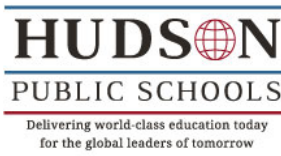


## **Please note the updated instructions below for public participation**

Pursuant to Governor Baker's March 12, 2020 Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, §18, and the Governor's March 15, 2020 Order imposing strict limitation on the number of people that may gather in one place, this meeting of the **Hudson School Committee will be conducted via in person and remote participation. Committee members will participate in person and using the online Google Meet platform**, and the proceedings will still be broadcast live on the Public Cable Access Channel – Comcast Channel 8, Verizon Channel 47 and Hud TV.

For the public participation item on the agenda, the following process will be used.

- Persons wishing to make public comment will send an email to the School Committee's email address [hps\\_schoolcommittee@hudson.k12.ma.us](mailto:hps_schoolcommittee@hudson.k12.ma.us) indicating that they would like to make a public comment at the School Committee meeting. This email must be received by 3:00 pm on the day of the meeting
- The School Committee will submit the list of names and emails wishing to make public comment to HUD TV no later than 5:00 p.m. the day of the meeting.
- Hud TV will send a meeting invite to those community members on the School Committee list for Public Comment.
- Hud TV will accept them into the Google Meet and mute their microphone.
- When the School Committee Chair recognizes someone wishing to make public comment, Hud TV will unmute that person's microphone and they will have two minutes to speak.
- When public comment is finished their microphone would be muted again by Hud TV.



**HUDSON SCHOOL COMMITTEE**  
**September 29, 2020**  
**Hudson High School F101/ Google Meet**  
**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting September 15, 2020

**III. Public Participation:**

**IV. Reports and Presentations**

- a) Report of the Superintendent: Reopening of Schools- Update
- 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. COVID-19 Attendance Policy 2020-2021
  - 2. COVID-19 Metrics Summary
  - 3. MASC Resolutions

**VI. Matters for Action:**

- a) Old Business
- b) New Business
  - 1. 2020-2021 Student Handbook
  - 2. HHS Schedule Update
  - 3. Approval of Reclassification of Funds

**VII. Items of Interest to the School Committee**

**VIII. Executive Session**

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

**IX. Adjournment**

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

# Approval of Minutes

Regular Meeting: September 15, 2020

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** September 15, 2020

**Location:** Hudson High School: Google Meet

Members present: Steven Smith, Adam Tracy, Nina Ryan, Matthew McDowell, Michele Tousignant Dufour, Glenn Maston, Elizabeth Hallsworth

Members present participating remotely:

Members absent:

Others present participating: Dr. Marco C. Rodrigues, Superintendent, Kathy Provost, Cathy Kilcoyne, Jennifer Allard, Mr. Dan Gale, Director of Finance and Operations, Ms. Jessica Winders, Director of Athletics

**I. Call the Meeting to Order: 7:04 p.m.**

Mr. Steve Smith welcomed Liz Hallsworth to the School Committee Board. There were 5 great candidates. She will be serving as a member through the town election in May 2021.

**II Approval of Minutes:**

A motion to approve the minutes of September 1, 2020, was made by Ms. Michele Tousignant Dufour and seconded by Mr. Glenn McDowell. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Hallsworth	abstain

On a vote of 6-1-0, the motion passed.

**III. Public Participation:**

We did not have anyone registered for public participation. We will move on to reports and presentations.

**IV. Reports and Presentations**

**Report of the Superintendent: Updates**

Dr. Rodrigues shared the following updates:

This afternoon, Dr. Rodrigues released a video to families with welcoming remarks and expectations for the new year. Classes will start tomorrow remotely for all students. We are prepared and excited for the first day. We will have to work together during the first few days of school so that everything we planned and anticipated will come to fruition. It will be so important for parents, students and teachers to work together in order to adjust to the



new normal. Most students will be doing the hybrid model. In the hybrid model, students will be in classes for two days and remote for two days. Certain students will be learning in person 4 days a week. Everyone is remote on Wednesdays. Even though we are prepared, it's important to always keep in mind that we're still operating under a hybrid model which is not optimal for any school system. The ideal scenario is for all students to be in classrooms, which is where they learn best. However, the model we have is what best fits for Hudson today. Never the less, this imposes a lot of logistics that affects families and teachers. Everything we do must be for the benefit of the children.

Dr. Rodrigues provided the School Committee the employee guidelines for teachers. This was given to teachers in August in advance of all the new facets of working under COVID. This document explains to employees the general expectations and regulations and guidelines. This is a fluid document, as things change the document can change as well.

Another very important piece of information that families received this afternoon are two forms for families to read and accept as a condition of the new protocols under COVID. One is the google classroom and remote learning protocols. This policy has always been in place, but the policy has been enhanced given the amount of remote learning that will be done on a daily basis. We need people to understand the conduct related to remote learning and families need to understand this and sign off on these. The other document parents need to understand and sign off on is the protocol for the nursing department. This document is extremely important. Every parent must rely on this and look at it every morning that children leave the home. It is a screening protocol to make sure to make sure that if children have any symptoms related to COVID, they stay home and call the nurse. This will keep us operating safely. Within just a few hours, we already have about 400 responses and we are looking for 100% response on these documents. If we don't receive responses, we will be reaching out to those families.

Dr. Rodrigues also provided the School Committee the Self-Monitoring protocols for staff. We will ask that every day, staff is aware of their symptoms and that they self-monitor before they enter the building. If they have any questions or concerns they should go see the nurse. They must be mindful and up front of their own conditions. We want our schools to be safe and healthy at all times.

Another important document Dr. Rodrigues talks about is the Visitor Screening protocol. Beginning tomorrow, no visitors will be allowed in schools, and if they are it will be by appointment only. The building is only for those with an invitation or a specific appointment that was made and we are expecting that individual. For example, If a parent has a need for a parent teacher conference that must be in person, it will be at an agreed upon date and time for that specific purpose. Other visitors may include people providing technical or maintenance for us and they must fill out screening form as well. One of the important features on the form includes information on who is the person and a point of contact for them, in the event that we need to do contact tracing in the future. If anyone refuses to fill out the visitor protocol, they will not be allowed in building.

The building screening protocol has been completed in all 6 buildings. All buildings have been equipped with the Needlepoint Bipolar Ionization and the Enozo bottles have already been delivered. Len Belli has also recorded video that will be posted on the website explaining all the cleaning processes he has in place for the buildings. Len Belli talks about the cleaning procedures for custodians during day and night shift and he explains the two products we implemented in the schools.

In terms of personnel, some of the information since September 1<sup>st</sup> has changed. We now have 25 employees that have received ADA accommodations, and they are working remotely. 9 employees have received the FFCRA leaves and they are also working from home. 11 employees were accommodated to work remotely to support Cohort D. 3 are not returning to work because of FMLA or leave of absence. As a result of that, Dr. Rodrigues stressed that there is always a cost associated with this type of commitment. We made a commitment to support all of our students and to allow parents to have the option to have Cohort D and not return physically to schools. Therefore, there is not an even distribution between all of the Cohorts. As a result we had to hire 11 new positions to support the gaps. These 11 positions were not budgeted positions. We are reallocating resources to support the needs of students.

Mr. Steve Smith asked if we know what the budget implications are for this and if Dr. Rodrigues could go into more detail about the employees that couldn't be accommodated and why?

Dr. Rodrigues said that we will be explaining in detail the COVID related finances later in the meeting. Jen Allard said that most employees that made a request for an accommodation did decide to go back to work. The initial concern was mostly for childcare, and most people were able to work this out.

Dr. Rodrigues talked about the COVID protocols that were made to provide guidance for responding to different COVID scenarios. We also follow our protocols as well as the document that was provided by DESE and the Department of Health. In this document we also talk about how to inform families when there is a positive case in schools. We want to emphasize, when there is a positive case we will announce to families and staff. The only way we will know if there is a positive confirmed case is if the Board of Health informs us. We will not give out identifiable information on the positive person. Any person that may have been in close contact with a positive case will be informed of the next steps of quarantining and testing. We have to be very mindful about these kind of communications and we need to follow HIPA and FERPA regulations. We know that it is small community and people talk, so we want people to know that we are not going to pass along inappropriate information.

On Friday, we received additional guidance from the state on how to utilize the mobile rapid response unit. This is a service that the state has devised, and there are very specific perimeters on how to utilize the unit. There are 4 different conditions in order to use the response unit. These conditions must be met within a 14 day period. One scenario is if 2 or more people test positive within a classroom and transition exposure is likely, a unit may be deployed. This is to safeguard that if there was a positive case then we want to make sure the asymptomatic people in the classroom are exposed to testing as a precaution.

Mr. Adam Tracy asked if because the class is split, would this include anyone that has been assigned to this particular teacher? Or is it anyone who is in the Cohort at that time?

Dr. Rodrigues answered that it would include anyone in the Cohort at that time. Its all about the close contact. Everyone else will be tested as a precaution.

Dr. Rodrigues explained the rest of the scenarios: within 14 days if there are 3 or more individuals within a cohort or 3% students in the same grade level that test positive, it would be the same idea. If within 14 days, there's more than 3% of a school testing positive, the mobile unit will test all asymptomatic people. And if within 14 days, 2 or more students within the same bus test positive, we will deploy mobile rapid response unit. If we have to

cross this bridge, there will be a protocol and forms for parents accepting and approving of testing.

Another thing that became effective this past Monday is that there is an access line to DESE to report cases within schools. If there is any positive case within any school in the Commonwealth, we must report how many students per grade level. We will not report any identifiable information. We are required to do this so that they can collect data. DESE is specifically looking at schools so they can see if there are any clusters or data trends in a particular area of Commonwealth.

Ms. Nina Ryan asked if for the mobile rapid unit parents need to be present for the testing? Dr. Rodrigues responded that the state provided us forms and guidance for this. Depending on the situation and grade level, parents may want to be present. This will need to be worked out with the parents. Again, this is a preventative measure. The results will come back very quick.

Ms. Nina Ryan asked if parents will have opportunity to decide if they want to be present or not and if in the event the mobile unit comes if they will need to sign off on testing?

Dr. Rodrigues confirmed that those who are in close contact with a positive case will be reached out to for signatures and by the time the mobile unit is scheduled to come in, we will have everything ready. The parents can choose to be there if their child gets tested.

Mr. Glenn Matson asked for clarity- if the situation where 3% of a school were to test positive then would that put us in the state guidelines for going full remote?

Dr. Rodrigues said that is true. That's a large amount of students. That would be a huge problem.

Ms. Nina Ryan asked if it is 3% of a school or district?

Dr. Rodrigues said 3% of a school. By state guidelines, 8 or more cases is going into the red zone. If school has this outcome, then social distancing, masks and cleaning are not working. We will be looking at metrics to make decisions about the hybrid model or if the hybrid model has to go into full remote.

Ms. Michele Tousignant Dufour wanted to make sure that we cant force families and students to get tested.

Dr. Rodrigues said we cannot force anyone to get tested.

Ms. Liz Hallsworth asked if can we force people to quarantine if they don't get tested?

Dr. Rodrigues answered that the mobile unit will come for those who don't need to be quarantined but are in the same environment as a positive case. Those that are in close contact with a positive case must see primary care, quarantine themselves and get tested. All others that are asymptomatic are tested as a preventative measure.

Dr. Rodrigues said there is letter from the school commissioner that was sent to School Committee members. The letter addresses the metrics, and there is a new color coded metric that DPH has put out. The zones are green, yellow and red. This is just one way of looking at the data. These zones aren't "set" in the sense that, if you are in the red you must do this. There are a combination of factors that are important, and we will look very closely at the data of Hudson and Hudson public schools. After doing that, we will be able to make informed decisions. The data in Hudson has fluctuated, for two weeks or more we had 0 cases, then we had 5, then 10, then 1 and 1 again. As of yesterday we only have 2 people in quarantine. Data points will create a picture and we will not just jump to conclusion because there is red on the map. Most importantly, as we look at the data we will ask ourselves are there underlining messages emerging that the data is telling us? My intention is from here on in every School Committee meeting, we will discuss ups and downs and look at the

summary of data. As the year progresses and flu season comes up many southern countries have seen a decrease in the flu. If last year when we had the flu outbreak we had masks and social distancing, perhaps we would not have had the same outbreak. One of everyone's main concerns is how do you make distinction between flu and COVID? Dr. Rodrigues suggests "don't panic, but don't disregard." We will pay close attention to this. Quarterly, we will be looking at trends. We would like to maintain consistency of learning, and not switching modalities.

In terms of transportation we will operate 12 large buses which is what we have normally have in our school system. Regularly, we have 77 students on each of the buses. Now this must be a third of this number which is about 25 students (one student per seat). The routes were posted yesterday. We have a range of buses that have between 7-25 students. For the first time, we had to have parents register for transportation and we needed to certify that they are eligible for transportation and need the service. Up until last week 170 families had to be contacted who were eligible but did not respond, and we were not 100% successful in contacting everyone. We anticipate there will be some fewer students on some buses, and there will be changes along the way and we will have to make adjustments. This will be an on-going process. Transportation has committed to doing spot cleaning between routes as well as before and after rides. We created a video this morning, and our expectations are that we will be filing up the bus from the last seat to the front. There will be some learning going on. Bus drivers will have a check list with all students names so that we have a head count and can understand who is riding the bus and who is not. From transportation to school routines to dismissal times and arrival times- there will be some trials and errors. We ask for everyone's consideration and cooperation.

Ms. Nina Ryan said there are more parents willing to drive to schools. Have we reached out to the Police Department to help with the extra cars that will be at schools?

Dr. Rodrigues answered yes and no. We will contact them after the first few days of school so that we can see the traffic flow and what it looks like. Once we know what the trouble spots are we can contact the police and resource office. Then we can also contact parents more effectively and communicate what they need to be more mindful of. As we go through this process we will learn and teach. The traffic pattern and drop offs in morning will have a new routine, and we will make adjustments as we go along.

Ms. Nina Ryan said there has been a lot of talk about a tiered drop off and pick up approach. Is this something that has been talked about with DESE?

Dr. Rodrigues said that DESE is leaving it up to the school systems to decide what is best. Practices are so varied throughout the state. Somethings we have control of and some we don't. Some schools have ample room between the parking lot and schools, some don't. We will be looking to see what the situation looks like and making adjustments as we go along.

Ms. Michele Tousignant Dufour commented that having half the students in on a given day will help will mitigate some of the traffic problems.

Ms. Liz Hallsworth said she looked at tiered drop off, and it did not work with the buses. She suggested possibly doing drop offs at different doors at the school.

Dr. Rodrigues said that is what most schools are actually doing. One spot wont be the only drop off spot. We are planning, anticipating and visualizing. But when it actually happens we will see the flow. There are 2 different scenarios we are looking at- the flow on Monday and Tuesdays and then on Thursdays and Fridays. For fire drills-we will have two. One for Monday and Tuesdays and then one for Thursdays and Fridays.

Dr. Rodrigues invited Mr. Medeiros to talk about the scheduling at the high school. This has totally changed from last year. Cohort D adds complexity for the high school as opposed to middle and elementary.

Mr. Medeiros said that three criteria needs to be met. One is that the core courses must be what each student needs in order to progress toward graduation. For example, most people need 4 years of English and math, so we must make sure that's on their schedules. The second piece, we needed to make sure everyone's service responsibilities were met. The third criteria and the last piece of the puzzle was making sure that to make sure that the student load in each classroom met within the criteria of what is acceptable. This was the most complicated piece. A standard classroom can have 14 desks. If there were more than 14 students then we had to either try to find an alternative space for that classroom or re-arrange seats for social distancing. Everything we've tried to do up until this point was all done in the spirit of trying to achieve and maximize selection of courses across cohorts. Everyone Is getting emails from families that that are upset with students who didn't get the electives that they hoped for. However, given the number of students, and the staffing we had available, more students cant get all the elective choices they wanted. Its hard to quantify these student requests. When you run student schedules in the system, the system generates a percentage of how well matches are met. This year, the match is 94%. Its about 2% lower than previous years. But this percentage doesn't include all of the other factors that need to be achieved. We had to do some manipulation after the 94% and we cant go back into ASPEN and calculate real percentage. We completely acknowledges there is disappointment. We empathize with this, but we did whatever we could to make things work. Mr. Steve Smith asked if Mr. Medeiros can go into more detail on IEP services? We got some emails from families about IEP services. Can you provide some context?

Ms. Cathy Kilcoyne said the High School has done the best they can under these circumstances. Students have an IEP meeting and then after testing and performance the teams decides the skill areas the student needs support in. At the elementary level a teacher can put this into a student's schedule very easily. But at secondary level it becomes a class just like math, science and social studies. Since it becomes a class, students get a grade and attendance is taken. This class is on the IEP and teachers are assigned to the class. Some of the students are getting ELA/Math in the first or the second semester. Academic support also falls into the first or second semester. Academic support is a class that has goals, like for example students completing 90% of assignments or working on transition planning tasks. There are some students that have supports on their IEPs. If a Para is on the service delivery, then there is a para scheduled into the High School classes to provide that. The class is scheduled to be 90 minutes, and there will be breaks. Looking at all of these services, DESE knows we cant deliver these services in the same way you would in a normal year. DESE has asked that we create a COVID Special Education learning plan. The plan is asking us to state what the service on the IEP looks like, and how this service will be different. Families will receive this learning plan and be able to provide feedback. We also have to plan on this same plan is what it will look like if we go fully remote. SPED teachers will be talking with the parents and figure out a way to do this throughout the school year, even when the IEP class in not on their schedule.

Mr. Steve Smith asked if ARC something we can leverage in this scenario to provide academic support?

Mr. Medeiros said that there is still some work with teachers we will need to do. If any kind of ARC or supervisory period happens, it will look completely different than in the past. Its too early to say if we will be able to supplement it.

Dr. Rodrigues added that we need to consider that we haven't started the process of Special Education teachers speaking with parents. They have been trained on how to do this but its too premature to know. We need to get in touch with every family with an IEP. It will be a period of adjustment, for this and for everything we have to do.

Mr. Steve Smith asked if we have a sense how long it will take to contact families?

Ms. Cathy Kilcoyne said this is not being done the same way we did last year. Each liaison has their case list and will be reaching out to parents. We do have a targeted date of October 7, but this may not be realistic. We need to go to school and see what things are like next week.

Mr. Matthew McDowell asked Mr. Medeiros to please return to the topic of electives. There is a high number of students in classes who are not in the electives they wanted and this is causing anxiety. This also causes a low level of interest. Is there any process of re-address?

Mr. Medeiros said the hardest part of this is that we have already done all we can. We have limitations in terms of there are courses we need teachers to teach within the core and room capacity. Every piece impacted the puzzle we were trying to build. If we put a hold on certain parts of the schedule, then certain students wouldn't have anywhere to go tomorrow. We cant create physical space in classes that we don't have. Unfortunately we don't have a solution or a point of re-address for this.

Mr. Matthew McDowell shared an example of his daughter's friend who doesn't like instruments and doesn't play music but was put in band. He feels this doesn't make sense and negatively affects students.

Mr. Medeiros responded that there are some cases where people emailed and said "I already took this course" and we can take a look at this but if a student doesn't want to take an elective because they don't like it then this would be opening a full Pandora's box. As far as correcting errors, we can entertain things like that.

Mr. Steve Smith asked to confirm that in a case like that a student should reach out to you or a counselor?

Mr. Medeiros said yes, and a counselor should be the first POC. There is criteria that if a certain errors were made we can re-look at that. If there was a mis-match in the recommended level of a class, that is an example of an error we will try to rectify for families. If a student was placed in a band or an elective they already took we can try to fix this. But if it is "I wanted X and not Y", we cant change that.

Mr. Matthew McDowell asks for at least a different grading system for electives. A hard look should be taken at how this is assessed as opposed to core content.

Mr. Medeiros said he understands and will reflect on this with the team.

Dr. Rodrigues concludes the report of the super intendent.

**Subcommittee Reports**

**Budget Subcommittee**

None

**Policy Subcommittee**

**Strategic Goals Subcommittee**

None

**Superintendent's Evaluation Subcommittee**

None

**Buildings and Grounds Subcommittee**

none

**Student Report**

**None**

**V. Matters for Discussion:**

a) Old Business

b) New Business

1. Athletics 2020-2021

Dr. Rodrigues said that after much discussion and many meetings and considering the conditions in Massachusetts, expectations were set for the kinds of sports that can be safely played in the fall. Jessica Winders will explain. Everything is going to be dependent upon what comes next with the pandemic.

Ms. Jessica Winders explained that we are ready and have 18 pages of protocols and guidelines. We will start practices on Monday. We are easing our way into the new normal of what athletics will look like. We have good protocols in place and lots of disinfectant solutions. We have a great plan in place for an outdoor centralized training tent and an isolation COVID tent. As previously mentioned, the situation is ever changing and we will continue to re-evaluate on a daily basis. The sports league changed considerably geographically. This is very different- we usually have a 26 school league. One of the key components of creating the geographic pods is based on not a competitive factor, but rather being able to participate and doing so safely.

Ms. Michele Tousignant Dufour asked what are the 5 towns?

Ms. Jessica Winders said it will be AMSA, Nashoba, Marlborough, Maynard, and Bromfield. AMSA only has cross country and golf, but the other schools have all 4 sports.

Mr. Adam Tracey asked about rosters- traditionally, Hudson has been "no cut." How do we anticipate this in athletics?

Ms. Jessica Winders answered that the registration for sports is open until Friday, but regardless of how the numbers fall, we will not cut. We will run some kind of intermural program if we have to. However, this will not be the case unless we get an influx of registration. The Friday registration date is a hard close as we have to cross reference it with the cohorts.

Mr. Steve Smith wanted to be clear for those watching: what will be included in the season?

Ms. Jessica Winders said we are offering cross country, field hockey, golf and soccer. Fall sports that are being pushed to another "floating" season are: football cheerleading, dance and volleyball. There are specific restrictions around the number of practices and length of practices. More information will come out about that. Students who play football, cheerleading, dance and volleyball will have the opportunity to participate in the fall but in a practice only capacity. They can also participate in another sport if they want while practicing. However, a lot needs to happen before that is fully approved.

Mr. Adam Tracey said we obviously know COVID is very fluid and anything can change. Let's say something becomes a questionable sport. Who has the authority to move this to a spring season?

Ms. Jessica Winders said right now, that is at a district level decision. Part of the winter season is indoor gyms. Will gyms even be available if we were to move a sport? We hope to get all 4 seasons outlined in the proposal, but it is a day by day situation.

Mr. Adam Tracey asked if a sport becomes deemed unsafe for whatever reason can we move it?

Ms. Jessica Winders said yes, we can. However, if Hudson wanted to move it, but no other district did it would become more intermural than inter-scholastic. I am open to that. But there is so much that must happen before we start putting that in place.

Ms. Nina Ryan asked if any of these districts in our pods numbers spike, can we continue to play without that one school?

Ms. Jessica Winders said there are protocols in place for testing positive for COVID and close contact. We are working on an internal protocol for positive tests. It is unlikely that close contact would be with an opposing team, it is more likely within the same team. We are all in agreement that at any point in time, a school can drop out because of high numbers. This is not about wins and losses. There's no post season or MVPs. It's about participation and getting as many kids involved as possible safely.

Mr. Adam Tracey said traditionally, there's captains practices that are unsanctioned. How are we monitoring or discouraging this activity?

Ms. Jessica Winders said I'd love to monitor all of that, but we can't. Some athletes are participating on club teams and hopefully they are following protocols. We are asking all student athletes to adhere to travel guidelines. It is basically on the honor system. We are telling students that captain's practices are not allowed. We don't know of any that are happening right now. We definitely don't want kids participating in activities if they are not following health and safety protocols.

Mr. Steve Smith acknowledged how much work has gone into this. In terms of other extracurricular activities- what's the plan?

Dr. Rodrigues said right now we are putting a pause on all extra curricular activities. We are not scheduling late buses. We will look into how we can do this, and as things progress we can evaluate.

## 2. COVID 19 Finance Status Update

Mr. Steve Smith moved onto the next item on the agenda: COVID-19 Financial Status Update.

Mr. Dan Gale presented the summary of any expenditures that are COVID related. On the left side of the document, we have the description of expenditures that are COVID related, and on the right side we have a breakdown of which grants are paying for them and what funding sources they are coming from. Generally, the majority of funding is through the Federal CARES act. The state broke up the CARES act into 3 different pots of money: the municipal cares funds, PPE and building improvements. We also have ESSER grant and COVID relief funds grant which are directly coming to the school department. We received \$255,000 from the ESSER grant \$567,000 from the COVID relief funds. A lot of funding from those grants are going towards salary expenses.

Mr. Glenn Matson asked if this includes the 11 positions Dr. Rodrigues talked about that we needed to fill gaps?

Mr. Dan Gale said there's a place in the document that lists 8 full time employees that has funding for a full year. There is another line for teachers on FFCRA teachers and are on



leave, they do not receive a full years salary but we do pay them a certain amount for 12 weeks. There is another line for teacher substitutes which could be long term substitutes. Dr. Rodrigues said there are three nurse positions which creates the 11 all together. Mr. Dan Gale said the top part of the document includes \$212,000 for PPE, hand sanitizer, plexiglass, HVAC filters and things like that. These items are potentially FEMA reimbursable. It will either get charged to municipal CARES or FEMA. We are working to see if we can get FEMA to reimburse for these expenses. Then, there's remote learning technology devices and supplies, partially through municipal CARES and partially through the remote learning grant which we were awarded \$57,000. We also have additional costs for transportation, we have \$60,000 for another big yellow bus. Right now we are using extra buses to start the year to make sure everyone is spread out but we will be getting bus counts every day and then we will re-asses. Overall, there is about 2 million dollars of expenses for the year. If we do spend all the money we are expecting to spend, we are allocating some money from the grants and the rest for school choice. If there is an additional stimulus from the federal government then it will cover the second half of the year and we will not have to use money from the school choice account.

Mr. Steve Smith asked are these funds incremental to what we last estimated when we reviewed the stabilization plan?

Mr. Dan Gale answered that this is separate to anything you saw in the past. At some point we'll provide an update on stabilization.

Dr. Rodrigues explained that a million dollars was divided in half between FY21-FY22. If we were to use this money, it would be coming out of the pot we have allocated for FY22. There are always variations in school choice. Every year we have about \$500,000-600,000 in revenue.

Ms. Nina Ryan said during the last School Committee meeting that FEMA was changing in terms of what they will pay for. Where does this stand?

Mr. Dan Gale said we did zoom call with MEMA. There is a column with municipal care/FEMA. If FEMA doesn't refund anything, the municipal cares will be able to fund the whole amount. Anything from FEMA would be helpful but we are not relying on it. MEMA funds emergency response services. Regardless of what we put in for FEMA we can fund the amount we have to.

Ms. Nina Ryan asked about the 3 nurses- are there 3 new nurses?

Dr. Rodrigues answered there are 3 new nurses to help support. There will be 1 new nurse per elementary school. Each school will have 2 nurses on duty every day.

Ms. Nina Ryan asked if they have already been hired?

Dr. Rodrigues said we are in the process of hiring them. Nurses are hard to find right now, but we are advertising for helping hands.

Mr. Adam Tracey thanks the team for putting the finances together. He asked if there are any cashflow concerns?

Mr. Dan Gale said that right now we don't anticipate cash flow issues. We do have funding we could use to get through if we have to. For example we could fund some things from school choice but we don't anticipate any issues.

Ms. Michele Tousignant Dufour asked about the additional costs for student meals and transportation and how that will look for the students?

Mr. Dan Gale said that we have a document we're going to put up tomorrow morning to parents on how that will work. We will have a pickup at Quinn Middle School between 8:00am-10:00am on Monday and Wednesday and families can pick up 3 meals on those

*Not Approved*

days. The USDA extended free lunch to all students through December 30, 2020. All kids no matter what, are eligible for free meals.

**VI. Matters for Action:**

a) Old Business

1. Second Reading of Proposed School Committee Policies: MASC Policies for COVID

Mr. Steve Smith then moved onto the second reading of the MASC Policies for COVID. Dr. Rodrigues said he checked on the sentence that was questioned in the last meeting that didn't sound correct. The statements are simple statements, its not the most eloquent but it is the language MASC recommended. This is the complete version from MASC.

Mr. Steve Smith said that he connected with Mr. Adam Tracey about the policy, and it looks like everything aligns. They have no additional feedback.

A motion to approve the MASC Policies for COVID was made by Mr. Steve Smith and seconded by Ms. Tousignant Dufor. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 7-0, the motion passed

b) New Business

2. Bullying Prevention and Intervention Plan- Updated Version

Dr. Rodrigues explained that in 2010 the state passed a law to create a Bullying Prevention Plan for all districts, The Hudson plan up until now was the initial plan. We took this initial plan and removed the unnecessary language, and made it more succinct and compacted. Counsel has approved this version as the final product.

A motion to approve the MASC Policies, was made by Mr. Steve Smith and seconded by Ms. Tousignant Dufor. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 7-0, the motion passed

*Not Approved*

3. Approval of Contract with The Home Depot in the amount of \$19,337.65 for 7,200 Renown Single Roll Toilet Paper, 5,200 Scott Bathroom Tissue, 1,350 Renown Paper Towel Rolls, 2,100 Renown 20-30 gal. Trash Bag Rolls of 25 and 570 Renown 60 gal.

A motion to authorize the approval of Contract with The Home Depot in the amount of \$19,337.65 for 7,200 Renown Single Roll Toilet Paper, 5,200 Scott Bathroom Tissue, 1,350 Renown Paper Towel Rolls, 2,100 Renown 20-30 gal. Trash Bag Rolls of 25 and 570 Renown 60 gal. Can Liner Rolls of 25 was made by Ms. Michele Tousignant Dufour and second by Mr. Adam Tracey. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 7-0, the motion passed

4. Approval of Contract with BLW Engineers, Inc. in the amount of 10,687.50 to Evaluate HVAC Equipment and Provide Reports with Recommendations for COVID-19 to meet DESE COVID-19 Recommendations

A motion to authorize the approval of Contract with BLW Engineers, Inc. in the amount of 10,687.50 to Evaluate HVAC Equipment and Provide Reports with Recommendations for COVID-19 to meet DESE COVID-19 Recommendations. was made by Ms. Michele Tousignant Dufour and second by Mr. Glenn Matson. The following vote was taken by roll call.

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 7-0, the motion passed

## VII. **Items of Interest to the School Committee**

Mr. Steve Smith mentioned he had opportunity to go visit a few schools with Dr. Rodrigues. He appreciated the opportunity, and described it as different than he expected it to be. Schools will look different but not drastically different. The Staff seems excited and very positive. Mr. Steve Smith thanked staff in advance of first day of school.

*Not Approved*

**VII. Executive Session**

At 9:12 p.m, Committee Chair Mr. Steve Smith made a motion to move on to the Executive Session and announced that Executive Session was needed for the following reason:

The following roll call vote was taken:

Mr. Maston	yes
Mr. Smith	yes
Mr. Tracy	yes
Ms. Ryan	yes
Mr. McDowell	yes
Ms. Tousignant Dufour	yes
Ms. Liz Hallsworth	yes

On a vote of 6-0, the motion passed.

**IX. Adjournment**

At 9:13 p.m. Chairman Mr. Steve Smith announced the Committee would enter Executive Session and not return to public session.

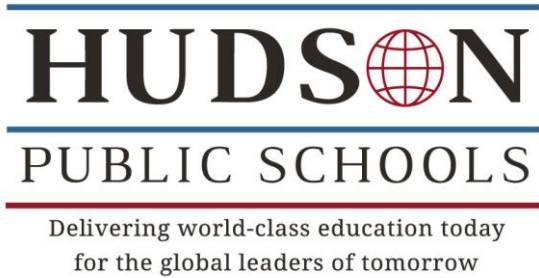
Respectfully submitted,

Adam Tracy, Secretary  
Hudson School Committee

*Not Approved*

# Report of the Superintendent

- Reopening of Schools- Update



# Report of the Superintendent

## Reopening of Schools Update September 29, 2020

Marco C. Rodrigues, Ed.D.

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

# Cohort D Status

<b>Grade Level</b>	<b># student class A</b>	<b># students class B</b>	<b># students class C</b>
Pre – K	6		
Kindergarten	25	24	
First Grade	25	24	
Second Grade	17	16	15
Third Grade	23	21	21
Fourth Grade	23	22	



# Cohort D Status

Grade Level	# students
Fifth Grade	70
Sixth Grade	40
Seventh Grade	50
Eighth Grade	50
Ninth Grade	43

Grade Level	# students
Tenth Grade	36
Eleventh Grade	32
Twelfth Grade	10

Total # Cohort D: 590 students

# Cohort Movements

- 12 requests to move from Cohort D to Cohort A / B (Elem. & MS)
- 11 requests to move from A/ B to Cohort D (Elem. & MS)
- Numerous requests at the HS level
- Several A/B to cohort C moves have been made due to EL assessments
- New students registered & placed based on needs
- Maintenance of 6 ft. distance with current A/B/C students is still top priority (some classes within our schools are at capacity)

Waitlist has been established for further movements (in some of our fuller classes) due to need to maintain manageable class sizes that also follow our safety protocols and allow for additional new students.

*\*we currently have two students on the waitlist for elementary*

# Updates

## PERSONNEL

- 88 - Number of employees who made a request for accommodations
- 26 - Number of employees who received ADA accommodation
- 09 - Number of employees who received FFCRA leaves
- 11 - Number of employees we accommodated to work remotely and to support the Cohort D schedule.
- 03 – Number of employees not returning to work: FMLA or Leave of Absence
- 11 - Number of new positions needed to fill gaps due to scenarios above

## CONTACT TRACING

- The District will conduct a Contact Tracing dry run to evaluate our existing protocols and identify potential areas for improvement

# Reminders

- COVID-19 Family Self-Monitoring Daily Protocol
- COVID-19 Attestation
  - Google Classroom, Remote Learning, Internet Use Protocols
  - Nursing Protocols
- Food Service
  - Meals available for pick-up on Mondays and Wednesdays from 8:00 am to 10:00 am

Matters for Discussion  
New Business

1. COVID-19 Attendance Policy 2020-2021

**Elementary School Attendance**  
**Hybrid and Remote Learning Models**  
**2020-2021**

In the 2020-2021 school year, most students will be learning both at home and in school. The following procedures describe how Hudson elementary schools will mark student attendance when students are learning from each of these environments.

**Attendance for In-Person Learning**

Students who are expected to be physically present and will be marked using the following attendance codes:

- Present
- Absent
- Tardy
- Dismissed

It is important to note that students who have opted for in-person learning cannot make day-to-day decisions about whether to attend school in-person or virtually. Students who are absent, tardy, or dismissed but otherwise able to attend their class virtually will not be prohibited from doing so. In these circumstances, however, a student's attendance status will not change to present. When absent, students and families must use their judgment in determining whether or not students would benefit from rest and recovery or virtual learning.

If a pattern of attendance emerges indicating that a student is not fulfilling their obligation to attend school in person, then a meeting with the student and family will take place in order to understand the barriers that exist to regular in-person learning and to create a plan to ensure that the student participates in their education in a way that is aligned to the selected learning plan.

When absent, students will have access to make up work via each subject's google classroom and/or through communication with the student's teachers.

**Attendance for Remote Learning**

Students who are expected to be logged into their classes remotely will be marked using the following attendance codes:

- Virtually Present
  - To be marked present, students must log-on for morning meeting
- Virtually Absent
  - If you do not attend morning meeting, you will be marked absent
  - If you are marked absent, you may still do your classwork and attend all other on-line meetings
- Virtually Tardy
  - If you sign-on to a meeting after morning meeting, but before 11:40am, you will be marked tardy

If a child is home sick, but is well enough to attend virtually, the same attendance guidelines are in effect.

Hudson Public Schools understands that there may be times when a student's home internet and/or school-issued device malfunctions, preventing virtual attendance. If a pattern of virtual absences emerges indicating that a student is not fulfilling their obligation to attend school virtually, then a meeting with the student and family will take place in order to understand the barriers that exist to regular participation in remote learning and to create a plan to ensure that the student participates in their education in a way that is aligned to the selected learning plan.

**Secondary Schools Attendance**  
**Hybrid and Remote Learning Models**  
**2020-2021**

In the 2020-2021 school year, most students will be learning both at home and in school. The following procedures describe how Hudson High School will mark student attendance when students are learning from each of these environments. Additionally, it describes the role of make-up work and remote learning for students who are absent but should otherwise be present.

**Attendance for In-Person Learning**

Students who are expected to be physically present at Hudson High School (Cohorts A, B, and C) will be marked using the following attendance codes:

- Present
- Absent
- Tardy
- Dismissed
- Virtually Present (in rare circumstances)

We understand that most classes offer simultaneous in-person and remote instruction; however, it is important to note that students receiving in-person instruction cannot make day-to-day decisions about whether to attend school in-person or virtually. When absent due to illness, students and families must use their judgment in determining whether or not students would benefit from rest and recovery or virtual learning. It should only be in rare circumstances when a student is absent from in-person learning, but is logging in virtually. In these rare circumstances, students will be marked virtually present.

If a pattern of attendance emerges indicating that a student is not fulfilling their obligation to attend school in person, then a meeting with the student and family will take place in order to understand the barriers that exist to regular in-person learning and to create a plan to ensure that the student participates in their education in a way that is aligned to the selected learning model.

When absent, students will have access to make up work via each subject's google classroom and/or through communication with the student's teachers.

**Attendance for Remote Learning**

Students who are expected to be logged into their classes virtually will be marked using the following attendance codes:

- Virtually Present
- Virtually Absent

Hudson High School understands that there may be times when a student's home internet and/or school-issued device malfunctions, preventing virtual attendance. If a pattern of virtual absences emerges indicating that a student is not fulfilling their obligation to attend school virtually, then a meeting with the student and family will take place in order to understand the barriers that exist to regular participation in remote learning and to create a plan to ensure that the student participates in their education in a way that is aligned to the selected learning model.

## **Attendance for Students who are Subject to Quarantine or Self-Isolation**

In accordance to DESE protocols for responding to COVID-19 scenarios in school and community settings, students may be subject to quarantine or self-isolation for upwards to 14 calendar days (or more if symptomatic).

If a student would otherwise be expected to attend school in person during a period of quarantine or self-isolation, then the student's attendance will be marked using the following attendance codes:

- Virtually Present
- Virtually Absent

If a student is symptomatic or recovering at home, we encourage communication with the classroom teacher, via e-mail and Google Classroom, to ensure continued engagement and access to make up work.

## **Application of Hudson High School Attendance Policy during COVID-19**

All other elements of Hudson High School's attendance policies apply during the 2020-2021 school year. This includes the following provisions:

- Planned Absence Academic Plan
- Attendance & Course Credit

Students and families are encouraged to contact their School Counselor or a Hudson High School Administrator with questions regarding the application of the school's attendance policy in the 2020-2021 school year. Hudson High School acknowledges the new environment that we are now living, working, and learning in, and we will weigh the available information provided both by school staff and by the family before making final decisions regarding the application of our attendance policies.



