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.</p> <p>SOURCE: MASC December 2014</p> <p>LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00</p> <p>NOTE: The DESE regulations on student discipline and this policy, consistent with Massachusetts law, set forth the minimum</p>
--	--	---

		<p>procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the above previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Such Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.</p>
<p>JICFB</p>	<p>ANTI-BULLYING</p> <p>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.</p> <p>“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed</p>	<p>JICFB - BULLYING PREVENTION</p> <p>The School Committee 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.</p> <p>“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:</p> <p><u>"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:</u></p>

<p>at a target that:</p> <ul style="list-style-type: none"> • 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. <p>“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:</p> <ul style="list-style-type: none"> • wire • radio • electromagnetic • photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. <p>Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or</p>	<ul style="list-style-type: none"> • causes physical or emotional harm to the target or damage to the target's property; • places the target in reasonable fear of harm to themselves, or of damage to their 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. <p>"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:</p> <ul style="list-style-type: none"> • wire • radio • electromagnetic • photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. <p>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 author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.</p> <p>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.</p> <p><u>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.</u> When</p>
---	---

<p>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.</p> <p>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.</p> <p>Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families is expected.</p> <p>For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber- bullying.</p> <p>“Target” means a student against whom bullying or retaliation has been perpetrated.</p> <p>“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.</p>	<p>bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.</p> <p>For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.</p> <p>Bullying is prohibited:</p> <ul style="list-style-type: none"> • 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 school district; <p>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 school district if the act or acts in question:</p> <ul style="list-style-type: none"> • 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. <p><u>Prevention and Intervention Plan</u></p> <p>The Superintendent and/or their 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</p>
---	--

<p>Bullying is prohibited:</p> <ul style="list-style-type: none"> • 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; <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Prevention and Intervention Plan</p> <p>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</p>	<p>bullying prevention and intervention plan shall be reviewed and updated at least biennially.</p> <p>The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.</p> <p><u>Reporting</u></p> <p>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, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report</p> <p>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.</p> <p>Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.</p> <p>Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.</p> <p>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.</p> <p><u>Investigation Procedures</u></p> <p>The Principal or their designee, upon receipt of a <u>viable</u> report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.</p> <p>The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include</p>
--	---

teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The Bullying Prevention and Intervention plan shall be reviewed and updated at least biennially.

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

interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

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

Confidentiality shall be used to protect a person will be in accordance with the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, and as set forth in 603 CMR 49.07. 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 they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal may shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency may shall be notified.

The investigation shall be completed promptly within fourteen school days from the date of the report. The parents or guardians shall be notified promptly consistent with state and federal law; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation. 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 their 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.

of the alleged victim.

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

Reporting

Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, should report incidents to a member of the school staff. If the reported bullying incident involves the Principal or his/her designee as the alleged perpetrator, reports can be made to the Superintendent or designee. If the reported bullying involves the Superintendent as the alleged perpetrator, reports can be made to the School Committee or designee.

The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a

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 school district 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

false accusation of bullying shall be subject to disciplinary action.

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

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

Investigation Procedures

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

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

In the event the reported bullying involves the school principal or

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 school district website.

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 CMR [26:00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

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

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

JBA, Student-to-Student Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

SOURCE: MASC August 2013

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

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

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

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

it is determined that criminal charges may be warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within twenty (20) working days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

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

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

Confidentiality shall be maintained to the extent

consistent with the school's obligations under law.

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

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

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

Title IX of the Education Amendments of 1972

	<p>603 CMR49.00 MGL 71:370 MGL 265:43A MGL 268:13B MGL 269:14A</p> <p>CROSS REFS.: AC, Non-discrimination</p> <p>Adopted by the Hudson School Committee: April 12, 2011</p> <p>Amended by the Hudson School Committee: February 25, 2014</p>	
JKAA	<p>RESTRAINT OF STUDENTS</p> <p>The Hudson Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.</p> <p><u>Methods and Conditions for Implementation.</u></p> <p>School staff may use physical restraint^{1/} only (1) when non- physical interventions would be ineffective <u>and</u> the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's Individualized Education Program or other written plan developed in accordance with state and federal law and approved by the school and</p>	<p>JKAA - PHYSICAL RESTRAINT OF STUDENTS</p> <p>Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.</p> <p>When an emergency situation arises, and physical restraint is necessary because a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. <u>the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member,</u> A teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.</p>

parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Chemical^{2/} and mechanical restraints^{3/} may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion^{4/} is prohibited.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Staff Training. All school staff must receive training with respect to the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. Additionally, the school must identify specific staff to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations.

