

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 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 23, 2023

Hudson High School - F101

7:00 p.m.

AGENDA

I. Call to Order

II. Approval of Minutes

Regular Meeting May 09, 2023

III. Public Participation

IV. Reports and Presentations

- a) Report of the Superintendent: PLTW Bio-Medical Pathway 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. FY23 Q3 Financial Report
- 2. Facilities Update

VI. Matters for Action:

a) Old Business

- 1. Approval of School Committee Member Assignments
- 2. School Board Governance and Operations
- 3. Incoming Superintendent Transition Update

b) New Business

- 1. Approval of Student Handbooks 2023-2024
- 2. Approval of School Committee Meeting Schedule 2023-2024
- 3. Policy Manual Revisions 1st Reading of Sections B, E, G, I, J, and K
- 4. Approval of Pilot Protocol for Remote Work
- 5. Approval of Contract: with Curriculum Associates, LLC for implementation of I-Ready Math Education Curriculum, professional development, and instructional materials for the elementary schools in an amount of \$48,413.00
- 6. Approval of Contract: with McGraw Hill, LLC for Reveal Math Education Curriculum, professional development, and instructional materials for Quinn Middle School in the amount of \$25,275.20
- 7. Approval of Contract: with Compass Group USA, Inc., by and through its

- Chartwells Division, to amend their existing contract.
8. Approval of Gift: from Buonopane Inc. to Quinn Middle School for Cross Country in the amount of \$400.00
 9. Approval of Overnight Trip: UNESCO Conference for Young Scientists in Santarém, Portugal in January of 2024
 10. Reclassification of Funds

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 May 09, 2023

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: May 09, 2023

Location: Hudson High School and GoogleMeet

Members present: Erica Ankstitus, Molly MacKenzie, Christopher Monsini, Steven Sharek, Steven Smith, Mark Terra-Salomão, Christopher Yates

Members present participating remotely:

Members absent:

Others present participating: Marco Rodrigues, Superintendent; Kathy Provost, Assistant Superintendent; Ellen Schuck; Jennifer Allard;

I. Call the Meeting to Order: 7:07PM

Due to Hudson Local Election on May 8, 2023 item taken out of order:

VI.b.1: Approval of School Committee Member Assignments.

Nomination for Chairperson of School Committee:

Ms. MacKenzie nominates Mr. Smith as Chair and is seconded by Mr. Yates.

On a unanimous vote the nomination passes.

Nomination for Vice-Chairperson: Mr. Sharek nominates Mr. Yates and is seconded by Mr. Monsini.

Mr. Smith nominates Ms. MacKenzie and is seconded by Mr. Terra-Salomão.

For Mr. Yates: on a 3-4 vote the nomination does not pass.

For Ms. MacKenzie on a 4-3 vote the nomination passes.

Nomination for Secretary: Ms. MacKenzie nominates Mr. Terra-Salomão and Mr. Yates seconds.

On a unanimous vote the nomination passes.

II. Approval of Minutes: Regular Meeting April 25, 2023

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

On a unanimous vote the minutes were approved.

III. Public Participation

none

IV. Reports and Presentations

a) Report of the Superintendent: Cyber Security Plan Report

Dr. Marco Rodrigues, Superintendent, introduced the Director of Technology Ms. Ellen Schuck who presented to the committee.

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

Ms. Alexandra McDowell and Ms. Millie Olynciw-Olkuski, sophomores, are representing the student body at Hudson High. They shared the following updates:

- Passed weekend drama society performed The Lighting Thief
 - Great turn out!
- This week the 9th graders returned from their Washington DC Trip
- Upcoming:
 - 8th grade boat cruise
 - Juniors prom on Friday
 - Pre-Prom and Red Carpet occurring beforehand
 - Seniors are planning an exciting week for their last week
 - Sophomores are missing events - due to the pandemic they missed out on similar opportunities and currently there is a noted absence of exciting events
- Next Year: There is time to sign up for UNESCO (The United Nations Educational, Scientific and Cultural Organization) trip in January 2024 to Portugal
- Upcoming MCAS testing
- Art Fair on Thursday - all are invited! It is free!
- This is Ms. McDowell and Ms. Olynciw-Olkuski's last meeting

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**

A motion to nominate Mr. Smith, the Chairperson, was made by Mr. Terra-Salomão and seconded by Ms. MacKenzie.

Not Approved

Ms. Ankstitus	Y
Mr. Yates	Y
Ms. MacKenzie	Y
Mr. Sharek	Y
Mr. Monsini	Y
Mr. Terra-Salomão	Y
Mr. Smith	Y

On a unanimous vote Mr. Smith was appointed.

b. New Business

1. Approval of School Committee Member Assignments

The committee elected their Chairperson, Vice-Chairperson, and Secretary at the start of this meeting. The current committee assignments were reviewed during this meeting. Assignments and votes to happen during the next meeting.

2. Approval of Superintendent End-of-Year Evaluation

A motion to approve the evaluation was made by Mr. Smith and seconded by Ms. MacKenzie.

On a unanimous vote the evaluation was approved.

3. Approval of 2023-2024 School Choice Program

A motion to approve the 23-24 School Choice Program was made by Ms. MacKenzie and seconded by Mr. Sharek.

On a unanimous vote the program was approved.

VII. Items of Interest to the School Committee

Mr. Terra-Salomão shared that the Portuguese Club hosted Dr. Rodrigues to dinner to thank him and congratulate him on his retirement. He extended his thanks as the Portuguese speaking community highly values the honor and respect given to Portuguese heritage speakers, the Dual Language Program, and contributions to the district.

VIII. Executive Session

IX. Adjournment

Mr. Yates made a motion to adjourn, seconded by Ms. MacKenzie.

On a unanimous vote The Hudson School Committee adjourned at 8:22PM.

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

III.

Public Participation

IV.

Reports and Presentations

Report of the Superintendent:
PLTW Bio-Medical Pathway Report

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
FY23 Budget Projection
3rd QTR FY23
5.18.23

Fund	FY23 Budget	FY23 Qtr 3 Projected	FY23 Balance
Personnel	35,697,750.00	35,343,508.38	354,241.62
General Expenses	6,434,062.00	6,167,070.49	266,991.51
Transportation	2,243,204.00	2,485,112.54	(241,908.54)
Circuit Breaker	1,016,408.00	1,016,408.00	0.00
Total School Expense Budget	45,391,424.00	45,012,099.41	379,324.59

BUDGET REVENUE	FY23 Budget	FY23 Projected	FY23 Balance
Town Appropriation	41,755,284.00	41,755,284.00	0.00
Circuit Breaker	1,016,408.00	1,016,408.00	0.00
School Choice Revenue FY23	900,000.00	1,100,000.00	200,000.00
School Choice Carry-Over	1,719,732.00	1,140,407.41	(579,324.59)
Total Revenue	45,391,424.00	45,012,099.41	(379,324.59)

Revenue:	
Town Appropriation	41,755,284.00
Circuit Breaker	1,016,408.00
School Choice Carryover	2,240,407.41
Total Revenue	45,012,099.41

School Choice Balance June 30, 2022	4,320,215.48
Projected Income FY23	1,100,000.00
Projected School Choice Transfer	(2,240,407.41)
Projected Spending FY23	(50,000.00)
Projected Food Svs - Deficit	0.00
Projected School Choice Available June 30, 2023	3,129,808.07

School Choice Balance Carry Forward to FY24 (Estimate)	3,129,808.07
Circuit Breaker Balance Carry Forward to FY24 (Estimate)	1,182,672.00
Funding available for FY24 Budget	4,312,480.07

From the desk of:
Scott Kurposka
Director of Facilities
Hudson Public Schools

Current Projects:

- Farley Intercom Project: Current volume of announcements is inconsistent. The intercom system is tied into the fire intercom and needs to be separated so that it works consistently in the hallways and classrooms.
- Farley AC: Working on an energy audit and engineering design to determine the best way to add air conditioning and eventually change out the boilers to be more efficient. Instead of just adding air conditioning as a separate system, we want to look at the best option to incorporate uni-vents and the boiler replacement that could add air conditioning to the uni-vents. This is projected to be completed by the summer of 2024.
- Security Camera Installation: Installation of security cameras to the exterior of the elementary schools and the high school is in progress. Concurrently replacing and adding cameras within the high school.
- High School Gym refinishing in June.
- Replacing the flooring in the high school gym hallway and weight room.
- Repairs to the Administration building chimney and trim.
- Replacing interior door locks at the elementary schools.
- Obtaining quotes to repair the stonewall at Farley.
- Replacing the steamer in the high school kitchen.

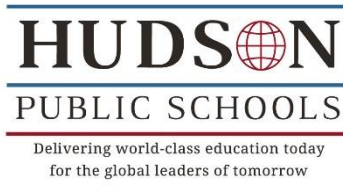
Projects Completed:

- Last month we stripped and waxed the café and teacher's room at Farley and the gym and café at Forest Ave.
- Custodians completed the cyber-training and their yearly safety and informational training during April break.
- Painted the black floor under all of the auditorium seats and stage at the high school.
- Painted the kitchen at Forest Ave and will start Farley's kitchen soon.
- Preparing to take over the mowing around schools after July 1. Athletic fields will continue to be mowed by DPW.

VI.

Matters for Action

Old Business



SCHOOL COMMITTEE MEMBERS ASSIGNMENTS

2023-2024

Chairperson: Steve Smith
Vice-Chairperson: Molly MacKenzie
Secretary: Mark Terra-Salomão

Sub-Committees:

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

Negotiation Teams:

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

School Councils:

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

Other Responsibilities:

1. Teacher Sick Bank: Erica Ankstitus, Steve Sharek, Steve Smith
2. Payroll/Warrants: Steve Smith
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith (lead)
Chris Yates
3. English Learners Parent Advisory Council (ELPAC) Liaison: Mark Terra-Salomão (lead),
Molly MacKenzie

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.

Subcommittee and Other School Committee Representation

Subcommittees

Description: Small committees setup to address specific areas of importance to the School Committee. Generally, 2 or 3 School Committee members are part of each Subcommittee with the Subcommittee working through specific topics and making recommendations for the full School Committee to adopt.

1. Budget

Description: All School Committee members are part of this Subcommittee. The goal of the Subcommittee is to work through the annual budget details with the Superintendent and the District Leadership Team. The final budget is voted on during School Committee meetings and ultimately presented to the Select Board and Finance Committee before it is presented at Town Meeting for approval.

Schedule: Subcommittee meetings normally occur periodically from January through March.

2. Policy

Description: Work with the Superintendent to review the District Policies and determine which policies should be updated, introduced, and/or removed. Once the desired changes are identified, the Superintendent and/or Subcommittee draft and review the changes, which are ultimately presented to the full School Committee for approval.

Schedule: Meeting schedule and frequency can vary, but would average about once per month and meetings often occur right before a standard School Committee meeting.

3. Strategic Goals

Description: Develop recommendations related to strategic topics identified by the School Committee. This can include things such as the School Committee strategic goals, action items related to the strategic goals, high school start times, and facilitating meetings with the community related to some topics being addressed by the Subcommittee.

Schedule: Meeting schedule and frequency can vary based on specific topics being addressed and community sessions would occur as needed.

4. Superintendent's Evaluation

Description: Oversee the annual Superintendent evaluation process, which includes reviewing goals for the coming year and evaluating performance against the prior year's goals. The Subcommittee and Superintendent then present this information each year to the full School Committee for approval.

Schedule: Subcommittee meets more during September/October and April/May timeframes.

5. Building and Grounds

Description: Work with Administration to help inform strategic initiatives related to building projects. This could include building new facilities, major building renovations, naming facilities or areas within a facility, etc. Recommended actions and decisions are discussed and then presented to the full School Committee for approval.

Schedule: Subcommittee meets as needed. An example of topics covered might include devising an approach for handling the next steps related to the Administration building.

Subcommittee and Other School Committee Representation

Negotiation Teams

Description: As contracts are scheduled to be renewed, these groups work with the district negotiating team to develop strategy for negotiations and participate in negotiation sessions with the different bargaining units.

Schedule: Number of sessions, timing, and frequency will vary depending on the specific negotiations and will be determined by the union and District negotiating team.

1. Teachers – (current contract expiration: 2025)
2. Paraeducators – (current contract expiration: 2025)
3. Secretaries (current contract expiration: 2026)
4. Custodians – (expected contract expiration: 2026)

School Councils

Description: Be a liaison between the School Committee and the School Council. The Councils are made up of the principal, one community member who does not have a student at the school, two teachers and two parents who have students attending the school. The purpose of this Council is to assist the principal in identifying the educational needs of the students attending the school, review the annual school budget, and formulate an annual School Improvement Plan.

Schedule: There is generally 1 meeting every month during the school year.

1. Hudson High School
2. Quinn Middle School
3. Farley
4. Forest Ave
5. Mulready

Other Responsibilities

1. Teacher Sick Bank

Description: Work with the administration team to approve any sick bank requests.

Schedule: Typically handled on an ad hoc basis through phone and/or email.

Note: 3 School Committee members are assigned on even fiscal years and 2 on odd years

2. Special Education Parent Advisory Council (SEPAC) Liaison

Description: Be the liaison between SEPAC and the School Committee. Attend SEPAC meetings and listen to parent ideas/concerns to help facilitate Special Education improvements with the Superintendent. Work with the SEPAC President to help move key initiatives forward.

Schedule: SEPAC meetings can occur monthly (the School Committee assignee doesn't necessarily have to attend all meetings and may need to attend some meetings outside of the standard monthly SEPAC meetings).

3. English Learner Parent Advisory Council (ELPAC) Liaison

Description: Be the liaison between ELPAC and the School Committee. Attend ELPAC meetings and listen to parent ideas/concerns to help facilitate English Learner improvements with the Superintendent. Work with the ELPAC President to help move key initiatives forward.