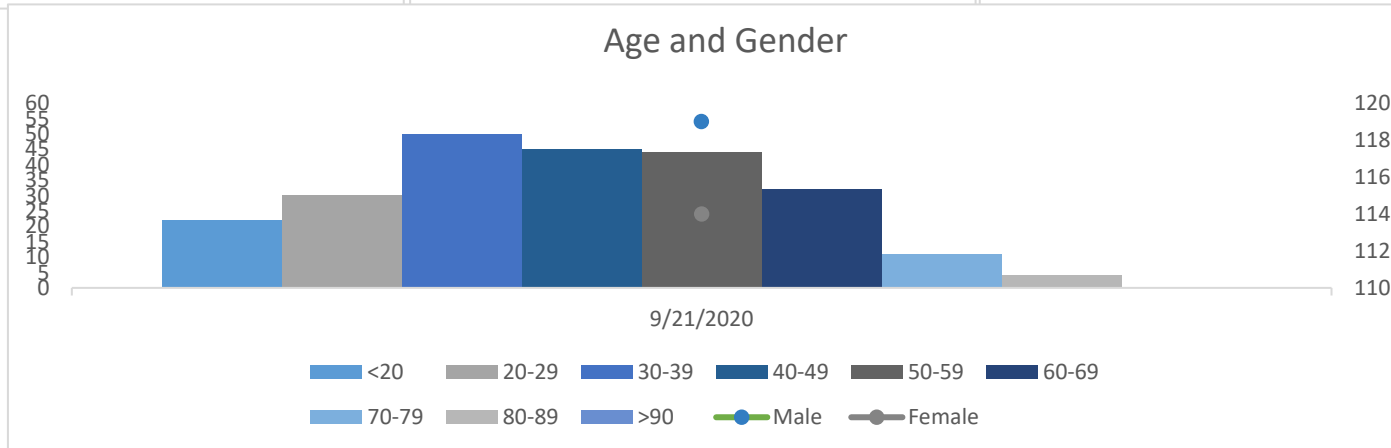
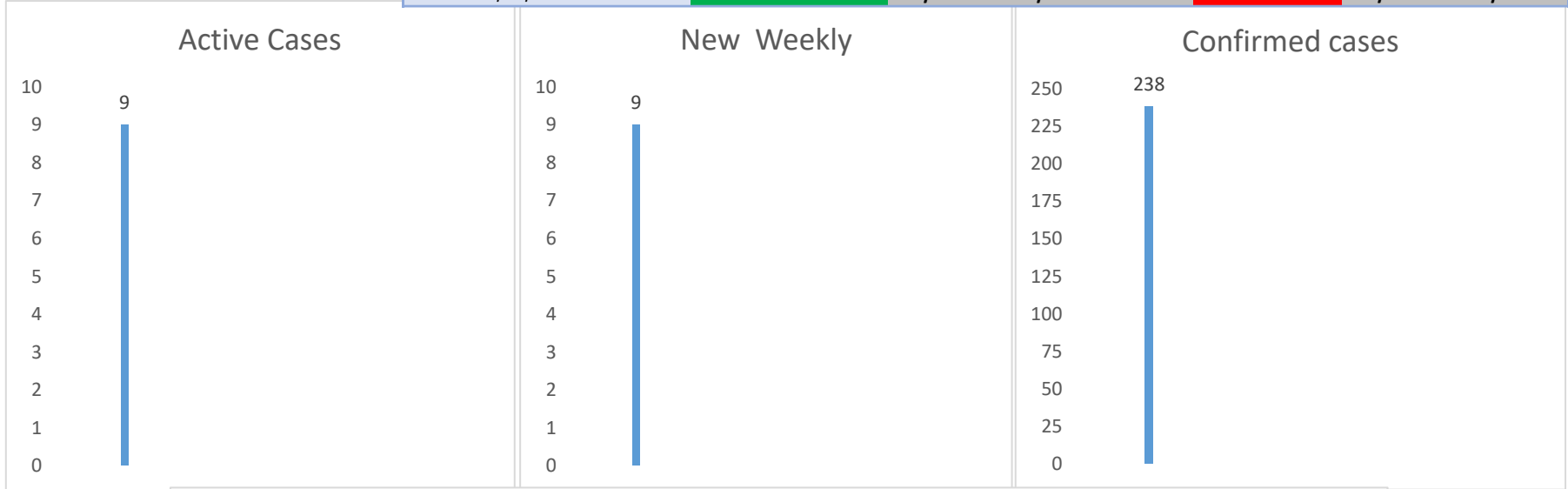
# Matters for Discussion

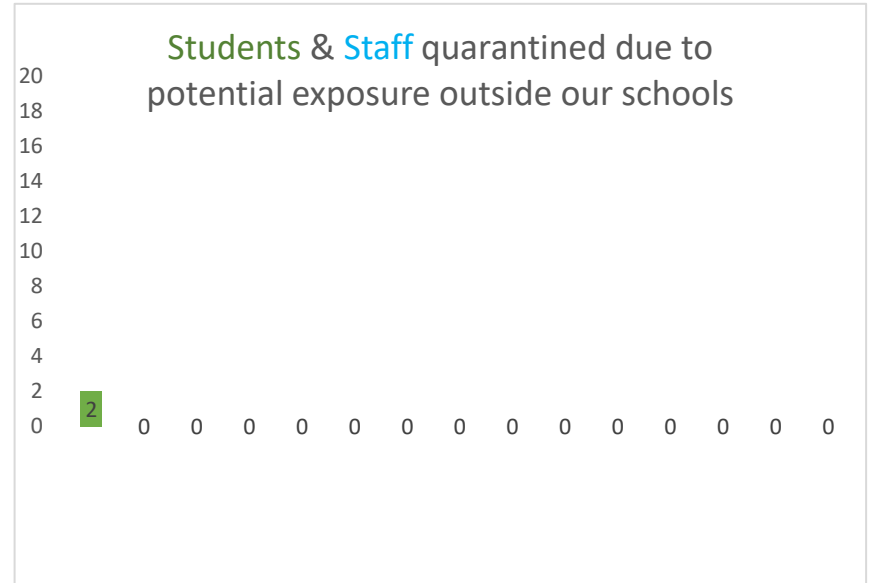
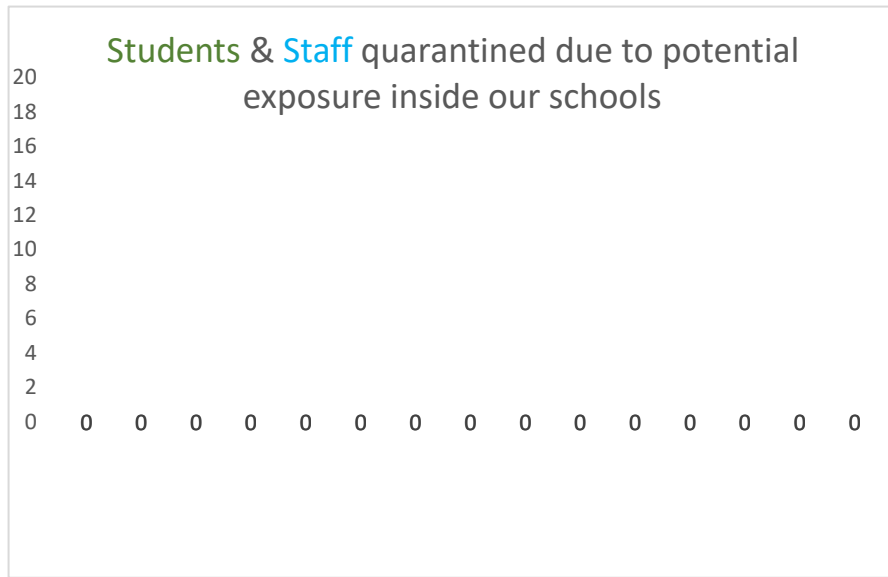
## New Business

### 2. COVID-19 Metrics Summary

Week of 09/21/20

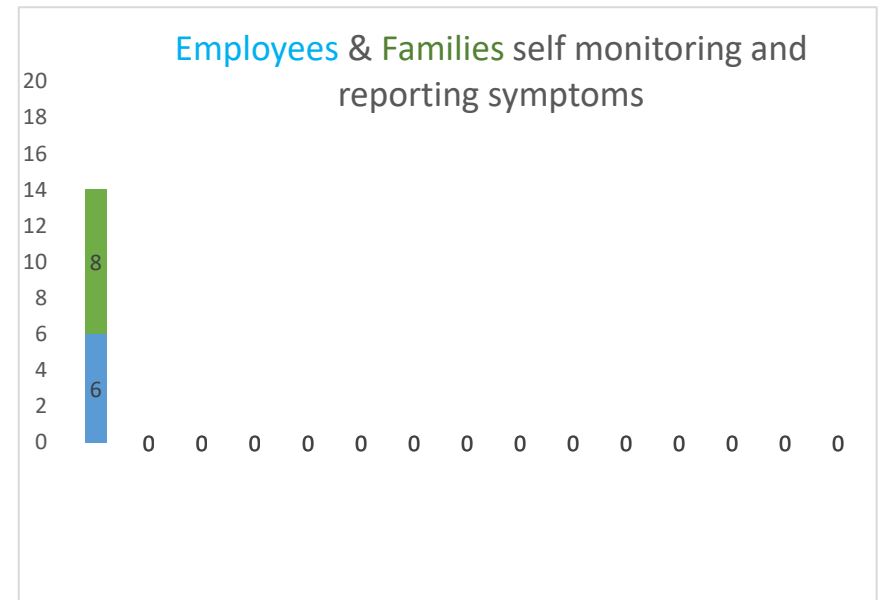
DESE Expectations	Column1	Fulltime or Hybrid	Column2	Hybrid or Remote	Remote	Column3	Column4
		Gray <5	Green <4	Yellow 4-8	Red >8		
		Reported count	Per 100,000	Per 100,000	Per 100,000		
WEEK OF:	Hudson	Berlin	Bolton	Marlborough	Stow	Sudbury	
9/16/2020	Green <4	Gray <5	Gray <5	Yellow 4-8	Gray <5	Gray <5	
9/23/2020	Green <4	Gray <5	Gray <5	Red >8	Gray <5	Gray <5	





Number of students referred to and dismissed from the medical room at each school		Column1
	9/21/2020	9
	9/28/2020	0

Number of students confirmed positive at each school		Column1
	9/21/2020	0
	9/28/2020	0



# Matters for Discussion

## New Business

### 3. MASC Resolutions

# report of the resolutions committee

The members of the Resolutions Committee met virtually on June 25, 2020 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2020 Annual Meeting of the Association. Members present were: Ellen Holmes, Chair, Ex-Officio, Ashburnham-Westminster Regional; Deborah Davis, Northeast Metropolitan Voc. Tech.; Barbara Davis, Holbrook; Margaret Hughes, Narragansett Regional; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; William Fonseca, East Longmeadow; Jason Fraser, Silver Lake Regional; Beverly Hugo, Framingham; Mildred Lefebvre, Holyoke; Stacey Rizzo, Revere; Wendy Rua, Agawam; Lynn Ryan Assabet Voc. Tech.; Paul Schlichtman, Arlington; and Robert Swartz, Gardner.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

## **RESOLUTION 1: MCAS AND HIGH STAKES TESTING**

*(Submitted by the MASC Board of Directors)*

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS the COVID-19 Remote Learning Model has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts.

Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.

## **RESOLUTION 2: COVID-19 STATE FUNDING**

*(Submitted by the MASC Board of Directors)*

WHEREAS if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines;

THEREFORE BE IT RESOLVED that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates. We must ensure a statewide school re-opening that is safe, responsible and equitable. There can be no unfunded mandates for COVID-19.

## **RESOLUTION 3: SCHOOL COMMITTEE ANTI-RACISM RESOLUTION**

*(Submitted by the MASC Board of Directors)*

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity and inclusion; and

WHEREAS every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

School Committee members should ensure our that school culture and that of every district in the Commonwealth is anti-racist, and that acknowledges that all lives cannot matter until black lives matter.

#### **RESOLUTION 4: LOWERING THE VOTING AGE FOR MUNICIPAL ELECTIONS**

*(Submitted by the MASC Board of Directors)*

WHEREAS the right to vote is elemental to democracy and that right should be protected and guaranteed to all qualified citizen; and

WHEREAS sixteen and seventeen-year-olds possess the same critical analytic intelligence as eighteen-year-olds; and

WHEREAS in Massachusetts, sixteen-year-olds have been deemed able to consent to sexual intercourse, obtain a learner's permit and driver's license, get married with parental consent, work a full-time job and pay taxes, and be tried as an adult in a court of law; and

WHEREAS the 2018 Act to Promote Civics Engagement mandated an increased emphasis on civics education in Massachusetts Public Schools; and

WHEREAS studies conducted in places with a voting age of 16 have demonstrated that, when partnered with a strong civics education, a lowered voting age results in higher overall civic engagement and voter turnout and higher propensity to develop a lifelong voting habit; and

WHEREAS early voter engagement increases civic participation later in life, which is vital to a democracy; and

WHEREAS turnout among all voters in the United States is decreasing, and a push to vote is much needed for younger citizens; and

WHEREAS 16-year-olds may now pre-register to vote in Massachusetts, which may provide a logistical framework for their local participation; and

WHEREAS the rules of local voting should be a local issue; and

WHEREAS Representative Andy Vargas and Senator Harriet Chandler have introduced the EMPOWER Act (H.720/S.389), which would give municipalities the ability to lower their municipal voting age on local authority;

THEREFORE BE IT RESOLVED that the sponsors call upon the Massachusetts Legislature to pass the EMPOWER Act and take other means necessary to allow cities and towns to establish a minimum voting age of sixteen years for all municipal elections.

#### **RESOLUTION 5: SUPPORTING INCREASED FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION**

*(Submitted by the MASC Board of Directors)*

WHEREAS the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS to date, the employees of the Massachusetts Public Schools have worked around the clock to continue to provide our students and families with access to educational needs such as Chromebooks; and

WHEREAS the Massachusetts Public Schools has maintained payroll for full and part-time district employees, providing stability to our community during economic uncertainty; and

WHEREAS Massachusetts Public Schools have continued to provide daily lunches to students despite a projected shortfall of revenue from the Federal Meals Program; and

WHEREAS these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public school; and

WHEREAS revenue shortfalls may result in budget cuts and personnel reductions; and

WHEREAS federal legislation has been approved to provide urgently needed funding to underwrite the recovery of the American economy and to support critical public programs, including public education with such examples as American Recovery and Reinvestment Act (ARRA) of 2009, additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones, and the recent Coronavirus Aid, Relief, and Economic Security (CARES) and other measures to stabilize public education and other public programs; and

WHEREAS public education is one of the largest employment bases of any field or industry; and

WHEREAS research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our well-being; and

WHEREAS it is likely that further emergency legislation will be required to underwrite the cost of public safety supplies, technology, and personnel to maintain the status of public schools; and

WHEREAS this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average; and

WHEREAS the governor and General Court may be able to access additional state revenues through use of accumulated reserves or through the implementation of progressive tax legislation;

THEREFORE BE IT RESOLVED that MASC align with state superintendents of schools and urge the Massachusetts Congressional Delegation and state legislators to advocate for and approve additional education funding for our nation's public schools through the enactment of progressive tax legislation.

#### **RESOLUTION 6: RETENTION OF MEDICAID REVENUE**

*(Submitted by the MASC Board of Directors)*

WHEREAS the Affordable Care Act expanded access for health care to millions of Americans, including thousands of Massachusetts families who have been without health insurance; and

WHEREAS through the expansion of the Medicaid program, more families in economic distress gained access to health insurance and, subsequently, affordable health care; and

WHEREAS the Medicaid program reimburses public school districts for certain clinical services provided to students who may be clients of special education or who experience disabilities, and this revenue provides critical support to the districts and municipalities where they are based; and

WHEREAS the restriction of Medicaid eligibility and reduction of funding would require the Commonwealth to choose between extraordinary state budget increases to fill the gap or absorb the cost of caring for families who could lose health insurance;

THEREFORE BE IT RESOLVED that MASC urges the General Court to require that 100% of Medicaid reimbursements to cities and towns be provided in full amount to the public schools of each municipality, through a school district revolving account, to underwrite the cost of providing an adequate education.

#### **RESOLUTION 7: ATTEMPTS BY US DOE TO DIRECT FUNDING TO PRIVATE SCHOOLS**

*(Submitted by the MASC Board of Directors)*

WHEREAS a recent "advisory" issued by the United States Secretary of Education has inappropriately interpreted language in the recently enacted COVID-19 relief legislation to benefit private schools disproportionately in the distribution of federal funding for economically disadvantaged students; and

WHEREAS in recognition of this executive branch attempt to overreach in the interpretation of a federal statute in devising a formula for the distribution of funds under Title I and other provisions of the Elementary and Secondary Education Act as revised and reauthorized; and

WHEREAS the commissioner of Education in Connecticut, in citing the Secretary for such a misrepresentation of the law, has advised officials of that state to follow the language of the law rather than the interpretation issued in the "advisory," and thus save thousands of dollars for economically disadvantaged students in the public schools of that state

THEREFORE BE IT RESOLVED that MASC petition the Attorney General of Massachusetts to review and recommend to the Executive Office of Education and the MA Department of Elementary Education to review the formal language of such statutes that determine the distribution of federal funds to benefit economically disadvantaged students and, further that the Attorney General provide legal guidance to state agencies in Massachusetts to implement such formulas based on the actual language and legislative intent of the statute should that be in variance with any "advisory" issued by the United States Secretary of Education.

#### **RESOLUTION 8: MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*(Submitted by the MASC Board of Directors)*

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education; and

WHEREAS most boards and commissions in Massachusetts appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commission; and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees;

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated

commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; 1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees and 5 additional members.

**RESOLUTION 9: PROVIDING EQUITY FOR SEXUAL ORIENTATION - LGBTQ+ STUDENTS, TEACHERS AND STAFF**  
(Submitted by the MASC Board of Directors)

WHEREAS gender identity is not listed as a protected class in federal laws; and

WHEREAS LGBTQ+ students, teachers and staff are victims of discrimination, harassment, and at-risk behaviors at rates alarmingly higher than non-LGBTQ+ persons;

WHEREAS the social and emotional wellness of our students has a direct relationship with their academic and future success and that schools have the moral and ethical responsibility to address the whole child so that they may experience success in school and in society; and

WHEREAS school districts that respect and support their teachers and staff by providing an inclusive culture where all can thrive, irrespective of gender identity, are more successful and in turn, are supporting a thriving school climate; and

WHEREAS the Commonwealth of Massachusetts currently recognizes in state law LGBTQ+ as a protected class;

THEREFORE BE IT RESOLVED that MASC file legislation and petition our federal legislative delegation to also file legislation which would have the effect of adding sexual orientation and gender identity to the list of protected classes in order to provide equity and support to our LGBTQ+ students, teachers and staff and petition our legislative delegation.

**RESOLUTION 10: RELATIVE TO THE MONITORING OF ATTENDANCE OF STUDENTS DURING THE PANDEMIC**

(Submitted by the MASC Board of Directors)

WHEREAS districts are required to have special but comprehensive plans for educating students during the pandemic crisis; and

WHEREAS student attendance is an important element of a district plan for returning-to-school, and school committees apply local policies for student attendance; and

WHEREAS the emergency nature of the pandemic requires that students may need to be educated in such venues as schools, home, institutions or other remote locations; and

WHEREAS circumstances may require that students be absent from school for reasons that may include extended illness, exposure to illness including COVID-19, or the judgment of parents or guardians determining that it is not safe for their children to return to a school building or other learning venue;

THEREFORE BE IT RESOLVED that MASC advocate for legislation and regulation that protect the rights of parents to withhold their children from school for reasons of their health status or health risk and, further,

- That MASC advocate for regulations that hold districts accountable for the attendance of students provide appropriate exemptions for students who experience or require extended absences from school due to health-related issues or concerns due to the COVID-19 pandemic, and further,
- That MASC petition the Board of Elementary and Secondary Education to waive all accountability requirements regarding attendance for the 2020-2021 school year, and
- That such regulations exempt districts from sanction status on the basis of attendance when such absences are related to a public health crisis, including COVID-19.



Matters for Action  
New Business

1. 2020-2021 Student Handbook

## Elementary (Common Section) Proposed Handbook Changes: 2020-2021

Page	Section Heading	Existing Language	Proposed Change
1 (of common section)	<b>ELA Curriculum</b>	During the school year students across all building and grade levels will be learning through Curriculum Embedded Performance Assessments (CEPAs). The use of CEPAs provides students with opportunities to transfer understandings, skills and knowledge learned in the units of study to real world, authentic audiences and purposes	Removed this section only within the ELA curriculum portion
1 (of common section)	<b>Math Curriculum</b>	The Hudson Elementary Schools are implementing Engage NY as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The new curriculum/assessment system ensures a common experience across the district. There are three instructional shifts for teachers and students. The Engage NY prioritizes concepts, sequences instruction, and is rigorous. The program uses a three-prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight mathematical practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and Mid and End of the Module Assessment Tasks. The Engage NY program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Three district developed Curriculum Embedded Performance Assessments (CEPAs) provide teachers	The Hudson Elementary Schools are implementing Eureka Math as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The curriculum/assessment system ensures a common experience across the district. Eureka Math prioritizes concepts, sequences instruction, and is rigorous. The program uses a three-prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight Standards for Math Practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and mid and end of the module assessments. The Eureka Math program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Teachers often

## Elementary (Common Section) Proposed Handbook Changes: 2020-2021

		with on-going and timely assessment data to plan small, flexible groups for more targeted instruction. Teachers will use a workshop model for math similar to Reader’s and Writer’s Workshop.	use a workshop model for math similar to Reader’s and Writer’s Workshop.
1 (of common section)	<b>Science Curriculum</b>	The Hudson Elementary Schools uses a variety of materials that are designed to meet the challenge of providing meaningful science education for all students and provide them with hand-on and mind-on science experiences in earth, life and physical science. The elementary science curriculum aligns with the current Next Generation Massachusetts Science Standards adopted in April 2016. At each grade level a science Curriculum Embedded Performance Assessments (CEPAs) has been designed to integrate science, reading and writing and provide students with an authentic, real-world experience in science.	The Hudson Elementary Schools aim to grow science-inspired students who create and investigate, take action and lead, and connect with community. At each grade level, students engage in engineering design tasks through our PLTW Launch program, and they explore natural field sites in their community through our Landmark partnerships with local conservation agencies. The science program is designed to provide integrated opportunities for students to also develop literacy, mathematics, civics and arts skills and dispositions through investigative exploration.
P. 2/3 of common section	<b>SS Curriculum</b>	The Hudson Elementary Schools use a variety of primary and secondary sources and literature and informational texts to support student learning of our world, the United States and our history. The curriculum is aligned with the Massachusetts Curriculum Frameworks and at each grade level the Model Curriculum Units provided by the Department of Elementary and Secondary Education is being used to integrate the social studies content with reading and writing like an	In our elementary schools, social studies instruction focuses on education for citizenship. In 2020, we have begun to roll out new units study that weave three core concepts - community, culture and civic participation - through the elementary years in a way that teaches students that: they are part of a larger community and with membership comes a responsibility to work toward the common good; our community,

## Elementary (Common Section) Proposed Handbook Changes: 2020-2021

		historian or geographer. At all grade levels students learn how to research and integrate knowledge to present to an audience in written, visual or oral form.	nation, and world are comprised of individuals from diverse cultures who can live together and learn a lot from one another; and active participation is essential to making our communities and our world more just.
P. 7 of common section	<b>Parent Teacher Conferences</b>	Dates this year are: November 18 <sup>th</sup> and 19 <sup>th</sup> and March 10 <sup>th</sup> and 11 <sup>th</sup> . Evening conferences will be held November 18 <sup>th</sup> and March 10 <sup>th</sup> for Farley. Evening conferences will be held on November 19 <sup>th</sup> and March 11 <sup>th</sup> for Forest and Mulready.	TBD
p. 8 of common section	<b>Computer Lab / Library/ Specialists/ Field Trips</b>	These sections were not included in the Curriculum Section of the Handbook	Moved all to the Curriculum Section of the Handbook
P. 10 of common section	<b>Title I</b>	<u>Title I</u> – Title I provides supported instruction to students who qualify for the program and whose achievement in mathematics and/or reading is currently below grade level. The program is funded on a year by year basis depending on the amount of federal funds available to the Hudson Public Schools. Available funds are determined by a federal formula based on demographic and census data submitted by the state.	Removed due to redundancy of following section and because it is included in the District Portion
p. 11 of common section	<b>Title I</b>	Title I Our school receives Federal Title I part A funds to enhance the academic program for certain students.	Some elementary schools receive Federal Title I part A funds...

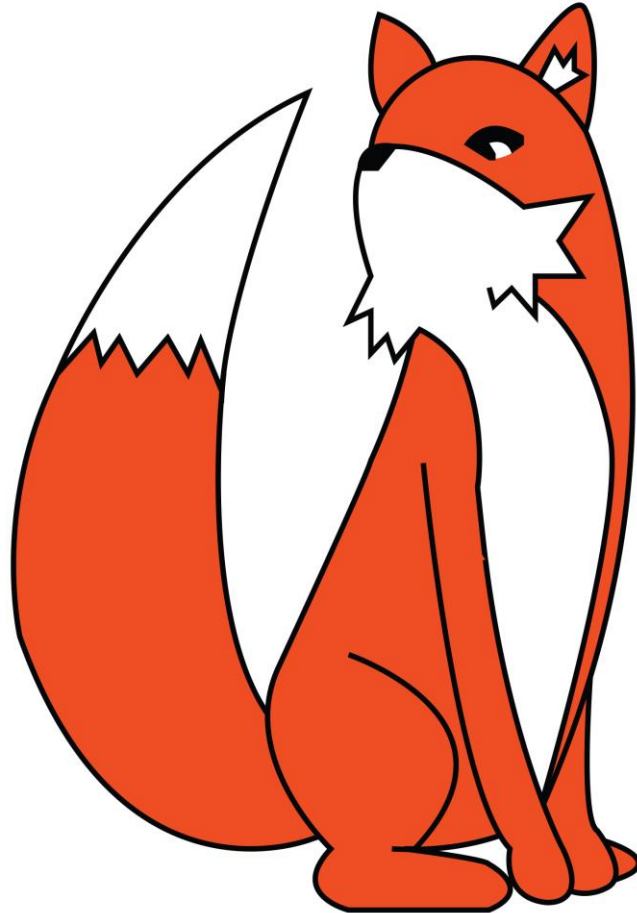
## Elementary (Common Section) Proposed Handbook Changes: 2020-2021

p. 11 of common section	<b>Title I</b>	Paragraph 2 to the end of Title I section	Moved to District Section for Title I
p. 17 of common section	<b>Physical Education</b>	<u>Physical Education (PE) curriculum</u> Students in grades K-4 will participate in PE classes once or twice per week. The PE teachers follow state and national standards in providing a year-long 10 unit course that includes skill development activities and games. Your children will be learning critical movement concepts and developing motor skills, while demonstrating responsible personal and social behavior, as well as understanding and respect for differences among people in physical activity settings. An essential objective is that your children will enjoy self-expression, physical challenges, and social interaction with their peers.	Moved to Curriculum Section
p. 17 of common section	<b>School Safety Drills</b>	<u>School Safety Drills</u> In order to promote a safe school environment, fire and secure building safety drills are conducted throughout the year. Practice drills are both announced and unannounced. If you have concerns as to how your child may respond to such drills, please contact the administration.	Moved- after open house section
p. 18 of common section	<b><u>Elementary Schools' Expectations for Students' Behavior</u></b>	Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:30am. After 8:30am students will be marked tardy. (See tardy policy)	Changed times to 8:35 am
p. 21 of common section	<b><u>Birthdays</u></b>	Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you would like to recognize	Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you

**Elementary (Common Section) Proposed Handbook Changes: 2020-2021**

		your child’s birthday in school. <b>To reinforce our district’s health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with the class.</b>	would like to recognize your child’s birthday in school. <b>To reinforce our district’s health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with each member of the class.</b>
<b>Individual Schools</b>			
Individual School Section	Staff Lists	Updated from Last Year’s List	New staff lists inserted
Individual School Section	Arrival/ Dismissal	Arrival and Dismissal Procedures	<ul style="list-style-type: none"> <li>We added language to our Arrival &amp; Dismissal procedures reminding parents that students need to wear a mask and practice social distancing. (Forest Ave.)</li> </ul>
Individual School Section	Behavioral Consequences	Removed	This section is now within the District Portion for all elementary schools

**C.A. FARLEY  
ELEMENTARY SCHOOL**



**Family Handbook  
2020-2021**

## Contents

<b>2020-2021 School Calendar</b> .....	4
<b>Hudson Public Schools Elementary School Hours &amp; Curriculum</b> .....	9
Elementary School Hours.....	9
English Language Arts Curriculum .....	9
Math Curriculum.....	9
Science Curriculum .....	10
Social Studies/ History Curriculum.....	10
Technology.....	10
Library .....	10
Physical Education (PE) .....	10
Specialists.....	10
<b>Academic Support</b> .....	11
<b>General Education Supports</b> .....	11
Response to Intervention (RTI) Literacy.....	11
Title I .....	11
Math Support.....	11
<b>Field Trips</b> .....	12
<b>Social-Emotional and Character Development</b> .....	12
<b>Homework and Homework Policy</b> .....	13
General time guidelines for homework completion .....	13
<b>Report Cards</b> .....	14
<b>Open House</b> .....	14
<b>School Safety Drills</b> .....	14
<b>Parent-Teacher Conferences</b> .....	15
<b>Behavior &amp; Conduct Guide</b> .....	15
Dress Guidelines.....	16
<b>Conduct and Consequences</b> .....	16
<b>Electronic Device and Cell Phone Policy</b> .....	18
<b>Helpful Information</b> .....	19
<b>Mission Statement and District Improvement Plan</b> .....	20
<b>District and School Administration Directory</b> .....	21
<b>Hudson School Committee</b> .....	22
<b>PARENT/FAMILY PARTNERSHIPS</b> .....	23
<b>VOLUNTEERING GROUPS</b> .....	24



VISITING PROTOCOL .....	25
<b>ATTENDANCE</b> .....	25
ABSENCES.....	26
Half Days and Inclement Weather Delays .....	28
<b>HEALTH SERVICES</b> .....	29
Immunizations and Physical Examinations .....	30
In accordance with MDPH regulations: .....	30
MEDICATION POLICY.....	31
DISTRICT-WIDE FIELD TRIP INFORMATION.....	35
<b>REGISTRATION</b> .....	35
<b>TRANSPORTATION</b> .....	36
STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC).....	37
<b>FOOD SERVICES</b> .....	39
<b>STUDENT SERVICES</b> .....	40
Special Education Services.....	40
Title I .....	41
English Language Learners.....	42
Response to Intervention (RTI) Literacy.....	42
<b>STUDENT RECORDS POLICY</b> .....	43
<b>STUDENT DISCIPLINE POLICY</b> .....	43
SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½.....	48
<b>INTERNET ACCEPTABLE USE POLICY</b> .....	49
<b>ANTI-BULLYING POLICY</b> .....	53
<b>NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE</b> .....	53
<b>NON-DISCRIMINATION ON THE BASIS OF SEX</b> .....	53
<b>NON-DISCRIMINATION ON THE BASIS OF DISABILITY</b> .....	53
<b>STUDENT WELFARE POLICY</b> .....	53

# 2020-2021 School Calendar

Hudson High School 978-567-6250  
 Quinn Middle School 978-567-6210  
 Farley Elementary School 978-567-6153  
 Forest Elementary School 978-567-6190  
 Mulready Elementary School 978-567-6170



Hudson Public Schools  
 155 Apsley Street  
 Hudson, MA 01749  
 978-567-6100  
[www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

## 2020-2021 SCHOOL YEAR

August/ September 11 days						
Su	Mo	Tu	We	Th	Fr	Sa
						5
6						12
13			16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aug. 31 Teachers Report  
 Aug. 31- Sep. 15 Professional Dev.  
 Sep. 4 Non School Day  
 Sep. 7 Labor Day  
 Sep. 16 Students Report Following Hybrid Schedule

October 21/32 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11		13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct. 12 No School-Columbus Day

November 17/49 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2		4	5	6	7
8	9	10		12	13	14
15	16	17	18	19	20	21
22	23	24	25			28
29	30					

Nov. 3 No School Election Day  
 Nov. 11 No School- Veterans Day  
 Nov. 26-27 No School Thanksgiving Break

December 16/65 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8		10	11	12
13	14	15	16	17	18	19
20	21	22	23			26
27						

Dec 9 No School Professional Dev.  
 Dec. 24-31 No School- December Break

January 19/84 days						
Su	Mo	Tu	We	Th	Fr	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. 1 No School- New Year's Day  
 Jan. 18 No School- Martin Luther King Jr.

February 14/98 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9		11	12	13
14						20
21	22	23	24	25	26	27
28						

Feb. 10 No School Professional Dev.  
 Feb. 15-19 No School- February Break

March 23/121 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			

April 15/136 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1		3
4	5	6		8	9	10
11	12	13	14	15	16	17
18						24
25	26	27	28	29	30	

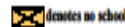
Apr. 2 Good Friday  
 Apr. 7 No School Professional Dev.  
 April 19-23 No School April Break

May 20/156 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						

May 31 No School- Memorial Day

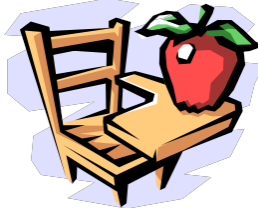
June 14/170 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Jun. 6 Hudson High School Graduation  
 Jun. 15 Last Day of KN with 0 snow days  
 Jun. 18 Last Day of School with 0 snow days  
 Jun. 30 Last Possible Day of School



Approved by Hudson School Committee- March 10, 2020

Revised by Hudson School Committee- August 18, 2020

**District Mission Statement:**

Delivering World-Class Education Today for the Global Leaders of Tomorrow

**School Mission Statement:**

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

**Administrative Message:**

Dear Farley School families,

Welcome the 2020-2021 school year!

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

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

**Farley Elementary School Staff List**

<p><b>Preschool LL21</b> Shelly Martin <u>ABA therapists:</u> Kelly Buckley Lisa Hermann <u>Paraeducator:</u> Susana Cabral</p> <p><b>Kindergarten</b> Samantha Burnes – Remote Kristin Charbonneau - LL23 Angela Georger – LL22 Wendy Smith - LL25 <u>Paraeducators:</u> Nayhara Caplan - LL22 Jennifer Murphy - LL23 Sheila DeMichele – LL25</p> <p><b>Grade One</b> Lori Belcourt - LL27 Shawna Sniffin - LL28 Sandra Sullivan - Remote Colleen White - LL26 Maureen Bonetti – LL29</p> <p><b>Grade Two</b> Melissa Cronin - UL6 Cassia Freitas – UL1 Lisa Lewis-Kane – UL3 Maria Sequenzia - UL8</p> <p><b>Grade Three</b> Michelle Farley - UL12 Diana Celularo – LL40 Kimberly Gaffney - UL10 Clementine McNamara - UL14 Elizabeth Lloyd - Remote</p> <p><b>Grade Four</b> Lisa Hastings - LL35 Jaime Leger – Remote Jennifer Lewis - LL38 Shannon O’Connor – LL39 Katie Rivela - LL36</p>	<p><b>Adminstration</b> Melissa Provost, Principal Rachel Scanlon, Asst Principal Maura Silva, Secretary Heather Paquette, Secretary</p> <p><b>Art</b> Cassia Maguire UL15 (1 yr)</p> <p><b>Building Substitute</b> TBD TBD</p> <p><b>Cafeteria</b> Christa MacNeill - Manager Christine Chaves Anne Hubert</p> <p><b>Custodians</b> Joe Ponte- Head Custodian Mike Paquette Joe DiFolco Paul Persico</p> <p><b>ELL</b> Brenda Curtin Elizabeth McNulty Paula Melville (1yr) TBD</p> <p><b>Instructional Coach LL33</b> Rachel Otenti</p> <p><b>Library</b> Carol Gough</p> <p><b>Music</b> Christina Strauss - LL43 Band: Ashley Steinhaus Chorus: Christina Strauss Drama: Sarah Worrest</p> <p><b>Nurse</b> Tina Hill Brenda Walsh</p> <p><b>OT/PT LL41</b> Sarah Mickel Jennifer Colebourn Sheila Van Nest</p> <p><b>Physical Education</b> Brian Quinn</p>	<p><b>Reading Support UL2</b> Stacy MacLeod Michelle Welton - Remote Lisette Zinner Jennifer Volpicelli - UL4 <u>Paraeducator:</u> Susan Falco</p> <p><b>School Psychologist UL9</b> Lauren Bohigian</p> <p><u>Paraeducators:</u> Stacy Figueiredo - Remote Kerry Sliwinski TBD</p> <p><b>Special Education UL13</b> Robin Johnson Kelsey Williams <u>Paraeducators:</u> Gr. 1: Susan Falco Gr. 2: Tina Whalen Gr. 3: Kanchan Choubey Gr. 4: Nancy Olson</p> <p>Erika Russell LL42</p> <p>Kristin Spadafino UL11 <u>Paraeducators:</u> Karen Bjorn TBD</p> <p><b>Speech/Language LL30</b> Ashley Conley Marie Reed</p> <p><b>Support Services LL32</b> Sarah Mielke Aiden Caplan - Intern</p> <p><b>Technology UL17</b> Meghan Gasek</p> <p><b>Title One Math/Reading</b> Lisa Leger Michelle Welton - Remote</p> <p><b>SEP Program UL18 -</b> Shauna Hoffey Heather Baer <u>Paraeducators:</u> Nicole Palaima Laura Walker - Remote TBD</p>
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### Farley Elementary School Student Drop-Off and Pick Up by Parent/Guardian

- Student drop off time begins at 8:20 A.M. Please do not drop off any child/children prior to 8:20 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:20AM.
- All buses, morning and afternoon, will use the front entrance of the building.
- For the safety of your children and other children, we insist no child is dropped off in the parking lot area in the bus lane. If you are walking your child/children in to the school, for a particular reason, you must park in a parking space and escort your child to the front door.
- No parent will be allowed to park in the bus lane or parent drop off/pick up lane. These spaces are designated for continuous traffic flow only.
- Cars dropping off students will enter the access road at Packard Street and proceed one way toward gym.
- Drop-Off will be single lane, one way on the access road. Cars will drop off students near the basketball court. A staff member will direct the drop-off.
- Students **must** stay in cars until directed to exit the car by a staff member.
- Do not pass cars that are stopped and in process of dropping off students. If your child has exited your car you must wait until the car(s) in front of you have started exiting from the drop off zone before you can begin to exit and move forward.
- Cars will proceed slowly, single line, one way behind the school to exit on Cottage Street.
- Please **yield** to school buses when approaching the exit.
- Students should not be dropped off at Packard Street.

If you regularly pick up your child/children at dismissal, 2:55 P.M., you need to follow the procedures described below:

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a PPU form on file.
- Once school begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive onto the access road in the back of the school.
- Cars will enter the access road at Packard Street and proceed one way toward the gym.
- Cars may line up on the access road in single line, one way to the end of the gym.
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.
- Cars will proceed slowly, single lane, one-way behind the school to exit on Cottage Street.
- Please **yield** to school buses when approaching the exit.
- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick up their child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by 12:00 p.m. that same day. The school number is: 978-567-6153 or send in a note on that day with the child

## Farley's Whole School "Paw" Reward System



Dear Farley families:

Here at Farley we work hard to promote: Respectful, Responsible, and Ready behaviors. We call these the "3 Rs". Students learn these character traits through direct instruction, modeling, and continual practice. Respectful, Responsible, and Ready behaviors are emphasized throughout the school day by all Farley staff. Last year a committee worked on revising how students get recognized for showing these behaviors and exceeding our high expectations. In the past, students received a sticker for behaviors that all staff and student should exhibit no matter what, such as "walking in the hall quietly," "raising their hands to speak," "saying please and thank you," etc. While actions such as these are all positive, we want our students to exceed "every day" expected behaviors.

Similar to last year, students who are witnessed going above and beyond, will be recognized with two Paw print stickers. One will be given to them to keep (and place on their shirt). Staff who see a student wearing a sticker are encouraged to ask why they received the paw print sticker. Parents and families are also encouraged to ask their child why he/she is the proud wearer of a paw print. In addition, the another sticker will be placed on a school-wide sticker chart in the shape of our Farley Fox mascot located in our main office hallway. The school-wide goal is to fill this mascot shape from the bottom. Each day, as students pass, they will see the stickers increase and our exceptional behaviors deeds grow. Every month there will be a whole-school assembly to highlight the stellar attributes of our students.

Yours in education,

Melissa A. Provost, Principal

Rachel Scanlon, Asst. Principal

## Hudson Public Schools Elementary School Hours & Curriculum

### Elementary School Hours

#### All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

8:20 a.m. – 8:50 a.m. Breakfast Available

8:35 a.m. Starting Time

2:55 p.m. Dismissal (11:45 a.m. Early Dismissal)

*\*Lunch is not served on early release days- dismissal is at 11:45 am.*

### English Language Arts Curriculum

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

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

The English/Language Arts Curriculum is aligned to the Massachusetts Curriculum Framework for English Language Arts and Literacy. At each grade level the expectations for reading and writing have been articulated and students’ evidence of learning identified. Specific comprehension strategies vary by grade level. Each grade level has a specific author and genre study and an integrated social studies and science unit of study. Each grade level addresses the three types of writing: narrative, information and persuasive two times per year.

The Hudson literacy program provides students with authentic, engaging texts and opportunities for learning vocabulary, thinking critically, speaking and listening. Students develop the literacy skills needed in today’s world and a positive disposition about reading and writing.

### Math Curriculum

The Hudson Elementary Schools are implementing Eureka Math as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The curriculum/assessment system ensures a common experience across the district. Eureka Math prioritizes concepts, sequences instruction, and is rigorous. The program uses a three-prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight Standards for Math Practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and mid and end of the module assessments. The Eureka Math program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Teachers often use a workshop model for math similar to Reader’s and Writer’s Workshop.

### Science Curriculum

The Hudson Elementary Schools aim to grow science-inspired students who create and investigate, take action and lead, and connect with community. At each grade level, students engage in engineering design tasks through our PLTW Launch program, and they explore natural field sites in their community through our Landmark partnerships with local conservation agencies. The science program is designed to provide integrated opportunities for students to also develop literacy, mathematics, civics and arts skills and dispositions through investigative exploration.

### Social Studies/ History Curriculum

In our elementary schools, social studies instruction focuses on education for citizenship. In 2020, we have begun to roll out new units study that weave three core concepts - community, culture and civic participation - through the elementary years in a way that teaches students that: they are part of a larger community and with membership comes a responsibility to work toward the common good; our community, nation, and world are comprised of individuals from diverse cultures who can live together and learn a lot from one another; and active participation is essential to making our communities and our world more just.

### Technology

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

### Library

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

### Physical Education (PE)

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

### Specialists

The Hudson Public Schools offer Art, Music, Physical Education, Library and Computer Instruction to the students in the elementary schools.

Each discipline has benchmarks and instructional goals from the Massachusetts State Frameworks that must be met. Students need to exhibit appropriate behavior and understand the expectations during these special subjects.



## **Academic Support**

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

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

## **General Education Supports**

### Response to Intervention (RTI) Literacy

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

Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### Title I

Some elementary schools receive Federal Title I part A funds to enhance the academic program for certain students. These funds are targeted to aid in accelerating the progress of those students who may fall behind in the attainment of certain academic starts in the areas of English Language Arts and/or Math. This means during Literacy Response to Intervention (RTI) or Math Support your child may receive support from a staff member who is designated as a Title I Teacher. We find this model of instruction engages and challenges all students, while allowing teachers to be differentiated for individual needs. Researchers agree that students are most successful when families, the entire school staff, and students share the responsibility for improved student academic achievement. Parents will be informed of this support via a family compact. The family compact helps to define the means by which the school and families will build and develop a partnership that will help children achieve the high standards.

