

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

Pursuant Governor Baker's June 16, 2021 signing of "An Act Relative to Extending Certain COVID-19 Measures Adopted During the State of Emergency" into law extending remote open meeting measures under the "Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20," has been extended by Governor Healey until March 31, 2025. The **Hudson School Committee sessions will continue to be conducted via in-person and remote participation. Committee members will participate in person and/or 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's and livestream <https://vimeo.com/showcase/9964109>

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

- **Persons wishing to make public comment remotely** 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 will be muted again by Hud TV.
- **For persons wishing to make public comment in-person**, the School Committee meeting is held at Hudson High School, Room F101.

**HUDSON SCHOOL COMMITTEE**

**May 09, 2023**

**Hudson High School - F101**

**7:00 p.m.**

AGENDA

**I. Call to Order**

**II. Approval of Minutes**

Regular Meeting April 25, 2023

**III. Public Participation**

**IV. Reports and Presentations**

- a) Report of the Superintendent: Cyber Security Plan Report
- 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**

- 1. none

**b) New Business**

- 1. Bullying Prevention and Intervention Plan Update
- 2. AVC FY24 Tuition, Services, and Transportation Rates

**VI. Matters for Action:**

**a) Old Business**

- 1. Policy DGA – Authorized Signatures

**b) New Business**

- 1. Approval of School Committee Member Assignments
- 2. Approval of Superintendent End-of-Year Evaluation
- 3. Approval of 2023-2024 School Choice Program

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

**VIII. Executive Session**

**IX. Adjournment**

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

I.

Call to Order

## II.

### Approval of Minutes Regular Meeting April 25, 2023

Not Approved

## Hudson School Committee Open Session Minutes

**Meeting Date:** April 25, 2023

**Location:** Hudson High School and GoogleMeet

**Members present:** Molly MacKenzie, Christopher Monsini, Steven Sharek, Steven Smith, Michele Tousignant Dufour, Christopher Yates

**Members present participating remotely:**

**Members absent:** Mark Terra-Salomão

**Others present participating:** Marco Rodrigues, Superintendent; Kathy Provost, Assistant Superintendent; Ellen Schuck; Jennifer Allard; Daniel Gale; Cathy Kilcoyne; Jason Medeiros

### I. Call the Meeting to Order: 7:00PM

### II. Approval of Minutes: Regular Meeting April 04, 2023

A motion to approve the minutes was made by Mr. Sharek and seconded by Mr. Smith.

Ms. Tousignant Dufour	Y
Ms. MacKenzie	Y
Mr. Monsini	Y
Mr. Smith	Y
Mr. Sharek	Y
Mr. Terra-Salomão	Absent
Mr. Yates	Y

On a 6-0 vote the minutes were approved.

### III. Public Participation

### IV. Reports and Presentations

#### a) Report of the Superintendent: HHS Graduation and Dropout Rates Report

Dr. Marco Rodrigues, Superintendent, introduced Dr. Jason Medeiros, Principal of Hudson High School (HHS). He presented the HHS Graduation and Dropout Rates Report.

A copy was included in the packet.

Discussion ensued.

#### b) Subcommittee Reports:

- **Budget Subcommittee**  
none
- **Policy Subcommittee**  
none
- **Strategic Goals Subcommittee**  
none

- **Buildings and Grounds Subcommittee**  
none
- **Superintendent’s Evaluation Subcommittee**  
none

**c) Student Presentation**

**V. Matters for Discussion**

**a. Old Business**

- 1. none**

**b. New Business**

- 1. none**

**VI. Matters for Action**

**a. Old Business**

**1. Policy DGA - Authorized Signatures**

A motion to approve Policy DGA was made by Mr. Sharek and seconded by Ms. MacKenzie.

Ms. MacKenzie	Y
Mr. Monsini	Y
Mr. Sharek	Y
Mr. Smith	Y
Mr. Terra-Salomão	Absent
Mr. Yates	Y
Ms. Tousignant Dufour	Y

On a 6-0 vote the policy was appointed.

**b. New Business**

**1. Approval of Contract: 3-Year Employment Contract for Dr. Brian Reagan to Serve as Superintendent of Hudson Public Schools for the period commencing July 1, 2023**

A motion to approve the 3-Year Employment Contract for Dr. Brian Reagan as Superintendent was made by Mr. Sharek and seconded by Ms. MacKenzie.

Mr. Monsini	Y
Mr. Sharek	Y
Mr. Smith	Y
Mr. Terra-Salomão	Absent
Mr. Yates	Y
Ms. Tousignant Dufour	Y

Ms. MacKenzie Y

On a 6-0 vote the Employment Contract was approved.

**2. Approval of Contract: Carnegie Learning for math books and professional development for the Hudson Public School District in the amount of \$127,496.62**

A motion to approve the contract was made by Mr. Yates and seconded by Mr. Sharek.

Mr. Sharek Y  
Mr. Smith Y  
Mr. Terra-Salomão Absent  
Mr. Yates Y  
Ms. Tousignant Dufour Y  
Ms. MacKenzie Y  
Mr. Monsini Y

On a 6-0 vote the contract was approved.

**3. Approval of Contract with: Worcester State University for School Paraprofessionals to attend WSU to Participate in an Approved Educator Preparation Program in an amount not to exceed \$40,620.00**

A motion to approve the contract was made by Mr. Yates and seconded by Mr. Smith.

Mr. Smith Y  
Mr. Terra-Salomão Absent  
Mr. Yates Y  
Ms. Tousignant Dufour Y  
Ms. MacKenzie Y  
Mr. Monsini Y  
Mr. Sharek Y

On a 6-0 vote the contract was approved.

**4. Approval of Contract: B&G Restaurant Equipment & Supplies for Countertop Convection Steamer for Hudson High School in the amount of \$13,398.00**

A motion to approve the contract was made by Ms. Tousignant Dufour and seconded by Mr. Smith

Mr. Smith Y  
Mr. Yates Y  
Ms. Tousignant Dufour Y  
Ms. MacKenzie Y  
Mr. Monsini Y  
Mr. Sharek Y

Mr. Terra-Salomão Absent  
On a 6-0 vote the Contract was approved.

**5. Approval of Grant: 186 Immigrant Children & Youth Grant from DESE for the Hudson Public School District to be used in all schools in the amount of \$10,386.00**

A motion to approve the grant was made by Mr. Yates and seconded by Ms. MacKenzie.

Mr. Yates	Y
Ms. Tousignant Dufour	Y
Ms. MacKenzie	Y
Mr. Monsini	Y
Mr. Sharek	Y
Mr. Smith	Y
Mr. Terra-Salomão	Absent

On a 6-0 vote the grant was approved.

**6. Approval of Gift: Robert Lloyd Corkin & Charitable Foundation for two scholarships to be issued to two deserving graduating seniors in the amount of \$2,500.00 each, totaling in: \$5,000.00**

A motion to approve the gift was made by Mr. Monsini and seconded by Mr. Smith.

Ms. Tousignant Dufour	Y
Ms. MacKenzie	Y
Mr. Monsini	Y
Mr. Sharek	Y
Mr. Smith	Y
Mr. Terra-Salomão	Absent
Mr. Yates	Abstain

On a 5-0-1 vote the Gift was approved.

**7. Approval of Resolution in Support of Feed Kids Solve Hunger Coalition**

A motion to approve the resolution was made by Ms. MacKenzie and seconded by Mr. Yates.

Ms. MacKenzie	Y
Mr. Monsini	Y
Mr. Sharek	Y
Mr. Smith	Y
Mr. Terra-Salomão	Absent



*Not Approved*

Mr. Yates Y

Ms. Tousignant Dufour Y

On a 6-0 vote the resolution was approved.

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

Mr. Smith thanked Ms. Tousignant Dufour for her years of service in the school committee and community on this, her last meeting.

**VIII. Executive Session**

**IX. Adjournment**

Ms. Tousignant Dufour made a motion to adjourn, seconded by Ms. MacKenzie.

On a 6-0 vote The Hudson School Committee adjourned to executive session at 7:53PM.

Respectfully submitted,  
Mark Terra-Salomão, Secretary  
Hudson School Committee

### III.

## Public Participation

# IV.

## Reports and Presentations

Report of the Superintendent:  
Cyber Security Plan Report



# Cybersecurity Recommendations for Protecting HPS

Ellen Schuck | Rory Coughlan  
Presentation for HPS Union Boards  
March 22, 2023



## Cybersecurity Incident Shuts Down Des Moines School District

Classes last week were cancelled in Massachusetts, and this week, in Iowa.