Subcommittee and Other School Committee Representation

Schedule: ELPAC meetings can occur monthly (the School Committee assignee doesn't necessarily have to attend all meetings and may need to attend some meetings outside of the standard monthly SEPAC meetings).

VI.

Matters for Action

New Business



Memorandum

To: Dr. Marco Rodrigues
From: Dr. Jason Medeiros
Date: May 18, 2023
Re: High School Handbook Changes

The high school administrative team has conducted an annual review of the Student/Parent Handbook and, in conjunction with the HHS School Council, is recommending the following substantive changes. **Note: the changes of substance are in bold and underlined.**
Deletions are in Red with a strikethrough.

Page	Heading	Existing Language	Proposed Changes
3	Eligibility for Senior Activities	<p>Seniors who have met all other academic requirements and who are eligible to graduate must be enrolled and passing 18 credit hours of academic course work with 16 of those credits coming from yearlong 4 credit courses on the 4th quarter senior report card to be eligible to participate in Senior Week activities. Any senior who is suspended from school in the 4th quarter or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate in senior activities, including graduation. Students who are expelled will not be eligible to participate. Additionally, seniors in violation of the school's attendance policy may not be allowed to participate in the graduation ceremony.</p>	<p><u>In order for Seniors to be eligible to participate in senior activities, they must have met all of the academic requirements for graduation.</u> Any senior who is suspended from school in the 4th quarter, or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate in senior activities, including graduation. Students who are expelled will not be eligible to participate in any senior activity. Additionally, seniors in violation of the school's attendance policy may not be allowed to participate <u>in senior activities, including</u> the graduation ceremony.</p>

11	<u>Homework-Free Vacation</u>	This is a new section	The Hudson High School Homework-Free Vacation is put into effect annually over every December break. This practice provides an opportunity for students to take a break from frequent schoolwork, to spend time with family, and to support mental and physical health. New homework should not be assigned by teachers to classes in the class's last meeting prior to the break, and any work given before that time period should not be due until a class's second meeting after the break. This policy applies to new homework, new projects/presentations, and new readings assigned to all academic, honors and Advanced Placement classes.
21	<u>Junior Prom & Grade 8 Boat Cruise</u>	<p>JUNIOR PROM</p> <p>The junior prom is for members of the junior class and their guests. All Hudson High School students attending the junior prom must be academically eligible. Eligibility requirements for the junior prom are the same as they are for all other extra-curricular activities. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) on the 3rd quarter report card. An incomplete grade is not a passing grade. No student may be dismissed for any prom related reason before the end of the 4th block. Classes missed due to dismissal for the Junior Prom will be unexcused. In order for a member of the junior class to bring a guest (an individual under the age of 21 who does not attend Hudson High School) to the Prom, a School-sponsored Event Consent Form must be completed and submitted to an Assistant Principal before a Prom ticket may be purchased. This policy may be waived by the principal due to extenuating circumstances. Juniors participating in the Prom are</p>	<p><u>Any student who has been suspended from school in the year a student wishes to attend these events, or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate. Students who are expelled will not be eligible to participate. Additionally, students in violation of the school's attendance policy may not be allowed to participate. Participation in the prom and boat cruise is a privilege, not a right. Thus, the Principal may deny such participation as he deems appropriate.</u></p> <p>On the day of the prom, <u>participants are expected to be present and on time, and</u> no student may be dismissed for any prom related reason before the end of their 4th block. Classes missed due to dismissal for the Junior Prom will be unexcused. In order for a member of the junior class to bring a guest (an individual under the age of 21 who does not attend Hudson High School) to the Prom, a School-sponsored Event Consent Form must be completed and submitted to an Assistant Principal before a Prom ticket may be purchased. This policy may be waived by the principal due to extenuating circumstances.</p> <p>On the day of the boat cruise, students must be present during the entire school day in order to be eligible to</p>

		<p>required to have class dues paid in full (including previous years).</p> <p>GRADE 8 BOAT CRUISE</p> <p>All 8th grade students attending the annual semi-formal boat cruise must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during quarter 3. An incomplete grade is not a passing grade. Students must be present during the entire school day on the day of the boat cruise in order to be eligible to attend. The 8th grade boat cruise is open to current Hudson High School grade 8 students only.</p>	<p>attend. The 8th grade boat cruise is open to current Hudson High School grade 8 students only.</p>
22	<p>Washington D.C. Trip</p> <p><u>Overnight Field Trips</u></p>	<p>All 9th grade students who wish to participate in the annual freshman class trip to Washington D.C. must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during quarter 3. An incomplete grade is not a passing grade. Participants are also required to have their freshman class dues paid in full prior to departure.</p>	<p><u>Any student who wishes to participate in an overnight field trip</u> must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during quarter 3. An incomplete grade is not a passing grade.</p>

Hudson High School



Student-Parent Handbook

2023-2024

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ACADEMIC INFORMATION

ACCREDITATION STATEMENT

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

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

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

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

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

Mission Statement of Hudson High School

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

GRADUATION REQUIREMENTS

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

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

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

Civic Action Project Requirement:

In keeping with state legislation passed in 2018 (An Act to Promote and Enhance Civic Engagement) beginning with the Class of 2024, all students are required to complete a Civic Action Project in at least one course in order to graduate. Civic Action Projects ask students to apply civic knowledge, skills, and dispositions to engage in the process of creating social and political change in their communities. Student-led and non-partisan in nature, these projects are built into course curricula across several courses at Hudson High School, giving students the opportunity to fulfill this requirement at any point in their four years. Classes that contain a Civic Action Project are designated as such in this Program of Studies.

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

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

POLICY FOR HIGH SCHOOL GRADUATION

- A. The following requirements must be met to be eligible for graduation from Hudson High School.
 1. Students must earn a minimum of 96 credits.
 2. Courses necessary to graduate appear under *Graduation Requirements*.
 3. All students must pass the English, math and science portions of the MCAS exam.
 4. A student must remove all marks of “incomplete” to the satisfaction of the principal.

- B. Regular attendance or authorized home study supervised by a teacher designated by the Superintendent of Schools is necessary to successfully complete the high school course of study.
- C. Students have to accumulate 68 credits in order to be considered a senior.
- D. Participation in the Baccalaureate program and graduation exercises requires students to wear their cap and gown. All other Hudson High School dress code policies apply.
- E. Participation in all senior activities, be it graduation, baccalaureate, senior reception, or the senior class trip, is a privilege, not a right. Thus, the Principal may deny such participation as he deems appropriate.
- F. All seniors will be assigned a full course load (28 credits) during their senior year unless they qualify for and elect an X-Block.

ELIGIBILITY FOR SENIOR ACTIVITIES

In order for Seniors to be eligible to participate in senior activities, they must have met all of the academic requirements for graduation. Any senior who is suspended from school in the 4th quarter, or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate in senior activities, including graduation. Students who are expelled will not be eligible to participate in any senior activity. Additionally, seniors in violation of the school’s attendance policy may not be allowed to participate **in senior activities, including** the graduation ceremony.

INCOMPLETES FOR SENIORS

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

EXPENSES

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

RELEASE OF HEALTH RECORDS TO GRADUATING STUDENTS

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

SENIOR X-BLOCK PRIVILEGES

Hudson High School grants seniors who meet specific requirements one unassigned period (X-Block) each semester. During their X-Block, students may leave campus. If a senior chooses to remain on campus during their X-Block, they must meet with a staff member or study quietly in the library. X-Block participation is a privilege and Hudson High School retains the right to revoke the X-Block privileges of any student who fails to adhere to the following guidelines and procedures:

- 1. Seniors *must* have a signed permission slip on file in the main office.
- 2. Students must follow school rules while off campus during X-block.
- 3. Students are required to **sign out** of the building in the main office before leaving and **sign back in** upon return.

4. Seniors must have their school-issued ID card with them when they leave campus during X-Block.
5. Students must comply with all Massachusetts Junior Operator regulations when driving on and off campus.
6. Students who do not meet the academic, attendance, or disciplinary expectations described below will lose X-Block privileges at the discretion of Hudson High School administration.
 - a. **Academic Expectations:** A student must maintain good academic standing in order to be eligible for X-Block. If a student fails to maintain a GPA of 3.0 (5.0 scale) or if they become academically ineligible, they will lose X-Block eligibility.
 - b. **Attendance Expectations:** A student must maintain a minimum daily attendance rate of 90%.
 - c. **Disciplinary Expectations:** A student must be in good standing with their behavior and discipline. A student who violates the Hudson High School Code of Conduct will lose eligibility.
7. X-block is non-credit bearing. Seniors electing X-block for one semester will earn 26 credits and seniors electing X-block for the full year will earn 24 credits.
8. X-block does not appear on a student's schedule or transcript and is therefore not seen by colleges. However, as X-block is not credit-bearing, students participating will earn fewer than 28 credits in their senior year.
9. X-block will replace an elective, not a core academic course.

VALEDICTORIAN AND SALUTATORIAN

To determine Valedictorian and Salutatorian, the high school counseling department will calculate GPA on Cap and Gown Day. GPA will be determined using all grades earned in grades 9-12, dual enrollment grades and Virtual High School grades. The responsibility of reporting grades for approved dual enrollment programs to the counseling secretary rests with the student involved. When no grade is submitted, a grade of incomplete will be entered. At this time, any student with an incomplete grade in a regular class, a dual enrollment class or a VHS class will be ineligible for consideration as Valedictorian or Salutatorian. GPA will be calculated using only classes completed at Hudson High School and approved dual enrollment programs. All classes completed at a transfer student's sending school will not be used to calculate GPA.

The student who is first in the class on Cap and Gown Day will be the Valedictorian for his/her class. The student who is second will represent the class as Salutatorian. Calculations for Valedictorian and Salutatorian will be calculated to 100th of a point. In the case of ties for either position, the Principal will use his discretion and determine Valedictorian and Salutatorian, or co-Valedictorian(s) and co-Salutatorian(s). In order for a student to be eligible to earn the honor of valedictorian and salutatorian, he or she must be enrolled at Hudson High School for their entire junior and senior years. Students transferring to Hudson High School during their junior or senior year will not be eligible for valedictorian or salutatorian.

ACADEMIC INFORMATION

CREDITS

Full year courses carry 4 credits and semester-based courses carry 2 credits. A student must accumulate a minimum of 24 credits each year in order to move on to the next grade. All students will need to earn a total of 96 credits to graduate.

COURSE CREDIT (TRANSFER)

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

GRADE POINT AVERAGE AND RANK IN CLASS

Hudson High School does not calculate class rank. Each year, the students in the senior class with the two highest weighted grade point averages based on 8 semesters will be identified as valedictorian (1st in the class) and salutatorian (2nd in the class).

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

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

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

The level of all approved dual enrollment classes affiliated with Hudson High School will be determined by the high school administration.

GPA will be calculated using only classes completed at Hudson High School. All classes completed at a transfer student's sending school will not be used to calculate GPA. If a student transfers to HHS during the school year, any grades the student earned at his or her sending school will be used to calculate final grades for that particular school year. Course grades for approved dual enrollment courses (Future Steps, ACE Program) and Virtual High School courses will be included in all GPA calculations.

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

Honors courses at Hudson High School are the more challenging of two levels of college preparatory classes. The course work is designed to prepare the most able students to attempt the Advanced Placement courses during their junior or senior year. If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.

HONOR ROLL CRITERIA

HORACE MANN: In order to achieve HORACE MANN, a student must receive a grade average of 90-100 in all subjects. No grade can be below A-.

HONOR ROLL: In order to achieve HONOR ROLL, a student must receive a grade average of 80-89 in all subjects. No grade can be below B-. The Honor Roll will be determined on the day report cards are sent out. A grade of Incomplete will not allow a student to be eligible for the Honor Roll.

GRADING POLICY

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

1. Report cards will be issued at approximately ten week intervals.
2. There will be a common grading scale for all students of the school (see below).
3. A student will receive a separate grade for each class.

4. The grade will represent the teacher’s assessment of the student’s academic work during the marking period.
5. The grade will reflect the degree to which the student has met the requirements and expectations of that course.
6. Homework will be assigned in all academic subjects and will be part of the grade.
7. The grading scale is as follows:

A+ = Excellent	=	97 -100%
A = Excellent	=	94 - 96%
A- = Excellent	=	90 - 93%
B+ = Good	=	87 - 89%
B = Good	=	84 - 86%
B- = Good	=	80 - 83%
C+ = Fair	=	77 - 79%
C = Fair	=	74 - 76%
C- = Fair	=	70 - 73%
D+= Poor	=	67 - 69%
D = Poor	=	64 - 66%
D- = Poor	=	60 - 63%
F = Failure	=	0 - 59%
I = Incomplete		
9. The course syllabus as established by the teacher will be made public at the beginning of each course.
10. Final examinations and the degree to which they will count as part of the final grade (up to one-fifth only) will be course specific.
11. A student or parent may request from a teacher how a grade was determined. The teacher will then indicate in writing how the student’s grade was determined.
12. An Incomplete may be given in extenuating circumstances and with approval from the Principal or Assistant Principal. Upon completion and evaluation of those assignments, the teacher will record the appropriate regular grade. For each marking period, a student must complete unfinished assignments within two weeks after the end of the marking period. The grade for missing assignments will become an "F" if not completed by the appropriate time.

ATTENDANCE REGULATIONS

Hudson High School Attendance Regulations

District Policy & Definitions

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

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

The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. When a child is not in school, his/her absence will be classified as “**excused**” or “**unexcused**”. Definitions of **excused** and **unexcused** are as follows:

Excused Absences:

Every absence matters, regardless of whether it is excused, unexcused, tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent.