The definitions of forms of restraint shall be as defined in 603CMR [46.02](#).

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- **Appropriate responses to student behavior that may require immediate intervention;**
- **Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;**
- **Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;**
- **Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;**
- **Procedures for receiving and investigating complaints;**
- **Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;**
- **A procedure for conducting periodic review of data and documentation on the use of physical restraints;**
- **A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03\(1\)\(b\)](#), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#),**

Reporting Requirements and Follow-Up. In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days

-
- 1/ Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student. The Hudson Public Schools uses a variety of physical restraint methods including, but not limited to, [insert list].
 - 2/ Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement.
 - 3/ Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body and does not include a protective or stabilizing device ordered by a physician.
 - 4/ Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff and does not include the use of "time out"

- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

procedures during which a staff member remains accessible to the student following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints regarding restraint practices should be directed to the building principal or Director of Pupil Services. Upon receipt of a complaint, the building principal or

	<p>Director of Pupil Services will arrange for a local investigation into the complaint. The person(s) designated to investigate the complaint will consult with the Director of Pupil Services on an as needed basis. If the complainant is not satisfied with the resolution of the complaint, s/he should contact the Superintendent of Schools. The Superintendent's decision regarding the proper resolution of the complaint will be the final decision of the school district.</p> <p><u>Additional information</u>, including a copy of the regulations, can be obtained from the building Principal or the office of Director of Pupil Services, who can be reached at (978) 567-6111. A copy of the regulations may also be obtained at www.doe.mass.edu/lawsregs/603_cmr46.html.</p> <p>Adopted by the Hudson School Committee: December 19, 2002</p>	
JKF	<p>DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT</p> <p>The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 <u>et seq.</u> and its implementing regulations, 34 C.F.R. § 300 <u>et seq.</u>, provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.</p> <p><u>Exclusions for More Than 10 Cumulative School Days</u></p>	<p>DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT</p> <p>The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 <u>et seq.</u> and its implementing regulations, 34 C.F.R. § 300 <u>et seq.</u>, provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.</p> <p><u>Exclusions for More Than 10 Cumulative School Days</u></p> <p>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</p>

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

school year, the student's Special Education Team, which includes the parent(s), must convene a manifestation determination. If the disciplinary conduct is a manifestation of a student's disability, the Team must propose 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 a free and appropriate public education to allow 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

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.

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 or causes serious bodily injury, 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.

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 by the Hudson School Committee:
May 28, 2002

The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION J – STUDENTS

	Existing Policy	Proposed Change or New Policy
JL	<p>STUDENT WELFARE</p> <p><u>Reporting to Authorities – Suspected Child Abuse or Neglect</u> 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. <u>Ch. 119.S 51A</u></p> <p>The District shall provide the most recent <i>Joint Advisory on the Responsibilities of Mandated Reporters</i> 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.</p> <p><u>Student Safety</u> Instruction in courses that utilize instructional materials or equipment that may present a safety hazard, including science, art, physical education, health, or any other</p>	<p>JL - STUDENT WELFARE</p> <p><u>Supervision of Students</u> School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge. In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency. During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent or guardian.</p> <p><u>Reporting to Authorities - Suspected Child Abuse or Neglect</u> Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. <u>119, S 51A</u>. In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.</p> <p><u>Student Safety</u> Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.</p>

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

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 protective eye devices in appropriate activities.

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.**

Fire Drills and Reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL [71:37L](#); [148:2A](#)

SOURCE: MASC 8/2006

	<p><u>Automated External Defibrillators (AEDs)</u></p> <p>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.</p> <p>Adopted by Hudson School Committee: May 14, 2013</p>	
JLC	<p style="text-align: center;">HEALTH ASSESSMENTS</p> <p>Massachusetts General Law, Chapter 71, Section 57, and Massachusetts Department of Public Health regulations mandate a specific number of assessments and screenings to be conducted in the public schools.</p> <p>In order to be eligible to participate in athletics, a student must have undergone an examination by the school physician, or provide written evidence of an examination by a private physician within one calendar year of the first day of practice.</p> <p>During the twelve months following the physical examination, an interval health history will be completed by the parent or guardian and returned to the coach prior to participation in another sport.</p> <p>Evidence of the annual physical examination and/or the</p>	<p style="text-align: center;">JLC - STUDENT HEALTH SERVICES AND REQUIREMENTS</p> <p>Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.</p> <p>The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.</p> <p>The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.</p> <p><u>Procedures for Emergency at School</u></p>

interval health history will be placed on file with the school nurse.