Feb 28, 2023 - News

Minneapolis schools mum on IT issue, while expert says it's a likely attack

## Swansea schools will reopen on Thursday after cyber attack



[Audrey Cooney](#)  
The Herald News

Published 5:27 p.m. ET Jan. 4, 2023

## Winthrop Officials Investigating Cyber Attack on Town, School Servers

No Confidential Data Accessed During Attack

POSTED ON: FEBRUARY 5, 2021 - 11:36AM

**HUDSON**  
PUBLIC SCHOOLS

## Ransomware attack closes schools in Nantucket

By [Sean Lyngaas](#), CNN

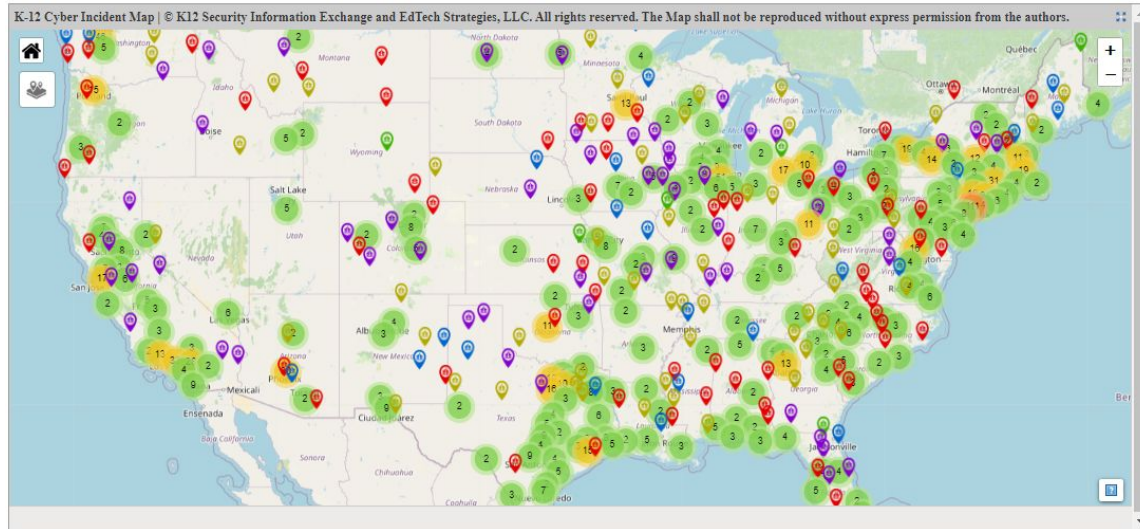
Published 3:51 PM EST, Tue January 31, 2023



# Cybersecurity Incidents from 2016-2022

1619 reported incidents

- unauthorized disclosures, breaches or hacks resulting in the disclosure of personal data (purple pins);
- ransomware attacks (yellow pins);
- phishing attacks resulting in the disclosure of personal data (blue pins);
- denial-of-service attacks (green pins); and
- other cyber incidents resulting in school disruptions and unauthorized disclosures (red pins).

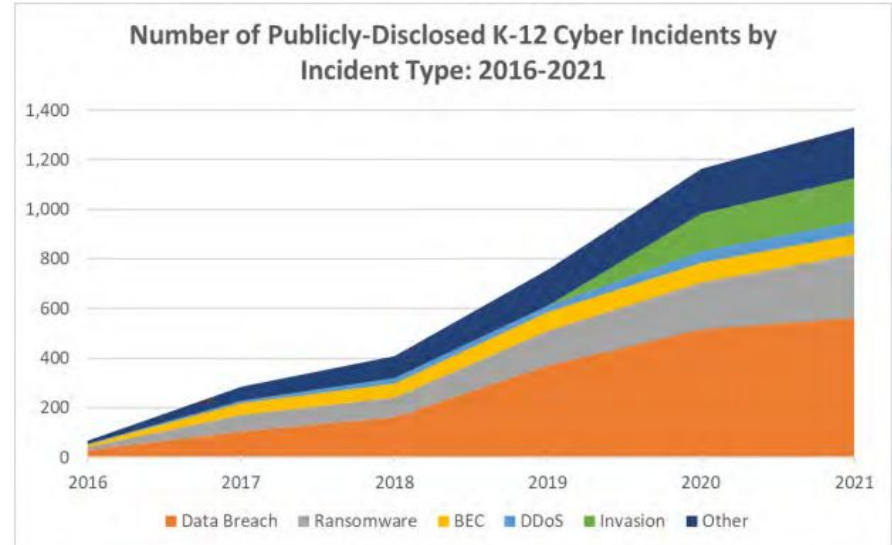


From: <https://www.k12six.org/map>

# Additional



- 1360 of the 1619 - US Public K-12 School districts
  - 4% districts had 3+ incidents
  - 12% districts had 2 incidents
  - 84% districts had 1 incident
- Largely student information breaches
- Schools closed 2-3 days
- Public schools not required to disclose incidents
- Average cost per incident is \$500,000















Levin, Douglas A. (2022). "The State of K-12 Cybersecurity: Year in Review – 2022 Annual Report." K12 Security Information Exchange (K12 SIX). Available online at: <https://www.k12six.org/the-report>



# Cybersecurity Frameworks

- NIST CSF 1.1 - 108 recommended best practices across 5 high-level functions
- CIS Controls v8 - 153 recommended best practices
- CISA CPGs - 37 recommended best practices in 8 high-level categories
- **K12 SIX Essential Cybersecurity Protections**













## K12 SIX ESSENTIAL CYBERSECURITY PROTECTIONS 2022-2023 SCHOOL YEAR

Recommended Protection	Description
<b>1.0 Sanitize Network Traffic to/from the Internet</b>	
 <b>1.1 Block malicious web content</b>	Block access to known malicious online content
 <b>1.2 Defend against email attacks</b>	Protect users from email-based scams and fraud
 <b>1.3 Segment &amp; limit exposed services</b>	Establish safeguards for access to critical internal and external services
<b>2.0 Safeguard Student, Teacher, and Staff Devices</b>	
 <b>2.1 Restrict administrative access</b>	Keep devices protected and in compliance with security policies
 <b>2.2 Apply endpoint protection</b>	Ensure devices used for school remain safe whether used on or off premises
<b>3.0 Protect Student, Teacher, and Staff Identities</b>	
 <b>3.1 Protect user logins</b>	Implement multi-factor authentication (MFA) to safeguard against compromised passwords
 <b>3.2 Improve password and account management</b>	Prevent account compromise, sharing, and re-use—commonly responsible for data breaches
 <b>3.3 Minimize 3rd party risk</b>	Mitigate risks introduced by relying on vendor tools and services
<b>4.0 Practice Continuous Improvement</b>	
 <b>4.1 Install security updates</b>	Protect against known vulnerabilities through timely patching of IT systems, computers, and equipment
 <b>4.2 Manage sensitive data</b>	Enact policies to regularly backup, archive, and/or delete sensitive data and documents
 <b>4.3 Train to improve cybersecurity awareness</b>	Reinforce cyber hygiene practices and precautions to prevent cyber-attacks from succeeding
 <b>4.4 Plan for cyber incidents</b>	Prepare for cyber incidents by developing and testing a cyber incident response plan

# HPS Self-Assessment

- 3/15/2023 Results
  - Scored 25.5 out of a possible 50 points
  - Cybersecurity Risk Exposure - **MODERATE**
  - Goal is to be at Baseline and strive for continuous improvement

## K12 SIX ESSENTIAL CYBERSECURITY PROTECTIONS 2022-2023 SCHOOL YEAR

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 1.3 Segment & limit exposed services	Establish safeguards for access to critical internal and external services
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 2.1 Restrict administrative access	Keep devices protected and in compliance with security policies
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<b>4.0 Practice Continuous Improvement</b>	
 4.1 Install security updates	Protect against known vulnerabilities through timely patching of IT systems, computers, and equipment
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 4.3 Train to improve cybersecurity awareness	Reinforce cyber hygiene practices and precautions to prevent cyber-attacks from succeeding
 4.4 Plan for cyber incidents	Prepare for cyber incidents by developing and testing a cyber incident response plan

# Accomplishments

- Written the cybersecurity incident response plan (living document)
- Met with key stakeholders—administration, unions (3), staff (all schools, HALC, & Admin)
- Implemented best practices
  - Multi-factor authentication (MFA) – Google
  - Phishing email campaign
  - Prohibit use of known/fixed/default passwords and credentials
  - Remove administrator access rights to end systems
- Developed HPS Cybersecurity Guidelines for staff (distributed through training, email, and April newsletter)
- Investigation and development of Microsoft's Azure platform

# Staff Implementation - Best Practices

- HPS Cybersecurity Guidelines (Immediately)
  - May not use personal devices to access any systems that contain staff/student personal identifiable information
  - May still use personal cell phone for email
  - Lock devices when you step away from your desk/work area
  - Must secure district issued equipment - may not be left on your desk overnight
  - Continue to be vigilant with opening and downloading email attachments
  - May not create generic Gmail or other email accounts for student activity groups - must be a district email account

# Staff Implementation - Best Practices

- Remove administrator access rights to end systems (May)
- Fall - REQUIRED
  - Two Factor Authentication for Google Workspace
  - Two Factor Authentication for email, VPN, end point systems
  - Change network password at the beginning of the year

# Staff Phishing Email Campaign

- Started 4-6-2023
- 587 emails sent
- 111 staff members clicked the link
- 18.91% failure rate
- Benchmark is 10%



## YOU'VE BEEN PHISHED!

The email you just clicked was a test to see how you'd respond. Had this been a real phishing attempt, your actions could have led to a cyberattack!

As a reminder... all staff will be required to complete cybersecurity training by May 31, 2023. Please look for the announcement from Hudson Public Schools with the link to our SafeSchools training site. This phishing campaign is being done to collect baseline data before staff complete the training modules. If you have any questions, please contact the HPS Technology Office.

## LET'S LEARN FROM THIS EXPERIENCE

Most phishing emails have several traits in common. You can protect yourself and the company by learning to recognize them.