Therefore, students may be excused temporarily from school attendance for the following reasons:

- Illness or quarantine (with medical documentation)
- Bereavement or serious illness in family/family emergency
- Observance of major religious holidays
- College visits (documentation required)
- Other school-approved or dictated activities.

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

Unexcused Absences:

An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:

- Attending parental/guardian appointments (e.g. medical, dental, etc.)
- Attending parent/guardian court summons
- Family/travel vacation
- Staying home to take care of or visit with family members
- Missing the school bus
- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

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

Parent/Guardian Responsibilities:

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

When a student is out of school or arriving late for school, a parent/guardian must call the attendance line at 978-567-6250 before 9 a.m.

If a parent/guardian does not call the school, they may submit a written note to the attendance secretary on the next school day. The written note should include the name of the student, the date of the absence, the name of the parent/guardian, and a daytime phone number for the parent/guardian. Students who miss school and whose parent/guardian does not call the school or submit a written note will be referred to an Assistant Principal as Truant.

Student Absence Notification Program:

The Principal or a designee will notify a student's parent/guardian within 2 days of the student's absence in the event the parent/guardian has not informed the school of the absence. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence from school. Parents and guardians will also receive attendance information on report cards and can access attendance records through ASPEN.

The Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to

improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

Hudson High School Attendance Expectations

It is expected that students regularly attend school and arrive on time. The warning bell rings at 7:20 a.m. Classes begin promptly at 7:30 a.m. Dismissal is at 2:03 p.m.

1. Student attendance will be coded as follows:
 - a. Present: the student is in school for the entire school day
 - b. Tardy: the student arrives to school after 7:30 AM with or without permission from a parent/guardian, medical note, etc.
 - c. Absent Excused: the student is absent from school in accordance with the definition of an excused absence established above
 - d. Absent Unexcused: the student is absent from school in accordance with the definition of an unexcused absence established above
 - e. Dismissed: the student is dismissed from school with permission from a parent/guardian
 - f. Medically Excused: the student is absent from school with supporting documentation from an appropriate licensed care provider
 - g. Field Trip: the student is absent from school on an approved school trip
 - h. Absent In-School: the student is absent from school on an approved in-school program
 - i. Truant: the student is tardy or absent from school or class without permission from a parent/guardian
2. Tardies that occur prior to 9:15 a.m. will be documented in ASPEN and parents will receive an automated email notifying them of their child's tardy. Even if a parent has sent in a note, he/she may still receive the automated email.
3. The first time a student is Truant from school, the student will be assigned to Saturday School. The second time a student is Truant from school, the student will be assigned to 2 Saturday School sessions and a parent conference will be scheduled. If a student is Truant three or more times in a school year, the attendance record will be reviewed and disciplinary consequences and interventions, including loss of privileges and referral to the appropriate state and local agencies will be taken as necessary.
4. When a student is absent or truant, the student must make up all coursework assigned during the time out of school. Students should make arrangements for the submission of late work with the classroom teachers. Generally, students will be given two additional school days per excused absence to submit work. Students who are absent unexcused or truant must submit missing work the day they return and will have one day to complete any assignments distributed on the day(s) they were absent unless the student has completed a "Planned Absence Academic Plan" (see #5 below)
5. Planned Absence Academic Plan: Massachusetts's law requires compulsory attendance for students. As such, Hudson High School discourages extended family travel for vacations, athletic tournaments, or other enrichment/recreation opportunities. The lost instructional time from these absences cannot be replicated by makeup work, and students lose the opportunity to learn from and with their teachers and peers. In accordance with School Committee Policy, such absences are often coded as "unexcused."

If a student anticipates missing two (2) days of school or more for planned travel, the "Planned Absence Academic Plan" Form must be filled out at least one (1) week in advance to afford students the opportunity to obtain makeup work. These forms are available from the main office. The form must be signed by the parent/guardian, each classroom teacher, and a school Administrator. It is the student's responsibility to initiate a meeting with each of his/her teachers to arrange for makeup work. Teachers are not required to

provide work in advance of these absences. It is at the teacher's discretion to determine how and when missing work will be completed. For work that is assigned upon the student's return, students will not be afforded more time than their peers to prepare for and complete the required assignments and assessments.

Absences accumulated under this provision are still subject to the "Absence & Course Credit" stipulations below.

6. Students who present with a pattern of missing school to gain an advantage on an assessment or to avoid a deadline will be referred to an Assistant Principal for academic and disciplinary consequences.
7. Students who are chronically tardy to school (more than 15 times in one semester) will receive disciplinary consequences and interventions, including credit loss and loss of privileges. In the case of 11th and 12th grade students, such privileges may include participation in x-block, the Junior Prom, the Senior Trip, and Senior Reception. Students who arrive tardy to class throughout the school day will be assigned detention by the classroom teacher. Additional tardiness to class will be referred to administration. As with all cases, student attendance records will be reviewed and referral to the appropriate state and local agencies will be taken as necessary.

ATTENDANCE & COURSE CREDIT

Students who accumulate 10 class absences in a semester will receive no credit for the course that semester unless documentation is provided showing that the absences should be considered excused. Except under rare and extenuating circumstances, no student shall be absent for 25 class sessions throughout the school year without partial or full loss of credit in full-year courses.

Students who lose credit will have to engage in one of the following credit recovery options:

- a. School-Year Option
 - i. If available, enroll in and complete a school-based credit recovery program during Saturday School or during their own out-of-school time
- b. Summer Options
 - i. Attend and complete summer school at the family's expense
 - ii. Enroll in and complete an accredited online credit recovery program at the family's expense

ATTENDANCE INFORMATION FOR EXTRA-CURRICULAR ACTIVITIES

Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) are expected to arrive to school on time and to attend all their classes on the day the activity is scheduled or in situations when practice is held prior to the school day (i.e. ice hockey), students are required to arrive to school on time and to attend all their classes after practice.

Students with legitimate reasons for being late may participate in activities with permission from the principal, assistant principals or athletic director. It is extremely important that the coach be notified if a student-athlete is not going to be present at practice or a game. Practice is where plans for upcoming contests are devised and perfected. The coaches in our program expect their athletes be present at all team-related activities. Suspension or dismissal may take place as a result of such absences. Student-athletes are excused from team activities for academic or religious reasons (when accompanied by a note from teacher or parent), and/or family emergencies (prior notification to the coach is still expected when possible). Random attendance checks on game days will be performed for each team.

Additionally, the Athletic Director will run periodic reports on athlete attendance. Any athlete who has accrued **multiple tardies** will be called in to meet with their respective Assistant Principal and be given a verbal warning

letting them know that **an additional tardy will result in a temporary suspension from extracurricular activities**. The duration of the suspension will vary based on the number of tardies. The Athletic Director will send separate emails to the applicable coaching staff(s) notifying them about athletes on their roster who receive a verbal warning and are currently in jeopardy of suspension if they receive another unexcused tardy or absence.

ADDITIONAL ATTENDANCE INFORMATION

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

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

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

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

Refer to page 37 for more District information regarding attendance.

HOMEWORK POLICY

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

In some courses, students are given long-range assignments and are instructed to set up an independent homework procedure which will allow them to complete these assignments over a specified period of time. Often an assignment will be utilized to reinforce the material that has been presented in class and may serve as a basis for the next day’s activities.

Hudson High School students should expect homework each night. The length of homework assignments varies according to the course requirements. The quantity and level of difficulty may vary. Teachers will notify students of the homework expectations and the weight of homework in the course grading policy at the beginning of each year. Course syllabi will be distributed at the annual Back to School Night along with grading policies.

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

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

In the event that a student is absent from school, students are asked to obtain homework assignments from their teachers. When they are absent, they should contact their teachers for the day's work. In cases of extended absence, (three or more days), homework assignments or class work may be requested through the counseling office. Please allow two days for the counseling office to compile the requested material.

HOMEWORK-FREE VACATION

The Hudson High School Homework-Free Vacation is put into effect annually over every December break. This practice provides an opportunity for students to take a break from frequent schoolwork, to spend time with family, and to support mental and physical health. New homework should not be assigned by teachers to classes in the class's last meeting prior to the break, and any work given before that time period should not be due until a class's second meeting after the break. This policy applies to new homework, new projects/presentations, and new readings assigned to all academic, honors and Advanced Placement classes.

MAKE-UP WORK

1. It is the responsibility of the student to make up work and tests missed due to absence. Unless there are extenuating circumstances, work should be made up within three days for each day's absence of the student's return to school.
2. The teacher's time belongs to his/her class, and make-up work cannot interfere with class. Teachers must insist that make-up be done after school.

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

PLAGIARISM

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

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

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

SEX EDUCATION POLICY

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

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

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

SCHOOL COUNSELING SERVICES

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

That counselor will be responsible for all counselor duties including schedule changes, college applications, letters of recommendation, etc. Counselors are generally available by appointment; however, in case of an emergency, a counselor will see students as promptly as is possible.

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

STANDARDIZED TESTS

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

If a student enrolled in an AP class fails to participate in the testing program, Hudson High School must notify all colleges and universities that the student has applied to and inform them that AP requirements were not met. Also, the AP course appearing on the student's high school transcript will be changed from an AP status to an Honors status.

THE COLLEGE APPLICATION PROCESS

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

Sending Applications to Colleges

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

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

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

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

SCHOLARSHIPS

The Hudson High School Counseling Department handles the scholarship application process for seniors who continue their education after graduating. The local scholarship packets are explained and handed out to interested seniors at a senior class meeting around the last week in February and must be handed in to the school counseling office before spring vacation. Prior to the March meeting, a parent meeting will be held during which time scholarship information will be distributed.

JUNIOR BOOK AWARDS

Each spring, the faculty selects students from the junior class to receive book awards sponsored by a variety of institutions of higher education. The list below is not exhaustive, but represents the book awards that are typically presented at Scholarship and Awards Night each spring. Book award recipients are selected using criteria established by each of the sponsoring institutions. Some of these awards include the *potential* for scholarships from the sponsoring institutions should the recipient become an accepted student at that institution the following year and meet certain academic requirements. A book award application will be available in February of each school year for students interested in being a recipient of a book award. While parents are not able to nominate their child for a book award, we encourage parents to work with their student to fill out an application to be considered for an award. Parents are also encouraged to conduct their own research on the awards listed below. The list of book awards presented each year is subject to change on an annual basis.

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

SUMMER SCHOOL

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

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

There are two types of summer school courses: those offered for credit recovery due to course failure and those offered as original credit courses. Students are eligible for credit recovery courses if they fail a course with a semester average of 50 or better. If the student's average is below 50, a recommendation from the teacher and school counselor, as well as administrative approval is required before they may attend summer school. If students seek to take an original credit summer school course, they must obtain administrative approval. In cases where students do not obtain administrative approval for original credit courses, credits will not be accepted by Hudson High School.

No more than one summer school course may be taken in one subject area. For example, if freshman English is taken at summer school, no other English courses may be taken at summer school during the student's remaining years at Hudson High School. All other English classes would need to be passed in a regular high school setting. **The maximum number of summer school courses that can be taken in one summer is three unless permission is given by administration. No more than 16 summer school credits can be on a student's final transcript.**

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

Students need to earn a passing grade of 70 or better **in the summer school course order to earn credit for the course.** In the event that a letter grade and a percentage grade is issued, Hudson High School will only accept the letter grade.

STUDENT LIFE

HUDSON HIGH SCHOOL ATHLETICS

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

VISION

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

PHILOSOPHY

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

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

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

The emphasis at each level is:

Varsity- Very Competitive/Instructional
Junior Varsity- Competitive/Instructional
Freshmen – Instructional/Somewhat Competitive
8th Grade- Instructional

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

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

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

CODE OF ETHICS

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

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

CODE OF CONDUCT

When in-season, all Town-owned and off-campus practice and competition venues will be considered an extension of the Hudson High School building where all applicable use of property policies and regulations apply. All HHS students will treat the following facilities as HHS school property and as such, not use said facilities for the commission of any act that is prohibited by law or for the commission of any crime. Students that violate school rules on these premises in-season may face school and athletic consequences. These properties include but are not limited to;

Busch Memorial
Cross Country Course
Fossile Field
Morgan Bowl Track and Field
New England Sports Center
O'Donnell 1 Field
O'Donnell 2 Field
Riverside Park
Riverside Tennis Courts
Sauta Field
Stow Acres Golf Course

GOVERNING BODIES

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

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

Midland-Wachusett League

Hudson is a member of the Midland-Wachusett league. With the support of league Athletic Directors, the Principals of the league work collaboratively to adopt policies, regulations, and rules for league competition.

Hudson School Committee

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

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

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

MIAA BONA FIDE TEAM MEMBER RULE (96)

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

EIGHTH GRADE ATHLETES ON VARSITY TEAMS

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

ATHLETIC ELIGIBILITY POLICY

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

PHYSICAL EXAMINATIONS/MEDICAL COVERAGE/CONCUSSIONS

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

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

ATHLETIC USER FEE GUIDELINES

1. The Hudson School Committee has established a uniform Athletic User Fee of \$125 per athlete per season for each sport including cheerleading and excluding hockey. The Athletic User Fee for Hockey is \$250 per athlete per season.
2. Students who leave a team voluntarily or who are dropped from the team by the Coach, Athletic Director, or Principal for disciplinary or scholastic deficiencies, are not eligible for a refund. Under extenuating circumstances, the User Fee may be returned at the discretion of the Principal.
3. Payments should be made online through MySchoolBucks, an online service that provides families with the convenience and information needed to manage their student's account. This system speeds up the registration process for various programs, eliminates the need to send checks to school or worry about lost or forgotten money, and ensures that students will be enrolled in all of their activities. To register for an account, simply visit: www.MySchoolBucks.com and click on "Sign-Up Today." Visit the ATHLETIC School Store and add a SPORT to your cart. Fill out the REGISTRATION and MEDICAL FORM, and electronically sign. Checkout with your credit/debit card.