### Math Support

Hudson Elementary Schools have a responsive and collaborative approach to address the math needs of

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

### **Field Trips**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means.

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

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

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

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

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

### **Morning Meeting**

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

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

- using scripts and role plays to develop skills

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

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

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

### **Homework and Homework Policy**

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

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

#### General time guidelines for homework completion

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

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

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

- Designate a good workplace that has few distractions and set a regular time for doing homework. Siblings should respect the quiet workspace.
- Provide the necessary materials including times needed to complete the assignment.

- Be available for assistance but encourage your child to do the work as independently as possible.
- Ask your child to explain their thinking when checking the accuracy of his/her homework. Ask him/her to restate the directions they were to follow in completing the assignment. This information will be important to know in order to determine your child's overall understanding of his or her homework responsibilities.
- Confer with the teacher if the assignments seem consistently unclear or too difficult.
- Notify the teacher if an unforeseen occurrence prevented the child from completing the assignment.

To best support effective homework practice teachers will:

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

To best assume responsibility for homework students will:

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

## Report Cards

Report cards are issued three times per year.

<b>Report Cards Issued for Gr. K-4</b>
By December 11th
By March 24 th
Last Day of School

## Open House

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

## School Safety Drills

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

### Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises.

Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: TBD

### Behavior & Conduct Guide

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

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

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

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

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
  - Walking in the halls
  - Walking to and from the bus
  - Holding the doors open for the person behind you, and
  - Using chairs and benches appropriately

5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question.  
Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

### Dress Guidelines

Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school

Students should also wear appropriate footwear that is conducive to the scheduled activities.

### **Conduct and Consequences**

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

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.

- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

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

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

#### Level 1 Behavior

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

#### Level 1 Consequence

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

#### Level 2 Behaviors

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

#### Level 2 Consequences

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

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

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

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

#### Level 3 Behaviors and Consequences

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

- Repeated or serious instances of Level 2 behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school

property or at a school function.

- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

### After School Detention

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

### **Electronic Device and Cell Phone Policy**

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

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

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

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

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

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



## Helpful Information

### Animals in School

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies. Only the teacher or designated students are to handle the animals. Animals are not to be transported on school buses.

### Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with each member of the class.**

### Desks and Lockers

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

### Insurance

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

### Lost and Found

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

### Outdoor Recess Determination

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

### School Pictures

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







## Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build strong a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all student in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Publics Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> <li>1. High Quality Instructional Practices</li> <li>2. Educating the Whole Child</li> <li>3. Innovative Education Practices</li> <li>4. Climate and Culture</li> </ol>
Which will be achieved by the...	
Strategic Priorities	High Quality Instructional Practices 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student centered instructional practices. 1.3 Increase the effective use of data. Educating the Whole Child 2.1 Establish a social-emotional curriculum to ensure a positive learning community at each school 2.2 Provide academic pathways K-12 that ensure rigorous learning experiences for all students. 2.3. Implement the District's MTSS Framework to support the academic success of all students. Innovative Education Practices 3.1 Define and expand K12 Pathways. 3.2 Expand availability of District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement. Climate and Culture 4.1 Build a strong community among all students. 4.2 Ensure an environment where students engage in age-appropriate social/emotional learning. 4.3 Strengthen the effectiveness of district leadership team.
For which you set...	
Outcomes	High Quality Instructional Practices: By 2021, 100% of our students will show growth on state standardized tests with at least a 75% of all students meeting or exceeding expectation.  Educating the Whole Child: By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.  Innovative Educational Practices: By 2021, 100% of curriculum will be refined and expanded to include innovative pathways integrated with digital learning.  Climate and Culture: By 2021, using the results of survey data, the district will increase the stakeholders' positive responses for school climate and culture.

## District and School Administration Directory

Personnel	Role	Contact Information
<b>Administration Building 155 Apsley Street 978-567-6100</b>		
Dr. Marco Rodrigues	Superintendent of School	<a href="mailto:mrodrigues@hudson.k12.ma.us">mrodrigues@hudson.k12.ma.us</a> x41129
Kathleen Provost	Assistant Superintendent	<a href="mailto:kprovost@hudson.k12.ma.us">kprovost@hudson.k12.ma.us</a> x41111
Ariane Levenson	Executive Assistant to the Superintendent	<a href="mailto:alevenson@hudson.k12.ma.us">alevenson@hudson.k12.ma.us</a> X41129
Jennifer Allard	Director of Human Resources	<a href="mailto:jnallard@hudson.k12.ma.us">jnallard@hudson.k12.ma.us</a> x41124
Rebecca Murphy	Human Resources Assistant	<a href="mailto:Rbmurphy@hudson.k12.ma.us">Rbmurphy@hudson.k12.ma.us</a> x41115
Daniel Gale	Director of Finance and Operations	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
	Senior Accountant	
Kristine Somers	Research and Accountability Specialist	<a href="mailto:Klsomers@hudson.k12.ma.us">Klsomers@hudson.k12.ma.us</a> x42137
Shane Riordan	Food Service Director	<a href="mailto:sfriordan@hudson.k12.ma.us">sfriordan@hudson.k12.ma.us</a> x42147
Daniel Gale	Transportation	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
<b>Student Services</b>		
Catherine Kilcoyne	Director Of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a> x4121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a> x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a> x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a> x42134
<b>Buildings and Grounds</b>		
Lenard Belli	Director of Facilities	<a href="mailto:lbelli@hudson.k12.ma.us">lbelli@hudson.k12.ma.us</a> x42125
	Assistant Director of Facilities	
Brad Parker	Custodial Supervisor	<a href="mailto:bparker@hudson.k12.ma.us">bparker@hudson.k12.ma.us</a> x42131
<b>Technology located at Hudson High School 978-567-6250</b>		
Ellen Schuck	Directory of Technology	<a href="mailto:eschuck@hudson.k12.ma.us">eschuck@hudson.k12.ma.us</a> x19108
Betsy Russell	Database Specialist	<a href="mailto:brussell@hudson.k12.ma.us">brussell@hudson.k12.ma.us</a> x19107
<b>District Curriculum Directors</b>		
Wendy Anderson	Director of English Language Learners	<a href="mailto:wmanderson@hudson.k12.ma.us">wmanderson@hudson.k12.ma.us</a> x41113
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Todd Wallingford	Director of Humanities	<a href="mailto:twallingford@hudson.k12.ma.us">twallingford@hudson.k12.ma.us</a> x44151
<b>Translation and Registration</b>		
Tiago Duarte	Registrar/Portuguese Parent Liaison	<a href="mailto:txduarte@hudson.k12.ma.us">txduarte@hudson.k12.ma.us</a>
Sandra Maiuri	Spanish Parent Liaison	<a href="mailto:scmaiuri@hudson.k12.ma.us">scmaiuri@hudson.k12.ma.us</a>
<b>School Principals</b>		
Jason Medeiros	Hudson High School 69 Brigham St	<a href="mailto:jwmedeiros@hudson.k12.ma.us">jwmedeiros@hudson.k12.ma.us</a> 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	<a href="mailto:jtgaglione@hudson.k12.ma.us">jtgaglione@hudson.k12.ma.us</a> 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	<a href="mailto:dchampigny@hudson.k12.ma.us">dchampigny@hudson.k12.ma.us</a> 978-567-6190
Melissa Provost	Farley Elementary 119 Cottage Street	<a href="mailto:maprovost@hudson.k12.ma.us">maprovost@hudson.k12.ma.us</a> 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	<a href="mailto:kcsardella@hudson.k12.ma.us">kcsardella@hudson.k12.ma.us</a> 978-567-6170

## Hudson School Committee

School Committee Member	Biography
 <p>Steven C. Smith</p> <p><a href="mailto:scsmith@hudson.k12.ma.us">scsmith@hudson.k12.ma.us</a></p>	<p>Mr. Smith grew up in Hudson and attended Hubert, Forest Ave, JFK, and graduated from Hudson High School. He received a bachelor's in Business Administration from Framingham State University and an MBA in Information Age Marketing from Bentley University. Mr. Smith is currently employed at Boston Scientific as a manager of Digital Marketing Analytics. He also has past experience in direct marketing client services and marketing analytics in consumer electronics. Mr. Smith has one son who attends one of Hudson's elementary schools.</p>
 <p>Glen A. Maston</p> <p><a href="mailto:gamaston@hudson.k12.ma.us">gamaston@hudson.k12.ma.us</a></p>	<p>Dr. Maston is currently a Senior Scientist at Athena Diagnostics, a division of Quest Diagnostics, where he analyzes patient genetic testing results. Prior to that he worked for ten years at University of Massachusetts Medical School, researching transcription regulation in human embryonic stem cells. He earned a bachelor's degree in Biology from Rensselaer Polytechnic Institute and a doctorate in Anthropology from Harvard University. Dr. Maston is serving in his second year with the School Committee and has two children in the Hudson Schools.</p>
 <p>Matthew S. McDowell</p> <p><a href="mailto:msmcdowell@hudson.k12.ma.us">msmcdowell@hudson.k12.ma.us</a></p>	<p>Mr. McDowell is an experienced educator and is currently in his ninth year as Assistant Principal at McCarthy-Towne Elementary School in Acton, MA. Prior to that, Mr. McDowell taught grades 2 and 5 for twelve years in Stow, MA. He also has experience with pre-school aged students and worked as a summer camp director. Mr. McDowell earned his B.A. from Hamilton College, his M.Ed. from the University of Hartford, and an advanced degree in Education Leadership and Management from Fitchburg University. He has been a resident of Hudson for almost 20 years and has two children in HPS.</p>
 <p>Nina L.A. Ryan</p> <p><a href="mailto:nlryan@hudson.k12.ma.us">nlryan@hudson.k12.ma.us</a></p>	<p>Nina has been in the field of education for over 20 years. She received her BA in Education with a Minor in Behavioral Studies from the University of Hartford and her Masters of Early Childhood with and without Disabilities from Lesley University. She has held many roles within the education community, such as, educator, teacher, administration, trainer and speaker. Nina has devoted her career to children and families. She has become a sought after expert in the field of Early Childhood Education. Nina has 2 children one in Hudson Public and another entering in 2020.</p>
 <p>Adam R. Tracy</p> <p><a href="mailto:artracy@hudson.k12.ma.us">artracy@hudson.k12.ma.us</a></p>	<p>Mr. Tracy is a longtime Hudson resident and graduate from the Hudson Public Schools. He is currently a Senior Sales Engineer at Advanced Safety Systems, and has background in special hazard fire protection technical sales, code development, product management and application engineering. He holds a BS in Civil Engineering from WPI, an MS in Fire Protection Engineering from WPI, and an MBA from the UMass Isenberg School of Management. Mr. Tracy was just elected to the Hudson School Committee and has two young children that will be entering the Hudson Schools soon.</p>
 <p>Michele Tousignant Dufour</p> <p><a href="mailto:mdufour@hudson.k12.ma.us">mdufour@hudson.k12.ma.us</a></p>	<p>Mrs. Tousignant Dufour has a background in Human Resources &amp; Technical Training. She has over 15 years of experience in the development and delivery of technical &amp; soft skills training in the out-placement, HR, IT, and, publishing industries. She holds a Master's in Education from Lesley University and a Bachelor's of Fine Arts from Emerson College. Mrs. Tousignant Dufour is in her fifth year of service with the School Committee and has two children in the Hudson Schools.</p>
<p>Elizabeth Hallsworth</p> <p><a href="mailto:erhallsworth@hudson.k12.ma.us">erhallsworth@hudson.k12.ma.us</a></p>	

## PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

- Students achieving at higher levels
- Students showing better attendance and completing homework done
- Students showing positive attitudes and behavior
- Students understanding the supports/partnership between home and school

Because it is a priority for a positive Home/School Partnership there are a variety of ways for families and district-level school personnel to communicate with each other. Here are some examples:

- **District-wide Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Creating Connections** – weekly newsletter from the Superintendent of Schools
- **Periodic Principal Updates**
- **School Calendar**
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **The Big Red** – HHS School Student Newspaper
- **Report Cards** - Reports are sent home 3 times a year at the end of each term
- **Facebook & Twitter** – Follow us on [Facebook](#) or [Twitter](#)
- **HUD TV**--- [HUD TV Website](#)

One of the most important forms of communication is the direct contact between families and classroom/subject area teachers. Some samples of classroom communication include:

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

## VOLUNTEERING GROUPS

### **Home and School Associations**

We are fortunate to have active **Home and School Associations** at each individual schools. The Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students in the District, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements and can be found on the district website.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C (as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council. The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

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

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

SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.

- Learn about special education services offered at each of the Hudson Public Schools.
- Meet other parents with similar concerns for their children's needs.
- Improve Hudson resources for children with special needs.
- Understand effective ways for parents and educators to work together.
- Learn how to better navigate the IEP and 504 process.
- Become a better advocate for your child.

For more information please visit: <https://sepachudson.weebly.com/>

## VISITING PROTOCOL

### Visiting the School

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

### CORI Forms

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

### **MODEL CORI POLICY - ADDA-R-JIS**

<https://drive.google.com/file/d/1wzF1K2OQxj8R6gE3MoP7EW5nOnLus00n/view?usp=sharing>

## ATTENDANCE

<b>SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT</b>		
<b>Hudson High</b>	<b>7:30 am – 2:03 pm</b>	<b>If the student arrives after 10:30 am</b>
<b>Quinn Middle</b>	<b>7:45 am – 2:25 pm</b>	<b>If the student arrives after 10:45 am</b>
<b>All Elementary</b>	<b>8:35 am – 2:55 pm</b>	<b>If the student arrives after 11:45 am</b>

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly.

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good

student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas: <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=24119557>

## ABSENCES

When a student is not in school their attendance record will be classified/coded as “**excused**” or “**unexcused**.” Definitions of **excused** and **unexcused** are as follows:

<b>Excused Absences</b>
<p>Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Therefore, students may be excused temporarily from school attendance for the following reasons:</p> <ul style="list-style-type: none"> <li>• illness or quarantine (with medical documentation)</li> <li>• bereavement or serious illness in family</li> <li>• observance of major religious holidays</li> <li>• college visits (documentation required)</li> <li>• other school-approved or dictated activities.</li> </ul> <p>A student may also be excused for other exceptional reasons with approval of the Principal or designee.</p>
<b>Unexcused Absences</b>
<p>An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:</p> <ul style="list-style-type: none"> <li>• Attending parental/guardian appointments (e.g. medical, dental, etc.)</li> <li>• Attending parent/guardian court summons</li> <li>• Family/travel vacation</li> <li>• Staying home to take care of or visit with family members</li> <li>• Missing the school bus</li> </ul>



- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

### **Parent/Guardian Responsibilities:**

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **What do I do if My Child is Absent?**

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.
2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**
3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **"Safe Child Arrival Procedure"**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be

contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians’/emergency contacts’ work, cell, home, emergency numbers, and emails.)

7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

### **Student Absence Notification to Parents/Guardians**

At the elementary level, parents and guardians who fail to notify the school of a child’s absence, will be contacted that day via phone, email or “well-check” visit. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter documenting the absences. When appropriate, the Principal or designee can request a meeting to discuss the student’s attendance. Parents will continue to receive written notification of their child’s attendance at every 5th absence/tardy from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district’s Student Information System through the Parent/Student Portal.

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

M.G.L. 76, §1 or Chapter 119, §51A.

### **Half Days and Inclement Weather Delays**

There are several planned early dismissal days during the school years. Teachers use these afternoons to participate in professional development or to hold parent-teacher conferences. On these days, all children are dismissed early and no lunch will be served. Students must be picked up on time. If you have elementary aged children, please make arrangements to have afternoon childcare ready on half days. Please go to your child’s school’s website to access the school’s yearly calendar which contains all important dates. Please try to avoid last minute changes of dismissal on half days.

<b>SCHOOL</b>	<b>Half Day Dismissal Time</b>	<b>Weather Delay Arrival Times</b>
<b>Hudson High</b>	<b>10:29 am</b>	<b>9:30 am</b>
<b>Quinn Middle</b>	<b>10:48 am</b>	<b>9:42 am</b>
<b>All Elementary</b>	<b>11:40 am</b>	<b>10:35 am</b>

### **Family Vacations**

Families are strongly discouraged from scheduling family vacations or extended absences, especially during MCAS examination periods, outside the district’s planned vacation/break

times. Family trips and vacations are considered **unexcused** absences. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips.

## HEALTH SERVICES

Our school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Health Services coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

### School Nursing Services

General Health Office hours are Monday through Friday during each school's normal school day hours. Student office hours are posted on the door. Passes signed by a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the health office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with health care providers will be arranged on a case-by-case basis. Please call your child's school's health office to schedule an appointment. There is a strict "no cell phone" policy in the health office at all times. Students may use cell phones in the health office **only with the nurses' permission**.

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	<a href="mailto:sbowen@hudson.k12.ma.us">sbowen@hudson.k12.ma.us</a> <a href="mailto:pemmons@hudson.k12.ma.us">pemmons@hudson.k12.ma.us</a> 978-567-6250
Quinn Middle	Ann Thomas Jennifer Contois	<a href="mailto:aethomas@hudson.k12.ma.us">aethomas@hudson.k12.ma.us</a> <a href="mailto:jlcontois@hudson.k12.ma.us">jlcontois@hudson.k12.ma.us</a> 978-567-6210
Farley Elementary	Tina Hill	<a href="mailto:tmhill@hudson.k12.ma.us">tmhill@hudson.k12.ma.us</a> 978-567-6153
Forest Elementary	Christie Vaillancourt	<a href="mailto:cvaillancourt@hudson.k12.ma.us">cvaillancourt@hudson.k12.ma.us</a> 978-567-6190
Mulready Elementary	Maria Rossini	<a href="mailto:marossini@hudson.k12.ma.us">marossini@hudson.k12.ma.us</a> 978-567-6170

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

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care provider

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"> <li>• All students in grades 7 &amp; 9</li> <li>• Confidential screening</li> </ul>

### **Immunizations and Physical Examinations**

In accordance with MDPH regulations:

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.

- HPS adheres to all regulations relative to students' protections under McKinney-Vento Law.

#### **When to keep your child home from school**

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.
- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours.

#### **Please contact the school nurse if your child has**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

#### **Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

### **MEDICATION POLICY**

The complete district policy (JLCD) is available on the HPS website under school committee policies.

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554413>

Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil)

through directives provided by our school physician for temporary, mild symptoms with signed parental permission.

- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

### **Pregnant Students**

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

### **Lice Procedures**

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### **Identification and Treatment:**

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about 4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

Parents/guardians are the best means of early identification of possible head lice on their child. They should perform frequent, careful head check of their child's hair and scalp for evidence of lice and/or nits. Nits appear to be dandruff stuck to the hair shaft. When a child has head lice, all household members and individuals with close personal contact should be examined for lice, and if found, treated.

### **Notification, Return to School, and Follow-up**

Sending notification letters home to entire classrooms when there is only one or two incidents of possible head lice may cause unnecessary alarm and threaten the confidentiality of those students (Frankowski & Bocchini, 2010). The school nurse, in consultation with the HPS Director of Nursing if needed, will determine whether a classroom notification letter is indicated. If a child is diagnosed with head lice he/she may come back to school after recommended treatment has been started.

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the appropriate school administrator and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

### **Medical Transportation Procedure**

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.

- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
- r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### **Specific Guidelines**

Asthma: Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild,



episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

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

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

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

### **DISTRICT-WIDE FIELD TRIP INFORMATION**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means. Please visit this link for the School Committee Policy IJOA-Field Trips:

[https://drive.google.com/file/d/169YZ6qPgr49Zxd2D\\_-AXCIWIYYcXoJnC/view?usp=sharing](https://drive.google.com/file/d/169YZ6qPgr49Zxd2D_-AXCIWIYYcXoJnC/view?usp=sharing)

#### **Additional Specific Hudson High School Requirements**

The guidelines for school field trips are as follows:

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

## **REGISTRATION**

### **Residents of Hudson**

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for

grades K-12 please contact Tiago Duarte @ (978) 567-6100 x41153  
or [txduarte@hudson.k12.ma.us](mailto:txduarte@hudson.k12.ma.us).

Residents of the Town of Hudson with questions about preschool opportunities can contact  
Renee Graca @ (978) 567-6100 x42118 or [rgraca@hudson.k12.ma.us](mailto:rgraca@hudson.k12.ma.us)

### **Documents Required for Enrollment**

The following documents are **required** for registration. Please make sure you have them on hand when you call to make an appointment to register.

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents
- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

For more information, please visit: <https://hudson.k12.ma.us/parents/registration>

### **School Choice**

Hudson Public Schools participates in the state's School Choice program for grades K – 11. If you have questions about school choice, please call Ariane Levenson @ 978-567-6100 x 41129

## **TRANSPORTATION**

### **Transportation Eligibility Guidelines**

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.
- Safety issues are taken into consideration when determining transportation eligibility as well.

Families with students that are eligible for transportation should review the bus routes for their student's school to find the bus number and stop that is closest to their home. Copies of bus routes will be available at each of the schools and the Administration building at 155 Apsley Street. **No changes to bus stops will be made during the first few weeks of school.**

### **HPS Bus Action Form**

Transportation change requests can be made by sending an email request to [hps.busroutes@hudson.k12.ma.us](mailto:hps.busroutes@hudson.k12.ma.us) or by contacting our Transportation Office at

(978) 567-6100 x42112.

**First Student Contact Information**

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Linda Quinn

Phone: (508) 481-5346

(978) 567-6100 x42112.

\*In an effort to create bus routes that meet new safety guidelines for the upcoming school year, bus registration and bus passes are required for all eligible students who need transportation. There is no fee charged.

**STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)**

[https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0\\_gBJ/view?usp=sharing](https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0_gBJ/view?usp=sharing)

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers.

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.

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

### **Bus Rules**

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

### **Bicycles**

- Student do not have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before the school's established time.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### **Walkers**

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

## FOOD SERVICES

Hudson's Food Services department is managed by Chartwells. Students are given the opportunity to purchase breakfast and lunch daily.

Shane Riordan, Director of Dining Services, Chartwells

*Catering and Nutrition or Cafeteria questions*

[sfriordan@hudson.k12.ma.us](mailto:sfriordan@hudson.k12.ma.us)

978-567-6120, x42147

HPS Food Service Assistant

*Free/Reduced & all Account questions*

978-567-6120, x42146

For more detailed information: menus, nutrition, and pricing please visit the link below. Please use the links located on the left-hand side for additional information about our Food Services program.

<https://hudson.k12.ma.us/cms/one.aspx?portalId=19988408&pageId=22440745>

For all necessary lunch forms, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

### **Breakfast and Lunch Program**

The students have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

As there are children with life-threatening food allergies in the classroom, please check with the nurse and your child's teacher if you are not sure about safety of food/snacks you want to send in with your child.

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

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our link the provided above. New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

If you are earning at or below current Income Eligibility Guidelines, we encourage you to contact your school to fill out a school meal application. The Food Service Department will process your application and issue an eligibility determination based on the state guidelines.

What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.
- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

***The federal free lunch program only includes a full breakfast and a full lunch meal. It does not include extra drinks (milk, juice, water) or a la carte items and snacks. If your child brings a lunch from home and is not getting the free or reduced meal, they are required to pay for their drink.***

## STUDENT SERVICES

### **Special Education Services**

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE). Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong

partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

### Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a>	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a>	(978) 567-6100 x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation and Services K-5	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a>	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a>	(978) 567-6100 x42134
Maureen Parker	Department Assistant	<a href="mailto:mparker@hudson.k12.ma.us">mparker@hudson.k12.ma.us</a>	(978) 567-6100 x42120
Michelle Bouffard-Gebo	Secretary	<a href="mailto:mgebo@hudson.k12.ma.us">mgebo@hudson.k12.ma.us</a>	(978) 567-6100 x42119
Renee Graca	Financial Administrative Assistant	<a href="mailto:rgraca@hudson.k12.ma.us">rgraca@hudson.k12.ma.us</a>	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	<a href="mailto:jbianchini@hudson.k12.ma.us">jbianchini@hudson.k12.ma.us</a>	(978) 567-6100 x42117

### Title I

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

<https://drive.google.com/file/d/1uGPgAX2icRnp9wH7M6CCdQE84q5FCTf-/view?usp=sharing>

### School-Parent/Guardian Compact

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

will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2018-19 school year.

### **English Language Learners**

- The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.
- The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.
- The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.
- The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

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

Hudson Public Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows all students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop. Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### **ADDITIONAL DISTRICT POLICIES**

Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on the HPS website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.

For all district-wide policies please visit: [https://hudson.k12.ma.us/school\\_committee/policies](https://hudson.k12.ma.us/school_committee/policies)



## STUDENT RECORDS POLICY

<https://drive.google.com/file/d/1h7rMJazlQ5G4qVzAqFAsuOQvL9tFGLm-/view?usp=sharing>

## STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554349>

### **PROCEDURES FOR SHORT-TERM SUSPENSION (exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)**

The principal or assistant principal (referred to as principal in this section) may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

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

and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

#### **PROCEDURES FOR EMERGENCY REMOVAL**

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

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

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

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - a. The disciplinary offense;
  - b. The basis for the charge;
  - c. The potential consequences, including the potential length of the suspension;
  - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - e. The date, time, and location of the hearing; and
  - f. The right of the parent and student to interpreter services at the hearing.

2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
  - a. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
  - b. The key facts and conclusions reached by the principal;
  - c. The length and effective date of the suspension and the date of return to school;
  - d. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - i. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.
    - iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.

- iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- vi. The decision of the superintendent shall be the final decision of the school district.

### **EXPULSION**

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

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

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

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

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

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

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary

education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

#### SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½

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

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

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

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

### **DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554399>

### **INTERNET ACCEPTABLE USE POLICY**

<https://drive.google.com/file/d/1PBSz7KBh-INH5grLhg14tj7B1OcAwSws/view?usp=sharing>

### **Elementary Internet Safety Policy and Rules for Using School Computers**

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

### Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else's password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher's permission.
8. I will not look at or copy other people's saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

### Consequences

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

### **Protocol for the Use of District Issued Devices for Students in Grades K-12**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall of 2020. The district has created a rollout schedule which is posted on the district's website.

### **Definition of Device**

For the purposes of this project, "device" means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet



via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

### **Internet**

Only the internet gateway provided by the school may be accessed while in school. Students will have the capability to setup and access their wireless network at home. While using the device in the home it is the responsibility of the students and parents to follow the district's Acceptable Use Policy and guidelines concerning Digital Citizenship.

### **Security and Damages**

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

### **1:1 Student Agreement**

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

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

- Must be in silent mode or used by means of headphones while on school campus.
- May be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours for school assignments **only** with positive intent and with the with the person's express knowledge and consent.

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student's age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school's content filters will be applied to one's connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.
- Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or

iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:

- o A student transfers or withdraws any time during the school year.
- o Students at the elementary level complete grade 1 and grade 4.
- o The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
- o Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

I understand and will abide by the above protocol and the policies incorporated herein. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action.

#### ANTI-BULLYING POLICY

<https://drive.google.com/file/d/1Gt-ISRIISX9PH7-9d-KdbuNWwVPA3ePq/view>

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. HPS's Bullying Prevention Plan can be found at:

[https://www.hudson.k12.ma.us/parents/bullying\\_prevention\\_and\\_intervention\\_plan](https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan)

#### NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=22448331>

#### NON-DISCRIMINATION ON THE BASIS OF SEX

<https://drive.google.com/file/d/1izhb4VP7XdBdDT6MpCBqhPLzIInyqRYb/view?usp=sharing>

#### NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://drive.google.com/file/d/19yzWEKjeE4zTIAPeerkwocGaBmC5HUlg/view?usp=sharing>

#### STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554403>

# **Forest Avenue Elementary School**



## **Family Handbook 2020-2021**

## Contents

<b>2020-2021 School Calendar</b> .....	4
<b>Hudson Public Schools Elementary School Hours &amp; Curriculum</b> .....	10
Elementary School Hours.....	10
English Language Arts Curriculum .....	10
Math Curriculum.....	10
Science Curriculum .....	11
Social Studies/ History Curriculum.....	11
Technology.....	11
Library .....	11
Physical Education (PE) .....	11
Specialists.....	11
<b>Academic Support</b> .....	12
<b>General Education Supports</b> .....	12
Response to Intervention (RTI) Literacy.....	12
Title I .....	12
Math Support.....	13
<b>Field Trips</b> .....	13
<b>Social-Emotional and Character Development</b> .....	13
<b>Homework and Homework Policy</b> .....	14
General time guidelines for homework completion .....	14
<b>Report Cards</b> .....	15
<b>Open House</b> .....	15
<b>School Safety Drills</b> .....	15
<b>Parent-Teacher Conferences</b> .....	16
<b>Behavior &amp; Conduct Guide</b> .....	16
Dress Guidelines.....	17
<b>Conduct and Consequences</b> .....	17
<b>Electronic Device and Cell Phone Policy</b> .....	19
<b>Helpful Information</b> .....	20
<b>Mission Statement and District Improvement Plan</b> .....	21
<b>District and School Administration Directory</b> .....	22
<b>Hudson School Committee</b> .....	23
<b>PARENT/FAMILY PARTNERSHIPS</b> .....	24
<b>VOLUNTEERING GROUPS</b> .....	25

VISITING PROTOCOL .....	26
<b>ATTENDANCE</b> .....	26
ABSENCES.....	27
Half Days and Inclement Weather Delays .....	29
<b>HEALTH SERVICES</b> .....	30
Immunizations and Physical Examinations .....	31
In accordance with MDPH regulations: .....	31
MEDICATION POLICY.....	32
DISTRICT-WIDE FIELD TRIP INFORMATION.....	36
<b>REGISTRATION</b> .....	36
<b>TRANSPORTATION</b> .....	37
STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC).....	38
<b>FOOD SERVICES</b> .....	40
<b>STUDENT SERVICES</b> .....	41
Special Education Services.....	41
Title I .....	42
English Language Learners.....	43
Response to Intervention (RTI) Literacy.....	43
<b>STUDENT RECORDS POLICY</b> .....	44
<b>STUDENT DISCIPLINE POLICY</b> .....	44
SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½.....	49
<b>INTERNET ACCEPTABLE USE POLICY</b> .....	50
<b>ANTI-BULLYING POLICY</b> .....	54
<b>NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE</b> .....	54
<b>NON-DISCRIMINATION ON THE BASIS OF SEX</b> .....	54
<b>NON-DISCRIMINATION ON THE BASIS OF DISABILITY</b> .....	54
<b>STUDENT WELFARE POLICY</b> .....	55

# 2020-2021 School Calendar

Hudson High School 978-567-6250  
 Quinn Middle School 978-567-6210  
 Farley Elementary School 978-567-6153  
 Forest Elementary School 978-567-6190  
 Mulready Elementary School 978-567-6170



Hudson Public Schools  
 155 Apsley Street  
 Hudson, MA 01749  
 978-567-6100  
[www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

## 2020-2021 SCHOOL YEAR

August/ September 11 days						
Su	Mo	Tu	We	Th	Fr	Sa
						5
6						12
13			16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aug. 31 Teachers Report  
 Aug. 31- Sep. 15 Professional Dev.  
 Sep. 4 Non School Day  
 Sep. 7 Labor Day  
 Sep. 16 Students Report Following Hybrid Schedule

October 21/32 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11		13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct. 12 No School-Columbus Day

November 17/49 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2		4	5	6	7
8	9	10		12	13	14
15	16	17	18	19	20	21
22	23	24	25			28
29	30					

Nov. 3 No School Election Day  
 Nov. 11 No School- Veterans Day  
 Nov. 26-27 No School Thanksgiving Break

December 16/65 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8		10	11	12
13	14	15	16	17	18	19
20	21	22	23			26
27						

Dec 9 No School Professional Dev.  
 Dec. 24-31 No School- December Break

January 19/84 days						
Su	Mo	Tu	We	Th	Fr	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. 1 No School- New Year's Day  
 Jan. 18 No School- Martin Luther King Jr.

February 14/98 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9		11	12	13
14						20
21	22	23	24	25	26	27
28						

Feb. 10 No School Professional Dev.  
 Feb. 15-19 No School- February Break

March 23/121 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			

April 15/136 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1		3
4	5	6		8	9	10
11	12	13	14	15	16	17
18						24
25	26	27	28	29	30	

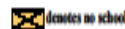
Apr. 2 Good Friday  
 Apr. 7 No School Professional Dev.  
 April 19-23 No School April Break

May 20/156 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						

May 31 No School- Memorial Day

June 14/170 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. 6 Hudson High School Graduation  
 Jun. 15 Last Day of KN with 0 snow days  
 Jun. 18 Last Day of School with 0 snow days  
 Jun. 30 Last Possible Day of School



Approved by Hudson School Committee- March 10, 2020

Revised by Hudson School Committee- August 18, 2020

**District Mission Statement:**

Delivering World-Class Education Today for the Global Leaders of Tomorrow

**School Mission Statement:**

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

**Forest Avenue Leaves of Citizenship:****SUPPORT GOALS**

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

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

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

**FOREST AVENUE PROMISE**

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

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

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

**Behavioral Expectations****F-Fairness:**

Everyone has a place in the school community.

Fair means everyone gets what they need to be successful.

**O-Outstanding Citizenship:**

I will do my share to make the school community better for everyone.

I will build a good reputation for the school community by working together and cooperating.

**R-Responsibility:**



I will do what I agree to do and always try my best.

I will think about my actions before I act, and I will be held accountable for the choices I make.

**E-Empathy:**

I will understand that everyone has their own thoughts, feelings, and attitudes.

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

**S-Shows Respect:**

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

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

**T-Trustworthiness:**

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

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

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

### A Message from the Forest Avenue Principal

On behalf of the Forest Avenue School Community, welcome to the 2020-2021 school year! As we embark on a school year filled with change due to the impact that COVID-19 is having on public education our focus remains the same. While placing an increased emphasis on the safety and well-being of our students and staff, we will continue to foster high expectations for our students grounded in the growth mindset belief that an individual's intelligence can be grown or developed with persistence, effort, effective strategies, and a focus on learning. As a school community, we define our vision in terms of teaching our students to make a difference in the world around them so that they become effective, participatory citizens entering the world with a belief in the value of service as well as the ability to pose thoughtful questions.

We strive to create a safe, positive, and rigorous environment for both intellectual and social development. Our school culture is one in which all members of our community exemplify fairness, outstanding citizenship, responsibility, empathy, respect, and trustworthiness through the implementation of our positive behavioral support program The Leaves of Citizenship. During these turbulent times, we look to provide comfort and support to our students through the character traits that we teach in support of the Leaves of Citizenship.

This handbook contains information that will help make your transition from home to school easier. It will also serve to keep you informed of our policies, expectations, and rules. I believe that you will find it to be a helpful resource throughout the school year. Through a combination of in-person and virtual learning, I look forward to a very positive and productive school year. Please feel free to contact me if you have any questions or concerns.

Sincerely,

David Champigny, Principal

978-567-6190

dchampigny@hudson.k12.ma.us

<p><b>Forest Avenue Staff 2020-2021)</b></p> <p><b>Administration</b> <u>Principal</u> David Champigny</p> <p><u>Assistant Principal/ Cohort D Administrator</u> Judith Merra</p> <p><u>School Secretary</u> Melissa Harmon</p> <p><u>School Nurse</u> Christie Vaillancourt</p> <p><b>Special Subjects Teachers</b> <u>Art</u> Stacey Rodriguez</p> <p><u>Library</u> Mary Kate Leidal</p> <p><u>Music</u> Andrea Reagan</p> <p><u>Physical Education</u> Erin Gaffny</p> <p><u>Technology</u> Katelyn Boudreau – room 23C</p> <p><b>Classroom Teachers- In Person</b> <u>Kindergarten</u> Kim Colbert – room 16 Kathleen Nugent - room 15 Kim Primeau– room 17</p> <p><u>Grade 1</u> Nadine Barry – room 2 Karen Eadie – room 3 Bridget Sistare – room 4</p> <p><u>Grade 2</u> TBA– room 8 Alexanne Whitney – room 10 Rachel Warpula- room 9 Nichole Murphy – remote Kristina Manougian – remote Jaclyn Mertz - remote</p>	<p><u>Grade 3</u> Megan Bouchard- 21C Andrea Halverson – room 21B Susan Hehir – Room 24B Kaeleigh Hawes - remote</p> <p><u>Grade 4</u> Sytske Campbell – room 22C Melissa Ginsberg – room 22B Janet Wyeth- room 22A Jocelyn Tobler - remote</p> <p><b>Remote (Cohort D) Teachers:</b> Kim Primeau– room 17 Nichole Murphy – remote Kristina Manougian – room 11 Kaeleigh Hawes – room 24C Jocelyn Tobler– remote</p> <p><b>Support Services</b> <u>Interventionists</u> Linsey Charbonneau – Reading – room 23B Michelle Daigneault – Reading – room 23B Melanie Amaral – ELL – room 21D Hope Marin – SPED - room 1 Catherine Schopp–ELL – room 24A Catherine Joyce – Math - room 24A Danielle Wood, SPED - room 23D Kristy Monahan (ELL)- room 21D</p> <p><u>Para Professionals</u> Maria Brun – room 15 Joseph Donahue – room 23A Kathleen Johnson – room 16 Annemarie King – room 23A Laura Jeffrey – room 1 Paraprofessional TBA- room 23B</p> <p><u>Building Substitutes</u> Christine Sweeney- room 24D Donna Shown- room 24D Building Sub TBA Building Sub TBA</p>	<p><u>TSP - Grade K-2</u> Keith Goodier- Special Educator- room 5 Jessica Marois – Clinician– room 5 Christine Leduc – Para professional Jenny Mikula- Para professional</p> <p><u>Occupational Therapist</u> Rachel Joyce - room 19</p> <p><u>School Psychologist</u> Samantha Holmgren – remote Erin Weaver- Clinician (Wayside)- Room 7 Jane Chartrand – Para Professional</p> <p><u>Physical Therapist</u> Jennifer Colebourn – Room 19A</p> <p><u>Speech/Language Pathologist</u> Trisha Cardinal – room 13</p> <p><u>Building Coach</u> Jennifer Letourneau – 22D</p> <p><u>ESL Coach</u> Carlene Ryan– Gym</p> <p><b>Facilities</b> <u>Cafeteria Staff</u> Kristine Havens –Manager Amanda Masciarelli Lunch Monitors TBA Lunch Monitors TBA</p> <p><u>Custodians</u> Steven Santos, Head Custodian Ilda Andrade Sheila Augusto Pat Daley Kevin Luz</p>
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## Forest Avenue Elementary School Arrival and Dismissal Procedures for 2020 - 2021

Forest Avenue Elementary School is committed to ensuring a safe arrival and dismissal for each student. Parents/Guardians should be familiar with these guidelines.

### General Guidelines:

- Morning arrival is from 8:20 - 8:35 AM
- Dismissal is at 2:55 PM
- During arrival and dismissal masks will be worn at all times and social distancing will occur
- Drivers and walkers must follow posted traffic and parking signs, school staff and police direction at all times
- Students must walk on sidewalks and cross only at crosswalks
- Drive slowly
- Refrain from cell phone use during pick up and drop off
- Park in designated areas only
- No idling

### Walkers/Bikers:

- Walkers will enter and exit the building through the side entrance closest to the cafeteria of Forest Avenue.
- Bicycle riders must wear helmets when riding to and from school.
- Bicycle riders should utilize the bicycle rack outside of school.
- Walkers and bicycle riders are expected to wear masks and practice social distancing while on school grounds

### Bus Arrival:

- Buses will line up in front of the school entering from Forest Avenue and exiting on Woodrow Street.
- Students will be dropped off in front of Forest Avenue Elementary School and then will enter school through the front of the building.
- Students arriving by bus are expected to wear masks and practice social distancing

### Bus Dismissal:

- Buses will line up in front of the school entering from Forest Avenue.
- Students will exit through the front of the building and board buses.
- Once loaded, buses will exit the parking lot to Woodrow Street.
- Students departing by bus are expected to wear masks and practice social distancing

### Drivers Arrival: Individual Cars and Carpools:

- Drivers will enter from Woodrow Street only and drive through the Woodrow Parking lot towards the back of the school.
- Drivers will follow along the back of the school and take a right at the far end of the building.
- Starting at 8:20 AM, students will exit cars from the right side only at the far end of the building. Please do not open left side doors.

- Once children have safely exited the car, parent drivers should take a left towards Forest Avenue to exit the school driveway.
- Students arriving by car are expected to wear masks and practice social distancing

### **Drivers Dismissal: Individual Cars and Carpools**

- Drivers will each receive a placard with their last name and number. Place the placard on the passenger side of the dashboard so that it is visible for the on duty teacher.
- Drivers will enter from Woodrow Street only and drive through the Woodrow Parking lot towards the back of the school.
- Drivers will follow along the back of the school and take a right at the far end of the building.
- Using the number from the placard on the passenger side dashboard, students will be called outside and enter cars on the right side.
- Students departing by car are expected to wear masks and practice social distancing
- Once students are safely loaded into cars, drivers may take a left towards Forest Avenue and exit the parking lot at Forest Avenue.

### **Arrival By Car: (Parent Escort)**

- Parents who wish to escort their student to the front door of the building should park their vehicle in the marked spaces in the Woodrow Street or Forest Avenue Parking Lot then walk their student to the main door at the center of the building. While walking to the building parents and students are expected to wear masks and practice social distancing.
- Due to the COVID19 pandemic, parents are asked not to enter the building with their student unless there is an emergency or extenuating circumstance. The student will be welcomed into the building by a staff member.