 <b>Phony sender</b> <p>Look closely at the sender name. If you don't recognize it or the address, be suspicious.</p>	 <b>Recipient issues</b> <p>Large numbers of unrecognized recipients—or none at all—is a red flag. Be sure to check.</p>
 <b>A sense of urgency</b> <p>Requests to act immediately often accompany phishing emails. It's a ploy to make you click.</p>	 <b>Dire consequences</b> <p>Threats of negative legal, financial or other actions are typical in phishing emails. Don't be intimidated.</p>
 <b>Phony links</b> <p>Hover your mouse over links to see the real web address. If you don't recognize it, don't click.</p>	 <b>Appeals to Emotion</b> <p>Emails that play on emotions like fear, desire, greed and others are often phishing attempts.</p>
 <b>Poor Spelling and Grammar</b> <p>Watch for misspellings and emails that are poorly written. These are almost always suspect.</p>	<b>REMEMBER, YOU'RE IN CONTROL</b> <p>If you receive an email that seems suspicious, remember that you're in control. You don't have to act in response to the email in any way.</p> <b>WHAT YOU SHOULD DO</b> <p>Report any suspicious emails to your Information Security team.</p> <b>INTERESTED IN LEARNING MORE?</b> <p>Take training</p>

# Best Practices - In Progress

- Completion of cybersecurity training - May 31, 2023
- Establish a contract for offsite cloud backup of our critical systems
- Multi-factor authentication (MFA) – email and VPN
- End use of unsupported/end of life software and hardware that are accessible from the Internet
- Prohibit use of known/fixed/default passwords and credentials (ongoing)
- Regularly test to reconstitute systems (backups)
- Create an offline Go Bag
- Install an EDR - Endpoint Detection Response (software)

—







## 1.1 Block Malicious Web Content



Most school districts have implemented web filtering to protect minors from inappropriate online content, such as pornography. Those same tools can often also be leveraged to prevent students and staff from inadvertently accessing malicious web content, whether on campus or off.

Malware’s initial point of entry onto a school district device is often via a visit to a malicious website, sometimes spurred by a phishing email. In many cases, malware blocking functionality may be built into the tools that school districts already employ for compliance with the Children’s Internet Protection Act (CIPA).

### How do I know if my district’s malware filtering is working?

Visit <https://www.wicar.org/> from a district-owned device on the district network. If you see a red “something is not right” warning, your district may be at avoidable risk.

1.1 Block Malicious Web Content	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>Filtering only for CIPA compliance</li> <li>No web-based malware control</li> </ul>	<ul style="list-style-type: none"> <li>Malware blocking enabled in available tools</li> <li>Deployed to staff and student users</li> </ul>	<ul style="list-style-type: none"> <li>Malware blocking enabled in available tools</li> <li>Deployed to all devices</li> <li>Filtering includes URL, DNS, keyword, geolocation, and/or content</li> </ul> <p><i>Alternative: Allow list only</i></p>	<ul style="list-style-type: none"> <li>Malware blocking enabled in available tools</li> <li>Deployed to all devices</li> <li>Malware is logged, reported, and reviewed</li> <li>Out-of-compliance systems and devices are identified and remediated</li> <li>Dynamic/real-time filtering including URL, DNS, keyword, geolocation, and content</li> </ul> <p><i>Alternative: Allow list only</i></p>
<b>Impact on Users</b>	At avoidable risk	Low	Low	Medium
<b>Implementation Cost</b>	N/A	Low	Medium	Medium
<b>Alignments</b>	NIST CSF v1.1: Protect PR.PT; CIS Controls v8: 9.2 Use DNS Filtering Services; CISA CPG: 5.4 No Exploitable Services on the Internet, 5.5 Limit OT Connections to Public Internet			



## 1.2 Defend Against Email Attacks



*Email-based phishing attacks are designed to trick students and staff into revealing information, installing malware, and/or transferring money to scammers. Messages typically appear to originate from someone “known” and often convey a sense of urgency.*

School staff are commonly targeted by online criminals via email-based phishing scams to compromise passwords, steal paychecks, steal W-2 tax forms, or trick them into purchasing gift cards. Business email compromise (BEC) schemes target school district staff with financial authority with sophisticated lures seeking to steal millions of dollars.

**One way to assess your district’s resilience to email-based phishing scams:** Review staff email logs for potential phishing lures and compromises. Is spam filtering effective? Are staff comfortable reporting concerns?

1.2 Defend Against Email Attacks	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>Email or spam filtering suppressed or not enabled</li> </ul>	<ul style="list-style-type: none"> <li>Default email or spam filtering enabled</li> </ul>	<ul style="list-style-type: none"> <li>Default spam filtering enabled</li> <li>Attachments scanned for malware</li> <li>Office suite macros blocked by default</li> <li>IT staff alerted when anomalous emails are received</li> </ul>	<ul style="list-style-type: none"> <li>Default spam filtering enabled, including for properly configured SPF/DMARC</li> <li>Attachments scanned for malware and executable attachments</li> <li>Office suite macros blocked by default</li> <li>IT staff alerted when anomalous emails are sent or received and act promptly to mitigate issues</li> <li>Outgoing email monitored for the unauthorized release of sensitive data</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Low	Medium
<b>Implementation Cost</b>	N/A	Low	Medium	High
<b>Alignments</b>	NIST CSF v1.1: Protect PR.PT; CIS Controls v8: 9.6 Block Unnecessary File Types, 9.7 Deploy and Maintain Email Server Anti-Malware Protections; CISA CPG: 2.2 Disable Macros by Default, 8.3 Email Security			

## 🏢 1.3 Segment & Limit Exposed Services 🏢

*Sensitive software and services should not be broadly accessible to unauthorized users, whether via the internet or internal school district networks. In some cases, services—such as Remote Desktop Protocol (RDP), FTP, telnet consoles, and FileShares via SMB—can introduce vulnerabilities to attack simply by being turned on.*

To protect district operations and school community members, it is vital that school districts segment sensitive software and services from unauthorized users, including students, guests, and the general public. Case in point: school districts often enable remote desktop access to ensure staff can access critical applications and files off-campus. A December 2020 joint Cybersecurity Advisory (“[Cyber Actors Target K-12 Distance Learning Education to Cause Disruptions and Steal Data](#)”)—coauthored by the FBI, CISA, and MS-ISAC—warned school districts that they “frequently see malicious cyber actors exploiting exposed Remote Desktop Protocol (RDP) services to gain initial access to a network and, often, to manually deploy ransomware.”

**Is my school district at risk?** Check your firewall rules for services allowing port 3389 (and/or RDP access). Using Shodan (<https://www.shodan.io>), scan your public IPs for exposed RDP.

1.3 Segment & Limit Exposed Services	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>RDP, FTP, Telnet or SMB exposed directly to internet with no protective measures in place</li> </ul>	<ul style="list-style-type: none"> <li>RDP, FTP, Telnet or SMB exposed, but behind an application gateway, proxy, or IP Access Control List (ACL)</li> </ul>	<ul style="list-style-type: none"> <li>RDP, FTP, Telnet or SMB exposed, but with MFA or another second factor protecting abuse</li> <li>Network Level Authentication (NLA) enabled</li> <li>Segmentation restricts student accounts from accessing internal-facing systems, software, and services they have no need to access</li> </ul>	<ul style="list-style-type: none"> <li>Remove public internet-facing RDP, FTP, Telnet and SMB exposure</li> <li>NLA enabled</li> <li>Internal networks comprehensively segmented by defined roles</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Medium	High
<b>Implementation Cost</b>	N/A	Low	Medium	High
<b>Alignments</b>	NIST CSF v1.1: Protect PR.PT; CIS Controls v8: 12.2 Establish and Maintain a Secure Network Architecture; CISA CPG: 5.4 No Exploitable Services on the Internet, 5.5 Limit OT Connections to Public Internet, 8.1 Network Segmentation			



## 2.1 Restrict Administrative Access



Attack pathways into school districts often leverage administrative rights on teacher and staff devices. Restricting those rights slows the ability of threat actors to install malware, steal passwords, and pivot their activities to other district-owned devices. It is among the most effective, lowest cost cybersecurity risk management interventions a school district can undertake.

Granting teachers and staff administrative rights to their district-owned devices allows them to download and install potentially malicious programs, as well as programs that have not been vetted or district-approved. An unintentional download of a malicious application to a staff device on the district network can lead to the compromise of the district's entire IT system.

**How do I know if my district has correctly restricted local admin rights on end user devices?** On any Windows user machine, type "whoami" at a command prompt to identify the username. Then type "net user *username*" and check whether localgroup membership includes administrators. Also check "net localgroup administrators" for the user's membership. If the user has administrative rights, your district may be at avoidable risk.

2.1 Restrict Administrative Access	At Risk	Baseline	Good	Better
Protective Measures	<ul style="list-style-type: none"> <li>Staff and/or students have admin rights by default to their district devices</li> </ul>	<ul style="list-style-type: none"> <li>Admin rights are disabled by default for all students and staff</li> <li>Exceptions are manually added</li> </ul>	<ul style="list-style-type: none"> <li>Admin rights are disabled by default for all students and staff</li> <li>A temporary exception process exists, including temporary accounts and/or temporary rights elevation</li> </ul>	<ul style="list-style-type: none"> <li>Admin rights are disabled by default for all students and staff</li> <li>Approved software &amp; drivers can be installed without local admin rights</li> <li>Automated processes audit and remove users from admin groups</li> <li>IT staff use least privileged accounts for routine (WWW and email) activities</li> </ul>
Impact on Users	At avoidable risk	High	Medium	Medium
Implementation Cost	N/A	Low	Low	Medium
Alignments	NIST CSF v1.1: Protect PR.AC; CIS Controls v8: 12.8 Establish and Maintain Dedicated Computing Resources For all Administrative Work; CISA CPG: 1.5 Hardware and Software Approval Process			





## 2.2 Apply Endpoint Protection



*Advanced Endpoint Protection (AEP) protects student and staff devices from viruses and malware. AEP solutions detect threats that may not have been previously blocked by older anti-virus products.*

Phishing campaigns and malicious websites can grant attackers a foothold into your school district's network by compromising a student or staff device. After gaining this foothold, attackers will often install malicious software to maintain persistence, perform reconnaissance, pivot to other network assets, and exfiltrate sensitive data. Advanced endpoint protection can help prevent this type of malicious activity on your district's network.

### How do I know if the protections are installed and working?

On a Windows device, craft an eicar.txt file with the EICAR test string: [https://en.wikipedia.org/wiki/EICAR\\_test\\_file](https://en.wikipedia.org/wiki/EICAR_test_file). Change the file extension to '.com' and observe the result. If the file is not detected, hidden, deleted, or otherwise removed, your district may be at avoidable risk.