4. There are no provisions for reduced fees, except in unusual circumstances approved by the Administration. All requests for reduced fees must be submitted in writing to the Administration.
5. Game uniforms will not be issued until the squad rosters are on file with the Athletic Director and the member has paid the Athletic User Fee.
6. Payment of the Athletic User Fee does not guarantee playing time except for the time directed by the coach.

MIAA CHEMICAL HEALTH POLICY FOR ATHLETES

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

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

“Possession” is broadly defined: A student may be considered to be in possession of an item if it is determined that he/she is knowingly in its presence. All information will be taken into consideration in making this determination. Once the student becomes aware of the presence of a prohibited item, he or she should leave the situation as soon as possible without putting himself/herself at risk. Any student who hosts a party where alcohol or controlled substances are consumed will be presumed to have knowledge thereof.

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

A. Minimum penalties:

1. First Violation

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

2. Second and Subsequent Violations

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

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

Penalties shall be cumulative each academic year, ***but serving the penalty could carry over for one year. Or***, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic

year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

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

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

B. Additional penalties:

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

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

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

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

STEROID USE

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

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

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

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

EXTRACURRICULAR ACTIVITIES

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

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES: A PRIVILEGE

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

CREATION OF NEW CLUBS

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

SCHOOL ATTENDANCE: PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students who wish to participate in extracurricular activities (practice sessions, rehearsals, games, etc.) are expected to arrive to school on time and to attend all their classes on the day the activity is scheduled. Students with legitimate

reasons for being late may participate in activities with permission from the principal or assistant principals, or athletic director. Should the practice, rehearsal, etc., take place before the school day and the student fails to attend school following the practice or rehearsal or is tardy to school, the student is ineligible for the next contest or performance.

ACADEMIC ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Academic requirements for participation in ALL Extracurricular Activities

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

JUNIOR PROM & GRADE 8 BOAT CRUISE

Any student who has been suspended from school in the year a student wishes to attend these events, or found under the influence of drugs or alcohol at any school sanctioned activity, may not be eligible to participate. Students who are expelled will not be eligible to participate. Additionally, students in violation of the school's attendance policy may not be allowed to participate. Participation in the prom and boat cruise is a privilege, not a right. Thus, the Principal may deny such participation as he deems appropriate.

On the day of the prom, participants are expected to be present and on time, and no student may be dismissed for any prom related reason before the end of their 4th block. Classes missed due to dismissal for the Junior Prom will be unexcused. In order for a member of the junior class to bring a guest (an individual under the age of 21 who does not attend Hudson High School) to the Prom, a School-sponsored Event Consent Form must be completed and submitted to an Assistant Principal before a Prom ticket may be purchased. This policy may be waived by the principal due to extenuating circumstances.

On the day of the boat cruise, students must be present during the entire school day in order to be eligible to attend. The 8th grade boat cruise is open to current Hudson High School grade 8 students only.

OVERNIGHT FIELD TRIPS

Any student who wishes to participate in an overnight field trip must be academically eligible. In order to be eligible, a student must secure a passing grade in four major courses (4 credits each) plus a passing grade in one semester-based elective course (2 credits) during quarter 3. An incomplete grade is not a passing grade.

CODE OF CONDUCT

STUDENT RIGHTS & RESPONSIBILITIES

The reason for being in school is to learn. Students are expected to engage in their learning and contribute to their classroom and school communities by showing proper respect for one another, for all school personnel, and for the school building and grounds.

Once students have arrived on school grounds or board the school bus, students are under the supervision and direction of the school staff and all school regulations. Infractions of school rules and disregard of orderly school conduct may result in detention by the teacher, referral to the office, student and/or family conferences, Saturday School, in-school or out-of-school suspension, expulsion, or other penalties deemed appropriate by the Principal or his/her designee. School Administration will enact progressive discipline with students who repeatedly violate school rules, increasing the length and severity of the consequences with each offense.

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

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

Infractions leading to progressive discipline	Infractions that could lead immediately to a suspension hearing
Causing a disruption	Alcohol possession
Cheating and/or Plagiarism	Assault
Cutting class	Bullying or Hazing
Cutting office or teacher detention	Cutting Saturday school
Destruction of school property	Destruction of school property due to arson
Excessive tardiness	Discriminatory harassment
Failure to complete classwork or homework	Drug possession/use
Failure to report directly to the office	Explosive or incendiary device
Forging a note or signature	Felony
Inappropriate behavior	Lying or providing false or misleading information during an investigation

Inappropriate behavior directed towards another individual	Physical fight/Instigating a physical fight
Inappropriate conduct on the bus	Possession or use of nicotine/tobacco products
Inappropriate gesture or language	Possession or use of vaping paraphernalia
Inappropriate use of Cell phone	Possession of a weapon
Inappropriate use of the internet	Racial slurs
Leaving class without permission	Sexual Assault
Leaving building without permission	Sexual harassment
Not following directions	Theft
Peer mistreatment	Threatening a student or staff member
Truancy	Vaping
Vandalism	Violation of school rules

REFERRAL TO THE OFFICE

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

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

RULES OF CONDUCT DURING OFFICE REFERRAL

1. Students will wait to see the Assistant Principal in a quiet and respectful manner.
2. Students will not be able to access personal technology.
3. Students will refrain from using profanity.

TEACHER DETENTION

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

ADMINISTRATIVE DETENTION/SERVICE

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

RULES FOR ADMINISTRATIVE DETENTION

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

SATURDAY SCHOOL

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

OUT-OF-SCHOOL SUSPENSION & EXPULSION

A suspension is a temporary loss of membership in the school community. Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Students are prohibited from being on school grounds or attending school sponsored activities on or off campus during the time of the suspension or expulsion. Procedures and related protections for the following categories of suspension can be found in the District Policies section of the handbook starting on page 53.

- Short-term Suspension
- Emergency Removal
- Long-Term Suspension
- Expulsion
- Additional Protections for Special Education Students
- Possession of Weapons or Controlled Substances or Assault of Educational Personnel
- Suspension/Expulsion Based Upon a Felony Charge/Conviction M.G.L. c. 71, § 37H½
- Educational Services and Academic Progress During Suspensions and Expulsion

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

POLICIES AND LAWS **RELEVANT TO STUDENT CONDUCT**

ALCOHOLIC BEVERAGES AND CONTROLLED SUBSTANCES

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

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

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

Breathalyzer Policy: A *breathalyzer* may be utilized under circumstances involving reasonable suspicion of intoxication. The purpose of the *breathalyzer* is to encourage a safe and drug free environment and to deter the illegal consumption of alcohol by minors. Refusal to take the *breathalyzer* when instructed will result in parental notification and may result in out of school suspension.

ABUSE OF BUILDING, VANDALISM, AND THEFT

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

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

ARSON

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

BOMBS

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

BUS RULES

The expectations for behavior while riding a school bus can be found in the district transportation policy starting on page 47.

CELL PHONES, EARBUDS/HEADPHONES, and OTHER ELECTRONIC DEVICES

Possession of and the use of electronic devices during the school day is a privilege. Administration may revoke this privilege and prohibit any student from bringing electronic devices onto school property for any reason deemed appropriate. Students may use their electronic devices before school and after school as well as during lunch (in the cafeteria) and passing period.

Upon entering classrooms, students will be expected to store their cell phones in a dedicated space in the classroom. If appropriate, teachers may allow the use of electronic devices to compliment classroom instruction. If students refuse to comply with this policy, the teacher may take the device away or send the student to the main office to give the device to the appropriate Administrator. Confiscated devices will be secured by the Administrator. The Administrator will determine appropriate consequences as well as how the device will be returned to the student and/or parent/guardian.

****Parent/Guardian Calls and Text Messages****

Parents/guardians should be aware of class schedules so as not to disturb students in class with cell phone calls or text messages. Parents/guardians are asked to direct emergency calls through the main office. There may be rare or extenuating circumstances that would require a student to have access to their phone during class for personal use.

If there is such a need that might result in an emergency phone call, students should communicate that need to their teacher.

DISPLAYS OF AFFECTION

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

DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action, with dignity and without shaming, in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above. Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

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

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

FALSE ALARMS AND BOMB THREATS

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

FIGHTING

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

GAMBLING

There will be no gambling on school grounds.

GUN-FREE SCHOOLS ACT OF 1994

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

HAZING PROHIBITED

Any form of hazing is considered a serious offense. Any student who organizes or participates in hazing is subject to exclusion from extracurricular activities, as well as suspension or expulsion from school. In addition, students should be aware that hazing carries criminal penalties. Mass. Gen. Laws c. 269 provides as follows:

Section 17. Whoever is principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" is used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or any other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such an institution a copy of this section and sections seventeen and eighteen.

LASER LIGHTS

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

OFF LIMITS

Students are expected to follow their course schedules and be present and on time at the assigned locations. Students found to be in any other space without the approval of a staff member will be considered in violation of this policy. This includes, but is not limited to, the following spaces:

Outside:

Other than accessing the cafeteria courtyard during lunch, students should not be outside of the school building without staff supervision or a main office pass to access their motor vehicle.

Inside:

1. Unsupervised classroom or instructional spaces
2. All spaces designated for staff use only (e.g., staff restrooms, mailroom, offices, and secretarial desks)

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES
ASSAULT OF EDUCATIONAL PERSONNEL

In addition to the procedures starting on page 53 of the district policy, all students and parents should note that:

“**Assault**” includes not only harmful or offensive touching but also the **threat** of such touching.

“**Dangerous weapons**” include not only guns, knives, and facsimiles thereof, but other objects that are or may be used as a dangerous weapon. Such items do not belong in school.

“**Controlled substances**” include not only illegal drugs such as marijuana but also prescription medications. **All medications** are to be stored and administered in the Health Office.

“**Possession**” A student may be found guilty of constructive possession of an item if it is determined that he/she is knowingly in its presence. All information will be taken into consideration in making this determination. Once the student becomes aware of the presence of a prohibited item, he or she should leave the situation as soon as possible without putting himself/herself at risk.

REPORTS OF SUSPECTED CRIMINAL CONDUCT TO THE POLICE

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

SEARCH OF STUDENTS AND THEIR PROPERTY

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

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

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

In deciding whether to search a student, the school official may consider information from teachers, students, and other sources the administrator deems reliable. Even information from an anonymous source may be sufficient when the object sought poses a danger. Students who refuse a search will be suspended pending a meeting with their parent/guardian.

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

SKATEBOARDS

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

SMOKING/VAPING

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

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

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

Chapter 71, Section 37H1/2 of the Massachusetts Acts of 1993 allows the principal of a school to suspend a student who has been charged with a felony or who is the subject of a felony delinquency complaint, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The statute also allows the principal to expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. A copy of this law may be obtained in the main office.

GENERAL INFORMATION

ACCIDENTS

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

AFTERNOON ACTIVITIES

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

ADDRESS & TELEPHONE NUMBER

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

ANNOUNCEMENTS

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

ARRIVAL

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

ASSEMBLIES

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

CAFETERIA

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

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

FOOD IN THE BUILDING

1. Lunches are to be eaten only in the cafeteria. Lunches are not to be eaten outside of the building or in a classroom.
2. Food and most beverages are not to be consumed in the hallways or classrooms at any time of day. Water is the only beverage allowed in the hallways. The decision to allow students to drink water in a regular classroom is left up to the individual teacher.

3. Open containers of any beverage other than water are not allowed in classrooms or in hallways.
4. Food and/or beverages of any kind are not allowed in the auditorium, the gymnasium, the library, the TV studio, the computer labs, the mini-theater and the two large instruction rooms.
5. With the permission of the administration, food and drink may be brought into a room for a special occasion.

CARE OF SCHOOL PROPERTY

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

CLASS OFFICERS

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

DANCES

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

*Grade eight students are not allowed to attend the annual Homecoming Semi-formal, Junior Prom, or Senior Reception.

EMERGENCY TRANSPORTATION

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

FIELD TRIPS

The guidelines for school field trips are as follows:

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

HALL PASSES

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

LIBRARY

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

LOCKERS (CORRIDOR)

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

LOCKERS (PHYSICAL EDUCATION)

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

PARKING

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

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

PASSING PROCEDURE

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

POSTERS

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

REST ROOMS

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

TEACHER'S DINING ROOM

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

TEXTBOOKS

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

VEHICLE PRIVILEGES

No student will be allowed to leave school in his/her car during the school day without the school administration contacting a parent. Any student who leaves school in his/her vehicle without permission will be suspended and will face the possibility of losing his/her vehicle privileges. Any student who leaves school grounds without permission may not participate in any after school activity on that day.