## Hudson Public Schools Elementary School Hours & Curriculum

### Elementary School Hours

#### All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

8:20 a.m. – 8:50 a.m. Breakfast Available

8:35 a.m. Starting Time

2:55 p.m. Dismissal (11:45 a.m. Early Dismissal)

*\*Lunch is not served on early release days- dismissal is at 11:45 am.*

### English Language Arts Curriculum

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

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

The English/Language Arts Curriculum is aligned to the Massachusetts Curriculum Framework for English Language Arts and Literacy. At each grade level the expectations for reading and writing have been articulated and students’ evidence of learning identified. Specific comprehension strategies vary by grade level. Each grade level has a specific author and genre study and an integrated social studies and science unit of study. Each grade level addresses the three types of writing: narrative, information and persuasive two times per year.

The Hudson literacy program provides students with authentic, engaging texts and opportunities for learning vocabulary, thinking critically, speaking and listening. Students develop the literacy skills needed in today’s world and a positive disposition about reading and writing.

### Math Curriculum

The Hudson Elementary Schools are implementing Eureka Math as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The curriculum/assessment system ensures a common experience across the district. Eureka Math prioritizes concepts, sequences instruction, and is rigorous. The program uses a three-prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight Standards for Math Practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and mid and end of the module assessments. The Eureka Math program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Teachers often use a workshop model for math similar to Reader’s and Writer’s Workshop.

### Science Curriculum

The Hudson Elementary Schools aim to grow science-inspired students who create and investigate, take action and lead, and connect with community. At each grade level, students engage in engineering design tasks through our PLTW Launch program, and they explore natural field sites in their community through our Landmark partnerships with local conservation agencies. The science program is designed to provide integrated opportunities for students to also develop literacy, mathematics, civics and arts skills and dispositions through investigative exploration.

### Social Studies/ History Curriculum

In our elementary schools, social studies instruction focuses on education for citizenship. In 2020, we have begun to roll out new units study that weave three core concepts - community, culture and civic participation - through the elementary years in a way that teaches students that: they are part of a larger community and with membership comes a responsibility to work toward the common good; our community, nation, and world are comprised of individuals from diverse cultures who can live together and learn a lot from one another; and active participation is essential to making our communities and our world more just.

### Technology

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

### Library

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

### Physical Education (PE)

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

### Specialists

The Hudson Public Schools offer Art, Music, Physical Education, Library and Computer Instruction to the students in the elementary schools.

Each discipline has benchmarks and instructional goals from the Massachusetts State Frameworks that must be

met. Students need to exhibit appropriate behavior and understand the expectations during these special subjects.

## **Academic Support**

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

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

## **General Education Supports**

### Response to Intervention (RTI) Literacy

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

Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### Title I

Some elementary schools receive Federal Title I part A funds to enhance the academic program for certain students. These funds are targeted to aid in accelerating the progress of those students who may fall behind in the attainment of certain academic starts in the areas of English Language Arts and/or Math. This means during Literacy Response to Intervention (RTI) or Math Support your child may receive support from a staff member who is designated as a Title I Teacher. We find this model of instruction engages and challenges all students, while allowing teachers to be differentiated for individual needs. Researchers agree that students are most successful when families, the entire school staff, and students share the responsibility for improved student academic achievement. Parents will be informed of this support via a family compact. The family compact helps to define the means by which the school and families will build and develop a partnership that will help children achieve the high standards.

### Math Support

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

### **Field Trips**

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

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

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

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

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

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

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

The Seven Basic Principles of Responsive Classroom include:

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

### **Morning Meeting**

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

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



following approaches:

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

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

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

### **Homework and Homework Policy**

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

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

#### General time guidelines for homework completion

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

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

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

- Designate a good workplace that has few distractions and set a regular time for doing homework. Siblings

should respect the quiet workspace.

- Provide the necessary materials including times needed to complete the assignment.
- Be available for assistance but encourage your child to do the work as independently as possible.
- Ask your child to explain their thinking when checking the accuracy of his/her homework. Ask him/her to restate the directions they were to follow in completing the assignment. This information will be important to know in order to determine your child's overall understanding of his or her homework responsibilities.
- Confer with the teacher if the assignments seem consistently unclear or too difficult.
- Notify the teacher if an unforeseen occurrence prevented the child from completing the assignment.

To best support effective homework practice teachers will:

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

To best assume responsibility for homework students will:

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

## Report Cards

Report cards are issued three times per year.

Report Cards Issued for Gr. K-4
By December 11th
By March 24th
Last Day of School

## Open House

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

## School Safety Drills

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

### Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises.

Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: TBD

### Behavior & Conduct Guide

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

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

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

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

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
  - Walking in the halls
  - Walking to and from the bus
  - Holding the doors open for the person behind you, and
  - Using chairs and benches appropriately

5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question.  
Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

### Dress Guidelines

Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school

Students should also wear appropriate footwear that is conducive to the scheduled activities.

### **Conduct and Consequences**

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

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.

- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

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

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

#### Level 1 Behavior

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

#### Level 1 Consequence

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

#### Level 2 Behaviors

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

#### Level 2 Consequences

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

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

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

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

#### Level 3 Behaviors and Consequences

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

- Repeated or serious instances of Level 2 behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school

property or at a school function.

- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

### After School Detention

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

### **Electronic Device and Cell Phone Policy**

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

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

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

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

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

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

## Helpful Information

### Animals in School

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies. Only the teacher or designated students are to handle the animals. Animals are not to be transported on school buses.

### Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with each member of the class.**

### Desks and Lockers

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

### Insurance

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

### Lost and Found

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

### Outdoor Recess Determination

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

### School Pictures

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

## Mission Statement and District Improvement Plan







Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build strong a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all student in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Publics Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> <li>1. High Quality Instructional Practices</li> <li>2. Educating the Whole Child</li> <li>3. Innovative Education Practices</li> <li>4. Climate and Culture</li> </ol>
Which will be achieved by the...	
Strategic Priorities	High Quality Instructional Practices 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student centered instructional practices. 1.3 Increase the effective use of data. Educating the Whole Child 2.1 Establish a social-emotional curriculum to ensure a positive learning community at each school 2.2 Provide academic pathways K-12 that ensure rigorous learning experiences for all students. 2.3. Implement the District's MTSS Framework to support the academic success of all students. Innovative Education Practices 3.1 Define and expand K12 Pathways. 3.2 Expand availability of District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement. Climate and Culture 4.1 Build a strong community among all students. 4.2 Ensure an environment where students engage in age-appropriate social/emotional learning. 4.3 Strengthen the effectiveness of district leadership team.
For which you set...	
Outcomes	High Quality Instructional Practices: By 2021, 100% of our students will show growth on state standardized tests with at least a 75% of all students meeting or exceeding expectation.  Educating the Whole Child: By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.  Innovative Educational Practices: By 2021, 100% of curriculum will be refined and expanded to include innovative pathways integrated with digital learning.  Climate and Culture: By 2021, using the results of survey data, the district will increase the stakeholders' positive responses for school climate and culture.



## District and School Administration Directory

Personnel	Role	Contact Information
<b>Administration Building 155 Apsley Street 978-567-6100</b>		
Dr. Marco Rodrigues	Superintendent of School	<a href="mailto:mrodrigues@hudson.k12.ma.us">mrodrigues@hudson.k12.ma.us</a> x41129
Kathleen Provost	Assistant Superintendent	<a href="mailto:kprovost@hudson.k12.ma.us">kprovost@hudson.k12.ma.us</a> x41111
Ariane Levenson	Executive Assistant to the Superintendent	<a href="mailto:alevenson@hudson.k12.ma.us">alevenson@hudson.k12.ma.us</a> X41129
Jennifer Allard	Director of Human Resources	<a href="mailto:jnallard@hudson.k12.ma.us">jnallard@hudson.k12.ma.us</a> x41124
Rebecca Murphy	Human Resources Assistant	<a href="mailto:Rbmurphy@hudson.k12.ma.us">Rbmurphy@hudson.k12.ma.us</a> x41115
Daniel Gale	Director of Finance and Operations	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
	Senior Accountant	
Kristine Somers	Research and Accountability Specialist	<a href="mailto:Klsomers@hudson.k12.ma.us">Klsomers@hudson.k12.ma.us</a> x42137
Shane Riordan	Food Service Director	<a href="mailto:sfriordan@hudson.k12.ma.us">sfriordan@hudson.k12.ma.us</a> x42147
Daniel Gale	Transportation	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
<b>Student Services</b>		
Catherine Kilcoyne	Director Of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a> x4121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a> x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a> x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a> x42134
<b>Buildings and Grounds</b>		
Lenard Belli	Director of Facilities	<a href="mailto:lbelli@hudson.k12.ma.us">lbelli@hudson.k12.ma.us</a> x42125
	Assistant Director of Facilities	
Brad Parker	Custodial Supervisor	<a href="mailto:bparker@hudson.k12.ma.us">bparker@hudson.k12.ma.us</a> x42131
<b>Technology located at Hudson High School 978-567-6250</b>		
Ellen Schuck	Directory of Technology	<a href="mailto:eschuck@hudson.k12.ma.us">eschuck@hudson.k12.ma.us</a> x19108
Betsy Russell	Database Specialist	<a href="mailto:brussell@hudson.k12.ma.us">brussell@hudson.k12.ma.us</a> x19107
<b>District Curriculum Directors</b>		
Wendy Anderson	Director of English Language Learners	<a href="mailto:wmanderson@hudson.k12.ma.us">wmanderson@hudson.k12.ma.us</a> x41113
Sarah Davis	Director of Science	<a href="mailto:sbdavis@hudson.k12.ma.us">sbdavis@hudson.k12.ma.us</a> x41148
Robert Knittle	Director of Mathematics	<a href="mailto:rdknittle@hudson.k12.ma.us">rdknittle@hudson.k12.ma.us</a> x4113
Todd Wallingford	Director of Humanities	<a href="mailto:twallingford@hudson.k12.ma.us">twallingford@hudson.k12.ma.us</a> x44151
<b>Translation and Registration</b>		
Tiago Duarte	Registrar/Portuguese Parent Liaison	<a href="mailto:txduarte@hudson.k12.ma.us">txduarte@hudson.k12.ma.us</a>
Sandra Maiuri	Spanish Parent Liaison	<a href="mailto:scmaiuri@hudson.k12.ma.us">scmaiuri@hudson.k12.ma.us</a>
<b>School Principals</b>		
Jason Medeiros	Hudson High School 69 Brigham St	<a href="mailto:jwmedeiros@hudson.k12.ma.us">jwmedeiros@hudson.k12.ma.us</a> 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	<a href="mailto:jtgaglione@hudson.k12.ma.us">jtgaglione@hudson.k12.ma.us</a> 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	<a href="mailto:dchampigny@hudson.k12.ma.us">dchampigny@hudson.k12.ma.us</a> 978-567-6190
Melissa Provost	Farley Elementary 119 Cottage Street	<a href="mailto:maprovost@hudson.k12.ma.us">maprovost@hudson.k12.ma.us</a> 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	<a href="mailto:kcsardella@hudson.k12.ma.us">kcsardella@hudson.k12.ma.us</a> 978-567-6170

## Hudson School Committee

School Committee Member	Biography
 <p>Steven C. Smith</p> <p><a href="mailto:scsmith@hudson.k12.ma.us">scsmith@hudson.k12.ma.us</a></p>	<p>Mr. Smith grew up in Hudson and attended Hubert, Forest Ave, JFK, and graduated from Hudson High School. He received a bachelor's in Business Administration from Framingham State University and an MBA in Information Age Marketing from Bentley University. Mr. Smith is currently employed at Boston Scientific as a manager of Digital Marketing Analytics. He also has past experience in direct marketing client services and marketing analytics in consumer electronics. Mr. Smith has one son who attends one of Hudson's elementary schools.</p>
 <p>Glen A. Maston</p> <p><a href="mailto:gamaston@hudson.k12.ma.us">gamaston@hudson.k12.ma.us</a></p>	<p>Dr. Maston is currently a Senior Scientist at Athena Diagnostics, a division of Quest Diagnostics, where he analyzes patient genetic testing results. Prior to that he worked for ten years at University of Massachusetts Medical School, researching transcription regulation in human embryonic stem cells. He earned a bachelor's degree in Biology from Rensselaer Polytechnic Institute and a doctorate in Anthropology from Harvard University. Dr. Maston is serving in his second year with the School Committee and has two children in the Hudson Schools.</p>
 <p>Matthew S. McDowell</p> <p><a href="mailto:msmcdowell@hudson.k12.ma.us">msmcdowell@hudson.k12.ma.us</a></p>	<p>Mr. McDowell is an experienced educator and is currently in his ninth year as Assistant Principal at McCarthy-Towne Elementary School in Acton, MA. Prior to that, Mr. McDowell taught grades 2 and 5 for twelve years in Stow, MA. He also has experience with pre-school aged students and worked as a summer camp director. Mr. McDowell earned his B.A. from Hamilton College, his M.Ed. from the University of Hartford, and an advanced degree in Education Leadership and Management from Fitchburg University. He has been a resident of Hudson for almost 20 years and has two children in HPS.</p>
 <p>Nina L.A. Ryan</p> <p><a href="mailto:nlryan@hudson.k12.ma.us">nlryan@hudson.k12.ma.us</a></p>	<p>Nina has been in the field of education for over 20 years. She received her BA in Education with a Minor in Behavioral Studies from the University of Hartford and her Masters of Early Childhood with and without Disabilities from Lesley University. She has held many roles within the education community, such as, educator, teacher, administration, trainer and speaker. Nina has devoted her career to children and families. She has become a sought after expert in the field of Early Childhood Education. Nina has 2 children one in Hudson Public and another entering in 2020.</p>
 <p>Adam R. Tracy</p> <p><a href="mailto:artracy@hudson.k12.ma.us">artracy@hudson.k12.ma.us</a></p>	<p>Mr. Tracy is a longtime Hudson resident and graduate from the Hudson Public Schools. He is currently a Senior Sales Engineer at Advanced Safety Systems, and has background in special hazard fire protection technical sales, code development, product management and application engineering. He holds a BS in Civil Engineering from WPI, an MS in Fire Protection Engineering from WPI, and an MBA from the UMass Isenberg School of Management. Mr. Tracy was just elected to the Hudson School Committee and has two young children that will be entering the Hudson Schools soon.</p>
 <p>Michele Tousignant Dufour</p> <p><a href="mailto:mdufour@hudson.k12.ma.us">mdufour@hudson.k12.ma.us</a></p>	<p>Mrs. Tousignant Dufour has a background in Human Resources &amp; Technical Training. She has over 15 years of experience in the development and delivery of technical &amp; soft skills training in the out-placement, HR, IT, and, publishing industries. She holds a Master's in Education from Lesley University and a Bachelor's of Fine Arts from Emerson College. Mrs. Tousignant Dufour is in her fifth year of service with the School Committee and has two children in the Hudson Schools.</p>
<p>Elizabeth Hallsworth</p> <p><a href="mailto:erhallsworth@hudson.k12.ma.us">erhallsworth@hudson.k12.ma.us</a></p>	

## PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

- Students achieving at higher levels
- Students showing better attendance and completing homework done
- Students showing positive attitudes and behavior
- Students understanding the supports/partnership between home and school

Because it is a priority for a positive Home/School Partnership there are a variety of ways for families and district-level school personnel to communicate with each other. Here are some examples:

- **District-wide Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Creating Connections** – weekly newsletter from the Superintendent of Schools
- **Periodic Principal Updates**
- **School Calendar**
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **The Big Red** – HHS School Student Newspaper
- **Report Cards** - Reports are sent home 3 times a year at the end of each term
- **Facebook & Twitter** – Follow us on [Facebook](#) or [Twitter](#)
- **HUD TV**--- [HUD TV Website](#)

One of the most important forms of communication is the direct contact between families and classroom/subject area teachers. Some samples of classroom communication include:

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

## VOLUNTEERING GROUPS

### **Home and School Associations**

We are fortunate to have active **Home and School Associations** at each individual schools. The Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students in the District, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements and can be found on the district website.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C (as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council. The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

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

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

SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.

- Learn about special education services offered at each of the Hudson Public Schools.
- Meet other parents with similar concerns for their children's needs.
- Improve Hudson resources for children with special needs.
- Understand effective ways for parents and educators to work together.
- Learn how to better navigate the IEP and 504 process.
- Become a better advocate for your child.

For more information please visit: <https://sepachudson.weebly.com/>

## VISITING PROTOCOL

### Visiting the School

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

### CORI Forms

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

### **MODEL CORI POLICY - ADDA-R-JIS**

<https://drive.google.com/file/d/1wzF1K2OQxj8R6gE3MoP7EW5nOnLus00n/view?usp=sharing>

## ATTENDANCE

<b>SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT</b>		
<b>Hudson High</b>	<b>7:30 am – 2:03 pm</b>	<b>If the student arrives after 10:30 am</b>
<b>Quinn Middle</b>	<b>7:45 am – 2:25 pm</b>	<b>If the student arrives after 10:45 am</b>
<b>All Elementary</b>	<b>8:35 am – 2:55 pm</b>	<b>If the student arrives after 11:45 am</b>

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly.

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of

children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas: <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=24119557>

## ABSENCES

When a student is not in school their attendance record will be classified/coded as “**excused**” or “**unexcused**.” Definitions of **excused** and **unexcused** are as follows:

<b>Excused Absences</b>
<p>Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Therefore, students may be excused temporarily from school attendance for the following reasons:</p> <ul style="list-style-type: none"> <li>• illness or quarantine (with medical documentation)</li> <li>• bereavement or serious illness in family</li> <li>• observance of major religious holidays</li> <li>• college visits (documentation required)</li> <li>• other school-approved or dictated activities.</li> </ul> <p>A student may also be excused for other exceptional reasons with approval of the Principal or designee.</p>
<b>Unexcused Absences</b>
<p>An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:</p> <ul style="list-style-type: none"> <li>• Attending parental/guardian appointments (e.g. medical, dental, etc.)</li> <li>• Attending parent/guardian court summons</li> <li>• Family/travel vacation</li> </ul>

- Staying home to take care of or visit with family members
- Missing the school bus
- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

### **Parent/Guardian Responsibilities:**

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **What do I do if My Child is Absent?**

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.
2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**
3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.

6. **“Safe Child Arrival Procedure”**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student’s biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians’/emergency contacts’ work, cell, home, emergency numbers, and emails.)
7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

### **Student Absence Notification to Parents/Guardians**

At the elementary level, parents and guardians who fail to notify the school of a child’s absence, will be contacted that day via phone, email or “well-check” visit. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter documenting the absences. When appropriate, the Principal or designee can request a meeting to discuss the student’s attendance. Parents will continue to receive written notification of their child’s attendance at every 5th absence/tardy from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district’s Student Information System through the Parent/Student Portal.

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

M.G.L. 76, §1 or Chapter 119, §51A.

### **Half Days and Inclement Weather Delays**

There are several planned early dismissal days during the school years. Teachers use these afternoons to participate in professional development or to hold parent-teacher conferences. On these days, all children are dismissed early and no lunch will be served. Students must be picked up on time. If you have elementary aged children, please make arrangements to have afternoon childcare ready on half days. Please go to your child’s school’s website to access the school’s yearly calendar which contains all important dates. Please try to avoid last minute changes of dismissal on half days.

SCHOOL	Half Day Dismissal Time	Weather Delay Arrival Times
Hudson High	10:29 am	9:30 am
Quinn Middle	10:48 am	9:42 am
All Elementary	11:40 am	10:35 am



### Family Vacations

Families are strongly discouraged from scheduling family vacations or extended absences, especially during MCAS examination periods, outside the district's planned vacation/break times. Family trips and vacations are considered **unexcused** absences. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips.

### HEALTH SERVICES

Our school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Health Services coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

### School Nursing Services

General Health Office hours are Monday through Friday during each school's normal school day hours. Student office hours are posted on the door. Passes signed by a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the health office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with health care providers will be arranged on a case-by-case basis. Please call your child's school's health office to schedule an appointment. There is a strict "no cell phone" policy in the health office at all times. Students may use cell phones in the health office **only with the nurses' permission**.

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	<a href="mailto:sbowen@hudson.k12.ma.us">sbowen@hudson.k12.ma.us</a> <a href="mailto:pemmons@hudson.k12.ma.us">pemmons@hudson.k12.ma.us</a> 978-567-6250
Quinn Middle	Ann Thomas Jennifer Contois	<a href="mailto:aethomas@hudson.k12.ma.us">aethomas@hudson.k12.ma.us</a> <a href="mailto:jlcontois@hudson.k12.ma.us">jlcontois@hudson.k12.ma.us</a> 978-567-6210
Farley Elementary	Tina Hill	<a href="mailto:tmhill@hudson.k12.ma.us">tmhill@hudson.k12.ma.us</a> 978-567-6153
Forest Elementary	Christie Vaillancourt	<a href="mailto:cvaillancourt@hudson.k12.ma.us">cvaillancourt@hudson.k12.ma.us</a> 978-567-6190

Mulready Elementary	Maria Rossini	<a href="mailto:marossini@hudson.k12.ma.us">marossini@hudson.k12.ma.us</a> 978-567-6170
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Hudson School Nurses provide the following services during the school day:

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care provider

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"> <li>• All students in grades 7 &amp; 9</li> <li>• Confidential screening</li> </ul>

### **Immunizations and Physical Examinations**

In accordance with MDPH regulations:

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.

- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.
- HPS adheres to all regulations relative to students' protections under McKinney-Vento Law.

#### **When to keep your child home from school**

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.
- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours.

#### **Please contact the school nurse if your child has**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

#### **Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

### **MEDICATION POLICY**

The complete district policy (JLCD) is available on the HPS website under school committee policies.

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554413>

Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

### **Pregnant Students**

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

### **Lice Procedures**

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### **Identification and Treatment:**

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about 4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

Parents/guardians are the best means of early identification of possible head lice on their child. They should perform frequent, careful head check of their child's hair and scalp for evidence of

lice and/or nits. Nits appear to be dandruff stuck to the hair shaft. When a child has head lice, all household members and individuals with close personal contact should be examined for lice, and if found, treated.

### **Notification, Return to School, and Follow-up**

Sending notification letters home to entire classrooms when there is only one or two incidents of possible head lice may cause unnecessary alarm and threaten the confidentiality of those students (Frankowski & Bocchini, 2010). The school nurse, in consultation with the HPS Director of Nursing if needed, will determine whether a classroom notification letter is indicated. If a child is diagnosed with head lice he/she may come back to school after recommended treatment has been started.

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the appropriate school administrator and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

### **Medical Transportation Procedure**

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The

- provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
  - i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
  - j) The school nurse will review the request and determine if request is valid based on:
    - a. Assessment of student (including current medication use and participation in physical education/recess)
    - b. Review of Student Collaborative Health Plan – Transportation form
    - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
    - d. Parent/guardian information
    - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
  - k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
  - l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
  - m) Transportation Coordinator will notify the family of the student of specifics of transportation.
  - n) Adjustments made for a student will not be applied to siblings.
  - o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
  - p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
  - q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
  - r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
  - s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### **Specific Guidelines**

**Asthma:** Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary.

However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

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

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

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

### **DISTRICT-WIDE FIELD TRIP INFORMATION**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means. Please visit this link for the School Committee Policy IJOA-Field Trips:

[https://drive.google.com/file/d/169YZ6qPgr49Zxd2D\\_-AXCIWIYYcXoJnC/view?usp=sharing](https://drive.google.com/file/d/169YZ6qPgr49Zxd2D_-AXCIWIYYcXoJnC/view?usp=sharing)

### **Additional Specific Hudson High School Requirements**

The guidelines for school field trips are as follows:

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

### **REGISTRATION**

### Residents of Hudson

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12 please contact Tiago Duarte @ (978) 567-6100 x41153 or [txduarte@hudson.k12.ma.us](mailto:txduarte@hudson.k12.ma.us).

Residents of the Town of Hudson with questions about preschool opportunities can contact Renee Graca @ (978) 567-6100 x42118 or [rgraca@hudson.k12.ma.us](mailto:rgraca@hudson.k12.ma.us)

### Documents Required for Enrollment

The following documents are **required** for registration. Please make sure you have them on hand when you call to make an appointment to register.

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents
- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

For more information, please visit: <https://hudson.k12.ma.us/parents/registration>

### School Choice

Hudson Public Schools participates in the state's School Choice program for grades K – 11. If you have questions about school choice, please call Ariane Levenson @ 978-567-6100 x 41129

## **TRANSPORTATION**

### Transportation Eligibility Guidelines

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.
- Safety issues are taken into consideration when determining transportation eligibility as well.

Families with students that are eligible for transportation should review the bus routes for their student's school to find the bus number and stop that is closest to their home. Copies of bus routes will be available at each of the schools and the Administration building at 155 Apsley Street. **No changes to bus stops will be made during the first few weeks of school.**



### HPS Bus Action Form

Transportation change requests can be made by sending an email request to [hps.busroutes@hudson.k12.ma.us](mailto:hps.busroutes@hudson.k12.ma.us) or by contacting our Transportation Office at (978) 567-6100 x42112.

#### **First Student Contact Information**

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Linda Quinn

Phone: (508) 481-5346

(978) 567-6100 x42112.

\*In an effort to create bus routes that meet new safety guidelines for the upcoming school year, bus registration and bus passes are required for all eligible students who need transportation. There is no fee charged.

#### **STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)**

[https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0\\_gBJ/view?usp=sharing](https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0_gBJ/view?usp=sharing)

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers.

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.

- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

#### **Bus Rules**

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

#### **Bicycles**

- Student do not have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before the school's established time.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.

- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### Walkers

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

## FOOD SERVICES

Hudson's Food Services department is managed by Chartwells. Students are given the opportunity to purchase breakfast and lunch daily.

Shane Riordan, Director of Dining Services, Chartwells

*Catering and Nutrition or Cafeteria questions*

[sfriordan@hudson.k12.ma.us](mailto:sfriordan@hudson.k12.ma.us)

978-567-6120, x42147

HPS Food Service Assistant

*Free/Reduced & all Account questions*

978-567-6120, x42146

For more detailed information: menus, nutrition, and pricing please visit the link below. Please use the links located on the left-hand side for additional information about our Food Services program.

<https://hudson.k12.ma.us/cms/one.aspx?portalId=19988408&pageId=22440745>

For all necessary lunch forms, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

### Breakfast and Lunch Program

The students have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the

school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

As there are children with life-threatening food allergies in the classroom, please check with the nurse and your child's teacher if you are not sure about safety of food/snacks you want to send in with your child.

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

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our link the provided above. New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

If you are earning at or below current Income Eligibility Guidelines, we encourage you to contact your school to fill out a school meal application. The Food Service Department will process your application and issue an eligibility determination based on the state guidelines. What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.
- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

***The federal free lunch program only includes a full breakfast and a full lunch meal. It does not include extra drinks (milk, juice, water) or a la carte items and snacks. If your child brings a lunch from home and is not getting the free or reduced meal, they are required to pay for their drink.***

## **STUDENT SERVICES**

### **Special Education Services**

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both

state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE). Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

### Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a>	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a>	(978) 567-6100 x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation and Services K-5	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a>	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a>	(978) 567-6100 x42134
Maureen Parker	Department Assistant	<a href="mailto:mparker@hudson.k12.ma.us">mparker@hudson.k12.ma.us</a>	(978) 567-6100 x42120
Michelle Bouffard-Gebo	Secretary	<a href="mailto:mgebo@hudson.k12.ma.us">mgebo@hudson.k12.ma.us</a>	(978) 567-6100 x42119
Renee Graca	Financial Administrative Assistant	<a href="mailto:rgraca@hudson.k12.ma.us">rgraca@hudson.k12.ma.us</a>	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	<a href="mailto:jbianchini@hudson.k12.ma.us">jbianchini@hudson.k12.ma.us</a>	(978) 567-6100 x42117

### Title I

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

<https://drive.google.com/file/d/1uGPgAX2icRnp9wH7M6CCdQE84q5FCTf-/view?usp=sharing>

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

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2018-19 school year.

### **English Language Learners**

- The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.
- The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.
- The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.
- The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

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

Hudson Public Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows all students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop. Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### **ADDITIONAL DISTRICT POLICIES**

Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on the HPS website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.

For all district-wide policies please visit: [https://hudson.k12.ma.us/school\\_committee/policies](https://hudson.k12.ma.us/school_committee/policies)

### **STUDENT RECORDS POLICY**

<https://drive.google.com/file/d/1h7rMJazIQ5G4qVzAqFAsuOQvL9tFGLm-/view?usp=sharing>

### **STUDENT DISCIPLINE POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554349>

#### **PROCEDURES FOR SHORT-TERM SUSPENSION (exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)**

The principal or assistant principal (referred to as principal in this section) may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing;
  - vi. The right of the parent and student to interpreter services at the hearing; and
  - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
    1. The rights set forth under the "Procedures for Long-Term Suspension"; and
    2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made

reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

#### **PROCEDURES FOR EMERGENCY REMOVAL**

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

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

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

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - a. The disciplinary offense;
  - b. The basis for the charge;



- c. The potential consequences, including the potential length of the suspension;
  - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - e. The date, time, and location of the hearing; and
  - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
  3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
  4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
  5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
  6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
  7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
    - a. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
    - b. The key facts and conclusions reached by the principal;
    - c. The length and effective date of the suspension and the date of return to school;
    - d. The notice the student's opportunity to receive education services to make academic progress during the suspension;
    - e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
      - i. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
      - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.

- iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
- iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- vi. The decision of the superintendent shall be the final decision of the school district.

### **EXPULSION**

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

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

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide

intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

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

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

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under

section 21 of chapter 76.

6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½

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

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the

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

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

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

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

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

### **DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554399>

### **INTERNET ACCEPTABLE USE POLICY**

<https://drive.google.com/file/d/1PBSz7KBh-INH5grLhgl4tj7B1OcAwSws/view?usp=sharing>

### **Elementary Internet Safety Policy and Rules for Using School Computers**

Use of the Internet has potential dangers. In order to comply with the Children's Internet Protection Act and the Broadband Act of 2008, this document reflects the Hudson Public Schools' Internet Safety Policy. Hudson Public Schools has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain material deemed by

local standards to be inappropriate or harmful to minors. Hudson Public Schools reserves the right to monitor email, chat rooms, interactive web technologies, and electronic communications such as instant messaging, hacking, unauthorized disclosure of minors' personal information, and monitoring the online activities of minors.

### Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else's password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher's permission.
8. I will not look at or copy other people's saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

### Consequences

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

### **Protocol for the Use of District Issued Devices for Students in Grades K-12**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall of 2020. The district has created a rollout schedule which is posted on the district's website.

**Definition of Device**

For the purposes of this project, “device” means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

**Internet**

Only the internet gateway provided by the school may be accessed while in school. Students will have the capability to setup and access their wireless network at home. While using the device in the home it is the responsibility of the students and parents to follow the district’s Acceptable Use Policy and guidelines concerning Digital Citizenship.

**Security and Damages**

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

**1:1 Student Agreement**

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

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

Bullying” [copies are available on the district’s website]. In addition, the device:

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student’s age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school’s content filters will be applied to one’s connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having



their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.

- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
  - A student transfers or withdraws any time during the school year.
  - Students at the elementary level complete grade 1 and grade 4.
  - The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
  - Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

I understand and will abide by the above protocol and the policies incorporated herein. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action.

### **ANTI-BULLYING POLICY**

<https://drive.google.com/file/d/1Gt-ISRIISX9PH7-9d-KdbuNWwVPA3ePq/view>

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. HPS's Bullying Prevention Plan can be found at:

[https://www.hudson.k12.ma.us/parents/bullying\\_prevention\\_and\\_intervention\\_plan](https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan)

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

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=22448331>

### **NON-DISCRIMINATION ON THE BASIS OF SEX**

<https://drive.google.com/file/d/1izhb4VP7XdBdDT6MpCBqhPLzIInyqRYb/view?usp=sharing>

### **NON-DISCRIMINATION ON THE BASIS OF DISABILITY**

<https://drive.google.com/file/d/19yzWEKjeE4zTIAPeerkwocGaBmC5HUlg/view?usp=sharing>

**STUDENT WELFARE POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554403>

# JOSEPH L. MULREADY SCHOOL



**STUDENT HANDBOOK**

**2020- 2021**

## Contents

<b>2020-2021 School Calendar</b> .....	4
<b>Hudson Public Schools Elementary School Hours &amp; Curriculum</b> .....	15
Elementary School Hours.....	15
English Language Arts Curriculum .....	15
Math Curriculum.....	15
Science Curriculum .....	16
Social Studies/ History Curriculum.....	16
Technology.....	16
Library .....	16
Physical Education (PE) .....	16
Specialists.....	16
<b>Academic Support</b> .....	17
<b>General Education Supports</b> .....	17
Response to Intervention (RTI) Literacy.....	17
Title I .....	17
Math Support.....	18
<b>Field Trips</b> .....	18
<b>Social-Emotional and Character Development</b> .....	18
<b>Homework and Homework Policy</b> .....	19
General time guidelines for homework completion .....	19
<b>Report Cards</b> .....	20
<b>Open House</b> .....	20
<b>School Safety Drills</b> .....	20
<b>Parent-Teacher Conferences</b> .....	21
<b>Behavior &amp; Conduct Guide</b> .....	21
Dress Guidelines.....	22
<b>Conduct and Consequences</b> .....	22
<b>Electronic Device and Cell Phone Policy</b> .....	24
<b>Helpful Information</b> .....	25
<b>Mission Statement and District Improvement Plan</b> .....	26
<b>District and School Administration Directory</b> .....	27
<b>Hudson School Committee</b> .....	28
<b>PARENT/FAMILY PARTNERSHIPS</b> .....	29
<b>VOLUNTEERING GROUPS</b> .....	30

VISITING PROTOCOL .....	31
<b>ATTENDANCE</b> .....	31
ABSENCES.....	32
Half Days and Inclement Weather Delays .....	34
<b>HEALTH SERVICES</b> .....	35
Immunizations and Physical Examinations .....	36
In accordance with MDPH regulations: .....	36
MEDICATION POLICY.....	37
DISTRICT-WIDE FIELD TRIP INFORMATION.....	41
<b>REGISTRATION</b> .....	41
<b>TRANSPORTATION</b> .....	42
STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC).....	43
<b>FOOD SERVICES</b> .....	45
<b>STUDENT SERVICES</b> .....	46
Special Education Services.....	46
Title I .....	47
English Language Learners.....	48
Response to Intervention (RTI) Literacy .....	48
<b>STUDENT RECORDS POLICY</b> .....	49
<b>STUDENT DISCIPLINE POLICY</b> .....	49
SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½.....	54
<b>INTERNET ACCEPTABLE USE POLICY</b> .....	55
<b>ANTI-BULLYING POLICY</b> .....	59
<b>NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE</b> .....	59
<b>NON-DISCRIMINATION ON THE BASIS OF SEX</b> .....	59
<b>NON-DISCRIMINATION ON THE BASIS OF DISABILITY</b> .....	59
<b>STUDENT WELFARE POLICY</b> .....	59

# 2020-2021 School Calendar

[https://www.hudson.k12.ma.us/UserFiles/Servers/Server\\_19988324/File/Calendar/20202021%20Calendar%20revised%2008182020.pdf](https://www.hudson.k12.ma.us/UserFiles/Servers/Server_19988324/File/Calendar/20202021%20Calendar%20revised%2008182020.pdf) English

[https://www.hudson.k12.ma.us/UserFiles/Servers/Server\\_19988324/File/Calendar/20202021%20Calendar%20revised%2008182020%20Portuguese.pdf](https://www.hudson.k12.ma.us/UserFiles/Servers/Server_19988324/File/Calendar/20202021%20Calendar%20revised%2008182020%20Portuguese.pdf) Portuguese

[https://www.hudson.k12.ma.us/UserFiles/Servers/Server\\_19988324/File/Calendar/20202021%20Calendar%20revised%2008182020%20Spanish.pdf](https://www.hudson.k12.ma.us/UserFiles/Servers/Server_19988324/File/Calendar/20202021%20Calendar%20revised%2008182020%20Spanish.pdf) Spanish

**Hudson High School** 978-567-6250  
**Quinn Middle School** 978-567-6210  
**Farley Elementary School** 978-567-6153  
**Forest Elementary School** 978-567-6190  
**Mulready Elementary School** 978-567-6170



**Hudson Public Schools**  
 155 Apsley Street  
 Hudson, MA 01749  
 978-567-6100  
[www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)

## 2020-2021 SCHOOL YEAR

August/ September 11 days						
Su	Mo	Tu	We	Th	Fr	Sa
						5
6						12
13			16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aug. 31 Teachers Report  
 Aug. 31- Sep. 15 Professional Dev.  
 Sep. 4 Non School Day  
 Sep. 7 Labor Day  
 Sep. 16 Students Report Following Hybrid Schedule

October 21/32 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11		13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct. 12 No School-Columbus Day

November 17/49 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2		4	5	6	7
8	9	10		12	13	14
15	16	17	18	19	20	21
22	23	24	25			28
29	30					

Nov. 3 No School Election Day  
 Nov. 11 No School-Veterans Day  
 Nov. 26-27 No School Thanksgiving Break

December 16/65 days						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8		10	11	12
13	14	15	16	17	18	19
20	21	22	23			26
27						

Dec 9 No School Professional Dev.  
 Dec. 24-31 No School- December Break

January 19/84 days						
Su	Mo	Tu	We	Th	Fr	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. 1 No School- New Year's Day  
 Jan. 18 No School- Martin Luther King Jr.

February 14/98 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9		11	12	13
14						20
21	22	23	24	25	26	27
28						

Feb. 10 No School Professional Dev.  
 Feb. 15-19 No School- February Break

March 23/121 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			

April 15/136 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1		3
4	5	6		8	9	10
11	12	13	14	15	16	17
18						24
25	26	27	28	29	30	

Apr. 2 Good Friday  
 Apr. 7 No School Professional Dev.  
 April 19-23 No School April Break

May 20/156 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						

May 31 No School- Memorial Day

June 14/170 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. 6 Hudson High School Graduation  
 Jun. 15 Last Day of KN with 0 snow days  
 Jun. 18 Last Day of School with 0 snow days  
 Jun. 30 Last Possible Day of School

denotes no school

Approved by Hudson School Committee- March 10, 2020

Revised by Hudson School Committee- August 18, 2020

## Mulready Elementary Staff 2020 - 2021

### **Administration**

Kelly Costa Sardella, Principal  
Michelle Monteiro, Secretary

### **Nurse**

Maria Rossini

### **Preschool**

Cindy Prockett

### **Kindergarten**

Julie McGowan  
Kerri Tekut

### **Grade One**

Meredith Purba  
Christine Lange  
Ashley Valente  
Angela Ryll (remote)

### **Grade Two**

Amy Hamilton  
Catherine Murphy  
Melissa Johnson (remote)

### **Grade Three**

Patricia Regh  
Kimmarie Calvanese

### **Grade Four**

Katie Paoletta  
Coleen Garofalo  
Todd Glines

### **ELL**

Anna Gallo-Knight Grades 3 &4  
Stephanie Feleja Grades 1 & 2  
Carlene Ryan

### **Reading Support**

Lauren O'Brien

### **Resource Room**

Linda Goodnow  
Annemarie Caloggero  
Bryanna duPont

### **Elementary Instructional Coach**

Heather Fisher

### **School Psychologist**

Kristina Hughes

### **Speech/Language**

Katherine Bianchi  
Trisha Cardinal  
Adriana Cook

### **Title One Math**

Terri Buscemi

### **Fine Arts**

Elena Westberg

### **Music**

Ashley Steinhaus

### **Library/Media Spec.**

Donna Kaufmann

### **Physical Education**

Dan Fahey

### **Technology**

Linsey Colarullo

### **Cafeteria**

Nadine Teabo- Lead  
Luisa Chaves

### **Custodians**

Maria Silva- day  
Rob Bowen - night

### **ParaEducators**

Gillian Charbonneau  
Barbara Cunningham  
Laurie Filreis  
Linda Luz  
Linda McGrath  
Susan O'Toole  
Lauren Wojtowicz

### **Child Development Program**

Kathleen Park  
Amanda Muse  
Jessica Rouse

### **ABA Therapists**

Amy LaFlamme  
Diane Levell  
Juliana Costa  
Emily Gotts  
Emily Katsikas  
Heather Giguere  
Jenni Baez  
Karen Dunner  
Karn Case  
Lori Baker  
Maura Macklin  
Melanie Poulin - PK  
Rebekah Laurence  
Suzanne "Zoe" Smith  
Deidre Kinuthia - PK

### **OT/PT**

Jennifer Colebourn  
Rachel Joyce

### **Building Substitute**

Martha Mauro  
Elizabeth Frias



Dear Mulready School Families,

Welcome to the 2020 - 2021 school year - a year like no other!!

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

The Mulready Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home, and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Mulready Elementary School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection. We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,

Kelly Costa Sardella, Principal



## **MISSION STATEMENT**

At the Joseph L. Mulready School, we are proud of our academic risk taking, hard work, and perseverance. Coupled with exemplary teaching and a rigorous academic curriculum, we grow as learners. In keeping with the growth mindset, we know when we make a mistake, learning begins. Students, staff, parents, and the community, working together in partnership, support the social, emotional, and intellectual development of each student.

We are an ohana, or family. Family means no one gets left behind or forgotten. (Lilo and Stitch)

## **INSTRUCTIONAL SLOGAN**

Have no fear, Mulready Cougars PERSEVERE!