2.2 Apply Endpoint Protection	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>No endpoint protection enabled</li> </ul>	<ul style="list-style-type: none"> <li>Enable Windows Defender or install similar advanced anti-virus product for all student/staff devices and servers</li> </ul> <p><i>Alternative: Students/staff use Chrome OS or other systems at low risk for malware</i></p>	<ul style="list-style-type: none"> <li>Extended detection and response anti-malware (XDR) product installed or similar advanced threat protection (ATP) software endpoint detection and response (EDR) product for all student/staff devices and servers</li> </ul>	<ul style="list-style-type: none"> <li>XDR product installed or similar ATP software + EDR product for all student/staff devices and servers</li> <li>24/7/365 managed detection and response (MDR)/security operations center (SOC) coverage</li> <li>Implement application allow-listing, e.g., via Windows Defender Application Control (WDAC), AppLocker, or similar service</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Medium	High
<b>Implementation Cost</b>	N/A	Low	High	High
<b>Alignments</b>	NIST CSF v1.1: Protect PR.PT; CIS Controls v8: 10.1 Deploy and Maintain Anti-Malware Software; CISA CPG: 8.2 Detecting Relevant Threats and TTPs			



### 3.1 Protect User Logins



Users need more than a password to adequately protect their accounts from unauthorized logins and abuse. One strong option to protect user identities is Multi-factor Authentication (MFA). To login to an account or complete a transaction, MFA requires two or more independent credentials to protect user identities: something the user knows (such as a password); something the user has (such as a security token or authentication app); and something the user is (by using biometric verification methods).

One of the biggest shortcomings of traditional user ID and password logins is that passwords can be easily compromised. The goal of MFA is to create a layered defense that makes it more difficult for an unauthorized person to abuse school district staff logins, even in the case when those passwords may be compromised or cracked. Implemented correctly, this protective measure is very effective.

**How do I know if my district is protecting logins with MFA?** Login to a district account from a personal device at home. If you do not get a prompt to verify your access via a code provided either by SMS or an authentication application, your district may be at avoidable risk.

3.1 Protect User Logins	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>Sole reliance on passwords for authentication</li> </ul>	<ul style="list-style-type: none"> <li>Enable MFA solely for high-risk staff, such as IT staff, principals, senior administration, and school board members</li> </ul>	<ul style="list-style-type: none"> <li>Enable adaptive MFA for all staff, which works by using contextual information and business rules to dynamically mitigate against potentially risky behaviors of a particular user/group</li> </ul>	<ul style="list-style-type: none"> <li>Force MFA for all staff (with exception groups, as appropriate)</li> <li>Offer (opt-in) MFA to students</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Medium	Low	High
<b>Implementation Cost</b>	N/A	Low	Medium	Medium
<b>Alignments</b>	NIST CSF v1.1: Protect PR.AC; CIS Controls v8: 6.3 Require MFA for Externally-Exposed Applications, 6.4 Require MFA for Remote Network Access, 6.5 Require MFA for Administrative Access; CISA CPG: 1.3 Multi-Factor Authentication (MFA)			

## 🔑 3.2 Improve Password and Account Management 🔑

*Passwords remain the primary means of providing student and staff access to sensitive school district accounts and systems. Unfortunately, users frequently reuse passwords even after they have been compromised.*

Verizon's [2020 Data Breach Investigations Report](#) revealed that over 80 percent of hacking-driven data breaches involved brute force attacks on logins or the reuse of stolen credentials. School districts lacking modern password management policies—covering issues such as password strength, expiration, lockouts and recovery, privileged access, temporary/terminated employees, etc.—expose themselves to needless and unacceptable levels of risk.

**How do I know if my district may have a password management problem?** If you can change your primary district password to one that you have previously used, your district has not restricted password reuse—one key to an effective password management policy.

3.2 Improve Password and Account Management	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>Password practices allow for short/reused passwords</li> <li>User accounts are never deprovisioned or disabled</li> <li>User accounts/ passwords are shared</li> </ul>	<ul style="list-style-type: none"> <li>Staff use long passwords</li> <li>Password re-use restricted</li> <li>BI-annual (or more frequent) resets for accounts not protected by MFA</li> <li>Account lockout after X failed logons</li> <li>User accounts disabled annually</li> </ul>	<ul style="list-style-type: none"> <li>Staff use long passphrases</li> <li>Password re-use restricted</li> <li>Resets and lockouts triggered by evidence of attempted compromise</li> <li>User accounts disabled within 30 days of exit (termination/graduation)</li> </ul>	<ul style="list-style-type: none"> <li>Staff use long passphrases</li> <li>Password re-use restricted</li> <li>Resets and lockouts triggered by evidence of attempted compromise</li> <li>User account permissions modified within 30 days of exit/role change</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Medium	Medium	High
<b>Implementation Cost</b>	N/A	Low	Low	Medium
<b>Alignments</b>	NIST CSF v1.1: Protect PR.AC, PR.AT; CIS Controls v8: 5.2 Use Unique Passwords, 6.3 Require MFA for Externally-Exposed Applications, 6.4 Require MFA for Remote Network Access, 6.5 Require MFA for Administrative Access; CISA CPG: 1.1 Detection of Unsuccessful (Automated) Login Attempts, 1.4 Minimum Password Strength, 1.6 Unique Credentials, 1.7 Revoking Credentials for Departing Employees			



## ⚖️ 3.3 Minimize 3rd Party Risk ⚖️

*From disruptions to data breaches and leaks, third party vendors are becoming a primary source of cybersecurity risk facing school districts.*

[K-12 cyber incident data](#) compiled by K12 SIX reveals that the most significant vector for student and teacher data breaches—in terms of numbers of individuals affected—are school district vendors and other trusted non-profit partners. Recent high-profile cyber incidents experienced by, e.g., [Battelle for Kids](#), [Illuminate Education](#), [PCS Revenue](#), and [Pearson](#) all serve to underscore the cybersecurity risks of outsourcing critical K-12 functions.

**How can I assess my current 3rd party risk?** Review contractual provisions for key vendors to identify security assurances—beyond student data privacy provisions—and verify the presence of data sharing agreements that control vendors’ access to and use of sensitive district data.

3.3 Minimize 3rd Party Risk	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>No process to expire vendor accounts</li> <li>Passwords used for vendor systems not managed</li> <li>Cybersecurity not part of vendor evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Vendor accounts manually expired</li> <li>Default vendor passwords changed</li> <li>Cybersecurity included in formal vendor evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Vendor accounts automatically expired</li> <li>Default vendor passwords changed</li> <li>Current vendors cataloged and updated at least annually</li> <li>Cybersecurity a significant factor in formal vendor evaluation process</li> <li>Data sharing best practices incorporated into vendor contracts</li> </ul>	<ul style="list-style-type: none"> <li>Vendor accounts automatically expired</li> <li>Default vendor passwords changed and periodically audited</li> <li>Current vendors cataloged and continuously updated to stay current</li> <li>All 3<sup>rd</sup> party applications/services in use (including free software) evaluated, implemented, and managed for cybersecurity risk</li> <li>Data sharing agreements in place for all data exchanges involving PII</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Low	Medium
<b>Implementation Cost</b>	N/A	Low	Medium	Medium
<b>Alignments</b>	NIST CSFv1.1 Identify.SC2; CIS Controls v8: 15 Service Provider Management; CIS CPG: 6.1 Vendor/Supplier Cybersecurity Requirements, 6.2 Supply Chain Incident Reporting, 6.3 Supply Chain Vulnerability Disclosure			



## 4.1 Install Security Updates

*The developers of hardware and software often release updates to their tools in the form of patches, which may fix known bugs, enhance functionality, and/or fix known security vulnerabilities. For some of the most critical IT systems, security updates are released on a regular basis. Timely installation of these updates prevents malicious actors from exploiting known vulnerabilities.*

Regular and timely patching of all school district IT systems—operating systems, applications, servers, and appliances—is a critical component of an effective cybersecurity risk management program. Malicious actors use known hardware and software vulnerabilities—within hours of their becoming publicly disclosed—to gain a foothold in school district networks, in some cases bypassing existing protections.

**How do you know if your school district may be at risk?** On a student/teacher device, check to see when software updates were last installed. For example, on a Windows computer, go to Settings > Update & Security > Windows Update > View Update History to see a list (and the date) of the most recent updates. If the latest installed update is over 30-90 days ago, your district may be at avoidable risk.

4.1 Install Security Updates	At Risk	Baseline	Good	★ Better ★
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>Critical security updates not applied within 30 days</li> </ul>	<ul style="list-style-type: none"> <li>Critical security updates applied within 30 days to operating systems, applications, servers, and appliances</li> </ul>	<ul style="list-style-type: none"> <li>Critical security updates applied within 30 days to operating systems, applications, servers, and appliances</li> <li>All security updates applied within 30 days to mission critical IT systems and applications</li> </ul>	<ul style="list-style-type: none"> <li>All security updates applied within 14 days to all operating systems, applications, servers, and appliances</li> <li>Periodic auditing and remediation of systems and appliances missing updates</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Low	Low
<b>Implementation Cost</b>	N/A	Medium	High	High
<b>Alignments</b>	NIST CSF v1.1: Protect PR.PT; CIS Controls v8: 7.3 Perform Automated Operating System Patch Management, 7.4 Perform Automated Application Patch Management, 12.1 Ensure Network Infrastructure is Up-to-Date; CISA CPG: 5.1 Mitigating Known Vulnerabilities			

## 4.2 Manage Sensitive Data

*School districts are entrusted with collecting and managing sensitive data about students, families, staff, and district operations in compliance with federal, state, and local laws. Given the rise of ransomware actors targeting school districts, districts should seek to minimize the risks associated with data breaches and leaks by regularly backing up, archiving, and deleting sensitive data, as appropriate.*

Ransomware actors targeting school systems are now routinely employing a double-extortion tactic: not only encrypting large numbers of school district files but stealing sensitive student and staff data. In many cases, stolen school data includes sensitive information not only about current students and staff but also former students and staff. It is vital to minimize the impact of these attacks by deleting and archiving data not needed for current operations, as well as to implement a process to regularly backup sensitive data and files offsite in a form that cannot be modified by malicious actors.