VISITORS

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

Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all students in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Publics Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices 2. Educating the Whole Child 3. Innovative Education Practices 4. Climate and Culture
Which will be achieved by the...	
Strategic Priorities	<p>High Quality Instructional Practices</p> <p>1.1 Build District-wide capacity through targeted professional learning. 1.2 Build experiences that demonstrate diverse, student-centered, instructional practices</p> <p>Educating the Whole Child</p> <p>2.1 Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school. 2.2 Implement the District’s MTSS Framework for Social-Emotional Learning. 2.3 Implement the District’s MTSS Framework for Attendance.</p> <p>Innovative Educational Practices</p> <p>3.1 Expand access to advance coursework that ensures rigorous learning experiences for all students. 3.2 Expand District-wide capacity and application of the 1:1 technology. 3.3 Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</p> <p>Climate and Culture</p> <p>4.1 Build a strong community among all stakeholders. 4.2 Strengthen stakeholder engagement with, and equitable access to District information.</p>
For which you set...	
Outcomes	<p>High Quality Instructional Practices</p> <p><i>By 2025, 100% of our teaching staff will receive targeted professional development training that includes instructional practices, common assessments, and tiered monitoring plans to support all learners, including multilingual learners.</i></p> <p>Educating the Whole Child</p> <p><i>By 2025, 100% of our teaching and support personnel will expand their knowledge of the Choose Love Curriculum for social, emotional learning and will implement the curriculum with fidelity at each school.</i></p> <p>Innovative Educational Practices</p> <p><i>By 2025, all schools will refine and implement a system of supports for struggling students to promote academic success and increase access to rigorous learning experiences by 50%.</i></p> <p>Climate and Culture</p> <p><i>By 2025, the district will have developed and implemented action steps addressing the recommendation contained in the District-wide equity audit report.</i></p>

District and School Administration Directory

Personnel	Role	Contact Information
Administration Building 155 Apsley Street 978-567-6100		
Dr. Marco Rodrigues	Superintendent of School	mrodrigues@hudson.k12.ma.us x41129
Dr. Kathleen Provost	Assistant Superintendent	kprovost@hudson.k12.ma.us x41111
Paulo Murta	Executive Assistant to the Superintendent & District Registrar	ppmurta@hudson.k12.ma.us X41129
Jennifer Allard	Director of Human Resources	jnallard@hudson.k12.ma.us x41124
Emily Osborne	Human Resources Assistant	enosborne@hudson.k12.ma.us x41115
Daniel Gale	Director of Finance and Operations	djgale@hudson.k12.ma.us x41128
Michael Thomas	Senior Accountant	mlthomas@hudson.k12.ma.us x42116
Kristine Somers	Research and Accountability Specialist	Klsomers@hudson.k12.ma.us x42137
Shane Riordan	Food Service Director	sfriordan@hudson.k12.ma.us x42147
Denise Cobb	Transportation	dccobb@hudson.k12.ma.us x42112
Student Services		
Catherine Kilcoyne	Director Of Student Services	cakilcoyne@hudson.k12.ma.us x4121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation	adbudny@hudson.k12.ma.us x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	lanims@hudson.k12.ma.us x42134
Buildings and Grounds		
Scott Kurposka	Director of Facilities	sdkurposka@hudson.k12.ma.us x42125
Tim Goulding	Assistant Director of Facilities	tagoulding@hudson.k12.ma.us">tagoulding@hudson.k12.ma.us x42130
Brad Parker	Custodial Supervisor	bparker@hudson.k12.ma.us x42131
Technology located at Hudson High School 978-567-6250		
Ellen Schuck	Directory of Technology	eschuck@hudson.k12.ma.us x19108
Betsy Russell	Database Specialist	brussell@hudson.k12.ma.us x19107
District Curriculum Directors		
Wendy Anderson	Director of English Language Learners	wmanderson@hudson.k12.ma.us x41113
Sarah Davis	Director of Science	sbdavis@hudson.k12.ma.us x41148
Robert Knittle	Director of Mathematics	rdknittle@hudson.k12.ma.us x4113
Todd Wallingford	Director of Humanities	twallingford@hudson.k12.ma.us x44151
Translation and Registration		
Andressa Ferreira	Portuguese Parent Liaison	asferreira@hudson.k12.ma.us
Sandra Maiuri	Spanish Parent Liaison	scmaiuri@hudson.k12.ma.us
School Principals		
Jason Medeiros	Hudson High School 69 Brigham St	jwmedeiros@hudson.k12.ma.us 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	jtgaglione@hudson.k12.ma.us 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	dchampigny@hudson.k12.ma.us 978-567-6190
Rachel Scanlon	Farley Elementary 119 Cottage Street	rscanlon@hudson.k12.ma.us 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	kcsardella@hudson.k12.ma.us 978-567-6170

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

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

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

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

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

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

VOLUNTEERING GROUPS

Home and School Associations

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

School Improvement Council

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

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

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

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

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

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

VISITING PROTOCOL

Visiting the School

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

CORI Forms

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

MODEL CORI POLICY - ADDA-R-JIS

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770893>

ATTENDANCE

SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT		
Hudson High	7:30 am – 2:03 pm	If the student arrives after 10:30 am
Quinn Middle	7:42 am – 2:25 pm	If the student arrives after 10:45 am
All Elementary	8:35 am – 2:55 pm	If the student arrives after 11:45 am

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

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

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

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829771>

ABSENCES

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

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

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

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

Parent/Guardian Responsibilities:

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

What do I do if My Child is Absent?

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

Student Absence Notification to Parents/Guardians

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

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

M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

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

SCHOOL	Half Day Dismissal Time	Weather Delay Arrival Times
Hudson High	10:29 am	9:30 am
Quinn Middle	10:48 am	9:42 am
All Elementary	11:45 am	10:35 am

Family Vacations

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

HEALTH SERVICES

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

School Nursing Services

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

School	Nurse	Contact Information
Hudson High	Susan Bowen, Patricia Emmons	sbowen@hudson.k12.ma.us pemmons@hudson.k12.ma.us 978-567-6250
Quinn Middle	Ann Thomas Brenda Walsh	aethomas@hudson.k12.ma.us blwalsh@hudson.k12.ma.us 978-567-6210
Farley Elementary	Tina Hill	tmhill@hudson.k12.ma.us 978-567-6153
Forest Elementary	Christie Vaillancourt	cvaillancourt@hudson.k12.ma.us 978-567-6190
Mulready Elementary	Maria Rossini	marossini@hudson.k12.ma.us 978-567-6170

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

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

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

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

Immunizations and Physical Examinations

In accordance with MDPH regulations:

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

When to keep your child home from school

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

Please contact the school nurse if your child has

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.

- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

Student Health Information and Student Health Records

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

MEDICATION POLICY

The complete district policy (JLCD) is available on the HPS website under school committee policies. <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829757>

Highlights of the policy include:

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

Pregnant Students

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

Lice Procedures

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

Identification and Treatment:

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about 4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed

from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

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

Notification, Return to School, and Follow-up

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

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

Medical Transportation Procedure

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan - Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan - Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
 - a. Assessment of student (including current medication use and participation in physical education/recess)
 - b. Review of Student Collaborative Health Plan - Transportation form
 - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
 - d. Parent/guardian information
 - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.

- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan –Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
- r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

Specific Guidelines

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

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

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

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

DISTRICT-WIDE FIELD TRIP INFORMATION

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

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829583>

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

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

REGISTRATION

Residents of Hudson

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12, please contact Paulo Murta @ (978) 567-6100 x41129 or ppmurta@hudson.k12.ma.us.

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

Documents Required for Enrollment

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

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

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

School Choice

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

TRANSPORTATION

Transportation Eligibility Guidelines

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

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

HPS Bus Action Form

Transportation change requests can be made by sending an email request to hps.busroutes@hudson.k12.ma.us or by contacting our Transportation Office at (978) 567-6100 x42112.

First Student Contact Information

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Joe Doherty

Phone: (508) 481-5346

(978) 567-6100 x42112.

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

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829801>

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

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus Rules

1. The driver is in charge of the bus and Students. Students must obey the driver promptly and willingly.
2. Proper conduct must be observed. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
3. Smoking and eating on the bus are prohibited. Students must refrain from throwing any item out of the windows.

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

Bicycles

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

Walkers

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

FOOD SERVICES

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

Shane Riordan, Director of Dining Services, Chartwells

Catering and Nutrition or Cafeteria questions

sfriordan@hudson.k12.ma.us

978-567-6120, x42147

HPS Food Service Assistant

Free/Reduced & all Account questions

978-567-6120, x42146

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

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

For all necessary lunch forms, please visit:

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

Breakfast and Lunch Program

The students have 17 minutes for lunch and 17 minutes for break. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on www.myschoolbucks.com or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

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

Eligibility for Free and Reduced Priced Meals

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

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

What you should know....

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

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

STUDENT SERVICES

Special Education Services

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE).

Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:
<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	caakilcoyne@hudson.k12.ma.us	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us	(978) 567-6100 x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation and Services K-5	adbudny@hudson.k12.ma.us	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	lanims@hudson.k12.ma.us	(978) 567-6100 x42134
Renee Graca	Financial Administrative Assistant	rgraca@hudson.k12.ma.us	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	jbianchini@hudson.k12.ma.us	(978) 567-6100 x42117
Mellyn Shurtleff	Administrative Assistant supporting grades 6-12	mgshurtleff@hudson.k12.ma.us	(978) 567-6100 x42120
Beatrice Mulloney	Administrative Assistant supporting grades K-5	bbmulloney@hudson.k12.ma.us	(978) 567-6100 x42119

Title I

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

School-Parent/Guardian Compact

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

English Language Learners

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

Response to Intervention (RTI) Literacy

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

ADDITIONAL DISTRICT POLICIES

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

For all district-wide policies please visit: https://hudson.k12.ma.us/school_committee/policies

STUDENT RECORDS POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829763>

STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829799>

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

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

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

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR LONG-TERM SUSPENSION
**(exclusion of a student from school premises and regular classroom activities
for more than ten school days.)**

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

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

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

EXPULSION

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

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

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

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6100, x42121.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES OR ASSAULT OF EDUCATIONAL PERSONNEL

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

M.G.L. c. 71, § 37H½

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

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

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

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

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

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

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

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

EMPOWERED DIGITAL USE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829575>

Elementary Internet Safety Policy and Rules for Using School Computers

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

Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else's password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher's permission.
8. I will not look at or copy other people's saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.

11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

Consequences

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

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

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall.

Definition of Device

For the purposes of this project, "device" means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

Internet

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

Security and Damages

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

1:1 Student Agreement

The use of a device to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her device while at school. When abused, including but not limited to violations of this protocol and of any of the School Committee policies incorporated herein, privileges will be taken away (in addition to penalties

set forth in the School Committee policies incorporated herein and in related handbook provisions for violation of those policies). When used properly and respectfully, these devices will benefit the learning environment as a whole.

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

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student's age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school's content filters will be applied to one's connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.
- Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
 - A student transfers or withdraws any time during the school year.
 - Students at the elementary level complete grade 1 and grade 4.
 - The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating

- seniors will return their district-issued Chromebook during Senior week.
- o Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

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

ANTI-BULLYING POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829809>

The Hudson Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying. HPS's Bullying Prevention Plan can be found at: https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770881>

SEXUAL HARASSMENT POLICY

<https://tinyurl.com/yf7juyee>

SEXUAL HARASSMENT AND TITLE IX PROCEDURES

<https://tinyurl.com/2bnbbxnr>

NON-DISCRIMINATION POLICY

<https://tinyurl.com/yxxw95rv>

NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES

<https://tinyurl.com/2p8f2cnj>

NON-DISCRIMINATION ON THE BASIS OF SEX

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770883>

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770887>

STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829747>



Memorandum

To: Dr. Marco Rodrigues, Superintendent of Schools
From: Jeff Gaglione, Principal
Date: May 18, 2023
Re: Quinn Middle School Handbook Changes

The middle school administrative team and staff have conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes.

Page	Heading	Existing Language	Proposed Changes
7	Attendance Policy	All students who arrive after 7:42 am should report directly to their Block A class. They will be marked tardy by their Homeroom/Block A teacher. Students who arrive after Block A must report to the main office before going to their assigned classroom.	All students who arrive after 7:42 am will sign in at our Tardy Desk and report directly to their first period class. They will be marked tardy by the main office staff.

7	School Cancellation	<p>When schools are cancelled or openings are delayed, television and radio stations will be notified prior to 6:30 am. If school is cancelled for the day all scheduled activities will be cancelled. A telephone message will also be sent using our automated call system.</p>	<p>When schools are cancelled or openings are delayed, television and radio stations will be notified prior to 6:30 am. If school is cancelled for the day all scheduled activities will be cancelled. The district website will include a cancellation message and a telephone message will also be sent using our automated call system.</p>
9/10	Dress/Clothing	<p>Dress Code Guidelines Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption. Such as:</p> <ul style="list-style-type: none"> • Clothing bearing offensive themes, content, or merchandise not suitable for minors • See-through clothing • Visible undergarments • Hoods are not worn in school <p>Students should also wear appropriate footwear that is conducive to the scheduled activities.</p>	<p>Dress Code Guidelines Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption. Such as:</p> <ul style="list-style-type: none"> • Clothing bearing offensive themes, content, or merchandise not suitable for minors • See-through clothing • Visible undergarments • Hoods are not worn in school <p>Students should also wear appropriate footwear that is conducive to the scheduled activities.</p>
12	Plagiarism and Cheating	<p>Plagiarism, the use of another person's words or ideas without giving them credit, is a serious problem in the academic world. Middle school is a time for students to learn about the rules that guide the use of the thoughts and/or words of others. Plagiarism can often be traced to a lack of understanding of, or</p>	<p>Plagiarism, the use of another person's words or ideas without giving them credit, is a serious problem in the academic world. Middle school is a time for students to learn about the rules that guide the use of the thoughts and/or words of others. Plagiarism can often be traced to a lack of understanding of, or practice with, these</p>

		<p>practice with, these rules. When teachers find that this is the case they will treat the mistake as a learning opportunity and reduce credit according to their rubric. Unfortunately a culture of purposely copying the work of others is growing and must be addressed. This practice is part of a “cut and paste” reality that is possible through the use of our computers. When teachers determine that a student has purposely copied the work of another author, taken the ideas of another person, or used a classmate’s work without giving credit, this is a serious offense. This level of plagiarism will be referred to the principal or their designee for action. Credit for the assignment may be denied. Students will meet with the principal or their designee and parents/guardians will be informed.</p>	<p>rules. When teachers find that this is the case they will treat the mistake as a learning opportunity and reduce credit according to their rubric. Unfortunately a culture of purposely copying the work of others is growing and must be addressed. This practice is part of a “cut and paste” reality that is possible through the use of our computers. When teachers determine that a student has purposely copied the work of another author, taken the ideas of another person, used artificial intelligence programs, or used a classmate’s work without giving credit, this is a serious offense. This level of plagiarism will be referred to the principal or their designee for action. Credit for the assignment may be denied. Students will meet with the principal or their designee and parents/guardians will be informed.</p>
general note		all instances of “he/she” have been changed to “their”	all instances of “he/she” have been changed to “their”

DAVID J. QUINN

MIDDLE SCHOOL

JUNIOR HAWKS PRIDE



At Quinn Middle School, students prepare for a life of learning, leadership and integrity inspired by the ideals of honesty, responsibility, empathy, and courage.