## **SCHOOL HOURS**

### All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

8:20 a.m. – 8:35 a.m. Breakfast Available

8:35 a.m. Starting Time

2:55 p.m. Dismissal (11:45 a.m. Early Dismissal)

*\*Lunch is not served on early release days and dismissal is at 11:45*

## **OPEN HOUSE**

Due to the COVID-19 pandemic, there will not be an Open House this year.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises.

Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

All conferences will be virtual this year. The dates of these meetings will be communicated when they become available.

## **REPORT CARDS**

Report cards for grades K-4 are issued three times per year.

The dates are:

December 11, 2020

March 24, 2021

Last day of school

## DROP-OFF/PICK-UP PROCEDURES

### MORNING ARRIVAL

To assist with a smooth drop off procedure, please do not exit your car. Children should practice exiting the car from the right side with their school materials and mask prior to the start of school if possible.

Morning arrival – **cars**- rear lot, **buses**- front entrance (\***NOTE:** This is a change from last year)

- Student drop off time begins at 8:20 A.M in the rear of the building. Please do not drop off any child/children prior to 8:20 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:20 A.M.
- **Pull all the way forward** to the Parent Drop Off sign.
- For the safety of your children and other children, **all children are to exit the car from the right side and mask must be worn.**
- Parents should remain in the car while the child exits.
- **Do not pass cars** that are stopped and in process of dropping off students. When your child has exited your car, you must wait until the car(s) in front of you have completed dropping off their children before you exit the drop off area.
- Please wait for person or duty to motion your child(ren) out of the car. We will keep 3 feet between children as they enter the school.
- It is against the law to pass a bus or minibus while the lights are flashing and children are boarding or disembarking the bus

### AFTERNOON DISMISSAL

**IMPORTANT:** No parent is allowed to enter the school to meet his/her child(ren). If a child is to be dismissed, all dismissals must take place at or before 2:30 pm and the office should be notified in advance. If not, a parent must wait for a child in the pick-up line or outside the school. Parent will need to ring the bell and let us know he/she has arrived to dismiss his/her child(ren). Parent will then wait outside and child(ren) will be escorted out to him/her. Parents of walkers cannot park in the school lot. If you come with a car you must be in the pick-up line. Walkers should leave the school and follow the sidewalk next to the school to the exit onto Cox Street.

If you regularly pick up your child/children at dismissal, 2:55 P.M., you need to follow the procedures described below:

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a PPU form on file.
- Once School begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive to the rear of the school
- Cars will drive in and line up in single file.
- Proceed to the left to exit. Follow the car in front of you - do NOT pass or cut in front of the lead cars.
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.

- Please yield to school buses when approaching the exit.
- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick-up their child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by **12:00 noon** the same day. The school number is: 978-567-6170 or send in a note on that day with the child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by **12:00 noon** the same day. The school number is: 978-567-6170 or send in a note on that day with the child.

## **BICYCLES**

- No students have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before 8:20 a.m.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- It is further suggested that a basket or some type of carrier be attached to the child's bicycle to assist in carrying lunch boxes, papers, etc.
- All children are required by Massachusetts law to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

## **VISITING THE SCHOOL**

- All visitors and volunteers must sign in at the school office and pick-up a visitor's badge and fill-out a COVID-19 tracking form
- Visitors will be severely limited due to the pandemic and securing the safety of our school
- Most visitors will be asked to stay outside and your child or materials will be brought to you
- If you do sign in, please state the purpose for your visit, your destination and time of arrival and departure.
- Upon your departure, you will need to sign out.
- All doors will be locked while school is in session.

## CORI FORMS

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

## SCHOOL ATTENDANCE

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

## ABSENCES

Please use the **"Call-Back"** system to notify the school if your child is absent. The purpose of the call back system is to ensure that your child has arrived safely to school. When you call the school to report an absence, please follow the prompts to record your message and include the medical reason for absence if applicable. If possible, please phone the school prior to 30 minutes before the start of the school day. If your child is going to be absent for more than one day, you may either let us know in advance or call each day. In addition to calling, you will need to send in a note indicating the dates and reason for the absence. Parents/guardians are requested to contact the school nurse for absences exceeding two days. A child will be marked absent for the day if s/he arrives at or after 11:45 am.

## MISSING CHILD NOTIFICATION

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

- Call the home to verify absence.

- If no parent/caregiver or person of authority is reached, we will call other emergency contacts to verify absence or establish a contact with the parent/caregiver.
- If legitimate absence cannot be established, the child should be presumed missing and the police will be contacted.
- We will follow up with the police until the parents/caregiver is reached.
- It is our hope that this process will better ensure the safety and well being of our students.

## **TARDINESS**

School begins at 8:35 a.m. **If you drop your child off after the start of school, you are required to escort and sign your child into school.** Excessive tardiness is detrimental to the education of the attending child as well as disruptive to his/her classmates and the classroom teacher. Students who accumulate excessive unexcused tardies will have a notice sent home to their guardian. If a student accrues 10 unexcused tardies, the child's guardian will be required to attend a meeting with the principal or their designee.

## **EARLY DISMISSAL**

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

## **FIELD TRIPS**

Due to COVID-19, there will be not field trips this year.

## **SCHOOL SAFETY DRILLS**

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

## AFTERSCHOOL DETENTION

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

## ELECTRONIC DEVICE AND CELL PHONE POLICY

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

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

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

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

- First offense: The electronic device will be confiscated and must be picked up by the parent.
- Second offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.
- Third offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.

The privilege to carry a cell phone may be revoked at the discretion of the principal.

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



## Hudson Public Schools Elementary School Hours & Curriculum

### Elementary School Hours

#### All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

8:20 a.m. – 8:50 a.m. Breakfast Available

8:35 a.m. Starting Time

2:55 p.m. Dismissal (11:45 a.m. Early Dismissal)

*\*Lunch is not served on early release days- dismissal is at 11:45 am.*

### English Language Arts Curriculum

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

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

The English/Language Arts Curriculum is aligned to the Massachusetts Curriculum Framework for English Language Arts and Literacy. At each grade level the expectations for reading and writing have been articulated and students’ evidence of learning identified. Specific comprehension strategies vary by grade level. Each grade level has a specific author and genre study and an integrated social studies and science unit of study. Each grade level addresses the three types of writing: narrative, information and persuasive two times per year.

The Hudson literacy program provides students with authentic, engaging texts and opportunities for learning vocabulary, thinking critically, speaking and listening. Students develop the literacy skills needed in today’s world and a positive disposition about reading and writing.

### Math Curriculum

The Hudson Elementary Schools are implementing Eureka Math as our core math program to ensure full alignment to the Massachusetts Curriculum Frameworks for Mathematics. The curriculum/assessment system ensures a common experience across the district. Eureka Math prioritizes concepts, sequences instruction, and is rigorous. The program uses a three-prong approach to meet the standards. Students develop mathematical fluency, conceptual understanding, and have opportunities to apply and transfer mathematical understandings. In addition, the program embeds the eight Standards for Math Practices in the lessons so students have practice doing the work mathematicians do. The program includes daily formative assessments and mid and end of the module assessments. The Eureka Math program provides scaffolds for English Language Learners, Students with Disabilities, and provides strategies for teachers to meet the range of learners in the class. Teachers often use a workshop model for math similar to Reader’s and Writer’s Workshop.

## Science Curriculum

The Hudson Elementary Schools aim to grow science-inspired students who create and investigate, take action and lead, and connect with community. At each grade level, students engage in engineering design tasks through our PLTW Launch program, and they explore natural field sites in their community through our Landmark partnerships with local conservation agencies. The science program is designed to provide integrated opportunities for students to also develop literacy, mathematics, civics and arts skills and dispositions through investigative exploration.

## Social Studies/ History Curriculum

In our elementary schools, social studies instruction focuses on education for citizenship. In 2020, we have begun to roll out new units study that weave three core concepts - community, culture and civic participation - through the elementary years in a way that teaches students that: they are part of a larger community and with membership comes a responsibility to work toward the common good; our community, nation, and world are comprised of individuals from diverse cultures who can live together and learn a lot from one another; and active participation is essential to making our communities and our world more just.

## Technology

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

## Library

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

## Physical Education (PE)

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

## Specialists

The Hudson Public Schools offer Art, Music, Physical Education, Library and Computer Instruction to the students in the elementary schools.

Each discipline has benchmarks and instructional goals from the Massachusetts State Frameworks that must be met. Students need to exhibit appropriate behavior and understand the expectations during these special subjects.

## **Academic Support**

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

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

## **General Education Supports**

### Response to Intervention (RTI) Literacy

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

Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### Title I

Some elementary schools receive Federal Title I part A funds to enhance the academic program for certain students. These funds are targeted to aid in accelerating the progress of those students who may fall behind in the attainment of certain academic starts in the areas of English Language Arts and/or Math. This means during Literacy Response to Intervention (RTI) or Math Support your child may receive support from a staff member who is designated as a Title I Teacher. We find this model of instruction engages and challenges all students, while allowing teachers to differentiated for individual needs. Researchers agree that students are most successful when families, the entire school staff, and students share the responsibility for improved student academic achievement. Parents will be informed of this support via a family compact. The family compact helps to define the means by which the school and families will build and develop a partnership that will help children achieve the high standards.

## Math Support

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

### **Field Trips**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means.

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

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

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

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

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

### **Morning Meeting**

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

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

following approaches:

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

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

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

### **Homework and Homework Policy**

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

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

#### General time guidelines for homework completion

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

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

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

- Designate a good workplace that has few distractions and set a regular time for doing homework. Siblings

should respect the quiet workspace.

- Provide the necessary materials including times needed to complete the assignment.
- Be available for assistance but encourage your child to do the work as independently as possible.
- Ask your child to explain their thinking when checking the accuracy of his/her homework. Ask him/her to restate the directions they were to follow in completing the assignment. This information will be important to know in order to determine your child's overall understanding of his or her homework responsibilities.
- Confer with the teacher if the assignments seem consistently unclear or too difficult.
- Notify the teacher if an unforeseen occurrence prevented the child from completing the assignment.

To best support effective homework practice teachers will:

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

To best assume responsibility for homework students will:

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

**Report Cards**

Report cards are issued three times per year.

<b>Report Cards Issued for Gr. K-4</b>
By December 6th
By March 20th
Last Day of School

**Open House**

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

**School Safety Drills**

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

## Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year, in October and April. Reminders are sent out prior to these conferences informing parents of dates and times. However, parents are encouraged not to wait for the regularly scheduled conferences if a problem arises.

Teachers prefer to deal with such instances as soon as possible. Many potential problems can be averted by early action and involvement between parents and the school. Conferences will be scheduled for 15 minute increments. Please be mindful of time and teacher schedules. If you need a translator, please contact the school.

Dates this year are: TBD

## Behavior & Conduct Guide

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

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

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

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

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
  - Walking in the halls
  - Walking to and from the bus
  - Holding the doors open for the person behind you, and
  - Using chairs and benches appropriately

5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question.  
Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

### Dress Guidelines

Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school

Students should also wear appropriate footwear that is conducive to the scheduled activities.

### **Conduct and Consequences**

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

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.



- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

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

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

#### Level 1 Behavior

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

#### Level 1 Consequence

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

#### Level 2 Behaviors

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

#### Level 2 Consequences

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

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

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

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

#### Level 3 Behaviors and Consequences

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

- Repeated or serious instances of Level 2 behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school

- property or at a school function.
- Setting a fire.
  - Possession or use of a weapon.
  - Prejudicial activities or actions toward another person involving violence or the defacing of property.
  - Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
  - Hazing (i.e. requiring particular actions in order to gain membership in a group).
  - Sexual harassment.
  - Leaving school property without permission.
  - Extortion (i.e. to obtain something through the use of force or intimidation)
  - Any other infraction deemed necessary by the principal or his/her designee.

### After School Detention

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

### **Electronic Device and Cell Phone Policy**

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

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

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

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

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

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

## Helpful Information

### Animals in School

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies. Only the teacher or designated students are to handle the animals. Animals are not to be transported on school buses.

### Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with each member of the class.**

### Desks and Lockers

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

### Insurance

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

### Lost and Found

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

### Outdoor Recess Determination

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

### School Pictures

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




## Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build strong a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all student in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Publics Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> <li>1. High Quality Instructional Practices</li> <li>2. Educating the Whole Child</li> <li>3. Innovative Education Practices</li> <li>4. Climate and Culture</li> </ol>
Which will be achieved by the...	
Strategic Priorities	High Quality Instructional Practices 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student centered instructional practices. 1.3 Increase the effective use of data. Educating the Whole Child 2.1 Establish a social-emotional curriculum to ensure a positive learning community at each school 2.2 Provide academic pathways K-12 that ensure rigorous learning experiences for all students. 2.3. Implement the District's MTSS Framework to support the academic success of all students. Innovative Education Practices 3.1 Define and expand K12 Pathways. 3.2 Expand availability of District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement. Climate and Culture 4.1 Build a strong community among all students. 4.2 Ensure an environment where students engage in age-appropriate social/emotional learning. 4.3 Strengthen the effectiveness of district leadership team.
For which you set...	
Outcomes	High Quality Instructional Practices: By 2021, 100% of our students will show growth on state standardized tests with at least a 75% of all students meeting or exceeding expectation.  Educating the Whole Child: By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.  Innovative Educational Practices: By 2021, 100% of curriculum will be refined and expanded to include innovative pathways integrated with digital learning.  Climate and Culture: By 2021, using the results of survey data, the district will increase the stakeholders' positive responses for school climate and culture.

## District and School Administration Directory

Personnel	Role	Contact Information
<b>Administration Building 155 Apsley Street 978-567-6100</b>		
Dr. Marco Rodrigues	Superintendent of School	<a href="mailto:mcrodrigues@hudson.k12.ma.us">mcrodrigues@hudson.k12.ma.us</a> x41129
Kathleen Provost	Assistant Superintendent	<a href="mailto:kprovost@hudson.k12.ma.us">kprovost@hudson.k12.ma.us</a> x41111
Ariane Levenson	Executive Assistant to the Superintendent	<a href="mailto:alevenson@hudson.k12.ma.us">alevenson@hudson.k12.ma.us</a> X41129
Jennifer Allard	Director of Human Resources	<a href="mailto:jnallard@hudson.k12.ma.us">jnallard@hudson.k12.ma.us</a> x41124
Rebecca Murphy	Human Resources Assistant	<a href="mailto:Rbmurphy@hudson.k12.ma.us">Rbmurphy@hudson.k12.ma.us</a> x41115
Daniel Gale	Director of Finance and Operations	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
	Senior Accountant	
Kristine Somers	Research and Accountability Specialist	<a href="mailto:Klsomers@hudson.k12.ma.us">Klsomers@hudson.k12.ma.us</a> x42137
Shane Riordan	Food Service Director	<a href="mailto:sfriordan@hudson.k12.ma.us">sfriordan@hudson.k12.ma.us</a> x42147
Daniel Gale	Transportation	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
<b>Student Services</b>		
Catherine Kilcoyne	Director Of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a> x4121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a> x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a> x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a> x42134
<b>Buildings and Grounds</b>		
Lenard Belli	Director of Facilities	<a href="mailto:lbelli@hudson.k12.ma.us">lbelli@hudson.k12.ma.us</a> x42125
	Assistant Director of Facilities	
Brad Parker	Custodial Supervisor	<a href="mailto:bparker@hudson.k12.ma.us">bparker@hudson.k12.ma.us</a> x42131
<b>Technology located at Hudson High School 978-567-6250</b>		
Ellen Schuck	Directory of Technology	<a href="mailto:eschuck@hudson.k12.ma.us">eschuck@hudson.k12.ma.us</a> x19108
Betsy Russell	Database Specialist	<a href="mailto:brussell@hudson.k12.ma.us">brussell@hudson.k12.ma.us</a> x19107
<b>District Curriculum Directors</b>		
Wendy Anderson	Director of English Language Learners	<a href="mailto:wmanderson@hudson.k12.ma.us">wmanderson@hudson.k12.ma.us</a> x41113
Sarah Davis	Director of Science	<a href="mailto:sbdavis@hudson.k12.ma.us">sbdavis@hudson.k12.ma.us</a> x41148
Robert Knittle	Director of Mathematics	<a href="mailto:rdknittle@hudson.k12.ma.us">rdknittle@hudson.k12.ma.us</a> x4113
Todd Wallingford	Director of Humanities	<a href="mailto:twallingford@hudson.k12.ma.us">twallingford@hudson.k12.ma.us</a> x44151
<b>Translation and Registration</b>		
Tiago Duarte	Registrar/Portuguese Parent Liaison	<a href="mailto:txduarte@hudson.k12.ma.us">txduarte@hudson.k12.ma.us</a>
Sandra Maiuri	Spanish Parent Liaison	<a href="mailto:scmaiuri@hudson.k12.ma.us">scmaiuri@hudson.k12.ma.us</a>
<b>School Principals</b>		
Jason Medeiros	Hudson High School 69 Brigham St	<a href="mailto:jwmedeiros@hudson.k12.ma.us">jwmedeiros@hudson.k12.ma.us</a> 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	<a href="mailto:jtgaglione@hudson.k12.ma.us">jtgaglione@hudson.k12.ma.us</a> 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	<a href="mailto:dchampigny@hudson.k12.ma.us">dchampigny@hudson.k12.ma.us</a> 978-567-6190
Melissa Provost	Farley Elementary 119 Cottage Street	<a href="mailto:maprovost@hudson.k12.ma.us">maprovost@hudson.k12.ma.us</a> 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	<a href="mailto:kcsardella@hudson.k12.ma.us">kcsardella@hudson.k12.ma.us</a> 978-567-6170

## Hudson School Committee

School Committee Member	Biography
 <p>Steven C. Smith <a href="mailto:scsmith@hudson.k12.ma.us">scsmith@hudson.k12.ma.us</a></p>	<p>Mr. Smith grew up in Hudson and attended Hubert, Forest Ave, JFK, and graduated from Hudson High School. He received a bachelor's in Business Administration from Framingham State University and an MBA in Information Age Marketing from Bentley University. Mr. Smith is currently employed at Boston Scientific as a manager of Digital Marketing Analytics. He also has past experience in direct marketing client services and marketing analytics in consumer electronics. Mr. Smith has one son who attends one of Hudson's elementary schools.</p>
 <p>Glen A. Maston <a href="mailto:gamaston@hudson.k12.ma.us">gamaston@hudson.k12.ma.us</a></p>	<p>Dr. Maston is currently a Senior Scientist at Athena Diagnostics, a division of Quest Diagnostics, where he analyzes patient genetic testing results. Prior to that he worked for ten years at University of Massachusetts Medical School, researching transcription regulation in human embryonic stem cells. He earned a bachelor's degree in Biology from Rensselaer Polytechnic Institute and a doctorate in Anthropology from Harvard University. Dr. Maston is serving in his second year with the School Committee and has two children in the Hudson Schools.</p>
 <p>Matthew S. McDowell <a href="mailto:msmcdowell@hudson.k12.ma.us">msmcdowell@hudson.k12.ma.us</a></p>	<p>Mr. McDowell is an experienced educator and is currently in his ninth year as Assistant Principal at McCarthy-Towne Elementary School in Acton, MA. Prior to that, Mr. McDowell taught grades 2 and 5 for twelve years in Stow, MA. He also has experience with pre-school aged students and worked as a summer camp director. Mr. McDowell earned his B.A. from Hamilton College, his M.Ed. from the University of Hartford, and an advanced degree in Education Leadership and Management from Fitchburg University. He has been a resident of Hudson for almost 20 years and has two children in HPS.</p>
 <p>Nina L.A. Ryan <a href="mailto:nryan@hudson.k12.ma.us">nryan@hudson.k12.ma.us</a></p>	<p>Nina has been in the field of education for over 20 years. She received her BA in Education with a Minor in Behavioral Studies from the University of Hartford and her Masters of Early Childhood with and without Disabilities from Lesley University. She has held many roles within the education community, such as, educator, teacher, administration, trainer and speaker. Nina has devoted her career to children and families. She has become a sought after expert in the field of Early Childhood Education. Nina has 2 children one in Hudson Public and another entering in 2020.</p>
 <p>Adam R. Tracy <a href="mailto:artracy@hudson.k12.ma.us">artracy@hudson.k12.ma.us</a></p>	<p>Mr. Tracy is a longtime Hudson resident and graduate from the Hudson Public Schools. He is currently a Senior Sales Engineer at Advanced Safety Systems, and has background in special hazard fire protection technical sales, code development, product management and application engineering. He holds a BS in Civil Engineering from WPI, an MS in Fire Protection Engineering from WPI, and an MBA from the UMass Isenberg School of Management. Mr. Tracy was just elected to the Hudson School Committee and has two young children that will be entering the Hudson Schools soon.</p>
 <p>Michele Tousignant Dufour <a href="mailto:mdufour@hudson.k12.ma.us">mdufour@hudson.k12.ma.us</a></p>	<p>Mrs. Tousignant Dufour has a background in Human Resources &amp; Technical Training. She has over 15 years of experience in the development and delivery of technical &amp; soft skills training in the out-placement, HR, IT, and, publishing industries. She holds a Master's in Education from Lesley University and a Bachelor's of Fine Arts from Emerson College. Mrs. Tousignant Dufour is in her fifth year of service with the School Committee and has two children in the Hudson Schools.</p>
<p>Elizabeth Hallsworth <a href="mailto:erhallsworth@hudson.k12.ma.us">erhallsworth@hudson.k12.ma.us</a></p>	

## PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

- Students achieving at higher levels
- Students showing better attendance and completing homework done
- Students showing positive attitudes and behavior
- Students understanding the supports/partnership between home and school

Because it is a priority for a positive Home/School Partnership there are a variety of ways for families and district-level school personnel to communicate with each other. Here are some examples:

- **District-wide Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Creating Connections** – weekly newsletter from the Superintendent of Schools
- **Periodic Principal Updates**
- **School Calendar**
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **The Big Red** – HHS School Student Newspaper
- **Report Cards** - Reports are sent home 3 times a year at the end of each term
- **Facebook & Twitter** – Follow us on [Facebook](#) or [Twitter](#)
- **HUD TV**--- [HUD TV Website](#)

One of the most important forms of communication is the direct contact between families and classroom/subject area teachers. Some samples of classroom communication include:

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

## VOLUNTEERING GROUPS

### **Home and School Associations**

We are fortunate to have active **Home and School Associations** at each individual schools. The Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students in the District, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements and can be found on the district website.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C (as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council. The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

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

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

SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.

- Learn about special education services offered at each of the Hudson Public Schools.
- Meet other parents with similar concerns for their children's needs.
- Improve Hudson resources for children with special needs.
- Understand effective ways for parents and educators to work together.
- Learn how to better navigate the IEP and 504 process.
- Become a better advocate for your child.

For more information please visit: <https://sepachudson.weebly.com/>



## VISITING PROTOCOL

### Visiting the School

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

### CORI Forms

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

### **MODEL CORI POLICY - ADDA-R-JIS**

<https://drive.google.com/file/d/1wzF1K2OQxj8R6gE3MoP7EW5nOnLus00n/view?usp=sharing>

## ATTENDANCE

<b>SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT</b>		
<b>Hudson High</b>	<b>7:30 am – 2:03 pm</b>	<b>If the student arrives after 10:30 am</b>
<b>Quinn Middle</b>	<b>7:45 am – 2:25 pm</b>	<b>If the student arrives after 10:45 am</b>
<b>All Elementary</b>	<b>8:35 am – 2:55 pm</b>	<b>If the student arrives after 11:45 am</b>

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly.

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good

student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas: <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=24119557>

## ABSENCES

When a student is not in school their attendance record will be classified/coded as “**excused**” or “**unexcused**.” Definitions of **excused** and **unexcused** are as follows:

<b>Excused Absences</b>
<p>Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Therefore, students may be excused temporarily from school attendance for the following reasons:</p> <ul style="list-style-type: none"><li>• illness or quarantine (with medical documentation)</li><li>• bereavement or serious illness in family</li><li>• observance of major religious holidays</li><li>• college visits (documentation required)</li><li>• other school-approved or dictated activities.</li></ul> <p>A student may also be excused for other exceptional reasons with approval of the Principal or designee.</p>
<b>Unexcused Absences</b>
<p>An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:</p> <ul style="list-style-type: none"><li>• Attending parental/guardian appointments (e.g. medical, dental, etc.)</li><li>• Attending parent/guardian court summons</li><li>• Family/travel vacation</li><li>• Staying home to take care of or visit with family members</li><li>• Missing the school bus</li></ul>

- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

### **Parent/Guardian Responsibilities:**

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **What do I do if My Child is Absent?**

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.
2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**
3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will be made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **"Safe Child Arrival Procedure"**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be

contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians’/emergency contacts’ work, cell, home, emergency numbers, and emails.)

7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

### **Student Absence Notification to Parents/Guardians**

At the elementary level, parents and guardians who fail to notify the school of a child’s absence, will be contacted that day via phone, email or “well-check” visit. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter documenting the absences. When appropriate, the Principal or designee can request a meeting to discuss the student’s attendance. Parents will continue to receive written notification of their child’s attendance at every 5th absence/tardy from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district’s Student Information System through the Parent/Student Portal.

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

M.G.L. 76, §1 or Chapter 119, §51A.

### **Half Days and Inclement Weather Delays**

There are several planned early dismissal days during the school years. Teachers use these afternoons to participate in professional development or to hold parent-teacher conferences. On these days, all children are dismissed early and no lunch will be served. Students must be picked up on time. If you have elementary aged children, please make arrangements to have afternoon childcare ready on half days. Please go to your child’s school’s website to access the school’s yearly calendar which contains all important dates. Please try to avoid last minute changes of dismissal on half days.

<b>SCHOOL</b>	<b>Half Day Dismissal Time</b>	<b>Weather Delay Arrival Times</b>
<b>Hudson High</b>	<b>10:29 am</b>	<b>9:30 am</b>
<b>Quinn Middle</b>	<b>10:48 am</b>	<b>9:42 am</b>
<b>All Elementary</b>	<b>11:40 am</b>	<b>10:35 am</b>

### **Family Vacations**

Families are strongly discouraged from scheduling family vacations or extended absences, especially during MCAS examination periods, outside the district’s planned vacation/break

times. Family trips and vacations are considered **unexcused** absences. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips.

## HEALTH SERVICES

Our school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Health Services coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

### School Nursing Services

General Health Office hours are Monday through Friday during each school’s normal school day hours. Student office hours are posted on the door. Passes signed by a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the health office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with health care providers will be arranged on a case-by-case basis. Please call your child’s school’s health office to schedule an appointment. There is a strict “no cell phone” policy in the health office at all times. Students may use cell phones in the health office ***only with the nurses’ permission.***

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	<a href="mailto:sbowen@hudson.k12.ma.us">sbowen@hudson.k12.ma.us</a> <a href="mailto:pemmons@hudson.k12.ma.us">pemmons@hudson.k12.ma.us</a> 978-567-6250
Quinn Middle	Ann Thomas Jennifer Contois	<a href="mailto:aethomas@hudson.k12.ma.us">aethomas@hudson.k12.ma.us</a> <a href="mailto:jlcontois@hudson.k12.ma.us">jlcontois@hudson.k12.ma.us</a> 978-567-6210
Farley Elementary	Tina Hill	<a href="mailto:tmhill@hudson.k12.ma.us">tmhill@hudson.k12.ma.us</a> 978-567-6153
Forest Elementary	Christie Vaillancourt	<a href="mailto:cvaillancourt@hudson.k12.ma.us">cvaillancourt@hudson.k12.ma.us</a> 978-567-6190
Mulready Elementary	Maria Rossini	<a href="mailto:marossini@hudson.k12.ma.us">marossini@hudson.k12.ma.us</a> 978-567-6170

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

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care provider

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"> <li>• All students in grades 7 &amp; 9</li> <li>• Confidential screening</li> </ul>

### **Immunizations and Physical Examinations**

In accordance with MDPH regulations:

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.

- HPS adheres to all regulations relative to students' protections under McKinney-Vento Law.

#### **When to keep your child home from school**

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.
- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours.

#### **Please contact the school nurse if your child has**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

#### **Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

### **MEDICATION POLICY**

The complete district policy (JLCD) is available on the HPS website under school committee policies.

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554413>

Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil)

through directives provided by our school physician for temporary, mild symptoms with signed parental permission.

- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

### **Pregnant Students**

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

### **Lice Procedures**

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### **Identification and Treatment:**

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about 4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

Parents/guardians are the best means of early identification of possible head lice on their child. They should perform frequent, careful head check of their child's hair and scalp for evidence of lice and/or nits. Nits appear to be dandruff stuck to the hair shaft. When a child has head lice, all household members and individuals with close personal contact should be examined for lice, and if found, treated.



### **Notification, Return to School, and Follow-up**

Sending notification letters home to entire classrooms when there is only one or two incidents of possible head lice may cause unnecessary alarm and threaten the confidentiality of those students (Frankowski & Bocchini, 2010). The school nurse, in consultation with the HPS Director of Nursing if needed, will determine whether a classroom notification letter is indicated. If a child is diagnosed with head lice he/she may come back to school after recommended treatment has been started.

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the appropriate school administrator and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

### **Medical Transportation Procedure**

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.

- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
- r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### **Specific Guidelines**

Asthma: Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild,

episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

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

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

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

### **DISTRICT-WIDE FIELD TRIP INFORMATION**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means. Please visit this link for the School Committee Policy IJOA-Field Trips:

[https://drive.google.com/file/d/169YZ6qPgr49Zxd2D\\_-AXCIWIYYcXoJnC/view?usp=sharing](https://drive.google.com/file/d/169YZ6qPgr49Zxd2D_-AXCIWIYYcXoJnC/view?usp=sharing)

#### **Additional Specific Hudson High School Requirements**

The guidelines for school field trips are as follows:

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

## **REGISTRATION**

### **Residents of Hudson**

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for

grades K-12 please contact Tiago Duarte @ (978) 567-6100 x41153  
or [txduarte@hudson.k12.ma.us](mailto:txduarte@hudson.k12.ma.us).

Residents of the Town of Hudson with questions about preschool opportunities can contact  
Renee Graca @ (978) 567-6100 x42118 or [rgraca@hudson.k12.ma.us](mailto:rgraca@hudson.k12.ma.us)

### **Documents Required for Enrollment**

The following documents are **required** for registration. Please make sure you have them on hand when you call to make an appointment to register.

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents
- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

For more information, please visit: <https://hudson.k12.ma.us/parents/registration>

### **School Choice**

Hudson Public Schools participates in the state's School Choice program for grades K – 11. If you have questions about school choice, please call Ariane Levenson @ 978-567-6100 x 41129

## **TRANSPORTATION**

### **Transportation Eligibility Guidelines**

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.
- Safety issues are taken into consideration when determining transportation eligibility as well.

Families with students that are eligible for transportation should review the bus routes for their student's school to find the bus number and stop that is closest to their home. Copies of bus routes will be available at each of the schools and the Administration building at 155 Apsley Street. **No changes to bus stops will be made during the first few weeks of school.**

### **HPS Bus Action Form**

Transportation change requests can be made by sending an email request to [hps.busroutes@hudson.k12.ma.us](mailto:hps.busroutes@hudson.k12.ma.us) or by contacting our Transportation Office at

(978) 567-6100 x42112.

**First Student Contact Information**

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Linda Quinn

Phone: (508) 481-5346

(978) 567-6100 x42112.

\*In an effort to create bus routes that meet new safety guidelines for the upcoming school year, bus registration and bus passes are required for all eligible students who need transportation. There is no fee charged.

**STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)**

[https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0\\_gBJ/view?usp=sharing](https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0_gBJ/view?usp=sharing)

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers.

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.

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

### **Bus Rules**

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

### **Bicycles**

- Student do not have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before the school's established time.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### **Walkers**

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

### **FOOD SERVICES**

Hudson's Food Services department is managed by Chartwells. Students are given the opportunity to purchase breakfast and lunch daily.

Shane Riordan, Director of Dining Services, Chartwells

*Catering and Nutrition or Cafeteria questions*

[sfriordan@hudson.k12.ma.us](mailto:sfriordan@hudson.k12.ma.us)

978-567-6120, x42147

HPS Food Service Assistant

*Free/Reduced & all Account questions*

978-567-6120, x42146

For more detailed information: menus, nutrition, and pricing please visit the link below. Please use the links located on the left-hand side for additional information about our Food Services program.

<https://hudson.k12.ma.us/cms/one.aspx?portalId=19988408&pageId=22440745>

For all necessary lunch forms, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

### **Breakfast and Lunch Program**

The students have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

As there are children with life-threatening food allergies in the classroom, please check with the nurse and your child's teacher if you are not sure about safety of food/snacks you want to send in with your child.

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

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our link the provided above. New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

If you are earning at or below current Income Eligibility Guidelines, we encourage you to contact your school to fill out a school meal application. The Food Service Department will process your application and issue an eligibility determination based on the state guidelines.

What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.
- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

***The federal free lunch program only includes a full breakfast and a full lunch meal. It does not include extra drinks (milk, juice, water) or a la carte items and snacks. If your child brings a lunch from home and is not getting the free or reduced meal, they are required to pay for their drink.***

## STUDENT SERVICES

### **Special Education Services**

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE). Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong



partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

### Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a>	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a>	(978) 567-6100 x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation and Services K-5	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a>	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a>	(978) 567-6100 x42134
Maureen Parker	Department Assistant	<a href="mailto:mparker@hudson.k12.ma.us">mparker@hudson.k12.ma.us</a>	(978) 567-6100 x42120
Michelle Bouffard-Gebo	Secretary	<a href="mailto:mgebo@hudson.k12.ma.us">mgebo@hudson.k12.ma.us</a>	(978) 567-6100 x42119
Renee Graca	Financial Administrative Assistant	<a href="mailto:rgraca@hudson.k12.ma.us">rgraca@hudson.k12.ma.us</a>	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	<a href="mailto:jbianchini@hudson.k12.ma.us">jbianchini@hudson.k12.ma.us</a>	(978) 567-6100 x42117

### Title I

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

<https://drive.google.com/file/d/1uGPgAX2icRnp9wH7M6CCdQE84q5FCTf-/view?usp=sharing>

### School-Parent/Guardian Compact

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

will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2018-19 school year.

### **English Language Learners**

- The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.
- The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.
- The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.
- The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

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

Hudson Public Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows all students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop. Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### **ADDITIONAL DISTRICT POLICIES**

Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on the HPS website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.

For all district-wide policies please visit: [https://hudson.k12.ma.us/school\\_committee/policies](https://hudson.k12.ma.us/school_committee/policies)

## STUDENT RECORDS POLICY

<https://drive.google.com/file/d/1h7rMJazlQ5G4qVzAqFAsuOQvL9tFGLm-/view?usp=sharing>

## STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554349>

### **PROCEDURES FOR SHORT-TERM SUSPENSION (exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)**

The principal or assistant principal (referred to as principal in this section) may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

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

and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

### **PROCEDURES FOR EMERGENCY REMOVAL**

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

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

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

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - a. The disciplinary offense;
  - b. The basis for the charge;
  - c. The potential consequences, including the potential length of the suspension;
  - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - e. The date, time, and location of the hearing; and
  - f. The right of the parent and student to interpreter services at the hearing.

2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
  - a. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
  - b. The key facts and conclusions reached by the principal;
  - c. The length and effective date of the suspension and the date of return to school;
  - d. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - i. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.
    - iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.

- iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- vi. The decision of the superintendent shall be the final decision of the school district.

### **EXPULSION**

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

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

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

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

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

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

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary

education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

#### SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½

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

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.



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

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

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

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

**DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554399>

**INTERNET ACCEPTABLE USE POLICY**

<https://drive.google.com/file/d/1PBSz7KBh-INH5grLhg14tj7B1OcAwSws/view?usp=sharing>

**Elementary Internet Safety Policy and Rules for Using School Computers**

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

### Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else's password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher's permission.
8. I will not look at or copy other people's saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

### Consequences

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

### **Protocol for the Use of District Issued Devices for Students in Grades K-12**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall of 2020. The district has created a rollout schedule which is posted on the district's website.

### **Definition of Device**

For the purposes of this project, "device" means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet

via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

### **Internet**

Only the internet gateway provided by the school may be accessed while in school. Students will have the capability to setup and access their wireless network at home. While using the device in the home it is the responsibility of the students and parents to follow the district's Acceptable Use Policy and guidelines concerning Digital Citizenship.

### **Security and Damages**

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

### **1:1 Student Agreement**

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

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

- Must be in silent mode or used by means of headphones while on school campus.
- May be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours for school assignments **only** with positive intent and with the with the person's express knowledge and consent.

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student's age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school's content filters will be applied to one's connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.
- Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or

iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:

- o A student transfers or withdraws any time during the school year.
- o Students at the elementary level complete grade 1 and grade 4.
- o The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
- o Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

I understand and will abide by the above protocol and the policies incorporated herein. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action.

#### ANTI-BULLYING POLICY

<https://drive.google.com/file/d/1Gt-ISRIISX9PH7-9d-KdbuNWwVPA3ePq/view>

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. HPS's Bullying Prevention Plan can be found at:

[https://www.hudson.k12.ma.us/parents/bullying\\_prevention\\_and\\_intervention\\_plan](https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan)

#### NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=22448331>

#### NON-DISCRIMINATION ON THE BASIS OF SEX

<https://drive.google.com/file/d/1izhb4VP7XdBdDT6MpCBqhPLzIInyqRYb/view?usp=sharing>

#### NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://drive.google.com/file/d/19yzWEKjeE4zTIAPeerkwocGaBmC5HUlg/view?usp=sharing>

#### STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554403>

September 16, 2020

Dear Quinn Middle School Students and Families,

On behalf of the entire staff at Quinn Middle School, welcome to the 2020-2021 school year! In the pages that follow you will find important information about the policies and procedures related to the safety and daily operations at Quinn. These policies and procedures have been established to help ensure that every member of the Quinn community feels safe, respected and valued. Please read through this document together and familiarize yourself with its contents so that we can work in partnership to help your child have a positive experience in school this year.

Our mission statement is to prepare students for a lifetime of learning, leadership and integrity; inspired by the ideals of honesty, responsibility, empathy and courage. It is our hope that working together your child will hold these ideals in high regard at school and at home as they mature into young adults and prepare for life beyond middle school. We also hope that your child gets involved outside of the classroom by taking advantage of the many clubs, activities and support resources available to them.

The staff at Quinn Middle School looks forward to working with you this year to ensure that your child reaches their academic, social and emotional potential. Please feel free to reach out to the school at any point during the year.

Sincerely,

Jeff Gaglione  
Principal

Matt Gaffny  
Assistant Principal

## Quick Reference Page

Main Office: 978-567-6210 and School Menu

Absence line 978-567-6210 press 1

Class start time: 7:50 am

Dismissal: 2:25 pm

Dismissal for ½ day: 10:48 am

Late Bus: 3:10 pm

Bus Company: First Student 508-481-5346

District Offices: 978-567-6100

Email Addresses

Principal: Jeff Gaglione

[jtgaglione@hudson.k12.ma.us](mailto:jtgaglione@hudson.k12.ma.us)

Assistant Principal: Matt Gaffny

[mgaffny@hudson.k12.ma.us](mailto:mgaffny@hudson.k12.ma.us)

Grade 6 Guidance Counselor: Heidi Bowen

[hbowen@hudson.k12.ma.us](mailto:hbowen@hudson.k12.ma.us)

Grade 5 Guidance Counselor: Melissa Clonan

[mjclonan@hudson.k12.ma.us](mailto:mjclonan@hudson.k12.ma.us)

Grade 7 Guidance Counselor: Tammy Murphy

[tmurphy@hudson.k12.ma.us](mailto:tmurphy@hudson.k12.ma.us)

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Julie Daniels

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[jdaniels@hudson.k12.ma.us](mailto:jdaniels@hudson.k12.ma.us)

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Jenn Contois

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## Table of Contents

Introduction to Quinn Middle School .....	4
Attendance .....	5
Academic Information .....	6
Behavioral Expectations .....	7
General School Rules .....	8
Consequences for Unacceptable Behavior .....	9
Sample Course of Studies .....	10
General Information .....	11
Pick Up and Drop Off Map .....	14
Quinn Floor Plan Map .....	15
District Policies.....	16



### **Introduction to Quinn Middle School**

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

### **Teaming at the Quinn Middle School**

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

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

### **Student Schedule and Courses**

Quinn students are expected to attend a full schedule of required courses. The course schedules provide a challenging, yet balanced learning program for our middle school students. Every student takes math, English language arts, science and social studies. Students are also enrolled in related arts classes such as art, technology, engineering, drama/music, world language, and wellness. An outline of the course of studies can be found on page 10.