Adopted by the Hudson School Committee: June 11, 1991

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;**
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the School Nurse;**
- Provisions shall be made (in all cases of injury or illness) for reporting such cases to the building administrator immediately;**
- Prompt reporting by staff to the Principal or Nurse of any accident or serious illness.**

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

		<p>Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.</p> <p>Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.</p> <p>SOURCE: MASC Updated July 2012</p>
<p>JLCA</p>	<p>PHYSICAL EXAMINATIONS</p> <p>The school health program requires and encourages regular health appraisals by a physician.</p> <p>Upon request, the school nurses will send home physical examination forms and a letter stating requirements in order to implement appraisals by family physicians. The school nurses will allow parents to choose between school physicals and physicals by private physicians.</p> <p>Adopted by the Hudson School Committee: January 13, 1981</p>	<p>JLCA - PHYSICAL EXAMINATIONS OF STUDENTS</p> <p>Students in selected grades will be screened in areas such as: sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.</p> <p>A physical exam is required for students entering the District and in grades 4, 7, and 10. Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.</p> <p>Every candidate for a school athletic team will present the signed consent from parent or guardian in order to participate. on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the</p>

		<p>student's physician will be sent to the school Principal, Athletic Director, or Nurse.</p> <p>The school physician will make a prompt examination of all children referred to them by the school nurse. They will examine school employees when, in their opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.</p> <p>Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.</p> <p>The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.</p> <p><i>* NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.</i></p> <p>SOURCE: MASC Updated July 2012 LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57 105 CMR 200 CROSS REF.: JF, School Admissions</p>
<p>JLCB</p>	<p align="center">IMMUNIZATION POLICY</p> <p>All students attending the Hudson Public Schools must be immunized as required by Mass. Gen. Laws Chapter 76, Section 15 and the regulations promulgated by the Massachusetts Department of Public Health. The only</p>	<p>JLCB - INOCULATIONS OF STUDENTS – IMMUNIZATION POLICY</p> <p>Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against</p>

	<p>exceptions are:</p> <ul style="list-style-type: none"> • If the child has had at least the first in a series of immunizations, and the others in the series are scheduled; • The child's parent or guardian states in writing that immunizations conflict with his sincere religious beliefs; or • The child's physician certifies that he has personally examined the child and that such immunizations would endanger the child's health. <p>As required by state law, Hudson will exclude children who lack the requisite immunizations and do not meet one of the foregoing exceptions. The foregoing exceptions do not apply if there is an emergency or epidemic of disease declared by the Massachusetts Department of Public Health.</p> <p>The Hudson Public School administration will establish administrative procedures regarding implementing this policy.</p> <p>Adopted by the Hudson School Committee: October 9, 2001</p>	<p>communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made upon receipt of a written statement from a doctor that immunization would not be in the best interests of the child (medical exemption), or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian (religious exemption). These letters must be provided to the school nurses annually, on the first day of school.</p> <p>SOURCE: MASC October 2016</p> <p>LEGAL REF.: M.G.L. 76:15</p>
<p>JLCC</p>	<p>INFECTIOUS OR COMMUNICABLE DISEASE</p> <p>The public schools are responsible for the general health of all children during their attendance at school. Therefore, if in the opinion of the school nurse or school medical inspector, a child has some infectious or communicable disease, as defined by the Massachusetts Department of Public Health, the nurse or principal will request the parent to take the child home until he has been checked and given approval to return to school by the family physician or school physician.</p> <p>Adopted by the Hudson School Committee January 13, 1981</p>	<p>JLCC - COMMUNICABLE DISEASES</p> <p>The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.</p> <p>The School Committee recognizes that communicable diseases which may afflict students range from common childhood</p>

conditions **diseases**, acute and short-term in nature, to chronic, life-threatening conditions. **diseases**.