**How do you know if your school district's backups are immutable?** If IT staff can delete district backups, they also can be deleted or corrupted by malicious actors. Your district may be at avoidable risk.

4.2 Manage Sensitive Data	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>No data management controls or policy</li> <li>Backups made irregularly, if at all</li> </ul>	<ul style="list-style-type: none"> <li>District files periodically purged based on records retention requirements</li> <li>One backup stored off-line and/or immutable</li> </ul>	<ul style="list-style-type: none"> <li>District and vendor files purged based on records retention requirements</li> <li>At least 1 immutable backup</li> <li>At least 1 copy of backup stored off site</li> </ul>	<ul style="list-style-type: none"> <li>District and vendor files and purged based on records retention requirements</li> <li>Sensitive data files are tracked and logged</li> <li>At least 1 immutable backup on 2 different media types</li> <li>At least 1 copy of backup stored offsite</li> <li>Backup hosts isolated on own network, protected by unique user credentials and/or MFA</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Medium	Medium	Medium
<b>Implementation Cost</b>	N/A	Medium	High	High
<b>Alignments</b>	NIST CSF v1.1: Protect PR.IP, Protect PR.DS; CIS Controls v8: 3.3 Establish and Maintain a Data Inventory, 3.5 Securely Dispose of Data, 11.2 Perform Automated Backups; CISA CPG: 3.4 Secure Sensitive Data, 7.3 System Back Ups			



### 4.3 Train to Improve Cybersecurity Awareness



*Users are often considered the weakest link in the cyber security model, but they can be part of the solution. Inspire users to adopt security practices to keep your organization safe.*

Building a shared understanding of the importance of information security, including users' roles and responsibilities, is paramount to achieving school district security goals. This can be accomplished via a combination of periodic information security awareness training—both broadly focused and targeted toward specific products—and general security awareness campaigns. It is important to ensure training and awareness activities are both engaging and reflect current best practices.

**How do you know if your cybersecurity training is working?** Post-training, IT teams should see sustained increases in reporting of phishing and other email threats

4.3 Train to Improve Cybersecurity Awareness	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>No staff cybersecurity training</li> </ul>	<ul style="list-style-type: none"> <li>Basic phishing training done on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>Basic phishing training done on an annual basis</li> <li>General security awareness training done on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>Basic phishing training done on an annual basis</li> <li>General security awareness training done on an annual basis</li> <li>Regular security awareness notifications and campaigns conducted</li> <li>Product-specific security training provided, as appropriate</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Medium	Medium
<b>Implementation Cost</b>	N/A	Low	Medium	Medium
<b>Alignments</b>	NIST CSF v1.1: Protect PR.AT; CIS Controls v8: 14.2 Train Workforce Members to Recognize Social Engineering Attacks; CISA CPG: 4.3 Basic Cybersecurity Training			





## 4.4 Plan for Cyber Incidents



*Experiencing a cybersecurity incident involving the disruption of school, fraud, or a potential data breach is stressful. The actions you take in the hours and days following discovery of the incident are critical to your ability to recover and key to maintaining the trust of your school community.*

It is not a question of whether your school district will experience a cyber incident, but when. Cyber incident response planning not only ensures that best practices are followed during an incident, but also helps develop an understanding of the systems, services, processes, and communications needed to improve organizational resilience. Developing and practicing a cyber incident response plan is instrumental to recovering quickly and gracefully from cyber incidents.

**In case of a cyber incident, what are the first steps most district should take?** Stay calm. Preserve your organization's ability to investigate and recover by isolating, not prematurely powering off, affected systems. Seek assistance from incident response experts and follow your IR runbook/plan.

4.4 Plan for Cyber Incidents	At Risk	Baseline	Good	Better
<b>Protective Measures</b>	<ul style="list-style-type: none"> <li>No cyber-specific incident response (IR) plan or runbook in place</li> </ul>	<ul style="list-style-type: none"> <li>Basic cyber-specific IR runbook completed with important contacts identified</li> </ul>	<ul style="list-style-type: none"> <li>Basic cyber-specific IR runbook completed with important contacts identified</li> <li>Formal IR plan written and adopted</li> <li>Initial internal tabletop exercise has been completed</li> </ul>	<ul style="list-style-type: none"> <li>Basic cyber-specific IR runbook completed with important contacts identified</li> <li>Formal IR plan written and adopted</li> <li>Tabletop exercises performed regularly with both internal and external parties</li> <li>IR plan updated periodically and integrated with district-wide IR/emergency operations/disaster recovery plans</li> </ul>
<b>Impact on Users</b>	At avoidable risk	Low	Medium	Medium
<b>Implementation Cost</b>	N/A	Low	Medium	Medium
<b>Alignments</b>	NIST CSF v1.1: Protect PR.IP-9 Response Plans; CIS Controls v8: 17 Incident Response Management; CISA CPG: 7.2 Incident Response (IR) Plans			

## IV.

### Reports and Presentations

#### 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)

## IV.

### Reports and Presentations

Student Presentation (if any)

V.

## Matters for Discussion

Old Business

V.

## Matters for Discussion

New Business



# HUDSON PUBLIC SCHOOLS

PLAN REVIEW

2022-2023

The Hudson Public Schools is conducting a review of the existing Bullying Prevention and Intervention Plan as required by law. The proposed changes or new language adoptions are indicated under the “Proposed Change” column below with new language bolded and deleted language in red.

Section	Existing Plan	Proposed Change
<p>HPS Bullying Prevention and Intervention Plan</p>	<p style="text-align: center;">Bullying Prevention and Intervention Plan</p> <p>I. Priority Statement</p> <p>The Hudson Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.</p> <p>The Hudson Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.</p> <p>We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with</p>	<p style="text-align: center;">Bullying Prevention and Intervention Plan</p> <p>I. Priority Statement</p> <p>The Hudson Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.</p> <p>The Hudson Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.</p> <p>We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with</p>

the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

## II. Purpose

Hudson's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying,

the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

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cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

### III. Training and Professional Development

- A. Annual staff training on the Plan: Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. This training may be conducted online and staff will acknowledge receiving this information through electronic sign-off. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school

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wide and district wide professional development will be informed by research and will include information on:

- Developmentally (or age-) appropriate strategies to prevent bullying
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying
- Internet safety issues as they relate to cyberbullying
- Ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

C. Written Notice to Staff: The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff in the school or district employee handbook, the district website and the code of conduct.

IV. Access to Resources and Services

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IV. Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. Hudson's Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students.

A. Counseling and other services: Each of Hudson's six schools has a school psychologist and the middle school and high school have guidance counselors who will assist in identifying as well as providing resources for students involved in bullying and cyberbullying. School psychologists, nurses, guidance counselors, speech pathologists and special educators provide a range of therapeutic and skill-based services to students including emotional support, risk assessment, crisis intervention and help with community based counseling referrals when needed.

B. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

C. Referral to outside services. The District will use a referral

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protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Personnel who assist with such referrals may include administrators, psychologists, counselors, or clinicians.

V. Academic and Non-Academic Activities

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development, per guidelines published by the Department of Elementary and Secondary Education (DESE). The District considers the following suggested guidelines from the DESE:

A. Specific bullying prevention approaches.

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 or school staff 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

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- enhancing students’ skills for engaging in healthy relationships and respectful communications
- fostering the development of language skills and social awareness in young children to increase their self-advocacy competences
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

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VI. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, with the understanding that no student shall be subject to discipline based solely on an anonymous report. The district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated email address, as well as the method for anonymous reporting through the District's website. At the beginning of the school year, the District will communicate the availability of these tools and the policies for reporting via the student handbooks and on the District's website.

1. Reporting by Staff

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2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation-Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target

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Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target

and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the parents or guardians of the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
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	<p>than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.</p> <p>c. <u>Notice to Law Enforcement.</u> At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.</p> <p>In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.</p>	<p>than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.</p> <p>c. <u>Notice to Law Enforcement.</u> At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.</p> <p>In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.</p>
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C. Investigation. The principal or designee, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged student aggressor of bullying. The actions to be taken to prevent further acts of bullying shall be discussed. The school principal or designee shall investigate promptly all reports of bullying, using a Bullying/Cyberbullying Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. In the event the reported bullying involves the school principal or designee as the alleged aggressor, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

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Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- D. Determination and Notification. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the student aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. The investigation shall be completed within twenty (20) working days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including where the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be

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taken. At a minimum the principal or designee shall contact the parents or guardians as to the status of the investigation on a weekly basis. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. School personnel may, however, share information with the family of the target regarding the process that was followed to investigate and determine whether bullying occurred; what general measures are being taken to protect the target from further acts of bullying or retaliation; and what is being done to ensure that the target is reassured, receives help, and is provided with appropriate ways to communicate ongoing concerns.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
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	<p>guidance counselors and other appropriate school personnel</p> <ul style="list-style-type: none"> <li>▪ implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals</li> <li>▪ meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home</li> <li>▪ adopting behavioral plans to include a focus on developing specific social skills</li> <li>▪ making a referral for evaluation</li> </ul> <p>2. Taking Disciplinary Action</p> <p>If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school’s or district’s student discipline’s code of conduct, but ranges from detention to suspension to expulsion.</p> <p>Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.</p> <p>If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.</p> <p>3. Promoting Safety for the Target and Others</p>	<p>guidance counselors and other appropriate school personnel</p> <ul style="list-style-type: none"> <li>▪ implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals</li> <li>▪ meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home</li> <li>▪ adopting behavioral plans to include a focus on developing specific social skills</li> <li>▪ making a referral for evaluation</li> </ul> <p>2. Taking Disciplinary Action</p> <p>If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school’s or district’s student discipline’s code of conduct, but ranges from detention to suspension to expulsion.</p> <p>Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.</p> <p>If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.</p> <p>3. Promoting Safety for the Target and Others</p>
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The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

**F. Responding to a Report of Bullying by School Staff**

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. If necessary, the principal or designee will consult with legal counsel about the investigation.