2023 - 2024

August 30, 2023

Dear Quinn Middle School Students and Families,

On behalf of the entire staff at Quinn Middle School, welcome to the 2023-2024 school year! In the pages that follow you will find important information about the policies and procedures related to the safety and daily operations at Quinn. These policies and procedures have been established to help ensure that every member of the Quinn community feels safe, respected, and valued. Please read through this document together and familiarize yourself with its contents so that we can work in partnership to help your child have a positive experience in school this year.

Our mission statement is to prepare students for a lifetime of learning, leadership, and integrity; inspired by the ideals of honesty, responsibility, empathy and courage. It is our hope that as we work together your child will hold these ideals in high regard at school and at home as they mature into young adults and prepare for life beyond middle school. We also hope that your child gets involved outside of the classroom by taking advantage of the many clubs, sports, activities, and support resources available to them.

The staff at Quinn Middle School looks forward to working with you this year to ensure that your child reaches their academic, social, and emotional potential. Please feel free to reach out to the school at any point during the year.

Sincerely,

Jeff Gaglione
Principal

Matt Gaffny
Assistant Principal

Quick Reference Page

Main Office: 978-567-6210 and School Menu

Absence line 978-567-6210 press 1

Building opens for students: 7:32 am

Class start time: 7:42 am

Dismissal: 2:25 pm

Dismissal for ½ day: 10:48 am

Late Bus: 3:25 pm

Bus Company: First Student 978-674-7556

District Offices: 978-567-6100

Email Addresses

Principal: Jeff Gaglione

jtgaglione@hudson.k12.ma.us

Assistant Principal: Matt Gaffny

mgaffny@hudson.k12.ma.us

Grade 5 Guidance Counselor: Melissa Clonan

mjclonan@hudson.k12.ma.us

Grade 6 Guidance Counselor: Heidi Bowen

hbowen@hudson.k12.ma.us

Grade 7 Guidance Counselor: Jessica Almeida

jalmeida@hudson.k12.ma.us

School Psychologists: Melissa Cruz
Julie Daniels

mjcruz@hudson.k12.ma.us

jdaniels@hudson.k12.ma.us

Secretaries: Jennifer Dufromont
Michelle Byrne

jldufromont@hudson.k12.ma.us

mabyrne@hudson.k12.ma.us

Nurses: Ann Thomas
Brenda Walsh

aethomas@hudson.k12.ma.us

blwalsh@hudson.k12.ma.us

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Introduction to Quinn Middle School

This handbook provides basic information for parents/guardians and students about Quinn Middle School. We would like you to read through this handbook with your Quinn student(s) so that you will have a better understanding of our school community.

Teaming at the Quinn Middle School

Quinn Middle School is team based. The purposes of these teams are to facilitate the transition to middle school, to promote communication, to encourage coordination of studies, and to provide smaller and more effective learning communities for our students.

Each team at Quinn has teachers in English Language Arts (ELA), math, science, social studies, and world language, along with a special educator and a paraprofessional. Paraprofessionals support both regular and special education students. The team structure allows educators to work closely together to coordinate instruction and develop interdisciplinary projects. Teachers meet regularly to discuss learning goals and the learning needs of the students on their team in order to develop effective strategies to meet the individual needs of each student. They also meet with the guidance counselor and school psychologist assigned to their team to discuss student needs.

Student Schedule and Courses

Quinn students are expected to attend a full schedule of required courses. The course schedules provide a challenging, yet balanced learning program for our middle school students. Every student takes English Language Arts (ELA), math, science, and social studies. Most students are also enrolled in a world language class (Portuguese or Spanish) as well as related arts classes such as art, STEM (technology/engineering), drama, music, and wellness.

Attendance

Under Massachusetts General Laws, Chapter 71 Section 2, parents/guardians are held accountable for the attendance of their children.

Absence	If a child is absent or will be tardy from school, parents/guardians should call the absence line, 978-567-6210, any time before 7:45 am. If no such telephone contact is made, parents/guardians will be contacted using our automated call system.
After School Participation	Students who are absent or dismissed and do not return to school may not participate in after-school activities.
Attendance Impact	Recognizing that... <ul style="list-style-type: none">● there is a clear and demonstrated relationship between success in school and regular school attendance.● poor attendance is a habit that is developed well before high school and is a prime indicator for those at risk of dropping out of high school.● absences decrease the learning potential and opportunities for students
Attendance Policy	<ul style="list-style-type: none">● Parents/guardians of students who are absent more than 3 times in a 45 day period without medical documentation may be contacted by the student's guidance counselor to discuss the reasons for the absences and to create a plan to avoid future absenteeism.● Parents/guardians of students who are absent more than 6 times in a 45 day period without medical documentation may be informed by mail of their child's attendance record and advised that upon an 8th absence a Child Requiring Assistance (CRA) diversion meeting may be scheduled.● Parents/guardians of students who are absent 8 times in a 45 day period without medical documentation may be asked to attend a CRA diversion meeting that will include a representative from the state probation department. A CRA may be filed for any student missing more than 9 days.● For every 5 times that a student is absent or late, regardless of the reason, they will be assigned to Required After School Help to see a teacher after school to get help and to make sure they are caught up on their work. This is not a punishment but a way for students to keep up with their studies when they miss class time.● When a pattern of lateness is identified by administration, guidance, or the nurse, the student will be interviewed by his/her guidance counselor and parents/guardians will be contacted. If the pattern continues further action may result in a referral to the MA Department of Children and Family (DCF), the courts through the CRA procedures and/or Hudson Police if it is determined that the parents/guardians are not presenting the child for school.
Delayed Opening	If it is necessary to delay the opening of school because of inclement weather there will be a two hour delay. School will begin at 9:42 am.
Dismissals	Students who know they will need to be dismissed should bring a note to the main office during homeroom to receive a dismissal pass. Students must be signed out in person by a listed parent/guardian or previously established agent. If students return to school they may sign in themselves at the main office.

Late Arrival	All students who arrive after 7:42 am will sign in at our Tardy Desk and report directly to their first period class. They will be marked tardy by the main office staff.
Out of School Vacation	Taking vacations during school days is strongly discouraged. At the same time, it is recognized that students may be absent from school because of family commitments. If a family vacation requires students to miss school, it is the responsibility of the parent/guardian and student to ensure that the student makes up the work upon their return. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips. Students who go on vacations with their families will be permitted to make up the work missed to the extent reasonable.
School Cancellation	When schools are cancelled or openings are delayed, television and radio stations will be notified prior to 6:30 am. If school is cancelled for the day all scheduled activities will be cancelled. The district website will have a cancellation message and a telephone message will also be sent using our automated call system.
Start Time/End Time	Students enter the building at 7:32 am and should make their way directly to first period. A typical school day ends at 2:25 pm. Half days end at 10:48 am

Academic Information	
Academic Expectations	Although student abilities vary, each student is expected to produce their best work. The student is responsible for learning as well as for the quality of their achievement.
Core courses	The majority of students take ELA, math, social studies, science and world language daily, with teachers on their team.
Differentiated Instruction	<p>Teachers will differentiate their instruction during class and in homework assignments based on students' knowledge and progress. A brief understanding about Differentiated Instruction is found in the following paragraph by two authors who are experts in the field of theory, research, and practice, Carol Ann Tomlinson and Jay McTighe:</p> <p><i>Teachers find it increasingly difficult to ignore the diversity of learners who populate their classrooms. Culture, race, language, economics, gender, experience, motivation to achieve, disability, advanced ability, personal interests, learning preferences, and presence or absence of an adult support system are just some of the factors that students bring to school with them in almost stunning variety. Few teachers find their work effective or satisfying when they simply 'serve up' a curriculum—even an elegant one—to their students with no regard for their varied learning needs. For many educators, Differentiated Instruction offers a framework for addressing learner variance as a critical component of instructional planning.</i></p>

Extra Help	Teachers are available for extra help after school. Each team publishes a schedule and teachers may also be seen by appointment. Students are urged to take advantage of this opportunity.
Field Trips	It is a privilege to go on field trips. The school reserves the right to exclude students from field trips based on behavioral concerns. All school rules apply to students on field trips. The school budget does not include field trips. Parents/guardians of students may apply for financial assistance to attend field trips.
Honor Roll	Each quarter, two levels of honor roll are recognized: Horace Mann (all A's) and Honors (all A's and B's).
Homework	<p>Students are expected to do work at home that is an extension of work done in the classroom. In all areas where homework is given, various assignment techniques are utilized to achieve desired goals. Teams and teachers publish specific homework policies.</p> <p>Homework may be assigned on a regular basis Monday through Friday. Students should expect homework in each course an average of 3 to 4 times per week for approximately 20 – 30 minutes per subject.</p> <p>Students should develop good homework habits which may include having a consistent time and place to do homework. Students are responsible for completing and submitting assignments on time. In cases where assigned tasks are not completed, the following steps may be taken:</p> <ul style="list-style-type: none"> ● The student may be required to stay after school to complete assignment. ● The parents/guardians may be notified by the teacher. ● When homework is a persistent problem parents/guardians may be requested to come to school for a conference with the teacher(s) and the student. ● A student may earn reduced or no credit for the assignment.
Make-up Work	Students are allowed a reasonable time to make up work missed as a result of absence due to illness. If students are absent for an extended period it is their responsibility to make arrangements for make-up work with their teachers. During a one or two-day absence they should secure assignments by going to their Google Classroom, by emailing the teacher or by contacting classmates. For longer periods of absence, assignments and materials may be secured by calling the guidance counselor. Teachers are not expected to furnish assignments in advance if students are planning are going on vacation or leaving prior to dismissal for holidays. Students must take full responsibility for making up work. After an absence of three days or more due to illness, missed work may be requested through the main office.
Report Cards	A report card will be available on Aspen at the end of each quarter. Letter grades and comments for each class will be given. Parents/guardians are requested to acknowledge receipt of their child's report card. Paper copies of report cards may be made available upon request.

Behavioral Expectations

All members of the Quinn School community are responsible for their personal behavior. Language, dress, and actions are guided by common practices in schools with an expectation that all interactions will be polite and respectful. Students who cannot respond to classroom rules will be redirected using classroom protocols. Students are often part of the process in helping to determine classroom rules and in understanding logical consequences and procedures. If these steps fail to correct unacceptable behavior, students may be referred to the main office. Students will be immediately sent to the main office for fighting, defiance of an adult, threatening an adult or another student, or any behavior that repeatedly interrupts the learning environment. Office referrals may result in consequences, which may include but are not limited to loss of privileges, detention, suspension, and expulsion. The principal or their designee may also arrange disciplinary conferences with the student and parents/guardians. Other individuals may be included at the principal or their designee's discretion.

Quinn behavioral expectations apply at school, on school property, on the school bus, at all school-sponsored events, and on the walk to and from school. Examples of misconduct and anticipated consequences are listed below. Consequences may vary based upon a variety of factors including but not limited to the student's prior disciplinary record. In addition, students and parents/guardians are expected to recognize that it is not possible to list every circumstance which could result in discipline. Any conduct, whether or not listed, which has the potential of disrupting the school environment, may lead to disciplinary action.

General School Rules	
Bicycles/Skateboards/ Scooters	Students who ride their bikes to school must leave them in one of the racks provided. Students are responsible for the locking and security of their bicycles, skateboards or scooters. Students are not allowed to use bicycles on the grounds during the school day. Bicycles should be walked on school grounds. Wearing a helmet is state law.
Books/Chromebooks	Students are responsible for the care and the return of all classroom and library books, materials, and/or equipment issued by the school. Charges will be assessed for lost, damaged, or destroyed books and devices.
Building Care	Quinn Middle School is our "home" during the school day. As such, we are all responsible for keeping our "house" clean. It is expected that teachers and students alike will make every effort to keep the classrooms, lockers, cafeteria, and hallways neat and clean in appearance. Students will put chairs on their desks at the end of the day to facilitate cleaning.
Cell phones	Phones may not be used for making or receiving calls or texting during the school day or during after-school help sessions. If parents/guardians need to contact students, they should call the main office. Any student making a cell phone call or texting during school hours without permission may have that phone confiscated for the remainder of the school day. Repeated violation of the cell phone policy may result in the student's cell phone being confiscated and being picked up in the main office by the student's parent/guardian.
Dress/Clothing	Dress Code Guidelines Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should comply with requirements for health and safety, and it should

	<p>not cause disorder or disruption. Such as:</p> <ul style="list-style-type: none"> • Clothing bearing offensive themes, content, or merchandise not suitable for minors • See-through clothing • Visible undergarments • Hoods are not worn in school <p>Students should also wear appropriate footwear that is conducive to the scheduled activities.</p>
Gum chewing	Students are not permitted to chew gum in school. It sticks to shoes and clothing, and clogs water fountains and toilets. The wrappers litter the school. Please help us by reminding your children.
Hazing	Any form of hazing is considered a serious offense. Any student who organizes or participates in hazing is subject to exclusion from extracurricular activities, as well as suspension or expulsion from school. Parents/guardians and students should be aware that hazing carries criminal penalties.
Headphones	Headphones and ear buds may not be used or worn unless a faculty member has requested they be used.
Plagiarism and Cheating	Plagiarism, the use of another person’s words or ideas without giving them credit, is a serious problem in the academic world. Middle school is a time for students to learn about the rules that guide the use of the thoughts and/or words of others. Plagiarism can often be traced to a lack of understanding of, or practice with, these rules. When teachers find that this is the case they will treat the mistake as a learning opportunity and reduce credit according to their rubric. Unfortunately a culture of purposely copying the work of others is growing and must be addressed. This practice is part of a “cut and paste” reality that is possible through the use of our computers. When teachers determine that a student has purposely copied the work of another author, taken the ideas of another person, used artificial intelligence programs, or used a classmate’s work without giving credit, this is a serious offense. This level of plagiarism will be referred to the principal or their designee for action. Credit for the assignment may be denied. Students will meet with the principal or their designee and parents/guardians will be informed.