## Attendance

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

<b>Start Time</b>	Students must be in homeroom by 7:47 am to be marked on-time. Students enter the building at 7:32 am.
<b>Late Arrival</b>	All pupils who arrive after <b>7:50 am</b> are tardy and <b><i>MUST</i></b> report to the main office before going to their assigned classroom.
<b>Absence</b>	If a child is absent or will be tardy from school, <b><i>parents/guardians should call the absence line, 978-567-6210, any time before 8:00 am.</i></b> If no such telephone contact is made, parents/guardians will be contacted using our automated call system.
<b>Dismissals</b>	Students who know they will need to be dismissed should bring a note to the main office during homeroom. Students must be signed out in person by a listed parent/guardian or previously established agent. If students return to school they may sign in themselves at the main office.
<b>After School Participation</b>	Students who are absent or dismissed and do not return to school may not participate in after-school activities.
<b>School Cancellation</b>	When schools are cancelled or openings are delayed, television and radio stations will be notified prior to 6:30 am. If school is cancelled for the day all scheduled activities will be cancelled. A telephone message will also be sent using our automated call system. The cycle day in the calendar that was cancelled is dropped from the cycle.
<b>Delayed Opening</b>	If it is necessary to delay the opening of school because of inclement weather there will be a two hour delay. School will begin at 9:47 am.
<b>Attendance Impact</b>	<p><b>Recognizing that...</b></p> <ul style="list-style-type: none"> <li>● there is a clear and demonstrated relationship between success in school and regular school attendance.</li> <li>● poor attendance is a habit that is developed well before high school and is a prime indicator for those at risk of dropping out of high school.</li> <li>● absences decrease the learning potential and opportunities for students</li> </ul>
<b>Attendance Policy</b>	<ul style="list-style-type: none"> <li>● Parents/guardians of students who are absent more than 3 times in a 45 day period without medical documentation may be contacted by the student's guidance counselor to discuss the reasons for the absences and to create a plan to avoid future absenteeism.</li> <li>● Parents/guardians of students who are absent more than 6 times in a 45 day period without medical documentation may be informed by mail of their child's attendance record and advised that upon an 8<sup>th</sup> absence a Child Requiring Assistance (CRA) diversion meeting may be scheduled.</li> <li>● Parents/guardians of students who are absent 8 times in a 45 day period without medical documentation may be asked to attend a CRA diversion meeting that will include a representative from the state probation department. A CRA may be filed for any student missing more than 9 days.</li> </ul> <p>When a pattern of lateness is identified by administration, guidance or the nurse, the student will be interviewed by his/her guidance counselor and parents/guardians will be contacted. If the pattern continues further action may result in a referral to DCF, the courts through the</p>

	CRA procedures and/or Hudson Police if it is determined that the parents/guardians are not presenting the child for school.
<b>Out of School Vacation</b>	Taking vacations during school days is strongly discouraged. At the same time, it is recognized that students may be absent from school because of family commitments. If a family vacation requires students to miss school, it is the responsibility of the parent/guardian and student to ensure that the student makes up the work upon his/her return. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips. Students who go on vacations with their families will be permitted to make up the work missed to the extent reasonable.

<b>Academic Information</b>	
<b>Academic Expectations</b>	Although student abilities vary, each student is expected to produce his/her best work. The student is responsible for learning as well as for the quality of his/her achievement.
<b>Core courses</b>	All students take ELA, Math, Social Studies, Science and World Language daily, courses taught by the teachers on their team.
<b>Differentiated Instruction</b>	Teachers will differentiate their instruction during class and in homework assignments based on students' knowledge and progress. A brief understanding about Differentiated Instruction is found in the following paragraph by two authors who are expert in the field of theory, research, and practice, Carol Ann Tomlinson and Jay McTighe:  <i>Teachers find it increasingly difficult to ignore the diversity of learners who populate their classrooms. Culture, race, language, economics, gender, experience, motivation to achieve, disability, advanced ability, personal interests, learning preferences, and presence or absence of an adult support system are just some of the factors that students bring to school with them in almost stunning variety. Few teachers find their work effective or satisfying when they simply 'serve up' a curriculum—even an elegant one—to their students with no regard for their varied learning needs. For many educators, Differentiated Instruction offers a framework for addressing learner variance as a critical component of instructional planning.</i>
<b>Extra Help</b>	Teachers are available for extra help after school. Each team publishes a schedule and teachers may also be seen by appointment. Students are urged to take advantage of this opportunity.
<b>Field Trips</b>	It is a privilege to go on field trips. The school reserves the right to exclude students from field trips based on behavioral concerns. All school rules apply to students on field trips. The school budget does not include field trips. Students may apply for financial assistance to attend field trips.
<b>Honor Roll</b>	Each quarter, two levels of honor roll are recognized: Horace Mann (All A's) and Honors (B- and above). Students must also be passing all non-graded classes to qualify.
<b>Homework</b>	Students are expected to do work at home that is an extension of work done in the classroom. In all areas where homework is given, various assignment techniques are utilized to achieve desired goals. Teams and teachers publish specific homework policies.  Homework may be assigned on a regular basis Monday through Thursday and assignments may be given on weekends. It is the responsibility of the student to record all assignments in the student agenda book or on their digital device. Students should expect homework in

	<p>each course an average of 3 to 4 times per week for approximately 20 – 30 minutes per subject. Students are sometimes given long-range assignments and are instructed to set up an independent homework procedure, which will allow them to complete these assignments over a specified period of time.</p> <p>Students should develop good homework habits which may include having a consistent time and place to do homework. Students are responsible for completing and handing in homework assignments on time. In cases where assigned tasks are not completed, the following steps may be taken:</p> <ul style="list-style-type: none"> <li>● The student may be required to stay after school to complete assignment.</li> <li>● The parents/guardians may be notified by the teacher.</li> <li>● When homework is a persistent problem parents/guardians may be requested to come to school for a conference with the teacher(s) and the student.</li> <li>● A student may earn reduced or no credit for the assignment.</li> </ul>
<b>Make-up Work</b>	<p>Students are allowed a reasonable time to make up work missed as a result of absence due to illness. If students are absent for an extended period it is their responsibility to make arrangements for make-up work with their teachers. During a one or two-day absence they should secure assignments by going online to the team website, by emailing the teacher or by telephoning classmates. For longer periods of absence assignments and books may be secured by calling the guidance counselor. Teachers are not expected to furnish assignments in advance if students are planning to overstay vacation or leave prior to dismissal for holidays. Students must take full responsibility for making up such work. After an absence of three days or more due to illness, missed work may be requested through the main office and picked up at the close of the school day.</p>
<b>Physical Education &amp; Health (Wellness)</b>	<p>Students have a full period of Wellness (physical education &amp; health) every other day.</p>
<b>Related Arts</b>	<p>Students take exposure classes in art, drama, music, wellness, technology and engineering.</p>
<b>Report Cards</b>	<p>A report card will be available on Aspen at the end of each quarter. Letter grades and comments for each core class and world language will be given. Related arts courses will be graded pass/fail. Parents/guardians are requested to acknowledge receipt of their child’s report card. Paper copies of report cards will be made available upon request.</p>
<b>World Language</b>	<p>Most students will take a Portuguese or Spanish course that meets every day.</p>

### **Behavioral Expectations**

All members of the Quinn School community are responsible for their personal behavior. Language, dress, and actions are guided by common practices in schools with an expectation that all interactions will be polite and respectful. Students who cannot respond to classroom rules will be redirected using classroom protocols. Students are part of the process in helping to determine classroom rules and in understanding logical consequences and procedures. If these steps fail to correct unacceptable behavior, students may be referred to the main office. **Students will be immediately sent to the main office for fighting, defiance of an adult, threatening an adult or another student, or any behavior that repeatedly interrupts the learning environment.** Office referrals will result in consequences, which may include but are not limited to detention, suspension, and expulsion. The principal or their designee may also

arrange disciplinary conferences with the student and parents/guardians. Other individuals may be included at the principal or their designee's discretion.

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

<b>General School Rules</b>	
<b>Bicycles/Skateboards/ Scooters</b>	Students who ride their bikes to school must leave them in one of the racks provided. Students are responsible for the locking and security of their bicycles, skateboards or scooters. Students are not allowed to use bicycles on the grounds during the school day. Bicycles should be walked on school grounds. Helmets must be worn per state law found on page 25.
<b>Books/Chromebooks</b>	Students are responsible for the care and the return of all classroom and library books, materials, and/or equipment issued by the school. Charges will be assessed for lost, damaged or destroyed books and devices.
<b>Building Care</b>	Quinn Middle School is our "home" during the school day. As such, we are all responsible for keeping our "house" clean. It is expected that teachers and students alike will make every effort to keep the classrooms, lockers, and corridors neat and clean in appearance. Students will put chairs on their desks at the end of the day to facilitate cleaning.
<b>Cell phones</b>	Phones may not be used for making or receiving calls or texting during the school day or during after-school help sessions. If parents/guardians need to contact students, they should call the main office. Any student making a cell phone call or texting during school hours without permission may have that phone confiscated for the remainder of the school day. Repeated violation of the cell phone policy may result in the student's cell phone being confiscated and being picked up in the main office by the student's parent/guardian.
<b>Dress/Clothing</b>	<p><b>Dress Code Guidelines</b></p> <p>Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption. Such as:</p> <ul style="list-style-type: none"> <li>• Clothing bearing offensive themes, content, or merchandise not suitable for minors</li> <li>• See-through clothing</li> <li>• Visible undergarments</li> <li>• Hoods are not worn in school</li> </ul> <p>Students should also wear appropriate footwear that is conducive to the scheduled activities.</p>
<b>Gum chewing</b>	Students are not permitted to chew gum in school. It sticks to shoes and clothing, and clogs water fountains and toilets. The wrappers litter the school. Please help us by reminding your children.

<b>Hazing</b>	Any form of hazing is considered a serious offense. Any student who organizes or participates in hazing is subject to exclusion from extracurricular activities, as well as suspension or expulsion from school. Parents/guardians and students should be aware that hazing carries criminal penalties as explained on page 24.
<b>Headphones</b>	Headphones and ear buds may not be used or worn unless a faculty member has requested they be used.
<b>Plagiarism and Cheating</b>	Plagiarism, the use of another person's words or ideas without giving them credit, is a serious problem in the academic world. Middle school is a time for students to learn about the rules that guide the use of the thoughts and/or words of others. Plagiarism can often be traced to a lack of understanding of, or practice with, these rules. When teachers find that this is the case they will treat the mistake as a learning opportunity and reduce credit according to their rubric. Unfortunately a culture of purposely copying the work of others is growing and must be addressed. This practice is part of a "cut and paste" reality that is possible through the use of our computers. When teachers determine that a student has purposely copied the work of another author, taken the ideas of another person or used a classmate's work without giving credit, this is a serious offense. This level of plagiarism will be referred to the principal or their designee for action. Credit for the assignment may be denied. Students will meet with the principal or their designee and parents/guardians will be informed.

<b>Consequences for Unacceptable Behaviors</b>	
<b>Level 1 Detention assigned by staff</b>	Violation of classroom or school rules of conduct. <i>In order to allow parents/guardians time to plan for detention, detentions are given for the next day. Detentions are from 2:30-3:10 pm.</i>
<b>Level 2 Detention Assigned by administrator served at lunch or before or after school</b>	Skipping Class • Students who fail to report to a teacher detention (original detention plus 1 day office detention) • Refusal to follow adult direction, within the school, on school grounds or on buses • Inappropriate or obscene language or gestures • Physical contact (including pushing, shoving, kicking or other physical contact) • Sexually inappropriate behavior • Throwing food or other objects • Truancy (parent notification, parent conference, make up time after school) • Disrespectful behavior • Students selling items for profit • Throwing any object, including snowballs.
<b>Level 3 Suspensions Assigned only by administrators</b>	Possession or use of cigarettes or tobacco products in school, on school property or on the school bus, or on the way to or from school • Fighting (this also includes a major conflict between students, where severe punches are thrown, bodily harm is evident or the conflict results in a wrestling match) • Leaving school property during school hours without permission • Gambling • Organizers or participants in hazing incidents • Stealing school property or the property of others • Destruction or defacement of school property or the property of others • Bullying (see page 21) • Harassment • Possession of incendiaries (matches, caps, cigarette lighters, or anything ignitable) • Tampering with fire-fighting equipment • Insolence, profanity, or obscenity directed to a staff member • Throwing food • Repeated serious infractions or other infractions not listed above may result in suspension by the principal or their designee.
<b>Level 4 Suspensions/Expulsions Assigned only by administrators</b>	The following may lead to long term suspensions or expulsions: Intentionally causing serious injury to another student • Assault of a staff member (students are reminded that the term assault includes not only offensive or harmful physical contact, but also the threat of such contact) • Possessing or selling drugs/alcohol (see page 23) • Bullying (see page 21) • Possession of a dangerous weapon. A weapon

	includes not only a knife or a gun, but also other items that are capable of causing serious harm or are used to harm another (see page 23) • Bomb threats • False fire alarms • Issuance or the filing of a criminal complaint against a student (suspension) or conviction of a felony or having admission in court of guilt with respect to a felony (expulsion).
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<b>Sample Course of Studies</b>			
Grade 5	Grade 6	Grade 7	Frequency
English Language Arts	English Language Arts	English Language Arts	These courses meet daily. 180 classes
Math	Math	Math & Accelerated Math	
Science	Science	Science	
Social Studies	Social Studies	Social Studies	
Spanish/Portuguese	Spanish/Portuguese	Spanish/Portuguese	
Wellness (90 Days)	Wellness (90 Days)	Wellness	90 classes
Art	Art	Art	45 classes
STEM	STEM	STEM	45 classes
Music	Music	Music	45 classes
Drama	Drama	Drama	45 classes

\* Hawk Block is a 52 minute period that meets daily. It is an opportunity for students to experience many opportunities including, but not limited to, social-emotional learning, enrichment opportunities, remediation, band sectionals, STEM and drama units, executive functioning classes, special education and English Learner (EL) services and guidance-facilitated social groups. This is an opportunity to give students what they need and will look different for students throughout the year.

\*\* The STEM (Science, Technology, Engineering & Math) experience combines and builds upon previous course work in computer science, technology and Project Lead the Way (PLTW).

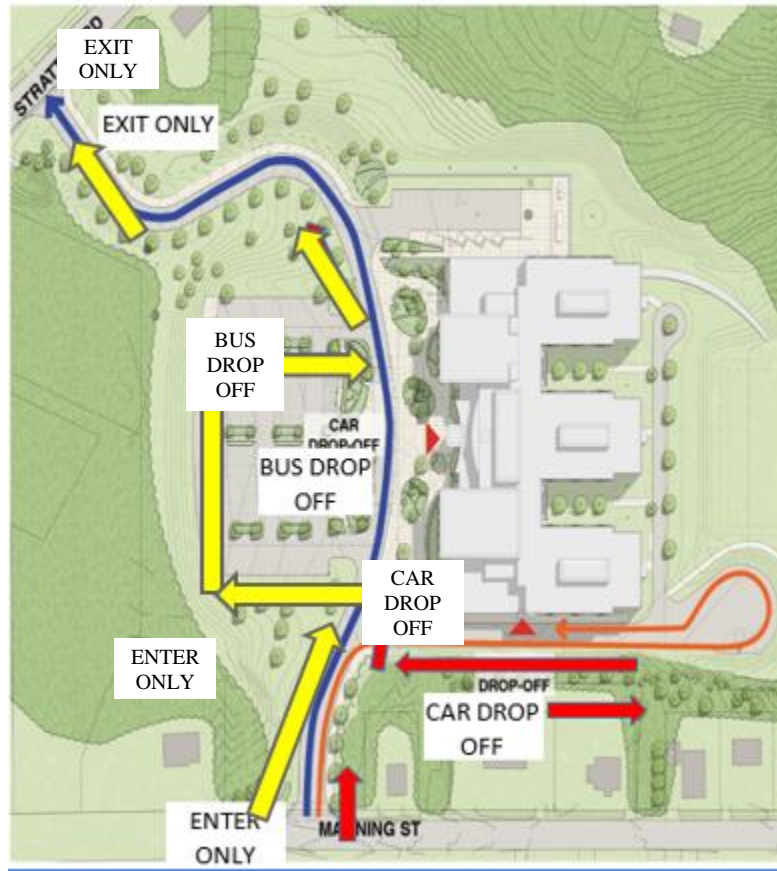
<b>General Information</b>	
<b>After-School</b>	<b><u>After school, any and all students must be supervised by a teacher/staff member.</u></b> There are many after school opportunities for students. Meeting with teachers for make-up work, for small group or individual instruction is a priority. Since there is no late bus on Tuesday and Friday, no child is to remain after school without adult supervision. Students are not allowed to stay after school to wait for friends or to observe an after school activity without permission from the teacher/staff member conducting the activity. All students need to provide their parents/guardians with 24-hour notice to remain after school. Students must remain in the classroom with a teacher/staff member until the 3:10 pm bell, when the late bus arrives.
<b>After-School Activities</b>	After-school activities are announced on the school website and through daily announcements.
<b>Asbestos Report</b>	As required by the EPA Asbestos Hazard Emergency Response Act (AHERA) a management plan was prepared by a qualified, state licensed person for the management of asbestos-containing building materials specific for the school buildings/areas. The management plan and re-inspection reports are available for your review by contacting the school principal or the Director of Buildings and Grounds.
<b>Buses</b>	Bus transportation is a privilege, which carries with it many student responsibilities. All rules and regulations of conduct, which are enforced in school, apply to students traveling in school buses. Misconduct on the bus that violates the school discipline code will result in disciplinary action ranging from temporary loss of student bus privileges to suspension or even expulsion from school. Students must live at least 1 mile from Quinn Middle School in order to ride to a school bus to and from school. For questions or concerns, please call the bus company phone number: 508-481-5346.
<b>Bus Rules</b>	<ul style="list-style-type: none"> <li>● All students will get on/off the bus at their regular assigned stop.</li> <li>● Students should arrive at the bus stop five minutes before the bus is scheduled to arrive.</li> <li>● When the bus arrives, students should load one at a time, using hand rails and moving directly to a seat.</li> <li>● Everyone must be seated before the bus moves.</li> <li>● Once seated, students will remain in their seats until the bus arrives at school and comes to a complete stop. Students should go directly into the school, or schoolyard, without loitering in the bus-loading zone.</li> <li>● Students who are crossing the street are to walk approximately ten feet in front of the bus so they can be seen by the driver and wait there until the driver tells them to cross.</li> <li>● The students should then cross all the way over so that they are out of the street.</li> <li>● Students who are staying on the same side of the street are to exit straight out from the bus door to the sidewalk or other point several feet away from the bus and stand there until the bus pulls away.</li> <li>● Students should NEVER walk alongside the bus or attempt to retrieve objects from the ground near the bus. If students drop something, they should wait until the bus pulls away before picking it up.</li> </ul>
<b>Bus Carry-on Items</b>	Only items that can be stored under a bus seat or in a student's lap are allowed on the bus. Students who have to bring large musical instruments, ski equipment, or the like, must make other transportation arrangements. These items <b>will not</b> be allowed on the bus. Fish bowls, cages or live animals <b>are not allowed</b> on the bus.
<b>Bus - Changing assigned bus</b>  <b>Bus Changing assigned bus</b>	Students will not be permitted to change buses leaving school <b>without</b> a bus pass issued in the main office. <b>Upon the student's arrival to school, the main office must receive written notes from the parent/guardian of all students affected.</b> Bus passes will not be arranged during the day. If a note from both households is not received, a bus pass will not be issued. <i>Some buses do not have room to carry additional students.</i> Permanent permission may be issued upon the written request of parents/guardians to the school principal and with the understanding that there will be no changes in established routes, time schedules, or designated stops.
<b>Bus Late</b>	A late bus is provided for students who take part in after school programs and for those who are asked to remain after school for extra help or for disciplinary reasons. The late bus runs Monday, Wednesday and Thursday. It picks students up at 3:15 pm. Please note that the late bus stops are different from your child's regular bus stop and the trip is longer in duration. The late bus start date is included in parent announcements.
<b>Daily Announcements</b>	Daily announcements are sent by email to parents/guardians who signed up for Listserv. There is a weekly email that reviews the events of the week ahead.
<b>Emergency Forms</b>	Emergency forms are sent home at the beginning of each school year. The forms must be filled out completely and returned promptly. Please notify the office immediately if there is a change of address and/or emergency numbers. It is vital that the school has current phone numbers to get in touch with parents/guardians, especially in the case of emergencies.



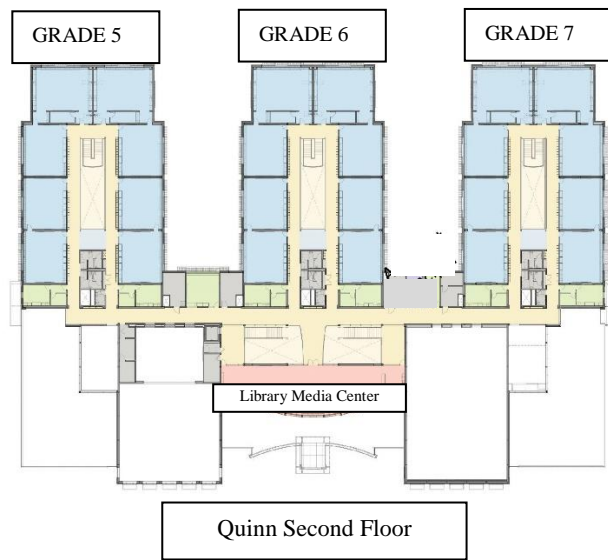
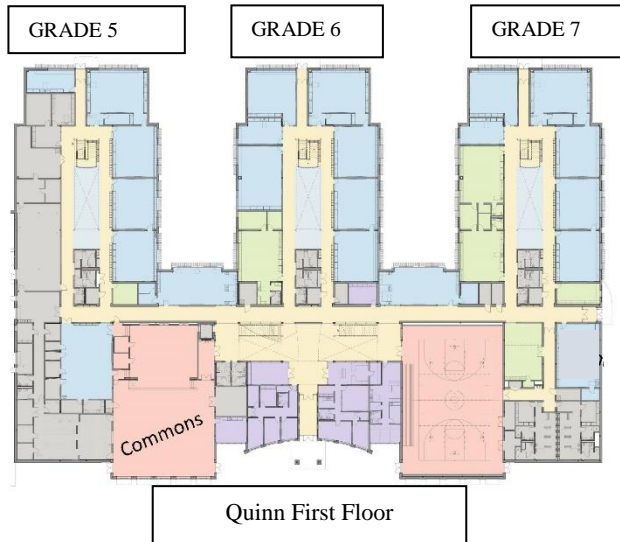
<b>Forgotten Items</b>	If a student forgets an item or lunch it may be left at the main office, clearly marked with the child's name. Students may check in at the main office to pick up forgotten items. Messages will be relayed to students in the event of an emergency. <b>Please communicate with your child before he/she leaves in the morning as school phone calls and messages are used for emergency purposes only.</b>
<b>Home and School Association</b>	The Quinn Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents/guardians, teachers, administrators and community members. All parents/guardians of students attending Quinn, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent/guardian announcements.
<b>Aspen/Follett</b>	Parents/guardians need to register all of their children currently enrolled in the Hudson Public Schools for our student data system. Through this portal you will be able to access your child's progress in each class at your convenience. Teachers update their students' information several times throughout each term for you to check in on your child's progress. Parents/guardians are encouraged to discuss any questions or concerns they have about their child's grades with, their child and then encourage their child to speak to the teacher to ask for information. If the child is then not able to provide sufficient explanation, you are encouraged to contact the teacher through email. Teacher and staff information is listed on the school website.
<b>Lockers</b>	During the first week of school, students will be assigned a locker. Students are reminded the lockers belong to the school; therefore, school officials may search lockers at any time. Locks are provided to all students. Only school provided locks may be used. Anything posted inside lockers must be completely removed at the end of the school year.
<b>Lost and Found</b>	A large bin located in cafeteria entrance is used for found items. Students should be sure to periodically check there for lost items. Twice a year items are bundled and donated to charity.
<b>Lunch</b>	Students may purchase a hot lunch, snack bar items, or milk to supplement a lunch they bring from home. A student ID number will be required at the check-out. Parents/guardians may deposit funds in advance. For details see the HPS website under Food Services or call 978-567-6120.  The following rules help keep lunch an enjoyable experience: <ul style="list-style-type: none"> <li>• Respect the rights of others</li> <li>• Keep tables and floors clean and throw away all garbage in the cafeteria bins</li> <li>• Maintain good behavior</li> <li>• Listen for announcements and dismissal instructions</li> <li>• No electronic devices (iPad, tablet) are allowed to be in use</li> </ul>
<b>Lunch: Free or Reduced</b>	Many students qualify for free or reduced price lunch. Forms <b>must</b> be submitted each year. Call the Quinn office or Food Services with questions.
<b>Physical Education</b>	While there are no gym uniform requirements, students must wear appropriate clothes and sneakers for gym class on days that they have physical education.
<b>Physical Education Excused From Class</b>	Physical education is a requirement for all our students. There are circumstances that prevent students from participation on a short term or long-term basis due to illness or injury. Students are required to have a note from their doctor. The note should be shown to the nurse <b>and</b> the physical education teacher.
<b>Posting Material On School Property</b>	Students may not post any material on school property without a sign off from the principal or assistant principal. A posting request form is available on the website. Postings must relate to school or community work and may be banned if they are found to be disruptive to the school environment, are judged to be bullying in nature, or include profane or suggestive language.
<b>Student Records</b>	The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the Director of Pupil Services at 978-567-6111. (a) The <b>right to access</b> the student's education records. Parents/guardians or eligible students should submit their request for access to the principal. Access is generally provided within ten days of a request. Noncustodial parents/guardians retain full rights of access to their children's student records unless the school has been provided with evidence that these rights have been specifically revoked. (b) The <b>right to request amendment</b> of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why. (c) The <b>right to consent prior to disclosure</b> of personally identifiable information

	<p>contained in the student's education records to a third party, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.</p> <p><b>Transfer of Records to Other Schools:</b></p> <p>The Hudson Public Schools also discloses student records without parent/guardians or eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.</p> <p>(d) The <b>right to file a complaint</b> concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC. 20202.</p>
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## Pick up and Drop off Traffic Pattern



All students are to enter Quinn Middle School through the main entrance in front of the building. When possible, students are encouraged to walk or bike to school. Bikes should be locked on the bike racks located near the main entrance. Students who are being dropped off by bus or who are arriving by car will follow the traffic pattern shown above. The red arrows represent drop-off & pick-up for 7<sup>th</sup> grade students. The yellow arrows represent drop-off & pick-up for 5<sup>th</sup> and 6<sup>th</sup> grade students.



## Quinn Middle School Floor Map







## Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build strong a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all student in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Publics Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> <li>1. High Quality Instructional Practices</li> <li>2. Educating the Whole Child</li> <li>3. Innovative Education Practices</li> <li>4. Climate and Culture</li> </ol>
Which will be achieved by the...	
Strategic Priorities	High Quality Instructional Practices 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student centered instructional practices. 1.3 Increase the effective use of data. Educating the Whole Child 2.1 Establish a social-emotional curriculum to ensure a positive learning community at each school 2.2 Provide academic pathways K-12 that ensure rigorous learning experiences for all students. 2.3. Implement the District’s MTSS Framework to support the academic success of all students. Innovative Education Practices 3.1 Define and expand K12 Pathways. 3.2 Expand availability of District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement. Climate and Culture 4.1 Build a strong community among all students. 4.2 Ensure an environment where students engage in age-appropriate social/emotional learning. 4.3 Strengthen the effectiveness of district leadership team.
For which you set...	
Outcomes	High Quality Instructional Practices: By 2021, 100% of our students will show growth on state standardized tests with at least a 75% of all students meeting or exceeding expectation.  Educating the Whole Child: By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.  Innovative Educational Practices: By 2021, 100% of curriculum will be refined and expanded to include innovative pathways integrated with digital learning.  Climate and Culture: By 2021, using the results of survey data, the district will increase the stakeholders’ positive responses for school climate and culture.

## District and School Administration Directory

Personnel	Role	Contact Information
<b>Administration Building 155 Apsley Street 978-567-6100</b>		
Dr. Marco Rodrigues	Superintendent of School	<a href="mailto:mcrodrigues@hudson.k12.ma.us">mcrodrigues@hudson.k12.ma.us</a> x41129
Kathleen Provost	Assistant Superintendent	<a href="mailto:kprovost@hudson.k12.ma.us">kprovost@hudson.k12.ma.us</a> x41111
Ariane Levenson	Executive Assistant to the Superintendent	<a href="mailto:alevenson@hudson.k12.ma.us">alevenson@hudson.k12.ma.us</a> X41129
Jennifer Allard	Director of Human Resources	<a href="mailto:jnallard@hudson.k12.ma.us">jnallard@hudson.k12.ma.us</a> x41124
Rebecca Murphy	Human Resources Assistant	<a href="mailto:Rbmurphy@hudson.k12.ma.us">Rbmurphy@hudson.k12.ma.us</a> x41115
Daniel Gale	Director of Finance and Operations	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
	Senior Accountant	
Kristine Somers	Research and Accountability Specialist	<a href="mailto:Klsomers@hudson.k12.ma.us">Klsomers@hudson.k12.ma.us</a> x42137
Shane Riordan	Food Service Director	<a href="mailto:sfriordan@hudson.k12.ma.us">sfriordan@hudson.k12.ma.us</a> x42147
Daniel Gale	Transportation	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
<b>Student Services</b>		
Catherine Kilcoyne	Director Of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a> x4121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a> x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a> x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a> x42134
<b>Buildings and Grounds</b>		
Lenard Belli	Director of Facilities	<a href="mailto:lbelli@hudson.k12.ma.us">lbelli@hudson.k12.ma.us</a> x42125
	Assistant Director of Facilities	
Brad Parker	Custodial Supervisor	<a href="mailto:bparker@hudson.k12.ma.us">bparker@hudson.k12.ma.us</a> x42131
<b>Technology located at Hudson High School 978-567-6250</b>		
Ellen Schuck	Directory of Technology	<a href="mailto:eschuck@hudson.k12.ma.us">eschuck@hudson.k12.ma.us</a> x19108
Betsy Russell	Database Specialist	<a href="mailto:brussell@hudson.k12.ma.us">brussell@hudson.k12.ma.us</a> x19107
<b>District Curriculum Directors</b>		
Wendy Anderson	Director of English Language Learners	<a href="mailto:wmanderson@hudson.k12.ma.us">wmanderson@hudson.k12.ma.us</a> x41113
Sarah Davis	Director of Science	<a href="mailto:sbdavis@hudson.k12.ma.us">sbdavis@hudson.k12.ma.us</a> x41148
Robert Knittle	Director of Mathematics	<a href="mailto:rdknittle@hudson.k12.ma.us">rdknittle@hudson.k12.ma.us</a> x4113
Todd Wallingford	Director of Humanities	<a href="mailto:twallingford@hudson.k12.ma.us">twallingford@hudson.k12.ma.us</a> x44151
<b>Translation and Registration</b>		
Tiago Duarte	Registrar/Portuguese Parent Liaison	<a href="mailto:txduarte@hudson.k12.ma.us">txduarte@hudson.k12.ma.us</a>
Sandra Maiuri	Spanish Parent Liaison	<a href="mailto:scmaiuri@hudson.k12.ma.us">scmaiuri@hudson.k12.ma.us</a>
<b>School Principals</b>		
Jason Medeiros	Hudson High School 69 Brigham St	<a href="mailto:jwmedeiros@hudson.k12.ma.us">jwmedeiros@hudson.k12.ma.us</a> 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	<a href="mailto:jtgaglione@hudson.k12.ma.us">jtgaglione@hudson.k12.ma.us</a> 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	<a href="mailto:dchampigny@hudson.k12.ma.us">dchampigny@hudson.k12.ma.us</a> 978-567-6190
Melissa Provost	Farley Elementary 119 Cottage Street	<a href="mailto:maprovost@hudson.k12.ma.us">maprovost@hudson.k12.ma.us</a> 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	<a href="mailto:kcsardella@hudson.k12.ma.us">kcsardella@hudson.k12.ma.us</a> 978-567-6170

## Hudson School Committee

School Committee Member	Biography
 <p>Steven C. Smith <a href="mailto:scsmith@hudson.k12.ma.us">scsmith@hudson.k12.ma.us</a></p>	<p>Mr. Smith grew up in Hudson and attended Hubert, Forest Ave, JFK, and graduated from Hudson High School. He received a bachelor's in Business Administration from Framingham State University and an MBA in Information Age Marketing from Bentley University. Mr. Smith is currently employed at Boston Scientific as a manager of Digital Marketing Analytics. He also has past experience in direct marketing client services and marketing analytics in consumer electronics. Mr. Smith has one son who attends one of Hudson's elementary schools.</p>
 <p>Glen A. Maston <a href="mailto:gamaston@hudson.k12.ma.us">gamaston@hudson.k12.ma.us</a></p>	<p>Dr. Maston is currently a Senior Scientist at Athena Diagnostics, a division of Quest Diagnostics, where he analyzes patient genetic testing results. Prior to that he worked for ten years at University of Massachusetts Medical School, researching transcription regulation in human embryonic stem cells. He earned a bachelor's degree in Biology from Rensselaer Polytechnic Institute and a doctorate in Anthropology from Harvard University. Dr. Maston is serving in his second year with the School Committee and has two children in the Hudson Schools.</p>
 <p>Matthew S. <a href="mailto:mismcdowell@hudson.k12.ma.us">mismcdowell@hudson.k12.ma.us</a></p>	<p>Mr. McDowell is an experienced educator and is currently in his ninth year as Assistant Principal at McCarthy-Towne Elementary School in Acton, MA. Prior to that, Mr. McDowell taught grades 2 and 5 for twelve years in Stow, MA. He also has experience with pre-school aged students and worked as a summer camp director. Mr. McDowell earned his B.A. from Hamilton College, his M.Ed. from the University of Hartford, and an advanced degree in Education Leadership and Management from Fitchburg University. He has been a resident of Hudson for almost 20 years and has two children in HPS.</p>
 <p>Nina L.A. Ryan <a href="mailto:nlryan@hudson.k12.ma.us">nlryan@hudson.k12.ma.us</a></p>	<p>Nina has been in the field of education for over 20 years. She received her BA in Education with a Minor in Behavioral Studies from the University of Hartford and her Masters of Early Childhood with and without Disabilities from Lesley University. She has held many roles within the education community, such as, educator, teacher, administration, trainer and speaker. Nina has devoted her career to children and families. She has become a sought after expert in the field of Early Childhood Education. Nina has 2 children one in Hudson Public and another entering in 2020.</p>
 <p>Adam R. Tracy <a href="mailto:artracy@hudson.k12.ma.us">artracy@hudson.k12.ma.us</a></p>	<p>Mr. Tracy is a longtime Hudson resident and graduate from the Hudson Public Schools. He is currently a Senior Sales Engineer at Advanced Safety Systems, and has background in special hazard fire protection technical sales, code development, product management and application engineering. He holds a BS in Civil Engineering from WPI, an MS in Fire Protection Engineering from WPI, and an MBA from the UMass Isenberg School of Management. Mr. Tracy was just elected to the Hudson School Committee and has two young children that will be entering the Hudson Schools soon.</p>
 <p>Michele Tousignant Dufour <a href="mailto:mdufour@hudson.k12.ma.us">mdufour@hudson.k12.ma.us</a></p>	<p>Mrs. Tousignant Dufour has a background in Human Resources &amp; Technical Training. She has over 15 years of experience in the development and delivery of technical &amp; soft skills training in the out-placement, HR, IT, and, publishing industries. She holds a Master's in Education from Lesley University and a Bachelor's of Fine Arts from Emerson College. Mrs. Tousignant Dufour is in her fifth year of service with the School Committee and has two children in the Hudson Schools.</p>
<p>Elizabeth Hallsworth <a href="mailto:erhallsworth@hudson.k12.ma.us">erhallsworth@hudson.k12.ma.us</a></p>	



## PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

- Students achieving at higher levels
- Students showing better attendance and completing homework done
- Students showing positive attitudes and behavior
- Students understanding the supports/partnership between home and school

Because it is a priority for a positive Home/School Partnership there are a variety of ways for families and district-level school personnel to communicate with each other. Here are some examples:

- **District-wide Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Creating Connections** – weekly newsletter from the Superintendent of Schools
- **Periodic Principal Updates**
- **School Calendar**
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **The Big Red** – HHS School Student Newspaper
- **Report Cards** - Reports are sent home 3 times a year at the end of each term
- **Facebook & Twitter** – Follow us on [Facebook](#) or [Twitter](#)
- **HUD TV**--- [HUD TV Website](#)

One of the most important forms of communication is the direct contact between families and classroom/subject area teachers. Some samples of classroom communication include:

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



## **VOLUNTEERING GROUPS**

### **Home and School Associations**

We are fortunate to have active **Home and School Associations** at each individual schools. The Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students in the District, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements and can be found on the district website.

### **School Improvement Council**

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

The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

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

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

SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.

- Learn about special education services offered at each of the Hudson Public Schools.
- Meet other parents with similar concerns for their children's needs.
- Improve Hudson resources for children with special needs.
- Understand effective ways for parents and educators to work together.
- Learn how to better navigate the IEP and 504 process.
- Become a better advocate for your child.

For more information please visit: <https://sepachudson.weebly.com/>

## VISITING PROTOCOL

### Visiting the School

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

### CORI Forms

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

### **MODEL CORI POLICY - ADDA-R-JIS**

<https://drive.google.com/file/d/1wzF1K2OQxj8R6gE3MoP7EW5nOnLus00n/view?usp=sharing>

## ATTENDANCE

<b>SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT</b>		
<b>Hudson High</b>	<b>7:30 am – 2:03 pm</b>	<b>If the student arrives after 10:30 am</b>
<b>Quinn Middle</b>	<b>7:45 am – 2:25 pm</b>	<b>If the student arrives after 10:45 am</b>
<b>All Elementary</b>	<b>8:35 am – 2:55 pm</b>	<b>If the student arrives after 11:45 am</b>

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly. The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal. Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas: <file:///C:/Users/mcrodrigues/Downloads/JC%20Attendance%20Areas.pdf>

## ABSENCES

When a student is not in school their attendance record will be classified/coded as “**excused**” or “**unexcused**.” Definitions of **excused** and **unexcused** are as follows:

<b>Excused Absences</b>
<p>Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Therefore, students may be excused temporarily from school attendance for the following reasons:</p> <ul style="list-style-type: none"><li>• illness or quarantine (with medical documentation)</li><li>• bereavement or serious illness in family</li><li>• observance of major religious holidays</li><li>• college visits (documentation required)</li><li>• other school-approved or dictated activities.</li></ul> <p>A student may also be excused for other exceptional reasons with approval of the Principal or designee.</p>
<b>Unexcused Absences</b>
<p>An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:</p> <ul style="list-style-type: none"><li>• Attending parental/guardian appointments (e.g. medical, dental, etc.)</li><li>• Attending parent/guardian court summons</li><li>• Family/travel vacation</li><li>• Staying home to take care of or visit with family members</li><li>• Missing the school bus</li><li>• Sleeping too late</li><li>• Undocumented illness/injury that exceeds more than three days</li><li>• Weather-related absences other than those when the district has canceled school</li></ul> <p>Students absent from school may not attend school-sponsored activities on the day or evening of the absence.</p>

### **Parent/Guardian Responsibilities:**

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **What do I do if My Child is Absent?**

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.

2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**
3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will be made through our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **"Safe Child Arrival Procedure"**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be contacted to do a "well child check" at the home. It is important that the school office have updated names and telephone numbers (to guardians'/emergency contacts' work, cell, home, emergency numbers, and emails.)
7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify us in your message and the nurse will call you back if needed.

### **Student Absence Notification to Parents/Guardians**

At the elementary level, parents and guardians who fail to notify the school of a child's absence, will be contacted that day via phone, email or "well-check" visit. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter documenting the absences. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence/tardy from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district's Student Information System through the Parent/Student Portal.

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public

safety, health and human services, housing, and nonprofit agencies.  
M.G.L. 76, §1 or Chapter 119, §51A.

### **Half Days and Inclement Weather Delays**

There are several planned early dismissal days during the school years. Teachers use these afternoons to participate in professional development or to hold parent-teacher conferences. On these days, all children are dismissed early and no lunch will be served. Students must be picked up on time. If you have elementary aged children, please make arrangements to have afternoon childcare ready on half days. Please go to your child’s school’s website to access the school’s yearly calendar which contains all important dates. Please try to avoid last minute changes of dismissal on half days.

<b>SCHOOL</b>	<b>Half Day Dismissal Time</b>	<b>Weather Delay Arrival Times</b>
<b>Hudson High</b>	<b>10:29 am</b>	<b>9:30 am</b>
<b>Quinn Middle</b>	<b>10:48 am</b>	<b>9:42 am</b>
<b>All Elementary</b>	<b>11:40 am</b>	<b>10:35 am</b>

### **Family Vacations**

Families are strongly discouraged from scheduling family vacations or extended absences, especially during MCAS examination periods, outside the district’s planned vacation/break times. Family trips and vacations are considered **unexcused** absences. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips.

## **HEALTH SERVICES**

Our school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Health Services coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

### **School Nursing Services**

General Health Office hours are Monday through Friday during each school’s normal school day hours. Student office hours are posted on the door. Passes signed by a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the health office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with health care providers will be arranged on a case-by-case basis. Please call your child’s school’s health office to schedule an appointment. There is a strict “no cell phone” policy in the health office at all times. Students may use cell phones in the health office ***only with the nurses’ permission***.

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	<a href="mailto:sbowen@hudson.k12.ma.us">sbowen@hudson.k12.ma.us</a> <a href="mailto:pemmons@hudson.k12.ma.us">pemmons@hudson.k12.ma.us</a> 978-567-6250
Quinn Middle	Ann Thomas Jennifer Contois	<a href="mailto:aethomas@hudson.k12.ma.us">aethomas@hudson.k12.ma.us</a> <a href="mailto:jlcontois@hudson.k12.ma.us">jlcontois@hudson.k12.ma.us</a> 978-567-6210
Farley Elementary	Tina Hill	<a href="mailto:tmhill@hudson.k12.ma.us">tmhill@hudson.k12.ma.us</a> 978-567-6153
Forest Elementary	Christie Vaillancourt	<a href="mailto:cvaillancourt@hudson.k12.ma.us">cvaillancourt@hudson.k12.ma.us</a> 978-567-6190
Mulready Elementary	Maria Rossini	<a href="mailto:marossini@hudson.k12.ma.us">marossini@hudson.k12.ma.us</a> 978-567-6170

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

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care provider

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"> <li>• All students in grades 7 &amp; 9</li> <li>• Confidential screening</li> </ul>

### **Immunizations and Physical Examinations**

**In accordance with MDPH regulations:**

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.

- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.
- HPS adheres to all regulations relative to students' protections under McKinney-Vento Law.

#### **When to keep your child home from school**

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.
- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours.

#### **Please contact the school nurse if your child has**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

#### **Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

## **MEDICATION POLICY**

The complete district policy (JLCD) is available on the HPS website under school committee policies. <file:///C:/Users/mcrodrigues/Downloads/JLCD%20Administrating%20Medication%20to%20Students.pdf>

Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

### **Pregnant Students**

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

### **Lice Procedures**

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### **Identification and Treatment:**

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about 4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school



nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

Parents/guardians are the best means of early identification of possible head lice on their child. They should perform frequent, careful head check of their child's hair and scalp for evidence of lice and/or nits. Nits appear to be dandruff stuck to the hair shaft. When a child has head lice, all household members and individuals with close personal contact should be examined for lice, and if found, treated.

### **Notification, Return to School, and Follow-up**

Sending notification letters home to entire classrooms when there is only one or two incidents of possible head lice may cause unnecessary alarm and threaten the confidentiality of those students (Frankowski & Bocchini, 2010). The school nurse, in consultation with the HPS Director of Nursing if needed, will determine whether a classroom notification letter is indicated. If a child is diagnosed with head lice he/she may come back to school after recommended treatment has been started.

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the appropriate school administrator and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

### **Medical Transportation Procedure**

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be

- considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
  - i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
  - j) The school nurse will review the request and determine if request is valid based on:
    - a. Assessment of student (including current medication use and participation in physical education/recess)
    - b. Review of Student Collaborative Health Plan – Transportation form
    - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
    - d. Parent/guardian information
    - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
  - k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
  - l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
  - m) Transportation Coordinator will notify the family of the student of specifics of transportation.
  - n) Adjustments made for a student will not be applied to siblings.
  - o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
  - p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
  - q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
  - r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
  - s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### **Specific Guidelines**

Asthma: Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical

transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

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

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

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

## **DISTRICT-WIDE FIELD TRIP INFORMATION**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means. Please visit this link for the School Committee Policy IJOA-Field Trips:

[https://drive.google.com/file/d/169YZ6qPgr49Zxd2D\\_-AXCIWYYcXoJnC/view?usp=sharing](https://drive.google.com/file/d/169YZ6qPgr49Zxd2D_-AXCIWYYcXoJnC/view?usp=sharing)

### **Additional Specific Hudson High School Requirements**

The guidelines for school field trips are as follows:

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

## **REGISTRATION**

### **Residents of Hudson**

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12 please contact Tiago Duarte @ (978) 567-6100 x41153 or [txduarte@hudson.k12.ma.us](mailto:txduarte@hudson.k12.ma.us).

Residents of the Town of Hudson with questions about preschool opportunities can contact Renee Graca @ (978) 567-6100 x42118 or [rgraca@hudson.k12.ma.us](mailto:rgraca@hudson.k12.ma.us)

### **Documents Required for Enrollment**

The following documents are ***required*** for registration. Please make sure you have them on hand when you call to make an appointment to register.

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents
- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

For more information, please visit: <https://hudson.k12.ma.us/parents/registration>

### **School Choice**

Hudson Public Schools participates in the state's School Choice program for grades K – 11. If you have questions about school choice, please call Ariane Levenson @ 978-567-6100 x 41129

### **TRANSPORTATION**

#### **Transportation Eligibility Guidelines**

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.
- Safety issues are taken into consideration when determining transportation eligibility as well.

Families with students that are eligible for transportation should review the bus routes for their student's school to find the bus number and stop that is closest to their home. Copies of bus routes will be available at each of the schools and the Administration building at 155 Apsley Street. **No changes to bus stops will be made during the first few weeks of school.**

#### **HPS Bus Action Form**

Transportation change requests can be made by sending an email request to [hps.busroutes@hudson.k12.ma.us](mailto:hps.busroutes@hudson.k12.ma.us) or by contacting our Transportation Office at (978) 567-6100 x42112.

#### **First Student Contact Information**

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Linda Quinn

Phone: (508) 481-5346

(978) 567-6100 x42112.

\*In an effort to create bus routes that meet new safety guidelines for the upcoming school year, bus registration and bus passes are required for all eligible students who need transportation. There is no fee charged.

## **STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)**

[https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0\\_gBJ/view?usp=sharing](https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0_gBJ/view?usp=sharing)

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers.

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

### **Bus Rules**

1. The driver is in charge of the bus and Students. Students must obey the driver promptly and willingly.
2. Proper conduct must be observed. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
3. Smoking and eating on the bus are prohibited. Students must refrain from throwing any item out of the windows.
4. No Student shall at any time extend his/her head, hands, or arms out of the windows whether the school bus is in motion or standing still.
5. Students are not to get on or off the bus until the bus has come to a full stop.
6. Students must cross the highway only in front of the school bus and only after looking to

- be sure that no traffic is approaching from either direction.
7. Students who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic. This will also apply to Students leaving the bus loading zone in the afternoon.
  8. Each Student must see that his/her books and personal belongings are kept out of the aisles.
  9. Students referred to the principal for conduct unbecoming a Student may forfeit his/her right to ride on a school bus.
  10. Students should be on time at the designated school bus stops; keep the bus on schedule. If the bus is on time and a Student is not at the designated bus stop, the driver will not wait.
  11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
  12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

### Bicycles

- Student do not have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before the school's established time.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### Walkers

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

## **FOOD SERVICES**

Hudson's Food Services department is managed by Chartwells. Students are given the opportunity to purchase breakfast and lunch daily.

Shane Riordan, Director of Dining Services, Chartwells

*Catering and Nutrition or Cafeteria questions*

[sfriordan@hudson.k12.ma.us](mailto:sfriordan@hudson.k12.ma.us)

978-567-6120, x42147

HPS Food Service Assistant

*Free/Reduced & all Account questions*

978-567-6120, x42146

For more detailed information: menus, nutrition, and pricing please visit the link below. Please use the links located on the left-hand side for additional information about our Food Services program.

<https://hudson.k12.ma.us/cms/one.aspx?portalId=19988408&pageId=22440745>

For all necessary lunch forms, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

### **Breakfast and Lunch Program**

The students have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

As there are children with life-threatening food allergies in the classroom, please check with the nurse and your child's teacher if you are not sure about safety of food/snacks you want to send in with your child.

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

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our link the provided above. New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

If you are earning at or below current Income Eligibility Guidelines, we encourage you to contact your school to fill out a school meal application. The Food Service Department will process your application and issue an eligibility determination based on the state guidelines. What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.
- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

*The federal free lunch program only includes a full breakfast and a full lunch meal. It does not include extra drinks (milk, juice, water) or a la carte items and snacks. If your child brings a lunch from home and is not getting the free or reduced meal, they are required to pay for their drink.*

## STUDENT SERVICES

### Special Education Services

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE). Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

### Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a>	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a>	(978) 567-6100 x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation and Services K-5	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a>	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a>	(978) 567-6100 x42134
Maureen Parker	Department Assistant	<a href="mailto:mparker@hudson.k12.ma.us">mparker@hudson.k12.ma.us</a>	(978) 567-6100 x42120
Michelle Bouffard-Gebo	Secretary	<a href="mailto:mgebo@hudson.k12.ma.us">mgebo@hudson.k12.ma.us</a>	(978) 567-6100 x42119
Renee Graca	Financial Administrative Assistant	<a href="mailto:rgraca@hudson.k12.ma.us">rgraca@hudson.k12.ma.us</a>	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	<a href="mailto:jbianchini@hudson.k12.ma.us">jbianchini@hudson.k12.ma.us</a>	(978) 567-6100 x42117



## **Title I**

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

<https://drive.google.com/file/d/1uGPgAX2icRnp9wH7M6CCdQE84q5FCTf-/view?usp=sharing>

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

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2018-19 school year.

## **English Language Learners**

- The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.
- The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.
- The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.
- The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

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

Hudson Public Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows all students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop. Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

## **ADDITIONAL DISTRICT POLICIES**

Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on the HPS website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.

For all district-wide policies please visit: [https://hudson.k12.ma.us/school\\_committee/policies](https://hudson.k12.ma.us/school_committee/policies)

## **STUDENT RECORDS POLICY**

<https://drive.google.com/file/d/1h7rMJazIQ5G4qVzAqFAsuOQvL9tFGLm-/view?usp=sharing>

## **STUDENT DISCIPLINE POLICY**

<file:///C:/Users/mcrodrigues/Downloads/JIC%20Student%20Discipline.pdf>

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

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

The principal or assistant principal (referred to as principal in this section) may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

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

attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

#### **PROCEDURES FOR EMERGENCY REMOVAL**

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

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

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

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - a. The disciplinary offense;
  - b. The basis for the charge;
  - c. The potential consequences, including the potential length of the suspension;

- d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - e. The date, time, and location of the hearing; and
  - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
  - a. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
  - b. The key facts and conclusions reached by the principal;
  - c. The length and effective date of the suspension and the date of return to school;
  - d. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - i. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.

- iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
- iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- vi. The decision of the superintendent shall be the final decision of the school district.

### **EXPULSION**

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

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

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

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

disability.

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

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

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.  
After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate

intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

**SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½**

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

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

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

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

## **DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT POLICY**

<file:///C:/Users/mcrodrigues/Downloads/JKF%20Discipline%20of%20students%20IDEA.pdf>

## **INTERNET ACCEPTABLE USE POLICY**

<https://drive.google.com/file/d/1PBSz7KBh-INH5grLhg14tj7B1OcAwSws/view?usp=sharing>

### **Elementary Internet Safety Policy and Rules for Using School Computers**

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

#### **Rules for Using School Computers**

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



13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.

14. I will cite sources and give credit to authors during my research.

15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

#### Consequences

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

### **Protocol for the Use of District Issued Devices for Students in Grades K-12**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall of 2020. The district has created a rollout schedule which is posted on the district's website.

#### **Definition of Device**

For the purposes of this project, "device" means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

#### **Internet**

Only the internet gateway provided by the school may be accessed while in school. Students will have the capability to setup and access their wireless network at home. While using the device in the home it is the responsibility of the students and parents to follow the district's Acceptable Use Policy and guidelines concerning Digital Citizenship.

#### **Security and Damages**

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own

headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

### **1:1 Student Agreement**

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

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

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student’s age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school’s content filters will be applied to one’s connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed

to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.

- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
  - A student transfers or withdraws any time during the school year.
  - Students at the elementary level complete grade 1 and grade 4.
  - The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
  - Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

I understand and will abide by the above protocol and the policies incorporated herein. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action.

## **ANTI-BULLYING POLICY**

<https://drive.google.com/file/d/1Gt-ISRIISX9PH7-9d-KdbuNWwVPA3ePq/view>

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. HPS's Bullying Prevention Plan can be found at:

[https://www.hudson.k12.ma.us/parents/bullying\\_prevention\\_and\\_intervention\\_plan](https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan)

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

[file:///C:/Users/mcrodrigues/Downloads/AC%20-%20Non-Discrimination%20Policy%20and%20Grievance%20Procedure\\_05222018%20\(4\).pdf](file:///C:/Users/mcrodrigues/Downloads/AC%20-%20Non-Discrimination%20Policy%20and%20Grievance%20Procedure_05222018%20(4).pdf)

## **NON-DISCRIMINATION ON THE BASIS OF SEX**

<https://drive.google.com/file/d/1izhb4VP7XdBdDT6MpCBqhPLzIIInyqRYb/view?usp=sharing>

## **NON-DISCRIMINATION ON THE BASIS OF DISABILITY**

<https://drive.google.com/file/d/19yzWEKjeE4zTlAPeerkwocGaBmC5HUlg/view?usp=sharing>

## **STUDENT WELFARE POLICY**

<file:///C:/Users/mcrodrigues/Downloads/JL%20Student%20Welfare.pdf>



# Memorandum

**To:** Dr. Marco Rodrigues  
**From:** Dr. Jason Medeiros  
**Date:** September 25, 2020  
**Re:** High School Handbook Changes

The high school administrative team has conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes.

	Heading	Proposed Change
6	<p style="text-align: center;">Hudson High School Attendance Regulations</p> <p style="text-align: center;"><b>ADD revised district policy and ADD Proposed Language in the adjacent column</b></p> <p><i><u>Note: the changes of substance are in bold and underlined. All other parts carry over</u></i></p>	<p style="text-align: center;"><b><u>Hudson High School Attendance Expectations</u></b></p> <p>It is expected that students regularly attend school and arrive on time. The warning bell rings at 7:20 a.m. Classes begin promptly at 7:30 a.m. Dismissal is at 2:03 p.m.</p> <ol style="list-style-type: none"> <li>1. Student attendance will be coded as follows:               <ol style="list-style-type: none"> <li>1. Present: the student is in school for the entire school day</li> <li>2. Tardy: the student arrives to school after 7:30 AM <u>with</u> or <u>without</u> permission from a parent/guardian, medical note, etc.</li> <li>3. Absent Excused: the student is absent from school in accordance with the definition of an excused absence established above</li> <li>4. Absent Unexcused: the student is absent from school in accordance with the definition of an unexcused absence established above</li> <li>5. Dismissed: the student is dismissed from school <u>with</u> permission from a parent/guardian</li> <li>6. Medically Excused: the student is absent from school <u>with</u> supporting</li> </ol> </li> </ol>

		<p>documentation from an appropriate licensed care provider</p> <ol style="list-style-type: none"><li>7. Field Trip: the student is absent from school on an approved school trip</li><li>8. Absent In-School: the student is absent from school on an approved in-school program</li><li>9. Truant: the student is tardy or absent from school or class <u>without</u> permission from a parent/guardian</li></ol> <ol style="list-style-type: none"><li>2. Tardies that occur prior to 9:15 a.m. will be documented in ASPEN and parents will receive an automated email notifying them of their child's tardy. Even if a parent has sent in a note, he/she may still receive the automated email.</li><li>3. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, including loss of privileges and referral to the appropriate state and local agencies will be taken as necessary.</li><li>4. When a student is absent or truant, the student must make up all coursework assigned during the time out of school. Students should make arrangements for the submission of late work with the classroom teachers. Generally, students will be given two additional school days per excused absence to submit work. Students who are absent unexcused or truant must submit missing work the day they return and will have one day to complete any assignments distributed on the day(s) they were absent unless the student has completed a "Planned Absence Academic Plan" (see #5 below)</li><li>5. <b><u>Planned Absence Academic Plan: Massachusetts's law requires compulsory attendance for students. As such, Hudson High School discourages extended family travel for vacations, athletic tournaments, or other enrichment/recreation opportunities. The lost instructional time from these absences cannot be replicated by makeup work, and students lose the opportunity to learn from and with their teachers and peers. In accordance with School Committee Policy, such absences are often coded as "unexcused."</u></b></li></ol> <p><b><u>If a student anticipates missing two (2) days of school or more for planned travel, the</u></b></p>
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**“Planned Absence Academic Plan” Form must be filled out at least one (1) week in advance to afford students the opportunity to obtain makeup work. These forms are available from the main office. The form must be signed by the parent/guardian, each classroom teacher, and a school Administrator. It is the student’s responsibility to initiate a meeting with each of his/her teachers to arrange for makeup work. Teachers are not required to provide work in advance of these absences. It is at the teacher’s discretion to determine how and when missing work will be completed. For work that is assigned upon the student’s return, students will not be afforded more time than their peers to prepare for and complete the required assignments and assessments.**

**Absences accumulated under this provision are still subject to the “Absence & Course Credit” stipulations below.**

6. Students who present with a pattern of missing school to gain an advantage on an assessment or to avoid a deadline will be referred to an Assistant Principal for academic and disciplinary consequences.
  
7. Students who are chronically tardy to school (more than 15 times in one semester) will receive disciplinary consequences and interventions, including credit loss and loss of privileges. In the case of 11th and 12th grade students, such privileges may include participation in x-block, the Junior Prom, the Senior Trip, and Senior Reception. Students who arrive tardy to class throughout the school day will be assigned detention by the classroom teacher. Additional tardiness to class will be referred to administration. As with all cases, student attendance records will be reviewed and referral to the appropriate state and local agencies will be taken as necessary.

**ATTENDANCE & COURSE CREDIT**

**Students who accumulate 10 class absences in a semester will receive no credit for the course that semester unless documentation is provided showing that the absences should be considered excused. Except under rare and extenuating circumstances, no student shall be absent for 25 class sessions throughout the school year without partial or full loss of credit in full-year courses.**

**Students who lose credit will have to engage in one of the following credit recovery options:**

**a. School-Year Option**

**i. If available, enroll in and complete a school-based credit recovery program during Saturday School or during their own out-of-school time**

**b. Summer Options**

**i. Attend and complete summer school at the family's expense**

**ii. Enroll in and complete an accredited online credit recovery program at the family's expense**



# Hudson High School



Student-Parent Handbook

2020-2021

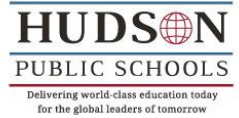


Home of the Hawks

# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250

[www.hudson.k12.ma.us/hhs](http://www.hudson.k12.ma.us/hhs)



**Jason W. Medeiros, Ed.D., Principal**  
**Daniel R. McAnespie, Assistant Principal**

Dear Hudson High School Community:

Welcome to the 2020-2021 school year. This school year will present a number of new opportunities for our community to learn, work, and grow. Staff and students alike will be supported while navigating the new procedures for operating schools during the COVID-19 pandemic. While school may look and feel different, what does not change are the core values that we bring to our community.

We all have to approach our day-to-day work with a collective mindset of patience, respect, and understanding. As stated in our [Hawks Care Community Code](#): “Our collective care for one another this school year will allow us to learn and thrive as a community.” Now more than ever, we all share the responsibility to be good citizens for both the social and community health of Hudson High School.

Please review the contents of the student handbook carefully. Even though there are times that we will be learning remotely, the policies and expectations set forth in this handbook apply wherever and whenever you may be engaging with the work and life of Hudson High School.

We look forward to the work ahead of us.

Sincerely,

A handwritten signature in black ink that reads "Jason W. Medeiros". The signature is written in a cursive style.

Jason W. Medeiros  
Principal

# INDEX

<b>Academic Information</b> .....	1
Accreditation Statement .....	1
Mission Statement .....	1
Graduation Requirements .....	2
Academic Information .....	4
Attendance Regulations & Policy .....	6
Homework Policy & Make-up Work .....	10
Plagiarism .....	11
Sex Education Policy .....	11
School Counseling Services .....	12
Summer School .....	14
<b>Student Life</b> .....	15
HHS Athletics .....	15
Extracurricular Activities .....	20
<b>Code of Conduct</b> .....	22
Students' Rights & Responsibilities .....	22
Policies & Laws Relevant to Student Conduct .....	24
<b>General Information</b> .....	29
<b>District Policies</b> .....	33
Mission Statement and District Improvement Plan .....	33
District and School Administration Directory .....	34
Hudson School Committee .....	35
Parent/Family Partnerships .....	36
Volunteering Groups .....	37
Visiting Protocol .....	38
Attendance .....	38
Health Services .....	41
Registration .....	46
Transportation .....	47
Food Services .....	49
Student Services .....	50
Additional District Policies .....	52
Student Records Policy .....	52
Student Discipline Policy .....	52

# **ACADEMIC INFORMATION**

## **ACCREDITATION STATEMENT**

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

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

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

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

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

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

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

# GRADUATION REQUIREMENTS

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

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

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

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

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

## POLICY FOR HIGH SCHOOL GRADUATION

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

General appearance is important and inappropriate hairstyles may result in exclusion from either or both exercises. In the event of hardship, dress codes may be waived through appeal to the principal or his designee.

- E. Participation in all senior activities, be it graduation, baccalaureate, senior reception, or the senior class trip, is a privilege, not a right. Thus, the Principal may deny such participation as he deems appropriate.
- F. All seniors will be assigned a full course load (28 credits) during their senior year unless they qualify for and elect an X-Block.

### ELIGIBILITY FOR SENIOR ACTIVITIES

Seniors who have met all other academic requirements and who are eligible to graduate must be enrolled and passing 18 credit hours of academic course work with 16 of those credits coming from yearlong 4-credit courses on the 4th quarter senior report card to be eligible to participate in Senior Week activities. Any senior who is suspended from school in the 4th quarter or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate in senior activities, including graduation. Students who are expelled will not be eligible to participate. Additionally, seniors in violation of the school's attendance policy may not be allowed to participate in the graduation ceremony.

### INCOMPLETES FOR SENIORS

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

### EXPENSES

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

### RELEASE OF HEALTH RECORDS TO GRADUATING STUDENTS

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

### SENIOR X-Block Privileges

Hudson High School grants seniors who meet specific requirements one unassigned period (X-Block) each semester. During their X-Block, students may leave campus. If a senior chooses to remain on campus during their X-Block, they must meet with a staff member or study quietly in the library. X-Block participation is a privilege and Hudson High School retains the right to revoke the X-Block privileges of any student who fails to adhere to the following guidelines and procedures:

1. Seniors *must* have a signed permission slip on file in the main office.
2. Students must follow school rules while off campus during X-block.
3. Students are required to sign out of the building in the main office before leaving and sign back in upon return.
4. Seniors must have their school-issued ID card with them when they leave campus during X-Block.
5. Students must comply with all Massachusetts Junior Operator regulations when driving on and off campus.
6. Students who do not meet the academic, attendance, or disciplinary expectations described below will lose X-Block privileges at the discretion of Hudson High School administration.

- a. **Academic Expectations:** A student must maintain good academic standing in order to be eligible for X-Block. If a student fails to maintain a GPA of 3.0 (5.0 scale) or if they become academically ineligible, they will lose X-Block eligibility.
  - b. **Attendance Expectations:** A student must maintain a minimum daily attendance rate of 90%.
  - c. **Disciplinary Expectations:** A student must be in good standing with their behavior and discipline. A student who violates the Hudson High School Code of Conduct will lose eligibility.
7. X-block is non-credit bearing. Seniors electing X-block for one semester will earn 26 credits and seniors electing X-block for the full year will earn 24 credits.
  8. X-block does not appear on a student's schedule or transcript and is therefore not seen by colleges. However, as X-block is not credit-bearing, students participating will earn fewer than 28 credits in their senior year.
  9. X-block will replace an elective, not a core academic course.

### **VALEDICTORIAN AND SALUTATORIAN**

To determine Valedictorian and Salutatorian, the high school counseling department will calculate GPA on Cap and Gown Day. GPA will be determined using all grades earned in grades 9-12, dual enrollment grades and Virtual High School grades. The responsibility of reporting grades for approved dual enrollment programs to the counseling secretary rests with the student involved. When no grade is submitted, a grade of incomplete will be entered. At this time, any student with an incomplete grade in a regular class, a dual enrollment class or a VHS class will be ineligible for consideration as Valedictorian or Salutatorian. GPA will be calculated using only classes completed at Hudson High School and approved dual enrollment programs. All classes completed at a transfer student's sending school will not be used to calculate GPA.

The student who is first in the class on Cap and Gown Day will be the Valedictorian for his/her class. The student who is second will represent the class as Salutatorian. Calculations for Valedictorian and Salutatorian will be calculated to 100th of a point. In the case of ties for either position, the Principal will use his discretion and determine Valedictorian and Salutatorian, or co-Valedictorian(s) and co-Salutatorian(s). In order for a student to be eligible to earn the honor of valedictorian and salutatorian, he or she must be enrolled at Hudson High School for their entire junior and senior years. Students transferring to Hudson High School during their junior or senior year will not be eligible for valedictorian or salutatorian.

## **ACADEMIC INFORMATION**

### **CREDITS**

Full year courses carry 4 credits and semester-based courses carry 2 credits. A student must accumulate a minimum of 24 credits each year in order to move on to the next grade. All students will need to earn a total of 96 credits to graduate.

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

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

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

Hudson High School does not calculate class rank. Each year, the students in the senior class with the two highest weighted grade point averages based on 8 semesters will be identified as valedictorian (1<sup>st</sup> in the class) and salutatorian (2<sup>nd</sup> in the class).

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

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

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

The level of all approved dual enrollment classes affiliated with Hudson High School will be determined by the high school administration.

GPA will be calculated using only classes completed at Hudson High School. All classes completed at a transfer student's sending school will not be used to calculate GPA. If a student transfers to HHS during the school year, any grades the student earned at his or her sending school will be used to calculate final grades for that particular school year. Course grades for approved dual enrollment courses (Future Steps, ACE Program) and Virtual High School courses will be included in all GPA calculations.

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

Honors courses at Hudson High School are the more challenging of two levels of college preparatory classes. The course work is designed to prepare the most able students to attempt the Advanced Placement courses during their junior or senior year. If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.

### **HONOR ROLL CRITERIA**

**HORACE MANN:** In order to achieve HORACE MANN, a student must receive a grade average of 90-100 in all subjects. No grade can be below A-.

**HONOR ROLL:** In order to achieve HONOR ROLL, a student must receive a grade average of 80-89 in all subjects. No grade can be below B-. The Honor Roll will be determined on the day report cards are sent out. A grade of Incomplete will not allow a student to be eligible for the Honor Roll.

### **GRADING POLICY**

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

1. Report cards will be issued at approximately ten week intervals.
2. There will be a common grading scale for all students of the school (see below).
3. A student will receive a separate grade for each class.
4. The grade will represent the teacher's assessment of the student's academic work during the marking period.
5. The grade will reflect the degree to which the student has met the requirements and expectations of that course.
6. Homework will be assigned in all academic subjects and will be part of the grade.



7. The grading scale is as follows:

A+ = Excellent	=	97 - 100%
A = Excellent	=	94 - 96%
A- = Excellent	=	90 - 93%
B+ = Good	=	87 - 89%
B = Good	=	84 - 86%
B- = Good	=	80 - 83%
C+ = Fair	=	77 - 79%
C = Fair	=	74 - 76%
C- = Fair	=	70 - 73%
D+ = Poor	=	67 - 69%
D = Poor	=	64 - 66%
D- = Poor	=	60 - 63%
F = Failure	=	0 - 59%
I = Incomplete		

9. The course syllabus as established by the teacher will be made public at the beginning of each course.
10. Final examinations and the degree to which they will count as part of the final grade (up to one-fifth only) will be course specific.
11. A student or parent may request from a teacher how a grade was determined. The teacher will then indicate in writing how the student's grade was determined.
12. An Incomplete may be given in extenuating circumstances and with approval from the Principal or Assistant Principal. Upon completion and evaluation of those assignments, the teacher will record the appropriate regular grade. For each marking period, a student must complete unfinished assignments within two weeks after the end of the marking period. The grade for missing assignments will become an "F" if not completed by the appropriate time.

## **ATTENDANCE REGULATIONS**

### **Hudson High School Attendance Regulations**

#### **District Policy & Definitions**

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. When a child is not in school, his/her absence will be classified as "**excused**" or "**unexcused**". Definitions of **excused** and **unexcused** are as follows:

#### **Excused Absences:**

Every absence matters, regardless of whether it is excused, unexcused, tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent.

Therefore, students may be excused temporarily from school attendance for the following reasons:

- Illness or quarantine (with medical documentation)

- Bereavement or serious illness in family/family emergency
- Observance of major religious holidays
- College visits (documentation required)
- Other school-approved or dictated activities.

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

**Unexcused Absences:**

An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:

- Attending parental/guardian appointments (e.g. medical, dental, etc.)
- Attending parent/guardian court summons
- Family/travel vacation
- Staying home to take care of or visit with family members
- Missing the school bus
- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

**Parent/Guardian Responsibilities:**

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

When a student is out of school or arriving late for school, a parent/guardian must call the attendance line at 978-567-6250 before 9 a.m.

If a parent/guardian does not call the school, they may submit a written note to the attendance secretary on the next school day. The written note should include the name of the student, the date of the absence, the name of the parent/guardian, and a daytime phone number for the parent/guardian. Students who miss school and whose parent/guardian does not call the school or submit a written note will be referred to an Assistant Principal as Truant.

**Student Absence Notification Program:**

The Principal or a designee will notify a student's parent/guardian within 2 days of the student's absence in the event the parent/guardian has not informed the school of the absence. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence from school. Parents and guardians will also receive attendance information on report cards and can access attendance records through ASPEN.

The Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

## Hudson High School Attendance Expectations

It is expected that students regularly attend school and arrive on time. The warning bell rings at 7:20 a.m. Classes begin promptly at 7:30 a.m. Dismissal is at 2:03 p.m.

1. Student attendance will be coded as follows:
  - a. Present: the student is in school for the entire school day
  - b. Tardy: the student arrives to school after 7:30 AM with or without permission from a parent/guardian, medical note, etc.
  - c. Absent Excused: the student is absent from school in accordance with the definition of an excused absence established above
  - d. Absent Unexcused: the student is absent from school in accordance with the definition of an unexcused absence established above
  - e. Dismissed: the student is dismissed from school with permission from a parent/guardian
  - f. Medically Excused: the student is absent from school with supporting documentation from an appropriate licensed care provider
  - g. Field Trip: the student is absent from school on an approved school trip
  - h. Absent In-School: the student is absent from school on an approved in-school program
  - i. Truant: the student is tardy or absent from school or class without permission from a parent/guardian
2. Tardies that occur prior to 9:15 a.m. will be documented in ASPEN and parents will receive an automated email notifying them of their child's tardy. Even if a parent has sent in a note, he/she may still receive the automated email.
3. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, including loss of privileges and referral to the appropriate state and local agencies will be taken as necessary.
4. When a student is absent or truant, the student must make up all coursework assigned during the time out of school. Students should make arrangements for the submission of late work with the classroom teachers. Generally, students will be given two additional school days per excused absence to submit work. Students who are absent unexcused or truant must submit missing work the day they return and will have one day to complete any assignments distributed on the day(s) they were absent unless the student has completed a "Planned Absence Academic Plan" (see #5 below)
5. Planned Absence Academic Plan: Massachusetts's law requires compulsory attendance for students. As such, Hudson High School discourages extended family travel for vacations, athletic tournaments, or other enrichment/recreation opportunities. The lost instructional time from these absences cannot be replicated by makeup work, and students lose the opportunity to learn from and with their teachers and peers. In accordance with School Committee Policy, such absences are often coded as "unexcused."

If a student anticipates missing two (2) days of school or more for planned travel, the "Planned Absence Academic Plan" Form must be filled out at least one (1) week in advance to afford students the opportunity to obtain makeup work. These forms are available from the main office. The form must be signed by the parent/guardian, each classroom teacher, and a school Administrator. It is the student's responsibility to initiate a meeting with each of his/her teachers to arrange for makeup work. Teachers are not required to provide work in advance of these absences. It is at the teacher's discretion to determine how and when missing work will be completed. For work that is assigned upon the student's return, students will not be afforded more time than their peers to prepare for and complete the required assignments and assessments.

Absences accumulated under this provision are still subject to the “Absence & Course Credit” stipulations below.

6. Students who present with a pattern of missing school to gain an advantage on an assessment or to avoid a deadline will be referred to an Assistant Principal for academic and disciplinary consequences.
7. Students who are chronically tardy to school (more than 15 times in one semester) will receive disciplinary consequences and interventions, including credit loss and loss of privileges. In the case of 11th and 12th grade students, such privileges may include participation in x-block, the Junior Prom, the Senior Trip, and Senior Reception. Students who arrive tardy to class throughout the school day will be assigned detention by the classroom teacher. Additional tardiness to class will be referred to administration. As with all cases, student attendance records will be reviewed and referral to the appropriate state and local agencies will be taken as necessary.

### **ATTENDANCE & COURSE CREDIT**

Students who accumulate 10 class absences in a semester will receive no credit for the course that semester unless documentation is provided showing that the absences should be considered excused. Except under rare and extenuating circumstances, no student shall be absent for 25 class sessions throughout the school year without partial or full loss of credit in full-year courses.

Students who lose credit will have to engage in one of the following credit recovery options:

- a. School-Year Option
  - i. If available, enroll in and complete a school-based credit recovery program during Saturday School or during their own out-of-school time
- b. Summer Options
  - i. Attend and complete summer school at the family’s expense
  - ii. Enroll in and complete an accredited online credit recovery program at the family’s expense

### **ATTENDANCE INFORMATION FOR EXTRA-CURRICULAR ACTIVITIES**

Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) are expected to arrive to school on time and to attend all their classes on the day the activity is scheduled or in situations when practice is held prior to the school day (i.e. ice hockey), students are required to arrive to school on time and to attend all their classes after practice.

Students with legitimate reasons for being late may participate in activities with permission from the principal, assistant principals or athletic director. It is extremely important that the coach be notified if a student-athlete is not going to be present at practice or a game. Practice is where plans for upcoming contests are devised and perfected. The coaches in our program expect their athletes be present at all team-related activities. Suspension or dismissal may take place as a result of such absences. Student-athletes are excused from team activities for academic or religious reasons (when accompanied by a note from teacher or parent), and/or family emergencies (prior notification to the coach is still expected when possible). Random attendance checks on game days will be performed for each team.

Additionally, the Athletic Director will run periodic reports on athlete attendance. Any athlete who has accrued **multiple tardies** will be called in to meet with their respective Assistant Principal and be given a verbal warning letting them know that **an additional tardy will result in a temporary suspension from extracurricular activities**. The duration of the suspension will vary based on the number of tardies. The Athletic Director will

send separate emails to the applicable coaching staff(s) notifying them about athletes on their roster who receive a verbal warning and are currently in jeopardy of suspension if they receive another unexcused tardy or absence.

### **ADDITIONAL ATTENDANCE INFORMATION**

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

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

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

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

Refer to page 38 for more District information regarding attendance.

## **HOMEWORK POLICY**

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

In some courses, students are given long-range assignments and are instructed to set up an independent homework procedure which will allow them to complete these assignments over a specified period of time. Often an assignment will be utilized to reinforce the material that has been presented in class and may serve as a basis for the next day’s activities.

Hudson High School students should expect homework each night. The length of homework assignments varies according to the course requirements. The quantity and level of difficulty may vary. Teachers will notify students of the homework expectations and the weight of homework in the course grading policy at the beginning of each year. Course syllabi will be distributed at the annual Back to School Night along with grading policies.

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

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

In the event that a student is absent from school, students are asked to obtain homework assignments from their teachers. When they are absent, they should contact their teachers for the day’s work. In cases of extended absence,

(three or more days), homework assignments or class work may be requested through the counseling office. Please allow two days for the counseling office to compile the requested material.

### **MAKE-UP WORK**

1. It is the responsibility of the student to make up work and tests missed due to absence. Unless there are extenuating circumstances, work should be made up within three days for each day's absence of the student's return to school.
2. The teacher's time belongs to his/her class, and make-up work cannot interfere with class. Teachers must insist that make-up be done after school.

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

## **PLAGIARISM**

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

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

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

## **SEX EDUCATION POLICY**

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

1. Abstinence
  - The advantage and pressure of adolescence
2. Physiology
  - Secondary Sex Characteristics
  - Male and Female Reproductive Systems
  - Menstrual Cycle
  - Masturbation
  - Human Sexual Response
  - Fertilization and Conception

- Prenatal Development and Birth
3. Myths about Sex and Sexuality
  4. Contraception
    - How it works and what makes it fail
  5. Sexual Risks
    - Abortion
    - AIDS
    - Rape
    - Sexually Transmitted Diseases
    - Teen Pregnancy
  6. Family
    - Nurturing a Family Unit
    - Importance of Family
    - Understanding the Changing Family
    - Challenges that May Arise
    - Balancing Work, School and Family
    - Managing Resources
    - Caring for the Family
  7. Developing Decision-making Tools
  8. Love and its Relationship to Sex and Sexuality
  9. Understanding Different Life-styles

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

## **SCHOOL COUNSELING SERVICES**

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

That counselor will be responsible for all counselor duties including schedule changes, college applications, letters of recommendation, etc. Counselors are generally available by appointment; however, in case of an emergency, a counselor will see students as promptly as is possible.

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

### **STANDARDIZED TESTS**

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

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

If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.

## THE COLLEGE APPLICATION PROCESS

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

### **Sending Applications to Colleges**

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

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

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

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

## SCHOLARSHIPS

The Hudson High School Counseling Department handles the scholarship application process for seniors who continue their education after graduating. The local scholarship packets are explained and handed out to interested seniors at a senior class meeting around the last week in February and must be handed in to the school counseling office before spring vacation. Prior to the March meeting, a parent meeting will be held during which time scholarship information will be distributed.

## JUNIOR BOOK AWARDS

Each spring, the faculty selects students from the junior class to receive book awards sponsored by a variety of institutions of higher education. The list below is not exhaustive, but represents the book awards that are typically presented at Scholarship and Awards Night each spring. Book award recipients are selected using criteria established by each of the sponsoring institutions. Some of these awards include the *potential* for scholarships from the sponsoring institutions should the recipient become an accepted student at that institution the following year and meet certain academic requirements. A book award application will be available in February of each school year for students interested in being a recipient of a book award. While parents are not able to nominate their child for a book award, we encourage parents to work with their student to fill out an application to be considered for an award. Parents are also encouraged to conduct their own research on the awards listed below. The list of book awards presented each year is subject to change on an annual basis.

- Clarkson Achievement Award
- Clarkson Leadership Award
- Dartmouth Book Award
- Harvard Book Award



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

## SUMMER SCHOOL

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

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

There are two types of summer school courses: those offered for credit recovery due to course failure and those offered as original credit courses. Students are eligible for credit recovery courses if they fail a course with a semester average of 50 or better. If the student's average is below 50, a recommendation from the teacher and school counselor, as well as administrative approval is required before they may attend summer school. If students seek to take an original credit summer school course, they must obtain administrative approval. In cases where students do not obtain administrative approval for original credit courses, credits will not be accepted by Hudson High School.

No more than one summer school course may be taken in one subject area. For example, if freshman English is taken at summer school, no other English courses may be taken at summer school during the student's remaining years at Hudson High School. All other English classes would need to be passed in a regular high school setting. **The maximum number of summer school courses that can be taken in one summer is three unless permission is given by administration. No more than 16 summer school credits can be on a student's final transcript.**

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

Students need to earn a passing grade of 70 or better **in the summer school course order to earn credit for the course.** In the event that a letter grade and a percentage grade is issued, Hudson High School will only accept the letter grade.

# STUDENT LIFE

## HUDSON HIGH SCHOOL ATHLETICS

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

### VISION

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

### PHILOSOPHY

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

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

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

The emphasis at each level is:

**Varsity- Very Competitive/Instructional**  
**Junior Varsity- Competitive/Instructional**  
**Freshmen – Instructional/Somewhat Competitive**  
**8th Grade- Instructional**

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

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

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

## **CODE OF ETHICS**

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

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

## **CODE OF CONDUCT**

When in-season, all Town-owned and off-campus practice and competition venues will be considered an extension of the Hudson High School building where all applicable use of property policies and regulations apply. All HHS students will treat the following facilities as HHS school property and as such, not use said facilities for the commission of any act that is prohibited by law or for the commission of any crime. Students that violate school rules on these premises in-season may face school and athletic consequences. These properties include but are not limited to;

Busch Memorial  
Cross Country Course  
Fossile Field  
Morgan Bowl Track and Field  
New England Sports Center  
O'Donnell 1 Field  
O'Donnell 2 Field  
Riverside Park  
Riverside Tennis Courts  
Sauta Field  
Stow Acres Golf Course

## **GOVERNING BODIES**

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

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

### **Midland-Wachusett League**

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

### **Hudson School Committee**

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

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

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

**MIAA BONA FIDE TEAM MEMBER RULE (96)**

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

**EIGHTH GRADE ATHLETES ON VARSITY TEAMS**

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

**ATHLETIC ELIGIBILITY POLICY**

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

**PHYSICAL EXAMINATIONS/MEDICAL COVERAGE/CONCUSSIONS**

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

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

**ATHLETIC USER FEE GUIDELINES**

1. The Hudson School Committee has established a uniform Athletic User Fee of \$125 per athlete per season for each sport including cheerleading and excluding hockey. The Athletic User Fee for Hockey is \$250 per athlete per season.
2. Students who leave a team voluntarily or who are dropped from the team by the Coach, Athletic Director, or Principal for disciplinary or scholastic deficiencies, are not eligible for a refund. Under extenuating circumstances, the User Fee may be returned at the discretion of the Principal.
3. Payments should be made online through MySchoolBucks, an online service that provides families with the convenience and information needed to manage their student's account. This system speeds up the registration process for various programs, eliminates the need to send checks to school or worry about lost or forgotten money, and ensures that students will be enrolled in all of their activities. To register for an account, simply visit: [www.MySchoolBucks.com](http://www.MySchoolBucks.com) and click on "Sign-Up Today." Visit the ATHLETIC School Store and add a SPORT to your cart. Fill out the REGISTRATION and MEDICAL FORM, and electronically sign. Checkout with your credit/debit card.

4. There are no provisions for reduced fees, except in unusual circumstances approved by the Administration. All requests for reduced fees must be submitted in writing to the Administration.
5. Game uniforms will not be issued until the squad rosters are on file with the Athletic Director and the member has paid the Athletic User Fee.
6. Payment of the Athletic User Fee does not guarantee playing time except for the time directed by the coach.