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

VII. Collaboration with Families

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

**G. Procedure for Collecting, Maintaining, and Reporting Data**

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused ways that families can support bullying prevention and intervention efforts related to school-based bullying as well as cyberbullying. The programs may be offered in collaboration with the Home and School organization, School Councils, Special Education Parent Advisory Council, Athletics, or Guidance Departments at the middle and high schools, local law enforcement agencies, the Middlesex District Attorney’s Office and any other appropriate organization.
- B. Notification requirements. Every year, each of Hudson’s schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in English, Portuguese and Spanish. The school or district will post the Plan and related information on its website. Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

VIII. Prohibition Against Bullying and Retaliation

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct,

**Annual Reporting to the Department of Elementary and Secondary Education (DESE): In accordance with the M.G.L. c. 71, § 370(k), NPS will annually provide the following data to DESE: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation; and 4) other information required by DESE.**

VII. Collaboration with Families

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused ways that families can support bullying prevention and intervention efforts related to school-based bullying as well as cyberbullying. The programs may be offered in collaboration with the Home and School organization, School Councils, Special Education Parent Advisory Council, Athletics, or Guidance Departments at the middle and high schools, local law enforcement agencies, the Middlesex District Attorney’s Office and any other appropriate organization.
- B. Notification requirements. Every year, each of Hudson’s schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in English, Portuguese and Spanish. The school or district will

<p>the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 370(b), and describes the law’s requirements for the prohibition of bullying.</p> <p>Acts of bullying, which include cyberbullying, are prohibited:</p> <ul style="list-style-type: none"> <li>(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school--related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and</li> <li>(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.</li> </ul> <p>Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.</p> <p>As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the Hudson district or a school to staff any non-school related activities, functions, or programs.</p> <p>IX. Problem Resolution System</p>	<p>post the Plan and related information on its website. Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.</p> <p>VIII. Prohibition Against Bullying and Retaliation</p> <p>The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 370(b), and describes the law’s requirements for the prohibition of bullying.</p> <p>Acts of bullying, which include cyberbullying, are prohibited:</p> <ul style="list-style-type: none"> <li>(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school--related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and</li> <li>(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.</li> </ul>
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Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department’s problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Complaints regarding a school or district not responding appropriately to bullying allegations may be investigated through the Department of Elementary and Secondary Education’s Program Quality Assurance (PQA) Services: Problem Resolution System. Parents/guardians may send emails to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent’s office.

X. Definitions

Aggressor is a student or member of a school staff who engages in bullying, cyberbullying, or retaliation toward a student or staff member.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target’s property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the Hudson district or a school to staff any non-school related activities, functions, or programs.

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X. Definitions

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- v. materially and substantially disrupts the education process or the orderly operation of a school.

Elementary Definition: Bullying is a serious and hurtful situation that will not be tolerated in our schools. Bullying occurs when more than one time, a student (s) say, write or use physical acts or gestures that are hurtful and target another student. Bullying occurs when those words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property. Bullying occurs when the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property. Bullying also occurs when the repeated behaviors create a hostile environment in school for the targeted student or when that student's rights are violated. Bullying occurs when the repeated acts disrupt learning and the regular school day in a major way. Bullying also includes cyberbullying which is bullying through the use of technology or any electronic communication (for example: emails, mobile phone texting, instant messaging, creating websites, distribution of inappropriate pictures, text, or video, and social networking pages).

Cyberbullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
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content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

#### XI. Relationship to Other Policies and Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in

Cyberbullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

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School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria

admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity or expression, homelessness, disability, religion, national origin, or sexual orientation. Nothing in the Hudson Anti-Bullying Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in Hudson's Anti-Bullying Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. §§ 41 and 42 c.71 other applicable laws, or local school or district policies, or collective bargaining agreements in response to violent, harmful, or disruptive behavior, regardless of whether Hudson's Anti-Bullying Plan covers the behavior.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq. and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. Any discipline of students with disabilities must be in accordance with associated statutes and regulations.

workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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#### XI. Relationship to Other Policies and Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity or expression, homelessness, disability, religion, national origin, or sexual orientation. Nothing in the Hudson Anti-Bullying Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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## **Bullying Prevention and Intervention Plan**

### **I. Priority Statement**

The Hudson Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Hudson Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

### **II. Purpose**

Hudson's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the

Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

### **III. Training and Professional Development**

- A. Annual staff training on the Plan: Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. This training may be conducted online and staff will acknowledge receiving this information through electronic sign-off. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by research and will include information on:
- Developmentally (or age-) appropriate strategies to prevent bullying
  - Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents
  - Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
  - Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - Information on the incidence and nature of cyberbullying
  - Internet safety issues as they relate to cyberbullying
  - Ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.
- C. Written Notice to Staff: The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff in the school or district employee handbook, the district website and the code of conduct.

## IV. Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. Hudson's Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students.

- A. Counseling and other services: Each of Hudson's six schools has a school psychologist and the middle school and high school have guidance counselors who will assist in identifying as well as providing resources for students involved in bullying and cyberbullying. School psychologists, nurses, guidance counselors, speech pathologists and special educators provide a range of therapeutic and skill-based services to students including emotional support, risk assessment, crisis intervention and help with community based counseling referrals when needed.
- B. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- C. Referral to outside services. The District will use a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Personnel who assist with such referrals may include administrators, psychologists, counselors, or clinicians.

## V. Academic and Non-Academic Activities

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development, per guidelines published by the Department of Elementary and Secondary Education (DESE). The District considers the following suggested guidelines from the DESE:

### A. Specific bullying prevention approaches.

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 or school staff 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
- fostering the development of language skills and social awareness in young children to increase their self-advocacy competences
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

## **VI. Policies and Procedures for Reporting and Responding to Bullying and Retaliation**

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, with the understanding that no student shall be subject to discipline based solely on an anonymous report. The district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated email address, as well as the method for anonymous reporting through the District's website. At the beginning of the school year, the District will communicate the availability of these tools and the policies for reporting via the student handbooks and on the District's website.

### **1. Reporting by Staff**

A staff member will report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of

conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation-Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the parents or guardians of the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. Investigation. The principal or designee, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged student aggressor of bullying. The actions to be taken to prevent further acts of bullying shall be discussed.

The school principal or designee shall investigate promptly all reports of bullying, using a Bullying/Cyberbullying Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. In the event the reported bullying involves the school principal or designee as the alleged aggressor, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- D. Determination and Notification. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the student aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. The investigation shall be completed within twenty (20) working days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including where the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the principal or designee shall contact the parents or guardians as to the status of the investigation on a weekly basis. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. School personnel may, however, share information with the family of the target regarding the process that was followed to investigate and determine whether bullying occurred; what general measures are being taken to protect the target from further acts of bullying or retaliation; and what is being done to ensure that the target is reassured, receives help, and is provided with appropriate ways to communicate ongoing concerns.

## E. Responses to Bullying

### 1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

### 2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's student discipline's code of conduct, but ranges from detention to suspension to expulsion.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. If necessary, the principal or designee will consult with legal counsel about the investigation.

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

G. Procedure for Collecting, Maintaining, and Reporting Data

Annual Reporting to the Department of Elementary and Secondary Education (DESE): In accordance with the M.G.L. c. 71, § 370(k), NPS will annually provide the following data to DESE: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation; and 4) other information required by DESE.

## VII. Collaboration with Families

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused ways that families can support bullying prevention and intervention efforts related to school-based bullying as well as cyberbullying. The programs may be offered in collaboration with the Home and School organization, School Councils, Special Education Parent Advisory Council, Athletics, or Guidance Departments at the middle and high schools, local law enforcement agencies, the Middlesex District Attorney's Office and any other appropriate organization.



- B. Notification requirements. Every year, each of Hudson’s schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in English, Portuguese and Spanish. The school or district will post the Plan and related information on its website. Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

## **VIII. Prohibition Against Bullying and Retaliation**

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law’s requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Hudson district or a school to staff any non-school related activities, functions, or programs.

## **IX. Problem Resolution System**

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department’s problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Complaints regarding a school or district not responding appropriately to bullying allegations may be investigated through the Department of Elementary and Secondary Education’s Program Quality Assurance (PQA) Services: Problem Resolution System. Parents/guardians may send emails to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent’s office.

## **X. Definitions**

Aggressor is a student or member of a school staff who engages in bullying, cyberbullying, or retaliation toward a student or staff member.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

## **XI. Relationship to Other Policies and Laws**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege

and courses of study of such public school on account of race, color, sex, gender identity or expression, homelessness, disability, religion, national origin, or sexual orientation. Nothing in the Hudson Anti-Bullying Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in Hudson's Anti-Bullying Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. §§ 41 and 42 c.71 other applicable laws, or local school or district policies, or collective bargaining agreements in response to violent, harmful, or disruptive behavior, regardless of whether Hudson's Anti-Bullying Plan covers the behavior.

The Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 et seq. and its implementing regulations, 34 C.F.R. § 300 et seq., provide eligible students with certain procedural rights and protections in the context of student discipline. Any discipline of students with disabilities must be in accordance with associated statutes and regulations.

**Assabet Valley Collaborative**

**FY 24 Tuition, Services, and Transportation Rate**

The Assabet Valley Collaborative Board of Directors has approved the rates for Fiscal Year 2024. The attached chart contain the rates for student tuition, services, and student transportation.

Assabet Valley Collaborative

For the Year Ended June 30, 2024

OSA/SOAR	FY23 Daily Rate*	FY23 # days	FY23 Tuition	FY24 Daily Rate*	FY24 Tuition	\$ Change	% Change
OSA Member	\$350.46	180	\$63,082.36	\$364.48	\$65,606.40	\$2,524.04	4.00%
OSA NM	\$399.52	180	\$71,914.33	\$415.50	\$74,790.00	\$2,875.67	4.00%
SOAR Member	\$350.46	45	\$15,367.95	\$364.48	\$16,401.60	\$1,033.65	6.73%
SOAR NM	\$399.52	45	\$17,519.40	\$415.50	\$18,697.50	\$1,178.10	6.72%
OSA Summer-member			\$6,294.75		\$6,546.54	\$251.79	4.00%
OSA Summer-NM			\$7,238.96		\$7,528.52	\$289.56	4.00%
REACH	FY23 Daily Rate*	FY23 # days	FY23 Tuition	FY24 Daily Rate*	FY24 Tuition	\$ Change	% Change
Member	\$489.17	204	\$99,791.00	\$508.74	\$103,782.96	\$3,991.96	4.00%
NonMember	\$557.68	204	\$113,767.00	\$579.99	\$118,317.96	\$4,550.96	4.00%

Evolution	FY23 Daily Rate*	FY23 # days	FY23 Tuition	FY24 Daily Rate*	FY24 Tuition	\$ Change	% Change
Tier 2 Member	\$330.00	180	\$59,400.00	\$343.20	\$61,776.00	\$2,376.00	4.00%
Tier 2 NM	\$379.50	180	\$68,310.00	\$394.68	\$71,042.40	\$2,732.40	4.00%
Tier 2 Member-Summer			\$6,378.00	\$0.00	\$6,633.12	\$255.12	4.00%
Tier 2 NM-Summer			\$7,271.00	\$0.00	\$7,561.84	\$290.84	4.00%
Tier 3 Member	\$489.17	204	\$99,791.02	\$508.74	\$103,782.96	\$3,991.94	4.00%
Tier 3 NM	\$557.68	204	\$113,767.57	\$579.99	\$118,317.96	\$4,550.39	4.00%

FSP	FY23	FY24 Case load	FY24 Tuition	\$ Change	% Change
Phase (10 cases) Member	\$36,750	10	\$38,220	\$1,470	4.00%
Phase (10 cases) NM	\$42,000	10	\$43,680	\$1,680	4.00%

Complexity of cases

Facilities Rentals	FY23 Rate	Room	FY23 Rate	FY24 Rate	\$ Change	% Change
Room Rental Member	\$375	1	\$375	\$394	N/A	5%
Room Rental NM	\$425	1	\$425	\$446	N/A	5%

Consultation and Therapy Rates	FY22 Hourly Rate	FY23 Hourly Rate	FY24 Proposed Rate	Change
Professional Member	\$95.35	\$100.12	\$104.00	4%
Licensed Professional NM	\$108.70	\$114.14	\$119.00	
Assistants Member	\$63.55	\$66.73	\$69.00	
Assistants NM	\$72.45	\$76.07	\$79.00	
Tutoring Member	\$56.65	\$59.48	\$62.00	
Tutoring NM	\$65.15	\$68.40	\$71.00	
Psychiatric Consult Member	Discontinue	Discontinue		
Psychiatric Consult Member	Discontinue	Discontinue		

Transportation	FY23* District Rates	FY24 Proposed District Rates	% Change
Mini van/daily rate to AVC programs only (REACH, OSA,	\$ 132.50	\$ 138.00	4%
Mini van/daily rate to any other program	\$ 164.30	\$ 171.00	
		\$ -	
Wheelchair van to AVC programs only (REACH, OSA,	\$ 132.50	\$ 138.00	
Wheelchair van to any other program	\$ 270.30	\$ 281.00	
		\$ -	
Monitor: daily rate	\$ 100.70	\$ 105.00	
		\$ -	
Supplemental additional hourly charges (nursing, field	\$ 42.40	\$ 44.00	need confirmation from VP.
<b>IN-DISTRICT Contracts</b>			
Nashoba in-district	\$ 222.60	\$ 232.00	
Maynard in-district:			
Fowler/Conn program daily rate	\$ 222.60	\$ 232.00	
MHS/Green Meadow 2 tier run	\$ 222.60	\$ 232.00	
Monitor (round trip); cost shared if shared between	\$ 100.70	\$ 105.00	

Professional Development Member Rates* -	1 presenter	2 presenters	3 presenters
Half Day (<3.5 hours)	\$740	\$1,479	\$2,219
Full Day (4 - 6.5 hours)	\$1,367	\$2,734	\$4,100
Professional Development NONMEMBER	1 presenter	2 presenters	3 presenters
Half Day (<3.5 hours)	\$844	\$1,687	\$2,531
Full Day (4 - 6.5 hours)	\$1,559	\$3,117	\$4,676

VI.

## Matters for Action

Old Business



## **Fiscal Management**

**Section: DGA**

### **AUTHORIZED SIGNATURES**

The Committee will designate by roll call vote a single member responsible for the review and approval of all warrants as correct and approved for payment. A record of this approval will be made available on the next regular Committee agenda. Such designation does not limit the responsibility of each member.

The Chair of the School Committee or designee and the Superintendent or designee will sign payrolls presented for approval.

The municipal treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid.

LEGAL REFS.: M.G.L. 41:41; 41:52; 41:56

CROSS REF: DK Payment procedures

SOURCE: MASC Updated 2022

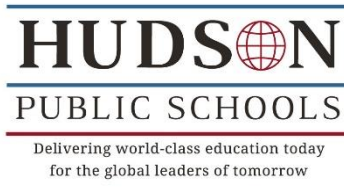
*Adopted by the Hudson School Committee: February 14, 2023*

VI.

## Matters for Action

New Business





## SCHOOL COMMITTEE MEMBERS ASSIGNMENTS

**2022-2023**

Chairperson: Michele Tousignant Dufour

Vice-Chairperson: Molly MacKenzie

Secretary: Mark Terra-Salomão

### Sub-Committees:

1. Budget: All Committee Members
2. Policy: Molly MacKenzie, Steve Smith, Mark Terra-Salomão
3. Strategic Goals: Michele Tousignant Dufour, Steve Smith, Chris Yates
4. Superintendent's Evaluation: Michele Tousignant Dufour, Steve Sharek, Steve Smith
5. Buildings and Grounds: Steve Sharek, Mark Terra-Salomão, Chris Yates

### Negotiation Teams:

1. Teachers: Michele Tousignant Dufour, Molly MacKenzie, Steve Sharek
2. Paraeducators: Steve Smith, Mark Terra-Salomão, Chris Yates
3. Secretaries: Michele Tousignant Dufour, Chris Monsini, Steve Smith
4. Custodians: Chris Monsini, Steve Sharek, Chris Yates

### School Councils:

1. Hudson High School: Mark Terra-Salomão
2. Quinn Middle School: Michele Tousignant Dufour
3. Farley: Molly MacKenzie
4. Forest Ave: Steve Smith
5. Mulready: Steve Sharek

### Other Responsibilities:

1. Teacher Sick Bank: Molly MacKenzie, Michele Tousignant Dufour,
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith (lead)  
Chris Yates
3. English Learners Parent Advisory Council (ELPAC) Liaison: Molly MacKenzie  
Mark Terra-Salomão (lead)

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

*The Hudson Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, veteran, or housing status.*



# 2023 Superintendent Evaluation

May 9, 2023

- Superintendent Goals: Developed by the Dr. Rodrigues and the School Committee
  - Ratings: Did Not Meet, Some Progress, Significant Progress, Met, Exceeded
  - Professional Practice Goal(s)
  - Student Learning Goal(s)
  - District Improvement Goal(s)
  
- State Standards: Developed by the State and consistent across districts
  - Ratings: Unsatisfactory, Needs Improvement, Proficient, Exemplary
  - Standard I: Instructional Leadership
  - Standard II: Management and Operations
  - Standard III: Family and Community Engagement
  - Standard IV: Professional Culture

# Superintendent Goals

**Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)**

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	X Met	<input type="checkbox"/> Exceeded

# State Standards

## Standard 1: Instructional Leadership

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. <b>Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. <b>Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. <b>Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. <b>Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. <b>Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard 1 (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

# State Standards

## Standard II: Management and Operations

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Overall Rating for Standard II (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

# State Standards

## Standard III: Family and Community Engagement

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard III (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard IV</b> ( C h e c k o n e . )	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary



# Overall Rating



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Marco C. Rodrigues, Ed.D. May 9, 2023

**Evaluator:** Hudson School Committee May 9, 2023

**Name**

**Signature**

**Date**

## Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	X Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each standard.*)

### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> 4	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> 4	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> 4	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> 4	<input type="checkbox"/>

# End-of-Cycle Summative Evaluation Report: Superintendent



**Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)**

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Step 4: Rate Impact on Student Learning (Check only one.)**

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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## Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Overall, the School Committee gave Dr. Rodrigues a rating of Proficient for the 2022-2023 school year. This year was different than the last several years because COVID was not the focus. With that, there was an opportunity for the team, led by Dr. Rodrigues, to focus more on driving District improvements instead of focusing on operational aspects of the District. Some of the major accomplishments included:

- 1) The continued growth of the Dual Language Program
- 2) Additional tutoring resources for high needs students
- 3) Math curriculum pilot at the middle school
- 4) Introduction of the Choose Love SEL program
- 5) Completion of the Equity Audit and District Review by DESE
- 6) Successful collective bargaining negotiations
- 7) Strategic financial plan and communication to Town Leadership

These are just a few highlights that stood out. In addition, Dr. Rodrigues has done as much as possible to make the transition to a new Superintendent smooth and he has shown professionalism and great care for the District by leaving it in a good place to try and address the extreme budget challenges ahead. He has left everyone fully aware of the challenges and the history of the challenges, which positions the School Committee and new Superintendent to continue the work of addressing the situation. These transition efforts are important to ensure the District's momentum is not lost through the transition.