Management of common communicable diseases shall be in accordance with the Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's

		<p>condition. The determination of those who need to know shall be made by the Superintendent.</p> <p>SOURCE: MASC October 2016 LEGAL REF.: M.G.L. 71:55</p>
<p>JLCD</p>	<p align="center">ADMINISTERING OF MEDICATIONS</p> <p>The School Committee adopts this policy relating to the administration of medication by the school nurse, self-medication by students, and the administration of medication by non-licensed personnel, all as described and regulated by the Massachusetts Department of Public Health at 105 CMR 210.000. This policy and the procedures developed to implement this policy shall be reviewed and revised as needed, with a review occurring at least every two years.</p> <ol style="list-style-type: none"> 1. The school nurse will be the supervisor of the medication administration program in the school and will be responsible for: developing a medication administration plan for each student receiving a prescription medication, documenting the administration of medication; developing a plan for responding to a medication emergency; the medically appropriate and secure storage of medication; reporting and documenting any medication errors; training and permitting selected non-licensed school personnel who may be delegated to administer medication, as described in paragraphs 7, 8 and 9; and resolving questions between the school and a parent or guardian regarding the administration of medications. Information regarding medication policies shall be available to parents or guardians upon request from the school nurse, in accordance with the procedures developed by the Superintendent of Schools or his/her designee, as described in paragraph 11. 2. Except as stated in sections 7, 8 and 9 of this policy, all medications will be administered by the school nurse, under the direction of the licensed prescriber and with the written 	<p>JLCD - ADMINISTERING MEDICINES TO STUDENTS</p> <p>Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). A student may be approved for self-administration by school nurse. If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. <u>No one</u> but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.</p> <p>Exceptions:</p> <p>The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.</p> <p>The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.</p> <p>If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee</p>

permission of the student's parent or guardian. It is the responsibility of the parent, or guardian, to deliver to the school nurse the required forms and medication. A telephone order or an order for any change in prescription medication by the licensed prescriber shall be received only by the school nurse. Any verbal order must be followed by a written order within 3 school days.

3. When a student must take prescription medication prescribed by a licensed prescriber during school hours, a permission form signed by the student's parent or guardian and the licensed prescriber's orders must be on file in the nurses' office before the medication may be administered in the school. The unexpired medication must be brought school by a parent, guardian, or authorized adult in the original container from the pharmacy or manufacturer labeled container and given to the nurse. The nurse receiving the medication shall document the quantity of the prescription medication. The information on the label must coincide with the information on the permission form and on the licensed provider's orders. The licensed prescriber's orders must be renewed at the beginning of each school year and as needed.
4. For short term prescription medications, i.e. those requiring administration for ten days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order with the written permission of the parent or guardian. The medication must be unexpired. The nurse may request a licensed prescriber's order for any short term medication.
5. Any over-the-counter medications to be administered by the school nurse must be supplied by the parent or guardian in the original manufacturer labeled container, labeled with the child's name, and be unexpired. Before a school nurse may administer over-the-counter medication, a permission form signed by the parent or guardian and the licensed prescriber's orders must be provided.
6. In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered

shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:54B](#) Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

any prescription medication which, based on the school nurse's individual assessment and professional judgement, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse.

7. Hudson Public Schools registers with the Department of Public Health every two years for the limited purpose of training unlicensed school personnel to administer emergency epinephrine by auto-injector to students with diagnosed life-threatening allergic conditions when the school nurse is not immediately available. The school nurse trains selected school personnel in the safe and proper administration of epinephrine by auto-injector, and tests for competency. It will be the responsibility of the parent or guardian to supply the school with the prescribed epinephrine by auto-injector.
8. When a school nurse is unavailable to accompany a class on a field trip or other short term special school events and administer medication, the school nurse may delegate the responsibility of administering a prescribed medication to trained non-licensed school personnel going on the field trip. The school nurse may delegate the authority to administer medication without the written authorization of the student's parent or guardian for the named trained school staff person to administer the medication. A school nurse shall be on duty in the school system while prescription medications are being administered by designated unlicensed school personnel and be available for consultation. Hudson Public Schools must register with the Department of Public Health every two years in order to delegate medication administration during field trips and other short term special school events.
9. The school nurse may permit self-administration of prescription medication by a student provided that the conditions outlined in 105 CMR 210.000 are met. Self-administration shall mean that the student is able to consume or apply prescription medication in the manner