### **MIAA CHEMICAL HEALTH POLICY FOR ATHLETES**

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

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

**“Possession” is broadly defined:** A student may be considered to be in possession of an item if it is determined that he/she is knowingly in its presence. All information will be taken into consideration in making this determination. Once the student becomes aware of the presence of a prohibited item, he or she should leave the situation as soon as possible without putting himself/herself at risk. Any student who hosts a party where alcohol or controlled substances are consumed will be presumed to have knowledge thereof.

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

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

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

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

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

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

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

Penalties shall be cumulative each academic year, ***but serving the penalty could carry over for one year. Or***, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic

year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

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

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

**B. Additional penalties:**

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

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

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

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

### **STEROID USE**

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

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

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

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

## **EXTRACURRICULAR ACTIVITIES**

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

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

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

### **CREATION OF NEW CLUBS**

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

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

Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) are expected to arrive to school on time and to attend all their classes on the day the activity is scheduled. Students with legitimate

reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director. Should the practice, rehearsal, etc., take place before the school day and the student fails to attend school following the practice or rehearsal or is tardy to school, the student is ineligible for the next contest or performance.

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

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

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

### **JUNIOR PROM**

The junior prom is for members of the junior class and their guests. All Hudson High School students attending the junior prom must be academically eligible. Eligibility requirements for the junior prom are the same as they are for all other extra-curricular activities. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2-credits) on the 3<sup>rd</sup> quarter report card. An incomplete grade is not a passing grade. No student may be dismissed for any prom related reason before the end of the 4th block. Classes missed due to dismissal for the Junior Prom will be unexcused. In order for a member of the junior class to bring a guest (an individual under the age of 21 who does not attend Hudson High School) to the Prom, a School-sponsored Event Consent Form must be completed and submitted to an Assistant Principal before a Prom ticket may be purchased. This policy may be waived by the principal due to extenuating circumstances. Juniors participating in the Prom are required to have class dues paid in full (including previous years).

### **GRADE 8 BOAT CRUISE**

All 8<sup>th</sup> grade students attending the annual semi-formal boat cruise must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during **quarter 3**. An incomplete grade is not a passing grade. Students



must be present during the entire school day on the day of the boat cruise in order to be eligible to attend. The 8<sup>th</sup> grade boat cruise is open to current Hudson High School grade 8 students only.

### WASHINGTON D.C. TRIP

All 9<sup>th</sup> grade students who wish to participate in the annual freshman class trip to Washington D.C. must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during quarter 3. An incomplete grade is not a passing grade. Participants are also required to have their freshman class dues paid in full prior to departure.

# CODE OF CONDUCT

## STUDENT RIGHTS & RESPONSIBILITIES

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

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

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

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

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

Forging a note	Threatening a student or staff member
Forging a signature	Tobacco possession / use
Harassment	Truancy
Inappropriate behavior	Vandalism
Inappropriate conduct on the bus	Vaping
Inappropriate gesture	Violation of school rules
Inappropriate language	

### **REFERRAL TO THE OFFICE**

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

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

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

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

### **TEACHER DETENTION**

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

### **ADMINISTRATIVE DETENTION/SERVICE**

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

### **RULES FOR ADMINISTRATIVE DETENTION**

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

### **SATURDAY SCHOOL**

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

## **SUSPENSION & EXPULSION**

A suspension is a temporary loss of membership in the school community. Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Students are prohibited from being on school grounds or attending school sponsored activities on or off campus during the time of the suspension or expulsion. Procedures and related protections for the following categories of suspension can be found in the District Policies section of the handbook starting on page 53.

- Short-term Suspension
- Emergency Removal
- Long-Term Suspension
- Expulsion
- Additional Protections for Special Education Students
- Possession of Weapons or Controlled Substances or Assault of Educational Personnel
- Suspension/Expulsion Based Upon a Felony Charge/Conviction M.G.L. c. 71, § 37H½
- Educational Services and Academic Progress During Suspensions and Expulsion

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

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

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

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

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

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

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

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

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

### **ARSON**

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

### **BOMBS**

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

### **BREATHALYZER POLICY**

A *breathalyzer* may be utilized under circumstances involving reasonable suspicion of intoxication. The purpose of the *breathalyzer* is to encourage a safe and drug free environment and to deter the illegal consumption of alcohol by minors. Refusal to take the *breathalyzer* when instructed will result in parental notification and may result in out of school suspension.

### **BUS RULES**

The expectations for behavior while riding a school bus can be found in the district transportation policy starting on page 47.

### **CELL PHONE AND ELECTRONICS POLICY**

Inappropriate use of electronics, such as, but not limited to, cell phones, PDAs, iPods, etc. distracts from learning. Electronics may be used before school, after school, at lunch, and during passing time between classes. Electronics may not be used during class time unless specific exceptions are made. Cell phones or other electronic devices are not to be used during assessments unless authorized by the teacher. Unauthorized use of cell phones or other electronic devices during an assessment may result in the student receiving a grade of zero on that assessment.

#### **Student Consequences of Unacceptable Use of electronics**

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

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

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

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

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

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

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

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

#### **Teacher Discretion**

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

Teachers must clearly define the classroom policy in their syllabus.

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

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

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

## **DISPLAYS OF AFFECTION**

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

## **DRESS CODE**

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action, with dignity and without shaming, in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above. Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes or that advertises merchandise not suitable for minors
- See-through or transparent clothing
- Visible undergarments
- Hoods are not worn in school

Students should also wear appropriate footwear that is conducive to the scheduled activities.

## **FALSE ALARMS AND BOMB THREATS**

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

## **FIGHTING**

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

## **GAMBLING**

There will be no gambling on school grounds.

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

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

## **HAZING PROHIBITED**

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

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

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

**Section 19.** Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such an institution a copy of this section and sections seventeen and eighteen.

### **LASER LIGHTS**

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

### **OFF LIMITS**

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

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

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

In addition to the procedures starting on page 53 of the district policy, all students and parents should note that:

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

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

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

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

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

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

**SEARCH OF STUDENTS AND THEIR PROPERTY**

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

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

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

In deciding whether to search a student, the school official may consider information from teachers, students, and other sources the administrator deems reliable. Even information from an anonymous source may be sufficient when the object sought poses a danger. Students who refuse a search will be suspended pending a meeting with their parent/guardian.

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

## **SKATEBOARDS**

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

## **SMOKING**

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

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

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

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

# **GENERAL INFORMATION**

## **ACCIDENTS**

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

## **AFTERNOON ACTIVITIES**

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

## **ADDRESS & TELEPHONE NUMBER**

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

## **ANNOUNCEMENTS**

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



### **ARRIVAL**

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

### **ASSEMBLIES**

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

### **CAFETERIA**

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

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

### **FOOD IN THE BUILDING**

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

### **CARE OF SCHOOL PROPERTY**

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

### **CLASS OFFICERS**

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

### **DANCES**

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

\*Grade eight students are not allowed to attend the annual Homecoming Semi-formal, Junior Prom, or Senior Reception.

## **EMERGENCY TRANSPORTATION**

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

## **FIELD TRIPS**

The guidelines for school field trips are as follows:

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

## **HALL PASSES**

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

## **LIBRARY**

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

## **LOCKERS (CORRIDOR)**

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

## **LOCKERS (PHYSICAL EDUCATION)**

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

## **PARKING**

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

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

## **PASSING PROCEDURE**

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

## **POSTERS**

Posters announcing meetings or events sponsored by student groups may be placed only in areas designated by the school administration. Prior to displaying any poster, the student group must have it initialed by an administrator indicating that it complies with this policy. The purpose of the posters is to identify the sponsoring student group and the dates, times and places of its meeting or events and, therefore, may not contain other material including

website information. Posters must be appropriate for school-aged children and may not promote anything illegal or immoral, be pervasively indecent or vulgar, create a disruption in the school environment, or violate in any way the policies of the Hudson School Committee, including its policy prohibiting discrimination on the basis of race, gender, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin. Posters are not to be taped to the corridor walls or windows. See Policy KHC under the District Policies section for more information.

### **REST ROOMS**

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

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

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

### **TEXTBOOKS**

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

### **VEHICLE PRIVILEGES**

No student will be allowed to leave school in his/her car during the school day without the school administration contacting a parent. Any student who leaves school in his/her vehicle without permission will be suspended and will face the possibility of losing his/her vehicle privileges. Any student who leaves school grounds without permission may not participate in any after school activity on that day.

### **VISITORS**

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







## Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build strong a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all student in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> <li>1. High Quality Instructional Practices</li> <li>2. Educating the Whole Child</li> <li>3. Innovative Education Practices</li> <li>4. Climate and Culture</li> </ol>
Which will be achieved by the...	
Strategic Priorities	High Quality Instructional Practices 1.1 Build capacity through a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student centered instructional practices. 1.3 Increase the effective use of data. Educating the Whole Child 2.1 Establish a social-emotional curriculum to ensure a positive learning community at each school 2.2 Provide academic pathways K-12 that ensure rigorous learning experiences for all students. 2.3. Implement the District’s MTSS Framework to support the academic success of all students. Innovative Education Practices 3.1 Define and expand K12 Pathways. 3.2 Expand availability of District-wide 1:1 technology. 3.3 Engage in a cycle of curriculum refinement. Climate and Culture 4.1 Build a strong community among all students. 4.2 Ensure an environment where students engage in age-appropriate social/emotional learning. 4.3 Strengthen the effectiveness of district leadership team.
For which you set...	
Outcomes	High Quality Instructional Practices: By 2021, 100% of our students will show growth on state standardized tests with at least a 75% of all students meeting or exceeding expectation.  Educating the Whole Child: By 2021, 100% of our teaching and support personnel will be trained in age-appropriate social-emotional practices to support all students.  Innovative Educational Practices: By 2021, 100% of curriculum will be refined and expanded to include innovative pathways integrated with digital learning.  Climate and Culture: By 2021, using the results of survey data, the district will increase the stakeholders’ positive responses for school climate and culture.

## District and School Administration Directory

Personnel	Role	Contact Information
<b>Administration Building 155 Apsley Street 978-567-6100</b>		
Dr. Marco Rodrigues	Superintendent of School	<a href="mailto:mcrodrigues@hudson.k12.ma.us">mcrodrigues@hudson.k12.ma.us</a> x41129
Kathleen Provost	Assistant Superintendent	<a href="mailto:kprovost@hudson.k12.ma.us">kprovost@hudson.k12.ma.us</a> x41111
Ariane Levenson	Executive Assistant to the Superintendent	<a href="mailto:alevenson@hudson.k12.ma.us">alevenson@hudson.k12.ma.us</a> X41129
Jennifer Allard	Director of Human Resources	<a href="mailto:jnallard@hudson.k12.ma.us">jnallard@hudson.k12.ma.us</a> x41124
Rebecca Murphy	Human Resources Assistant	<a href="mailto:Rbmurphy@hudson.k12.ma.us">Rbmurphy@hudson.k12.ma.us</a> x41115
Daniel Gale	Director of Finance and Operations	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
	Senior Accountant	
Kristine Somers	Research and Accountability Specialist	<a href="mailto:Klsomers@hudson.k12.ma.us">Klsomers@hudson.k12.ma.us</a> x42137
Shane Riordan	Food Service Director	<a href="mailto:sfriordan@hudson.k12.ma.us">sfriordan@hudson.k12.ma.us</a> x42147
Daniel Gale	Transportation	<a href="mailto:djgale@hudson.k12.ma.us">djgale@hudson.k12.ma.us</a> x41128
<b>Student Services</b>		
Catherine Kilcoyne	Director Of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a> x4121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a> x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a> x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a> x42134
<b>Buildings and Grounds</b>		
Lenard Belli	Director of Facilities	<a href="mailto:lbelli@hudson.k12.ma.us">lbelli@hudson.k12.ma.us</a> x42125
	Assistant Director of Facilities	
Brad Parker	Custodial Supervisor	<a href="mailto:bparker@hudson.k12.ma.us">bparker@hudson.k12.ma.us</a> x42131
<b>Technology located at Hudson High School 978-567-6250</b>		
Ellen Schuck	Directory of Technology	<a href="mailto:eschuck@hudson.k12.ma.us">eschuck@hudson.k12.ma.us</a> x19108
Betsy Russell	Database Specialist	<a href="mailto:brussell@hudson.k12.ma.us">brussell@hudson.k12.ma.us</a> x19107
<b>District Curriculum Directors</b>		
Wendy Anderson	Director of English Language Learners	<a href="mailto:wmanderson@hudson.k12.ma.us">wmanderson@hudson.k12.ma.us</a> x41113
Sarah Davis	Director of Science	<a href="mailto:sbdavis@hudson.k12.ma.us">sbdavis@hudson.k12.ma.us</a> x41148
Robert Knittle	Director of Mathematics	<a href="mailto:rdknittle@hudson.k12.ma.us">rdknittle@hudson.k12.ma.us</a> x4113
Todd Wallingford	Director of Humanities	<a href="mailto:twallingford@hudson.k12.ma.us">twallingford@hudson.k12.ma.us</a> x44151
<b>Translation and Registration</b>		
Tiago Duarte	Registrar/Portuguese Parent Liaison	<a href="mailto:txduarte@hudson.k12.ma.us">txduarte@hudson.k12.ma.us</a>
Sandra Maiuri	Spanish Parent Liaison	<a href="mailto:scmaiuri@hudson.k12.ma.us">scmaiuri@hudson.k12.ma.us</a>
<b>School Principals</b>		
Jason Medeiros	Hudson High School 69 Brigham St	<a href="mailto:jwmedeiros@hudson.k12.ma.us">jwmedeiros@hudson.k12.ma.us</a> 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	<a href="mailto:jtgaglione@hudson.k12.ma.us">jtgaglione@hudson.k12.ma.us</a> 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	<a href="mailto:dchampigny@hudson.k12.ma.us">dchampigny@hudson.k12.ma.us</a> 978-567-6190
Melissa Provost	Farley Elementary 119 Cottage Street	<a href="mailto:maprovost@hudson.k12.ma.us">maprovost@hudson.k12.ma.us</a> 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	<a href="mailto:kcsardella@hudson.k12.ma.us">kcsardella@hudson.k12.ma.us</a> 978-567-6170

## Hudson School Committee

School Committee Member	Biography
 <p style="text-align: center;">Steven C. Smith</p> <p style="text-align: center;"><a href="mailto:scsmith@hudson.k12.ma.us">scsmith@hudson.k12.ma.us</a></p>	<p>Mr. Smith grew up in Hudson and attended Hubert, Forest Ave, JFK, and graduated from Hudson High School. He received a bachelor's in Business Administration from Framingham State University and an MBA in Information Age Marketing from Bentley University. Mr. Smith is currently employed at Boston Scientific as a manager of Digital Marketing Analytics. He also has past experience in direct marketing client services and marketing analytics in consumer electronics. Mr. Smith has one son who attends one of Hudson's elementary schools.</p>
 <p style="text-align: center;">Glen A. Maston</p> <p style="text-align: center;"><a href="mailto:gamaston@hudson.k12.ma.us">gamaston@hudson.k12.ma.us</a></p>	<p>Dr. Maston is currently a Senior Scientist at Athena Diagnostics, a division of Quest Diagnostics, where he analyzes patient genetic testing results. Prior to that he worked for ten years at University of Massachusetts Medical School, researching transcription regulation in human embryonic stem cells. He earned a bachelor's degree in Biology from Rensselaer Polytechnic Institute and a doctorate in Anthropology from Harvard University. Dr. Maston is serving in his second year with the School Committee and has two children in the Hudson Schools.</p>
 <p style="text-align: center;">Matthew S. McDowell</p> <p style="text-align: center;"><a href="mailto:mismcdowell@hudson.k12.ma.us">mismcdowell@hudson.k12.ma.us</a></p>	<p>Mr. McDowell is an experienced educator and is currently in his ninth year as Assistant Principal at McCarthy-Towne Elementary School in Acton, MA. Prior to that, Mr. McDowell taught grades 2 and 5 for twelve years in Stow, MA. He also has experience with pre-school aged students and worked as a summer camp director. Mr. McDowell earned his B.A. from Hamilton College, his M.Ed. from the University of Hartford, and an advanced degree in Education Leadership and Management from Fitchburg University. He has been a resident of Hudson for almost 20 years and has two children in HPS.</p>
 <p style="text-align: center;">Nina L.A. Ryan</p> <p style="text-align: center;"><a href="mailto:nlryan@hudson.k12.ma.us">nlryan@hudson.k12.ma.us</a></p>	<p>Nina has been in the field of education for over 20 years. She received her BA in Education with a Minor in Behavioral Studies from the University of Hartford and her Masters of Early Childhood with and without Disabilities from Lesley University. She has held many roles within the education community, such as, educator, teacher, administration, trainer and speaker. Nina has devoted her career to children and families. She has become a sought after expert in the field of Early Childhood Education. Nina has 2 children one in Hudson Public and another entering in 2020.</p>
 <p style="text-align: center;">Adam R. Tracy</p> <p style="text-align: center;"><a href="mailto:artracy@hudson.k12.ma.us">artracy@hudson.k12.ma.us</a></p>	<p>Mr. Tracy is a longtime Hudson resident and graduate from the Hudson Public Schools. He is currently a Senior Sales Engineer at Advanced Safety Systems, and has background in special hazard fire protection technical sales, code development, product management and application engineering. He holds a BS in Civil Engineering from WPI, an MS in Fire Protection Engineering from WPI, and an MBA from the UMass Isenberg School of Management. Mr. Tracy was just elected to the Hudson School Committee and has two young children that will be entering the Hudson Schools soon.</p>
 <p style="text-align: center;">Michele Tousignant Dufour</p> <p style="text-align: center;"><a href="mailto:mdufour@hudson.k12.ma.us">mdufour@hudson.k12.ma.us</a></p>	<p>Mrs. Tousignant Dufour has a background in Human Resources &amp; Technical Training. She has over 15 years of experience in the development and delivery of technical &amp; soft skills training in the out-placement, HR, IT, and, publishing industries. She holds a Master's in Education from Lesley University and a Bachelor's of Fine Arts from Emerson College. Mrs. Tousignant Dufour is in her fifth year of service with the School Committee and has two children in the Hudson Schools.</p>
<p style="text-align: center;">Elizabeth Hallsworth</p> <p style="text-align: center;"><a href="mailto:erhallsworth@hudson.k12.ma.us">erhallsworth@hudson.k12.ma.us</a></p>	

## PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

- Students achieving at higher levels
- Students showing better attendance and completing homework done
- Students showing positive attitudes and behavior
- Students understanding the supports/partnership between home and school

Because it is a priority for a positive Home/School Partnership there are a variety of ways for families and district-level school personnel to communicate with each other. Here are some examples:

- **District-wide Website** – [www.hudson.k12.ma.us](http://www.hudson.k12.ma.us)
- **Creating Connections** – weekly newsletter from the Superintendent of Schools
- **Periodic Principal Updates**
- **School Calendar**
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **The Big Red** – HHS School Student Newspaper
- **Report Cards** - Reports are sent home 3 times a year at the end of each term
- **Facebook & Twitter** – Follow us on [Facebook](#) or [Twitter](#)
- **HUD TV**--- [HUD TV Website](#)

One of the most important forms of communication is the direct contact between families and classroom/subject area teachers. Some samples of classroom communication include:

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

## **VOLUNTEERING GROUPS**

### **Home and School Associations**

We are fortunate to have active **Home and School Associations** at each individual schools. The Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students in the District, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements and can be found on the district website.

### **School Improvement Council**

Under Massachusetts General Laws Chapter 71, section 59C (as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council. The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

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

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

SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.

- Learn about special education services offered at each of the Hudson Public Schools.
- Meet other parents with similar concerns for their children's needs.
- Improve Hudson resources for children with special needs.
- Understand effective ways for parents and educators to work together.
- Learn how to better navigate the IEP and 504 process.
- Become a better advocate for your child.

For more information please visit: <https://sepachudson.weebly.com>



## VISITING PROTOCOL

### Visiting the School

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

### CORI Forms

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

### **MODEL CORI POLICY - ADDA-R-JIS**

<https://drive.google.com/file/d/1wzF1K2OQxj8R6gE3MoP7EW5nOnLus00n/view?usp=sharing>

## ATTENDANCE

<b>SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT</b>		
<b>Hudson High</b>	<b>7:30 am – 2:03 pm</b>	<b>If the student arrives after 10:30 am</b>
<b>Quinn Middle</b>	<b>7:45 am – 2:25 pm</b>	<b>If the student arrives after 10:45 am</b>
<b>All Elementary</b>	<b>8:35 am – 2:55 pm</b>	<b>If the student arrives after 11:45 am</b>

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly.

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=24119557>

## ABSENCES

When a student is not in school their attendance record will be classified/coded as “**excused**” or “**unexcused**.” Definitions of **excused** and **unexcused** are as follows:

<b>Excused Absences</b>
Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Therefore, students may be excused temporarily from school attendance for the following reasons: <ul style="list-style-type: none"><li>• illness or quarantine (with medical documentation)</li><li>• bereavement or serious illness in family</li><li>• observance of major religious holidays</li><li>• college visits (documentation required)</li><li>• other school-approved or dictated activities.</li></ul> A student may also be excused for other exceptional reasons with approval of the Principal or designee.
<b>Unexcused Absences</b>
An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples: <ul style="list-style-type: none"><li>• Attending parental/guardian appointments (e.g. medical, dental, etc.)</li><li>• Attending parent/guardian court summons</li><li>• Family/travel vacation</li><li>• Staying home to take care of or visit with family members</li><li>• Missing the school bus</li><li>• Sleeping too late</li><li>• Undocumented illness/injury that exceeds more than three days</li><li>• Weather-related absences other than those when the district has canceled school</li></ul> Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

### **Parent/Guardian Responsibilities:**

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **What do I do if My Child is Absent?**

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.
2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**

3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **“Safe Child Arrival Procedure”**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians'/emergency contacts' work, cell, home, emergency numbers, and emails.)
7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

### **Student Absence Notification to Parents/Guardians**

At the elementary level, parents and guardians who fail to notify the school of a child's absence, will be contacted that day via phone, email or “well-check” visit. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter documenting the absences. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence/tardy from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district's Student Information System through the Parent/Student Portal.

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

M.G.L. 76, §1 or Chapter 119, §51A.

### **Half Days and Inclement Weather Delays**

There are several planned early dismissal days during the school years. Teachers use these afternoons to participate in professional development or to hold parent-teacher conferences. On these days, all children are dismissed early and no lunch will be served. Students must be picked up on time. If you have elementary aged children, please make arrangements to have afternoon childcare ready on half days. Please go to your child's school's website to access the school's yearly calendar which contains all important dates. Please try to avoid last minute changes of dismissal on half days.

SCHOOL	Half Day Dismissal Time	Weather Delay Arrival Times
Hudson High	10:29 am	9:30 am
Quinn Middle	10:48 am	9:42 am
All Elementary	11:40 am	10:35 am

### Family Vacations

Families are strongly discouraged from scheduling family vacations or extended absences, especially during MCAS examination periods, outside the district’s planned vacation/break times. Family trips and vacations are considered **unexcused** absences. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips.

## HEALTH SERVICES

Our school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Health Services coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

### School Nursing Services

General Health Office hours are Monday through Friday during each school’s normal school day hours. Student office hours are posted on the door. Passes signed by a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the health office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with health care providers will be arranged on a case-by-case basis. Please call your child’s school’s health office to schedule an appointment. There is a strict “no cell phone” policy in the health office at all times. Students may use cell phones in the health office ***only with the nurses’ permission.***

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	<a href="mailto:sbowen@hudson.k12.ma.us">sbowen@hudson.k12.ma.us</a> <a href="mailto:pemmons@hudson.k12.ma.us">pemmons@hudson.k12.ma.us</a> 978-567-6250
Quinn Middle	Ann Thomas Jennifer Contois	<a href="mailto:aethomas@hudson.k12.ma.us">aethomas@hudson.k12.ma.us</a> <a href="mailto:jlcontois@hudson.k12.ma.us">jlcontois@hudson.k12.ma.us</a> 978-567-6210
Farley Elementary	Tina Hill	<a href="mailto:tmhill@hudson.k12.ma.us">tmhill@hudson.k12.ma.us</a> 978-567-6153
Forest Elementary	Christie Vaillancourt	<a href="mailto:cvaillancourt@hudson.k12.ma.us">cvaillancourt@hudson.k12.ma.us</a> 978-567-6190
Mulready Elementary	Maria Rossini	<a href="mailto:marossini@hudson.k12.ma.us">marossini@hudson.k12.ma.us</a> 978-567-6170

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

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care provider

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"> <li>• All students in grades 7 &amp; 9</li> <li>• Confidential screening</li> </ul>

### **Immunizations and Physical Examinations**

#### **In accordance with MDPH regulations:**

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.
- HPS adheres to all regulations relative to students' protections under McKinney-Vento Law.

#### **When to keep your child home from school**

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.
- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours.

#### **Please contact the school nurse if your child has**

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.

- Experienced significant changes in family or social environment, if your child’s behavior has changed, or they seem anxious, depressed or miss school frequently.

### **Student Health Information and Student Health Records**

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child’s health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

### **MEDICATION POLICY**

The complete district policy (JLCD) is available on the HPS website under school committee policies. <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554413>

Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber’s written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

### **Pregnant Students**

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

### **Lice Procedures**

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

#### **Identification and Treatment:**

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about

4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

Parents/guardians are the best means of early identification of possible head lice on their child. They should perform frequent, careful head check of their child's hair and scalp for evidence of lice and/or nits. Nits appear to be dandruff stuck to the hair shaft. When a child has head lice, all household members and individuals with close personal contact should be examined for lice, and if found, treated.

### **Notification, Return to School, and Follow-up**

Sending notification letters home to entire classrooms when there is only one or two incidents of possible head lice may cause unnecessary alarm and threaten the confidentiality of those students (Frankowski & Bocchini, 2010). The school nurse, in consultation with the HPS Director of Nursing if needed, will determine whether a classroom notification letter is indicated. If a child is diagnosed with head lice he/she may come back to school after recommended treatment has been started.

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the appropriate school administrator and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

### **Medical Transportation Procedure**

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan - Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan - Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.

- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
  - a. Assessment of student (including current medication use and participation in physical education/recess)
  - b. Review of Student Collaborative Health Plan – Transportation form
  - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
  - d. Parent/guardian information
  - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
- r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

### **Specific Guidelines**

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

**Ambulation:** Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures, surgery or amputations may be eligible for medical transportation. Students who



are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

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

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

## **DISTRICT-WIDE FIELD TRIP INFORMATION**

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means. Please visit this link for the School Committee Policy IJOA-Field Trips:

[https://drive.google.com/file/d/169YZ6qPgr49Zxd2D\\_-AXCIWIYYcXoJnC/view?usp=sharing](https://drive.google.com/file/d/169YZ6qPgr49Zxd2D_-AXCIWIYYcXoJnC/view?usp=sharing)

### **Additional Specific Hudson High School Requirements**

The guidelines for school field trips are as follows:

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

## **REGISTRATION**

### **Residents of Hudson**

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12, please contact Tiago Duarte @ (978) 567-6100 x41153 or [txduarte@hudson.k12.ma.us](mailto:txduarte@hudson.k12.ma.us).

Residents of the Town of Hudson with questions about preschool opportunities can contact Renee Graca @ (978) 567-6100 x42118 or [rgraca@hudson.k12.ma.us](mailto:rgraca@hudson.k12.ma.us)

### **Documents Required for Enrollment**

The following documents are ***required*** for registration. Please make sure you have them on hand when you call to make an appointment to register.

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents

- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

For more information, please visit: <https://hudson.k12.ma.us/parents/registration>

### School Choice

Hudson Public Schools participates in the state's School Choice program for grades K – 11. If you have questions about school choice, please call Ariane Levenson @ 978-567-6100 x 41129

## **TRANSPORTATION**

### Transportation Eligibility Guidelines

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.
- Safety issues are taken into consideration when determining transportation eligibility as well.

Families with students that are eligible for transportation should review the bus routes for their student's school to find the bus number and stop that is closest to their home. Copies of bus routes will be available at each of the schools and the Administration building at 155 Apsley Street. **No changes to bus stops will be made during the first few weeks of school.**

### HPS Bus Action Form

Transportation change requests can be made by sending an email request to [hps.busroutes@hudson.k12.ma.us](mailto:hps.busroutes@hudson.k12.ma.us) or by contacting our Transportation Office at (978) 567-6100 x42112.

#### **First Student Contact Information**

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Linda Quinn

Phone: (508) 481-5346

(978) 567-6100 x42112.

\*In an effort to create bus routes that meet new safety guidelines for the upcoming school year, bus registration and bus passes are required for all eligible students who need transportation. There is no fee charged.

### **STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)**

[https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0\\_gBJ/view?usp=sharing](https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0_gBJ/view?usp=sharing)

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers.

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

### Bus Rules

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

11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

### Bicycles

- Student do not have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before the school's established time.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

### Walkers

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

## FOOD SERVICES

Hudson's Food Services department is managed by Chartwells. Students are given the opportunity to purchase breakfast and lunch daily.

Shane Riordan, Director of Dining Services, Chartwells

*Catering and Nutrition or Cafeteria questions*

[sfriordan@hudson.k12.ma.us](mailto:sfriordan@hudson.k12.ma.us)

978-567-6120, x42147

HPS Food Service Assistant

*Free/Reduced & all Account questions*

978-567-6120, x42146

For more detailed information: menus, nutrition, and pricing please visit the link below. Please use the links located on the left-hand side for additional information about our Food Services program.

<https://hudson.k12.ma.us/cms/one.aspx?portalId=19988408&pageId=22440745>

For all necessary lunch forms, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

### **Breakfast and Lunch Program**

The students have 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on [www.myschoolbucks.com](http://www.myschoolbucks.com) or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

As there are children with life-threatening food allergies in the classroom, please check with the nurse and your child's teacher if you are not sure about safety of food/snacks you want to send in with your child.

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

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our link the provided above. New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

If you are earning at or below current Income Eligibility Guidelines, we encourage you to contact your school to fill out a school meal application. The Food Service Department will process your application and issue an eligibility determination based on the state guidelines.

What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.
- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

***The federal free lunch program only includes a full breakfast and a full lunch meal. It does not include extra drinks (milk, juice, water) or a la carte items and snacks. If your child brings a lunch from home and is not getting the free or reduced meal, they are required to pay for their drink.***

## **STUDENT SERVICES**

### **Special Education Services**

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE). Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

### Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	<a href="mailto:cakilcoyne@hudson.k12.ma.us">cakilcoyne@hudson.k12.ma.us</a>	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	<a href="mailto:tmoconnell@hudson.k12.ma.us">tmoconnell@hudson.k12.ma.us</a>	(978) 567-6100 x42136
Alise Wells	Elementary Coordinator of Special Education Evaluation and Services K-5	<a href="mailto:adwells@hudson.k12.ma.us">adwells@hudson.k12.ma.us</a>	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	<a href="mailto:lanims@hudson.k12.ma.us">lanims@hudson.k12.ma.us</a>	(978) 567-6100 x42134
Maureen Parker	Department Assistant	<a href="mailto:mparker@hudson.k12.ma.us">mparker@hudson.k12.ma.us</a>	(978) 567-6100 x42120
Michelle Bouffard-Gebo	Secretary	<a href="mailto:mgebo@hudson.k12.ma.us">mgebo@hudson.k12.ma.us</a>	(978) 567-6100 x42119
Renee Graca	Financial Administrative Assistant	<a href="mailto:rgraca@hudson.k12.ma.us">rgraca@hudson.k12.ma.us</a>	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	<a href="mailto:jbianchini@hudson.k12.ma.us">jbianchini@hudson.k12.ma.us</a>	(978) 567-6100 x42117

### Title I

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

<https://drive.google.com/file/d/1uGPgAX2icRnp9wH7M6CCdQE84q5FCTf/view?usp=sharing>

### School-Parent/Guardian Compact

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2018-19 school year.

### **English Language Learners**

- The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.
- The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.
- The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.
- The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

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

Hudson Public Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows all students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop. Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

### **ADDITIONAL DISTRICT POLICIES**

Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on the HPS website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.

For all district-wide policies please visit: [https://hudson.k12.ma.us/school\\_committee/policies](https://hudson.k12.ma.us/school_committee/policies)

### **STUDENT RECORDS POLICY**

<https://drive.google.com/file/d/1h7rMJazIQ5G4qVzAqFAsuOOvL9tFGLm-/view?usp=sharing>

### **STUDENT DISCIPLINE POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554349>

**PROCEDURES FOR SHORT-TERM SUSPENSION**  
**(exclusion of a student from school premises and regular classroom activities**  
**for a specified period of not more than ten school days.)**

The principal or assistant principal (referred to as principal in this section) may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

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

**PROCEDURES FOR EMERGENCY REMOVAL**

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



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

**PROCEDURES FOR LONG-TERM SUSPENSION**  
**(exclusion of a student from school premises and regular classroom activities  
for more than ten school days.)**

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

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

- e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
  - i. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
  - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.
  - iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
  - iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
  - v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
  - vi. The decision of the superintendent shall be the final decision of the school district.

### **EXPULSION**

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

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

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

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

education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

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

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

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

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

### **M.G.L. c. 71, § 37H½**

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

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

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

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

## **DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554399>

## **INTERNET ACCEPTABLE USE POLICY**

<https://drive.google.com/file/d/1PBSz7KBh-1NH5grLhgI4tj7B1OcAwSws/view?usp=sharing>

### **Elementary Internet Safety Policy and Rules for Using School Computers**

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

#### **Rules for Using School Computers**

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else's password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher's permission.
8. I will not look at or copy other people's saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

#### **Consequences**

- Temporary or permanent loss of network privileges
- Suspension of computer access

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

## **Protocol for the Use of District Issued Devices for Students in Grades K-12**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall of 2020. The district has created a rollout schedule which is posted on the district’s website.

### **Definition of Device**

For the purposes of this project, “device” means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

### **Internet**

Only the internet gateway provided by the school may be accessed while in school. Students will have the capability to setup and access their wireless network at home. While using the device in the home it is the responsibility of the students and parents to follow the district’s Acceptable Use Policy and guidelines concerning Digital Citizenship.

### **Security and Damages**

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

### **1:1 Student Agreement**

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

Students and parents/guardians participating in this program must adhere to the Student Code of Conduct, as well as all School Committee policies. In particular, and without limitation, use of devices pursuant to this protocol shall comply at all times with Hudson School Committee Policy IJNDB, “Internet Acceptable Use Policy”/Policy IJNDB-E, “Elementary Internet Safety Policy and Rules for Using School Computers,

and with Hudson School Committee Policy JICFB, “Anti-Bullying” [copies are available on the district’s website]. In addition, the device:

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student’s age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school’s content filters will be applied to one’s connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
  - A student transfers or withdraws any time during the school year.
  - Students at the elementary level complete grade 1 and grade 4.

- o The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
- o Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

I understand and will abide by the above protocol and the policies incorporated herein. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action.

### **ANTI-BULLYING POLICY**

<https://drive.google.com/file/d/1Gt-ISRIISX9PH7-9d-KdbuNWwVPA3ePq/view>

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. HPS's Bullying Prevention Plan can be found at: [https://www.hudson.k12.ma.us/parents/bullying\\_prevention\\_and\\_intervention\\_plan](https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan)

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

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=22448331>

### **NON-DISCRIMINATION ON THE BASIS OF SEX**

<https://drive.google.com/file/d/1izhb4VP7XdBdDT6MpCBqhPLzIIInyqRYb/view?usp=sharing>

### **NON-DISCRIMINATION ON THE BASIS OF DISABILITY**

<https://drive.google.com/file/d/19yzWEKjeE4zTIAPeerkwocGaBmC5HUlg/view?usp=sharing>

### **STUDENT WELFARE POLICY**

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554403>



# Matters for Action

## New Business

### 2. HHS Schedule Update

Matters for Action  
New Business

3. Approval of Reclassification of Funds

FY21

**Posting Date:**  
**Batch/Block :**

PAYMENT Adjustment Request

**Date:** Tuesday, September 29, 2020  
**To:** Ruifan Zhang, Assistant Finance Director  
**From:** School Department

Please record the following payment adjustment (s):

<i>Payment Adjustment Number 1</i>	<b>From:</b>	Account Number 0116	Account Description TEACHERS	\$ (2,163.50)	Amount
	<b>To:</b>	Account Number 0506	Account Description KINDY TCHS		\$ 2,163.50

<i>Payment Adjustment Number 2</i>	<b>From:</b>	Account Number	Account Description	\$	Amount
	<b>To:</b>	Account Number	Account Description		\$

<i>Payment Adjustment Number 3</i>	<b>From:</b>	Account Number	Account Description	\$	Amount
	<b>To:</b>	Account Number	Account Description		\$

Page Total : \$ (2,163.50) \$ 2,163.50

*Daniel Gale*  
Authorized Signature  
Daniel Gale, Director of Finance & Operations

Prepared by:

SC Authorized Signature(s):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reason for reclassification:**  
To reclass 9/10/2020 payroll (S. Burnes) into correct Kindy Payroll account.

- Please note:
- 1 Post date subject to final determination by Town Accountants Office.
  - 2 Reclassifications and transfers must net out to zero.
  - 3 Supporting documentation must accompany request.
  - 4 If authorized signatures are not needed, please explain.

File: Adjustment Forms (white)  
Posting Date:  
Batch/Block :

**FY21**

PAYMENT Adjustment Request

Date: Tuesday, September 15, 2020  
To: Ruifan Zhang, Assistant Finance Director  
From: School Department

Please record the following payment adjustment (s):

<i>Payment Adjustment Number 1</i>	<b>From:</b>	Account Number <u>3788</u>	Account Description <u>CvRF Fund (School Grant)</u>	\$	<u>(89,875.13)</u>	Amount
	<b>To:</b>	Account Number <u>3790</u>	Account Description <u>Town Muni Cares Act</u>			\$ <u>89,875.13</u>

<i>Payment Adjustment Number 2</i>	<b>From:</b>	Account Number _____	Account Description _____	\$	_____	
	<b>To:</b>	Account Number _____	Account Description _____			\$ _____

<i>Payment Adjustment Number 3</i>	<b>From:</b>	Account Number _____	Account Description _____	\$	_____	
	<b>To:</b>	Account Number _____	Account Description _____			\$ _____

Page Total : \$ (89,875.13) \$ 89,875.13

*Daniel Gale*  
Authorized Signature  
Daniel Gale, Director of Finance & Operations

Prepared by:

SC Authorized Signature(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for reclassification:  
To reclass FY21 PO from the School grant (3788) to Town Muni Grant (3790)

Please note:

- 1 Post date subject to final determination by Town Accountants Office.
- 2 Reclassifications and transfers must net out to zero.
- 3 Supporting documentation must accompany request.
- 4 If authorized signatures are not needed, please explain.

File: Adjustment Forms (white)  
Posting Date:  
Batch/Block:

FY20

PAYMENT Adjustment Request

Date: Tuesday, September 15, 2020  
To: Ruifan Zhang, Assistant Finance Director  
From: School Department

Please record the following payment adjustment (s):

<i>Payment Adjustment Number 1</i>	<u>From:</u>	Account Number 3721	Account Description ART - Bouiler	\$ (33.92)	Amount
	<u>To:</u>	Account Number 1924	Account Description School Choice	\$	33.92

<i>Payment Adjustment Number 2</i>	<u>From:</u>	Account Number	Account Description	\$	Amount
	<u>To:</u>	Account Number	Account Description	\$	Amount

<i>Payment Adjustment Number 3</i>	<u>From:</u>	Account Number	Account Description	\$	Amount
	<u>To:</u>	Account Number	Account Description	\$	Amount

*Daniel J. Gale*

Page Total : \$ (33.92) \$ 33.92

\_\_\_\_\_  
Authorized Signature  
Daniel J. Gale, Director of Finance & Operations

Prepared by: *Sharon Gooch-Zeal*

Authorized Signature(s):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for reclassification:

To reclass PO 202449 final invoice from Town ART #3721 - Boiler Repair

Please note:

- 1 Post date subject to final determination by Town Accountants Office.
- 2 Reclassifications and transfers must net out to zero.
- 3 Supporting documentation must accompany request.
- 4 If authorized signatures are not needed, please explain.

File: Adjustment Forms (white)

Posting Date:

Batch/Block:

**FY20**

PAYMENT Adjustment Request

Date: Tuesday, September 1, 2020

To: Ruifan Zhang, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

<i>Payment Adjustment Number 1</i>	<b>From:</b>	Account Number <u>554</u>	Account Description <u>Dist Technology</u>	\$	Amount <u>(43.94)</u>	Amount
	<b>To:</b>	Account Number <u>3762</u>	Account Description <u>20-104 Financial Literacy</u>			\$ <u>43.94</u>

<i>Payment Adjustment Number 2</i>	<b>From:</b>	Account Number _____	Account Description _____	\$	_____	
	<b>To:</b>	Account Number _____	Account Description _____			\$ _____

<i>Payment Adjustment Number 3</i>	<b>From:</b>	Account Number _____	Account Description _____	\$	_____	
	<b>To:</b>	Account Number _____	Account Description _____			\$ _____

Page Total : \$ (43.94) \$ 43.94

*Daniel Ahle*  
Authorized Signature

Prepared by:

Authorized Signature(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for reclassification:

To reclass District Technology PO 202996 to grant 20-104 Financial Literacy.

Please note:

- 1 Post date subject to final determination by Town Accountants Office.
- 2 Reclassifications and transfers must net out to zero.
- 3 Supporting documentation must accompany request.
- 4 If authorized signatures are not needed, please explain.