Overall, Dr. Rodrigues has done a good job leading the District over the last year and it's a continuation of the work done in prior years. Thank you to Dr. Rodrigues for his years of service to move the District forward, while also navigating through the unprecedented COVID era that no one could have ever predicted or been fully prepared to handle. Best of luck in retirement.

# Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	By June 2023, the Action Steps for each Strategic Priority identified within the District Improvement Plan for the 2022-2023 year will be implemented.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
2	By June 2023, I have successfully completed a planned transition to welcome the new Superintendent of Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>District Improvement</b>						
3	By March 2023, the Budget Leadership Team, in conjunction with the School Committee Members, will develop a balanced budget for the FY24 school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4	To guide the process and to successfully negotiate a new Collective Bargaining Agreement (CBA) with the Hudson School Secretarial Association (HSSA), and the AFL-CIO, Local Council 93 (Custodians) during the 2022-2023 school year.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

# Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b></p> <p>Dr. Rodrigues and the leadership team continued to guide the district towards meeting an ever-growing set of student needs. This was accomplished through:</p> <ol style="list-style-type: none"> <li><b>Use of Data:</b> The District continued its evolution of data usage to help staff identify areas where individual students need support, especially with the District's highest needs population.</li> <li><b>Dual Language Program:</b> The growth of the dual language program continued and provides the District with a unique differentiated option for students.</li> <li><b>Choose Love:</b> This program will help meet the SEL needs of students and its introduction clearly created energy amongst the staff.</li> <li><b>Math Curriculum:</b> Work continued towards improving Hudson's math offering by piloting curriculum at the middle school, which is leading to a new long-term approach for the District.</li> <li><b>Tutoring:</b> The introduction of additional tutoring supports for Hudson's growing group of EL students.</li> </ol>
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Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports

- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback

- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other



## Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Overall Rating for Standard II (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

Management and Operations continued to be an area of strength for Dr. Rodrigues as the team continued to build-out the MTSS model and its supporting structures. Leadership was able to do this with the backdrop of maintaining a fiscally responsible budget. In addition, the energy and effort put into the budgeting process and long-term financial plan were immensely important. This was used as means for communicating the increased financial needs of the District to Town Leadership so services can be maintained in the coming years. In addition, stakeholders and School Committee members continued to comment on the level of transparency that's generated through the budget process and budget book. The alignment of the School Improvement Plans to the District Improvement Plan is also something that continues to provide the structure needed to ensure work is aligned throughout the District.

One area that would provide benefit in the future is finding new methods for helping people understand how different initiatives are related. Some feedback would indicate, for example, that not all stakeholders fully understand how different programs fit within MTSS. A simplified method for communicating this would benefit all stakeholders.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: \_\_\_\_\_



## Superintendent's Performance Rating for Standard III: Family and Community Engagement

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>					
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard III (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement or Unsatisfactory*):**

Based on feedback and School Committee member observations, there has been a more positive environment within the schools this year now that COVID is not a dominant factor. Dr. Rodrigues worked to build engagement by keeping constituents up to date through Creating Connections. The in-person Superintendent listening sessions received great feedback from attendees. Those who have provided feedback continue to believe it's a great way to get questions answered since all of District leadership is available in the same room. There was also a specific Superintendent listening session sponsored by SEPAC, which provided Special Education families an opportunity to ask questions. Text messaging is also being introduced as a method of communication, which should benefit families that prefer to communicate through text instead of email. The recent Health Fair was a notable example of building community by bringing together groups that can help, not only school families, but also the community at large. Lastly, a lot was done this year to increase communication with Town Leadership. There was a long-term strategic planning session with the Select Board and Finance Committee. In addition, there were 2 FY24 budget presentations with each group, which was an increase relative to past years. Both groups expressed appreciation for these efforts.

**Examples of evidence superintendent might provide:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report   | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports                       | <input type="checkbox"/> Relevant school committee presentations and minutes                  |
| <input type="checkbox"/> Evidence of community support and/or engagement   | <input type="checkbox"/> Community organization membership/participation/contributions      | <input type="checkbox"/> Other:_____  |



# Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard IV</b> ( C h e c k o n e . )	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

There are many examples of the professional environment Dr. Rodrigues has worked to foster. As part of these efforts, the following stood out:

- Negotiations:** Over the last 2 years the collective bargaining process with the Secretaries and Para Educators has gone very smoothly even though there were some difficult topics that had to be addressed. The change in mutual respect over the last 3 contract negotiations with the Secretary's bargaining unit has been night and day with Dr. Rodrigues working to build a more collaborative approach during that time.
- Budget:** Through the budgeting process Dr. Rodrigues has leaned on Dan Gale to play a significant role, which I think is important, especially considering Dan will be responsible for working with the next Superintendent to address the District's future budget needs.
- Listening Sessions:** Dr. Rodrigues has continued to conduct listening sessions with staff at each school, which provides an opportunity for staff to ask questions and provide input.

4. **Professional Development:** Feedback has been received from staff about the quality of the professional development that was provided this year. The feedback received indicates the topics are timely, relevant, and immediately applicable in the classroom. All key aspects of a strong professional development program.
5. **Regular Leadership Meetings:** The District maintains weekly/bi-weekly meeting schedules with the leadership team to discuss and plan the day-do-day work and the priority areas outlined in the District Improvement Plan. School-based department meetings also provide guidance and continuous learning opportunity for staff.

**Examples of evidence superintendent might provide:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Goals progress report                             | <input type="checkbox"/> School visit protocol and sample follow-up reports    | <input type="checkbox"/> School committee meeting agendas/materials         |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data                   | <input type="checkbox"/> Analysis of staff feedback                            | <input type="checkbox"/> Analysis of staff feedback                         |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals     | <input type="checkbox"/> Other: _____                                       |

## School Choice Program 2023-2024

The Hudson Public Schools participates in the Massachusetts School Choice program and the School Committee approves student enrollment under the Inter-District School Choice program annually. The Inter-District School Choice program allows parents/guardians to send their children to schools in communities other than the city or town in which they reside.

For the 2023-2024 school year, the Administration recommends the following guidelines:

- Parent/guardian is responsible for transportation to the District school.
- Student enrollment in the Inter-District School Choice program is based on availability and it may change with non-projected student enrollment.
- Grades K through 11 students are eligible to participate in the program as follows:

- Farley Elementary School

Kindergarten	Grade 1	Grade 2	Grader 3	Grade 4
5	0	0	0	2

- Forest Ave Elementary School

Kindergarten	Grade 1	Grade 2	Grader 3	Grade 4
5	0	8	0	5

- Mulready Elementary School

Kindergarten	Grade 1	Grade 2	Grader 3	Grade 4
5	0	0	0	0

- Quinn Middle School

5	6	7
0	10	10

- Hudson High School

8	9	10	11
Based on schedule and space availability			

- Students accepted into the Inter-District School Choice program may apply for schools on the same basis as resident students. However, the Intra-District Choice program may give preference to Hudson resident students when assigning students to schools.

## District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0000	Out of District	34	1	0	0	2	2	0	2	2	2	6	5	8	5	8	77
0030	C. A. Farley Elementary	17	90	87	81	72	88	0	0	0	0	0	0	0	0	0	435
0015	Forest Avenue Elementary	0	59	47	43	68	71	0	0	0	0	0	0	0	0	0	288
0007	Mulready Elementary	24	43	36	54	42	54	0	0	0	0	0	0	0	0	0	253
0410	David J. Quinn Middle School	0	0	0	0	0	0	216	171	178	0	0	0	0	0	0	565
0505	Hudson High School	0	0	0	0	0	0	0	0	0	166	165	180	157	153	0	821
<b>Totals</b>		<b>75</b>	<b>193</b>	<b>170</b>	<b>178</b>	<b>184</b>	<b>215</b>	<b>216</b>	<b>173</b>	<b>180</b>	<b>168</b>	<b>171</b>	<b>185</b>	<b>165</b>	<b>158</b>	<b>8</b>	<b>2439</b>

2023-2024																													
School	PK	Kindergarten			T	Grade 1			T	Grade 2			T	Grade 3				T	Grade 4					T					
Farley					4	20	20	16	17	17	5	18	18	17	17	17	5	20	20	20	20	4	18	18	18	19	4	22	330
Forest					3	19	20	20			3	15	16	16			3	21	22			2	17	17	17	17	4	15	217
Mulready					2	21	22				3	18	18				2	18	18	19		3	21	21			2	12	176
<b>TOTAL</b>	<b>0</b>	<b>0</b>			<b>9</b>	<b>192</b>			<b>11</b>	<b>170</b>			<b>10</b>	<b>178</b>				<b>9</b>	<b>183</b>					<b>10</b>	<b>49</b>	<b>723</b>			

Updated 5-2-23			Dual Language Classes
			Grade 1 Transition Class

## VII.

### Items of Interest to the School Committee

# VIII.

## Executive Session

IX.

Adjournment