<p>directed by the licensed prescriber, without additional assistance or direction. When self-administration is permitted, monitoring by the school nurse is required. A plan will be developed by the school nurse to monitor the student's self-administration. The school nurse, in collaboration with the student, parent/guardian and school staff, will determine a plan for the safe storage of the prescription medication that will be self-administered.</p> <p>10. Whenever possible, all unused, discontinued or outdated prescription medications will be returned to the parent or guardian. Prescription medications that are not retrieved by the parent or guardian by the end of the school year will be destroyed or disposed of by the school nurse in accordance with accepted standards of nursing practice and local, state, or federal for disposal.</p> <p>11. The Superintendent of Schools or his/her designee will issue procedures for dissemination of information to parents or guardians regarding administration of medications.</p> <p>Adopted by the Hudson School Committee: June 24, 1997 Amended by the Hudson School Committee: October, 2002 Amended by the Hudson School Committee: March 14, 2017</p> <p>Reviewed and approved every 2 years; Amended by the Hudson School Committee: Date</p> <p>Amended by the Hudson School Committee: Date</p>	
--	--

JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal or designee (hereinafter "Principal") shall include a non-exhaustive list of prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures outlined in this policy.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

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

M.G.L. ch. 71, Section 37H authorizes a principal to suspend or 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.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal or designee ("Principal") shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

In accordance with applicable Massachusetts law, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but no more than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the student and parent/guardian, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent or designee (hereinafter "Superintendent").

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); 603 CMR [53.00](#)

NOTE: The DESE regulations on student discipline and this policy, consistent with Massachusetts law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled

substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. [71, S. 37H](#) or [37H½](#). The Principal, pursuant to the above referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Such removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Adopted by Hudson School Committee: January 21, 2020

PROPOSED

JICFB – BULLYING PREVENTION

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

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

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their 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 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.

When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.

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

Bullying is prohibited:

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

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 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 their 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 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.

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, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report

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.

Investigation Procedures

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

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

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

Confidentiality will be in accordance with the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, and as set forth in 603 CMR 49.07. If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal may consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency may be notified.

The investigation shall be completed promptly. The parents or guardians shall be notified promptly consistent with state and federal law; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

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

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

Retaliation

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

Target Assistance

The school district 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 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 school district website.

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 CMR [26:00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

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

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

JBA, Student-to-Student Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

SOURCE: MASC August 2013

Adopted by Hudson School Committee: January 21, 2020

JKAA – PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is necessary because a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. A teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR [46.02](#).

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

- The Superintendent will develop procedures identifying:
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A procedure for conducting periodic review of data and documentation on the use of physical restraints;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

Adopted by Hudson School Committee: January 21, 2020

JKF – 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 convene a manifestation determination. If the disciplinary conduct is a manifestation of a student's disability, the Team must propose 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 a free and appropriate public education to allow 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."

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.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function or causes serious bodily injury, 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.

Adopted by Hudson School Committee: January 21, 2020

PROPOSED

JL – STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. [119, S 51A](#).

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.

Student Safety

Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety 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 protective eye devices in appropriate activities.

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.

Fire Drills and Reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL [71:37L](#); [148:2A](#)

SOURCE: MASC 8/2006

Adopted by Hudson School Committee: January 21, 2020.

PROPOSED

JLC – STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the School Nurse;
- Provisions shall be made (in all cases of injury or illness) for reporting such cases to the building administrator immediately;
- Prompt reporting by staff to the Principal or Nurse of any accident or serious illness.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

SOURCE: MASC

Updated July 2012

Adopted by Hudson School Committee: January 21, 2020

PROPOSED

JLCA – PHYSICAL EXAMINATIONS OF STUDENTS

Students in selected grades will be screened in areas such as: sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

A physical exam is required for students entering the District and in grades 4, 7, and 10. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent from parent or guardian in order to participate. A written report stating the fitness of the student to participate signed by the student's physician will be sent to the Athletic Director, or Nurse.

** NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

SOURCE: MASC

Updated July 2012

LEGAL REFS.: M.G.L. [71:53](#); [71:54](#); [71:56](#);

[71:57](#) 105 CMR 200

CROSS REF.: [JE](#), School Admissions

Adopted by Hudson School Committee: January 21, 2020

JLCB – IMMUNIZATION POLICY

Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made upon receipt of a written statement from a doctor that immunization would not be in the best interests of the child (medical exemption), or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian (religious exemption). These letters must be provided to the school nurses annually, on the first day of school.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [76:15](#)

Adopted by Hudson School Committee: January 21, 2020

JLCC – COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood conditions, acute and short-term in nature, to chronic, life-threatening conditions.