Consequences for Unacceptable Behaviors	
Level 1 Detention assigned by staff	Violation of classroom or school rules of conduct. In order to allow parents/guardians time to plan for detention, detentions will be assigned for the next day and are served from 2:35-3:10 pm.
Level 2 Detention Assigned by administrator served at lunch or before or after	Not reporting to scheduled class • Students who fail to report to a teacher detention (original detention plus 1 day office detention) • Refusal to follow adult direction, within the school, on school grounds or on buses • Inappropriate or obscene language or gestures • Physical contact (including pushing, shoving, kicking or other physical contact) • Sexually inappropriate behavior • Throwing food or other objects • Truancy (parent

<p>school</p>	<p>notification, parent conference, make up time after school) ● Disrespectful behavior ● Students selling items for profit ● Throwing any object, including snowballs.</p>
<p>Level 3 Suspensions Assigned only by administrators</p>	<p>Possession or use of cigarettes or tobacco products in school, on school property or on the school bus, or on the way to or from school ● Fighting (this also includes a major conflict between students, where severe punches are thrown, bodily harm is evident or the conflict results in a wrestling match) ● Leaving school property during school hours without permission ● Gambling ● Organizers or participants in hazing incidents ● Stealing school property or the property of others ● Destruction or defacement of school property or the property of others ● Bullying ● Harassment ● Possession of incendiaries (matches, caps, cigarette lighters, or anything ignitable) ● Tampering with fire-fighting equipment ● Insolence, profanity, or obscenity directed to a staff member ● Throwing food ● Repeated serious infractions or other infractions not listed above may result in suspension by the principal or their designee.</p>
<p>Level 4 Suspensions/Expulsions Assigned only by administrators</p>	<p>The following may lead to long term suspensions or expulsions: Intentionally causing serious injury to another student ● Assault of a staff member (students are reminded that the term assault includes not only offensive or harmful physical contact, but also the threat of such contact) ● Possessing or selling drugs/alcohol ● Bullying ● Possession of a dangerous weapon. A weapon includes not only a knife or a gun, but also other items that are capable of causing serious harm or are used to harm another ● Bomb threats ● False fire alarms ● Issuance or the filing of a criminal complaint against a student (suspension) or conviction of a felony or having admission in court of guilt with respect to a felony (expulsion).</p>

General Information	
After-School	After school, all students must be supervised by a teacher/staff member. There are many after school opportunities for students. Meeting with teachers for make-up work, for small group or individual instruction, is a priority. Since there is no late bus on Tuesday or Friday, no child is to remain after school without adult supervision. Students are not allowed to stay after school to wait for friends or to observe an after school activity without permission from the teacher/staff member conducting the activity. Students must remain in the classroom with a teacher/staff member until the late bus announcement is made.
Activities & Events	Activities and events are announced during the morning announcements. They are shared on the school website and through a weekly newsletter emailed to families.
Aspen	Aspen is our school information system. Parents/guardians need to create an Aspen account to see their child's attendance and grades on Aspen. Instructions on how to do so are found on the school website. Teachers update their students' information regularly throughout each term for you to check in on your child's progress. Parents/guardians are encouraged to discuss any questions or concerns they have about their child's grades with their child and to encourage their child to speak with the teacher.
Buses	Bus transportation is a privilege, which carries with it many student responsibilities. All rules and regulations of conduct enforced in school apply to students traveling on school buses. Misconduct on the bus that violates the school discipline code will result in disciplinary action ranging from temporary loss of student bus privileges to suspension or even expulsion from school. Students must live at least 1 mile from Quinn Middle School in order to ride the school bus to and from school. For questions or concerns, please call the bus company phone number: 978-674-7556.
Bus Rules	<ul style="list-style-type: none"> ● All students will get on/off the bus at their regular assigned stop. ● Students should arrive at the bus stop five minutes before the bus is scheduled to arrive. ● When the bus arrives, students should load one at a time, using hand rails and moving directly to a seat. ● Everyone must be seated before the bus moves. ● Once seated, students will remain in their seats until the bus arrives at school and comes to a complete stop. Students should go directly into the school, or schoolyard, without loitering in the bus-loading zone. ● Students who are crossing the street are to walk approximately ten feet in front of the bus so they can be seen by the driver and wait there until the driver tells them to cross. ● The students should then cross all the way over so that they are out of the street. ● Students who are staying on the same side of the street are to exit straight out from the bus door to the sidewalk or other point several feet away from the bus and stand there until the bus pulls away. ● Students should NEVER walk alongside the bus or attempt to retrieve objects from the ground near the bus. If students drop something, they should wait until the bus pulls away before picking it up.
Bus Carry-on Items	Only items that can be stored under a bus seat or in a student's lap are allowed on the bus. Students who have to bring large musical instruments, ski equipment, or the like, must make other transportation arrangements. These items will not be allowed on the bus. Fish bowls, cages or live animals are not allowed on the bus.
Bus – Changing assigned bus	Students will not be permitted to change buses leaving school without a bus pass issued in the main office. Upon the student's arrival to school, the main office must receive written notes from the parent/guardian of all students affected. Bus passes will not be arranged during the day. If a note from both households is not received, a bus pass will not be issued. Some buses do not have room to carry additional students. Permanent permission may be issued upon the written request of parents/guardians to the school principal and with the understanding that there will be no changes in established routes, time schedules, or designated stops.
Bus – Late Bus	A late bus is provided for students who take part in after school programs and for those who are asked to remain after school for extra help or for disciplinary reasons. The late bus runs Monday, Wednesday, and Thursday. Please note that the late bus stops are different from your child's regular bus stop and the trip is longer in duration. The late bus start date is included in parent announcements.

Emergency Forms	Emergency forms are sent home at the beginning of each school year. The forms must be filled out completely and returned promptly. Please notify the office or update your Aspen account immediately if there is a change of address and/or emergency numbers. It is vital that the school has current phone numbers to get in touch with parents/guardians, especially in the case of emergencies.
Forgotten Items	If a student forgets an item or lunch it may be left at the main office, clearly marked with the child's name. Students may check in at the main office to pick up forgotten items. Messages will be relayed to students in the event of an emergency. Please communicate with your child before they leave in the morning as school phone calls and messages are used for emergency purposes only.
Home and School Association	The Quinn Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents/guardians, teachers, administrators, and community members. All parents/guardians of students attending Quinn, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent/guardian announcements and are posted on the school website.
Lockers	During the first week of school, students will be assigned a locker. Students are reminded the lockers belong to the school; therefore, school officials may search lockers at any time. Locks are offered to students who want them. Only school provided locks may be used. Anything posted inside lockers must be completely removed at the end of the school year.
Lunch	Students may purchase a hot lunch, snack bar items, or milk to supplement a lunch they bring from home. A student ID number will be required at the check-out. Parents/guardians may deposit funds in advance. For details see the HPS website under Food Services or call 978-567-6100. The following rules help keep lunch an enjoyable experience: <ul style="list-style-type: none"> • Respect the rights of others • Keep tables and floors clean and throw away all garbage in the cafeteria bins • Maintain good behavior • Listen for announcements and dismissal instructions • Chromebooks and cell phones are not permitted during lunch
Lunch: Free or Reduced	Many students qualify for free or reduced price lunch. Forms must be submitted each year. Call the Quinn main office or Food Services with questions.
Physical Education	While there are no gym uniform requirements, students must wear appropriate clothes and sneakers for wellness class on days that they have physical education.
Physical Education Excused From Class	Physical education is a requirement for all our students. When students are unable to participate due to illness or injury, they are required to have a note from their doctor. The note should be shown to the nurse and the wellness teacher.
Posting Material On School Property	Students may not post any material on school property without a sign-off from the principal or assistant principal. A posting request form is available in the main office. Postings must relate to school or community work and may be banned if they are found to be disruptive to the school environment, are judged to be bullying in nature, or include profane or suggestive language.
Student Records	The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the Director of Pupil Services at 978-567-6111. (a) The right to access the student's education records. Parents/guardians or eligible students should submit their request for access to the principal. Access is generally provided within ten days of a request. Noncustodial parents/guardians retain full rights of access to their children's student records unless the school has been provided with evidence that these rights have been specifically revoked.

	<p>(b) The right to request amendment of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.</p> <p>(c) The right to consent prior to disclosure of personally identifiable information contained in the student's education records to a third party, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.</p> <p>Transfer of Records to Other Schools: The Hudson Public Schools also discloses student records without parent/guardians or eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.</p> <p>(d) The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC. 20202.</p>
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Sample Student Schedule

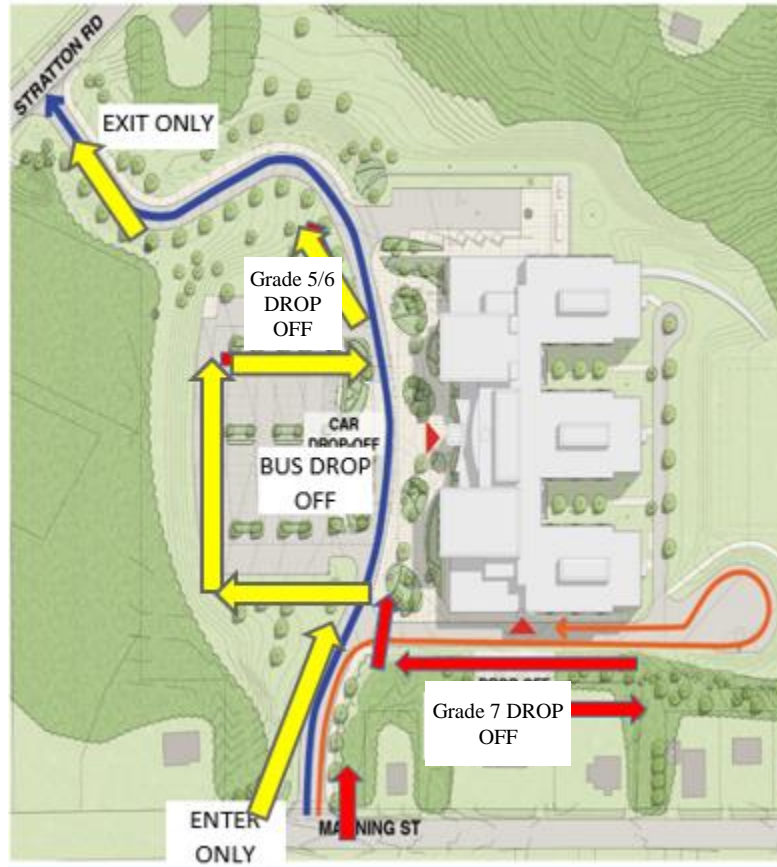
Grade 5	Grade 6	Grade 7
English Language Arts	English Language Arts	English Language Arts
Math	Math	Math & Accelerated Math
Science	Science	Science
Social Studies	Social Studies	Social Studies
Spanish/Portuguese *	Spanish/Portuguese *	Spanish/Portuguese *
Wellness **	Wellness **	Wellness **
Hawk Block ***	Hawk Block ***	Hawk Block ***
Band/Chorus (elective)	Band/Chorus (elective)	Band/Chorus (elective)
Art (for 1 quarter)	Art (for 1 quarter)	Art (for 1 quarter)
Drama (for 1 quarter)	Drama (for 1 quarter)	Drama (for 1 quarter)
Music (for 1 quarter)	Music (for 1 quarter)	Music (for 1 quarter)
STEM (for 1 quarter)	STEM (for 1 quarter)	STEM (for 1 quarter)

* Based on demand, and at the principal's and world languages director's discretion, Portuguese Heritage and Spanish Heritage classes are offered for students who demonstrate some fluency in these languages already.