Management of common communicable diseases shall be in accordance with the Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:55](#)

Adopted by Hudson School Committee: January 21, 2020

JLCD – ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). A student may be approved for self-administration by school nurse. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:54B](#) Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

Adopted by Hudson School Committee: January 21, 2020

Matters for Action
New Business

4. Approval of Patricia Lange contract extension

Matters for Action

New Business

5. Approval of closure of inactive Student Activity Accounts

Account	Description	Status	Advisor	Age of Balance	Balance at 06/30/19	Balance at 12/31/2019	Disposition
School Store	School Store	Inactive	Jason Medeiros	June 28, 2019	4,544.12	4,544.12	
Strive	Strive	Inactive	Jason Medeiros	June 5, 2018	1,061.57	1,061.57	
Transfer to General Fund					5,605.69	5,605.69	

Total accounts over \$500

5,605.69

5,605.69

Votes:

Authorize the transfer of inactive accounts to Student Activities General Account

Matters for Action
New Business

Consent Agenda

6. Approval of FY20-104 Financial Literacy & Implementation Grant in the amount of \$6124.00
7. Approval of FY20 Project Bread Hudson High School Grant in the amount of \$2500.00

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY20-104 Financial Literacy Planning & Implementation Grant
Purpose:	This grant is awarded to HHS to expand on the Personal Finance courses offered to HHS students including SW upgrades, additional Instructor training, and student simulation managing finances.
Type of Funder:	State
Type of Grant:	Competitive
Awarded Amount:	\$6124
Start Date	12/23/2019
End Date	6/30/2020
Status	Active
Grantor	MA DOE
PROGRAM Admin	Ellen Schuck
PROGRAM Notes:	<p>MA State Grant</p> <p>General Fund use: Curriculum Development; Curriculum Implementation and Professional Development; and Financial Literacy Experiential Learning:</p> <p>Grantor Name / Address: Massachusetts Dept. of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148-4906</p> <p>Grantor Contact Name / Number / Email: Cecelia Spencer (781) 338-6243 Email: cecelia.spencer@doe.mass.edu</p>
Program Location:	HHS

School Committee Date: _____

Vote: _____

GRANT ACCEPTANCE FORM

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

GRANT	Grant Information
Description:	FY20 Project Bread HHS Grant
Purpose:	This grant is awarded to HHS and Food Services by Project Bread's "Breakfast After The Bell" grant program. The funds will be used to purchase a 'Grab & Go' Kiosk at HHS.
Type of Funder:	Foundation
Type of Grant:	Competitive
Awarded Amount:	\$2500.00
Start Date	12/20/2019
End Date	6/30/2020
Status	Active
Grantor	Project Bread
PROGRAM Admin	Shane Riordan, Kelly Haley
PROGRAM Notes:	<p>Foundation Grant</p> <p>General Fund use: Funds will be used exclusively at HHS to purchase a "Grab and Go Kiosk."</p> <p>Grantor Name / Address: PROJECT BREAD The Walk for Hunger® 145 Border Street East Boston, MA 02128-1903</p> <p>Grantor Contact Name / Number / Email: Tiffany Liu Email: tiffanyliu@projectbread.org Tel <u>617-723-5000</u> Fax 617-248-8877 info@projectbread.org</p>
Program Location:	HHS

School Committee Date: _____

Vote: _____

**Hudson Public Schools
FY20 Grant and Gift Presentation Summary**

AGENT	Awarding Agency	TYPE	FY20 GRANT YEAR / GRANT NAME	BRIEF DESCRIPTION OF AWARD	TOTAL AWARD
Federal	MA DOE	Entitlement	20-305 Title I	Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$ 310,461.00
Federal	MA DOE	Entitlement	20-140 Title II	Title II, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and learning.	\$ 61,539.00
Federal	MA DOE	Entitlement	20-180 Title III	Title III of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English Learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.	\$ 35,412.00
Federal	MA DOE	Entitlement	20-309 Title IV	Title IV, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity and help ensure that all students have equitable access to high quality educational experiences.	\$ 17,353.00
State	MA Office of Public Safety & Research	Competitive	20-Safer Schools and Communities	Hudson has been awarded this grant to update and / or replace the security access, locks, keypads, and software technology at Hudson High School.	\$ 60,000.00
Federal	MA DOE	Entitlement	20-240 SPED IDEA	The purpose of this Federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$ 719,820.00
Federal	MA DOE	Entitlement	20-262 SPED Early Childhood Education	The purpose of this Federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	\$ 47,616.00
State	MA DOE	Competitive	20-734 Early Grade Literacy	This state grant continues to support the development of the Early Literacy and Curriculum Frameworks programs at Farley, Forest and Mulready elementary schools.	\$ 18,000.00
Corporate	Grant	Competitive	Avidia Bank Charitable Foundation	This grant, renewable since 2012, funds an advanced ESOL class each year running from January - June @ Hudson High School as part of their Community Partnerships program.	\$ 4,000.00
Corporate	Grant	Competitive	New England Dairy & Food Council -- Fuel Up to Play 60	This grant is a joint grant with Food Services and Athletics supporting Breakfast / Exercise programs at Farley and QMS.	\$ 5,525.00
Corporate	Grant	Competitive	Mass Cultural Council - Big Yellow Bus Grants	We have received three grants, QMS, FAR and FOR, to date for FY20. Each \$250 grant is given to offset transportation field trip costs. Each individual Hudson school can apply per year. Update: Jan.07, 2020 - Additional \$250.00 Grant awarded.	\$ 750.00
State	Grant	Competitive	MA Adult Learning Center (ADL)	The FY20 ADL grant was previously presented to the School Committee this past spring for \$365,595. Earlier this month, we received an additional allocation of \$17,968 for the FY20 grant. Funds will be used to increase teaching and PD hours.	\$ 383,563.00
State	Grant	Competitive	MA Treasury Financial Innovation Grant	Now in its 4th year, the Financial Innovation Grant is used to host the Annual Financial Career Fair at Hudson High School.	\$ 2,000.00

**Hudson Public Schools
FY20 Grant and Gift Presentation Summary**

Corporate	Grant	Competitive	Hudson Cultural Council	The HCC continues to support Hudson Public Schools and this years allocation is dedication to sponsoring a portion of start-up costs for the Dual Language Program at Farley.	\$ 500.00
Corporate	Grant	Foundation	Community Foundation of North Central Massachusetts	The foundation has awarded HHS an additional \$1500 to be dedicated to the Shine Initiative to continue sponsoring a student wellness team at HHS.	\$ 1,500.00
Corporate	Grant	Foundation	Project Bread, Inc.	The foundation has awarded HHS a grant to support the "Breakfast After The Bell" program and to purchase a Grab n Go Kiosk.	\$ 2,500.00
State	Grant	Competitive	Financial Literacy Planning & Implementation	To expand the HHS Personal finances courses at HHS with added technology, expanded curriculum, instructor training, and student simulation.	\$ 6,124.00
TOTAL GRANTS:					\$ 1,676,663.00

			FY20 GIFTS TO HUDSON PUBLIC SCHOOLS	DISTRICT OR PER SCHOOL ALLOCATION	\$ Gift Amount
Corporate	Sponsor	Corporate	Alliance Energy, LLC	Local Gas Station Rewards Program - Donation to be used within Hudson High School Science Program	\$ 500.00
Corporate	Corporate	Recognition	FHL Bank - Boston / New England Partnerships on Behalf of Avidia Bank.	Recommend by Avidia Bank, Hudson is presented to Hudson Adult Learning Center in recognition of the important work in the Hudson community.	\$ 1,000.00
Corporate	Foundation	Foundation	Best Buddies / Quinn Home & School	Gift to SEPAC Hudson to support stipend and program costs for Best Buddies program at Quinn Middle School.	\$ 2,000.00
TOTAL GIFTS :					\$ 3,500.00

			FY20 GIFTS FOR HHS SCHOLARSHIPS	HUDSON HIGH SCHOOLS	\$ Gift Amount
Estate	Corporate		The Thomas Hamilton Estate	Additional proceeds from The Thomas Hamilton Estate.	\$ 1,006.50
TOTAL SCHOLARSHIPS:					\$ 1,006.50

SCHOOL COMMITTEE PRESENTATIONS GRAND TOTAL:					\$ 1,681,169.50
--	--	--	--	--	------------------------