** Wellness includes a physical education (gym) and a health component.

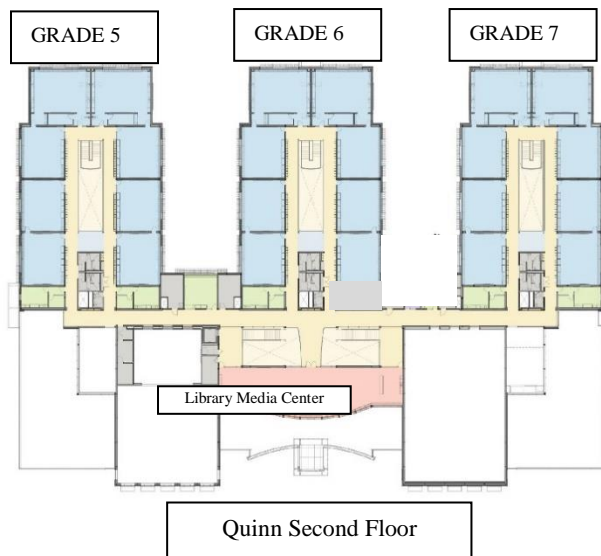
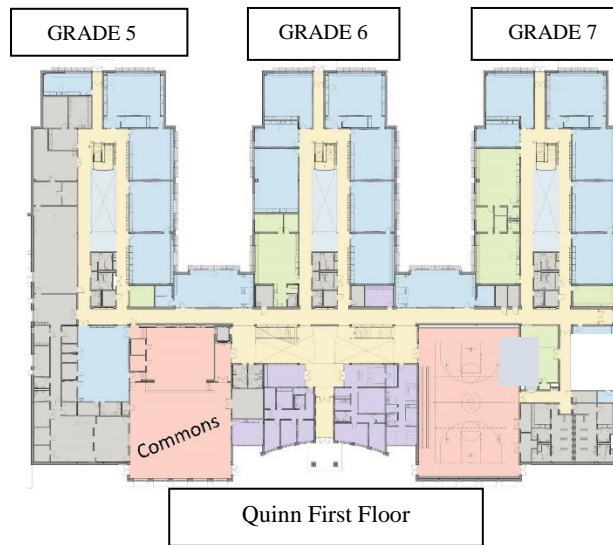
*** Hawk Block is a time designed for students to work with teachers to complete missing work, get questions answered, to read, and to study. Based on their academic progress in classes, students may be assigned to see specific teachers, or work on specific tasks, during this time.

Pick up and Drop off Traffic Pattern



Students enter the building through their grade level entrance. Grade 5 enters through the cafeteria doors; Grade 6 through the Main Entrance; and Grade 7 through the side doors nearest the Grade 7 wing. When possible, students are encouraged to walk or bike to school. Bikes should be locked on the bike racks located in front of the school. Students who are being dropped off by bus or who are arriving by car will follow the traffic pattern shown above. The red arrows represent drop-off & pick-up for 7th grade students. The yellow arrows represent drop-off & pick-up for 5th and 6th grade students. Students should not be picked up or dropped off on Manning Street or on Stratton Road.

Quinn Middle School Floor Map



Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all students in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices 2. Educating the Whole Child 3. Innovative Education Practices 4. Climate and Culture
Which will be achieved by the...	
Strategic Priorities	<p>High Quality Instructional Practices</p> <p>1.1 Build capacity through the effective use of data in a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student-centered, instructional practices.</p> <p>Educating the Whole Child</p> <p>2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school. 2.2 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p>Innovative Educational Practices</p> <p>3.1 Define and expand K-12 Pathways that ensure rigorous learning experiences for all students. 3.2 Expand district-wide capacity and application of the 1:1 technology. 3.3 Engage in a cycle of curriculum refinement.</p> <p>Climate and Culture</p> <p>4.1 Build a strong community among all stakeholders. 4.2 Strengthen the effectiveness of the District’s Leadership Team.</p>
For which you set...	
Outcomes	<p>High Quality Instructional Practices</p> <p>By 2022, 100% of our teaching staff will monitor the use of data at the classroom and school level to ensure the establishment of a positive culture of data inquiry.</p> <p>Educating the Whole Child</p> <p>By 2022, 100% of our teaching and support personnel will expand their knowledge and build capacity in appropriate social-emotional practices to support all students.</p> <p>Innovative Educational Practices</p> <p>By 2022, 100% of our curriculum maps will be refined and expanded to include technology integration and diverse learner sections.</p> <p>Climate and Culture</p> <p>By 2022, the district will have completed a district-wide equity assessment and identified areas for strategic action steps.</p>

District and School Administration Directory

Personnel	Role	Contact Information
Administration Building 155 Apsley Street 978-567-6100		
Dr. Marco Rodrigues	Superintendent of School	mcrodrigues@hudson.k12.ma.us x41129
Dr. Kathleen Provost	Assistant Superintendent	kprovost@hudson.k12.ma.us x41111
Paulo Murta	Executive Assistant to the Superintendent & District Registrar	ppmurta@hudson.k12.ma.us X41129
Jennifer Allard	Director of Human Resources	jnallard@hudson.k12.ma.us x41124
Emily Osborne	Human Resources Assistant	enosborne@hudson.k12.ma.us x41115
Daniel Gale	Director of Finance and Operations	djgale@hudson.k12.ma.us x41128
	Senior Accountant	x42116
Kristine Somers	Research and Accountability Specialist	KIsomers@hudson.k12.ma.us x42137
Shane Riordan	Food Service Director	sfriordan@hudson.k12.ma.us x42147
Denise Cobb	Transportation	dccobb@hudson.k12.ma.us x42112
Student Services		
Catherine Kilcoyne	Director Of Student Services	cakilcoyne@hudson.k12.ma.us x4121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation	adbudny@hudson.k12.ma.us x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	lanims@hudson.k12.ma.us x42134
Buildings and Grounds		
Scott Kurposka	Director of Facilities	sdkurposka@hudson.k12.ma.us x42125
Tim Goulding	Assistant Director of Facilities	tagoulding@hudson.k12.ma.us x42130
Brad Parker	Custodial Supervisor	bparker@hudson.k12.ma.us x42131
Technology located at Hudson High School 978-567-6250		
Ellen Schuck	Directory of Technology	eschuck@hudson.k12.ma.us x19108
Betsy Russell	Database Specialist	brussell@hudson.k12.ma.us x19107
District Curriculum Directors		
Wendy Anderson	Director of English Language Learners	wmanderson@hudson.k12.ma.us x41113
Sarah Davis	Director of Science	sbdavis@hudson.k12.ma.us x41148
Robert Knittle	Director of Mathematics	rdknittle@hudson.k12.ma.us x4113
Todd Wallingford	Director of Humanities	twallingford@hudson.k12.ma.us x44151
Translation and Registration		
	Portuguese Parent Liaison	
Sandra Maiuri	Spanish Parent Liaison	scmaiuri@hudson.k12.ma.us
School Principals		
Jason Medeiros	Hudson High School 69 Brigham St	jwmedeiros@hudson.k12.ma.us 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	jtgaglione@hudson.k12.ma.us 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	dchampigny@hudson.k12.ma.us 978-567-6190
Rachel Scanlon	Farley Elementary 119 Cottage Street	rscanlon@hudson.k12.ma.us 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	kcsardella@hudson.k12.ma.us 978-567-6170

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

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

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

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

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

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

VOLUNTEERING GROUPS

Home and School Associations

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

School Improvement Council

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

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

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

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

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

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

VISITING PROTOCOL

Visiting the School

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

CORI Forms

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

MODEL CORI POLICY - ADDA-R-JIS

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770893>

ATTENDANCE

SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT		
Hudson High	7:30 am – 2:03 pm	If the student arrives after 10:30 am
Quinn Middle	7:42 am – 2:25 pm	If the student arrives after 10:45 am
All Elementary	8:35 am – 2:55 pm	If the student arrives after 11:45 am

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

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

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

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829771>

ABSENCES

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

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

Parent/Guardian Responsibilities:

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

What do I do if My Child is Absent?

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.
2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**

3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **“Safe Child Arrival Procedure”**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians'/emergency contacts' work, cell, home, emergency numbers, and emails.)
7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

Student Absence Notification to Parents/Guardians

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

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

M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

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

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

Family Vacations

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

HEALTH SERVICES

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

School Nursing Services

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

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	sbowen@hudson.k12.ma.us pemmons@hudson.k12.ma.us 978-567-6250
Quinn Middle	Ann Thomas Brenda Walsh	aethomas@hudson.k12.ma.us blwalsh@hudson.k12.ma.us 978-567-6210
Farley Elementary	Tina Hill	tmhill@hudson.k12.ma.us 978-567-6153
Forest Elementary	Christie Vaillancourt	cvaillancourt@hudson.k12.ma.us 978-567-6190
Mulready Elementary	Maria Rossini	marossini@hudson.k12.ma.us 978-567-6170

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

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

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

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

Immunizations and Physical Examinations

In accordance with MDPH regulations:

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

When to keep your child home from school

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

Please contact the school nurse if your child has

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).

- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.
- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

Student Health Information and Student Health Records

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

MEDICATION POLICY

The complete district policy (JLCD) is available on the HPS website under school committee policies. <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829757>

Highlights of the policy include:

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

Pregnant Students

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

Lice Procedures

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

Identification and Treatment

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

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

Notification, Return to School, and Follow-up

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

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

Medical Transportation Procedure

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

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

Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.

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

Specific Guidelines

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

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

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

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

DISTRICT-WIDE FIELD TRIP INFORMATION

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

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829583>

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

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

REGISTRATION

Residents of Hudson

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12, please contact Paulo Murta @ (978) 567-6100 x41129 or ppmurta@hudson.k12.ma.us.

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

Documents Required for Enrollment

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

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

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

School Choice

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

TRANSPORTATION

Transportation Eligibility Guidelines

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

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

HPS Bus Action Form

Transportation change requests can be made by sending an email request to hps.busroutes@hudson.k12.ma.us or by contacting our Transportation Office at (978) 567-6100 x42112.

First Student Contact Information

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Joe Doherty

Phone: (508) 481-5346

(978) 567-6100 x42112.

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

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829801>

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

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus Rules

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

- ride on a school bus.
10. Students should be on time at the designated school bus stops; keep the bus on schedule. If the bus is on time and a Student is not at the designated bus stop, the driver will not wait.
 11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
 12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

Bicycles

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

Walkers

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

FOOD SERVICES

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

Shane Riordan, Director of Dining Services, Chartwells

Catering and Nutrition or Cafeteria questions

sfriordan@hudson.k12.ma.us

978-567-6120, x42147

HPS Food Service Assistant

Free/Reduced & all Account questions

978-567-6120, x42146

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

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

For all necessary lunch forms, please visit:

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

Breakfast and Lunch Program

The students have 17 minutes for lunch and 17 minutes for break. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on www.myschoolbucks.com or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

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

Eligibility for Free and Reduced Priced Meals

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

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

What you should know....

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

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

STUDENT SERVICES

Special Education Services

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

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

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

Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	cakilcoyne@hudson.k12.ma.us	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us	(978) 567-6100 x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation and Services K-5	adbudny@hudson.k12.ma.us	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	lanims@hudson.k12.ma.us	(978) 567-6100 x42134
Renee Graca	Financial Administrative Assistant	rgraca@hudson.k12.ma.us	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	jbianchini@hudson.k12.ma.us	(978) 567-6100 x42117
Sarah Gowen	Secretary	segowen@hudson.k12.ma.us	(978) 567-6100 x42120

Title I

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

School-Parent/Guardian Compact

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

English Language Learners

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

Response to Intervention (RTI) Literacy

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

ADDITIONAL DISTRICT POLICIES

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

For all district-wide policies please visit: https://hudson.k12.ma.us/school_committee/policies

STUDENT RECORDS POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829763>

STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829799>

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

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

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

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency

removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

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

PROCEDURES FOR LONG-TERM SUSPENSION
**(exclusion of a student from school premises and regular classroom activities
for more than ten school days.)**

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

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

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

EXPULSION

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

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

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

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6100, x42121.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES OR ASSAULT OF EDUCATIONAL PERSONNEL

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This

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

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

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

M.G.L. c. 71, § 37H½

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

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

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

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS
DURING SUSPENSIONS AND EXPULSION

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

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

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

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

EMPOWERED DIGITAL USE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829575>

Elementary Internet Safety Policy and Rules for Using School Computers

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

Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else’s password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher’s permission.
8. I will not look at or copy other people’s saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.

14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

Consequences

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

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

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall.

Definition of Device

For the purposes of this project, “device” means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

Internet

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

Security and Damages

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

1:1 Student Agreement

The use of a device to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her device while at school. When abused, including but not limited to violations of this protocol and of any of the School Committee policies incorporated herein, privileges will be taken away (in addition to penalties set forth in the School Committee policies incorporated herein and in related

handbook provisions for violation of those policies). When used properly and respectfully, these devices will benefit the learning environment as a whole.

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

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

Students and parents acknowledge, understand, and agree that:

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

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

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

ANTI-BULLYING POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829809>

The Hudson Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying. HPS's Bullying Prevention Plan can be found at: https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770881>

NON-DISCRIMINATION ON THE BASIS OF SEX

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770883>

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770887>

STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829747>

Memorandum

To: Dr. Marco Rodrigues
From: Kelly Costa Sardella, Principal
Date: May 18, 2023
Re: Joseph L. Mulready School Handbook Changes



I have conducted an annual review of the Student/Parent Handbook and is recommending the following substantive changes.

Page	Heading	Existing Language	Proposed Changes
4	School Calendar	School Calendar	Replace 2022-23 calendar with 2023-24
5	Staff List	Current Staff List	Replace with new Staff List for 2023-2024
6	Welcome Letter	Welcome letter dated August 2023	Replace with August 2024
7	Open House	September 15 th 2022	September 14, 2023
7	Parent Teacher Conf.	Nov 15 and 16; March 27 th and 28 th	November 15,16 2023 and March 27 and 28 th 2024
7	Report Cards	December 9 th and March 22 nd	December 8 th , March 22 nd

JOSEPH L. MULREADY SCHOOL



**STUDENT HANDBOOK
2023 -2024**

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2022 -2023 School Calendar

https://cdnsm5-ss10.sharpschool.com/UserFiles/Servers/Server_19988324/File/Calendar/2023-2024%20Calendar%20English%20Approved%2004042023.pdf (English)

https://cdnsm5-ss10.sharpschool.com/UserFiles/Servers/Server_19988324/File/Calendar/2023-2024%20Calendar%20Portuguese%20Approved%2004042023.pdf (Portuguese)

https://cdnsm5-ss10.sharpschool.com/UserFiles/Servers/Server_19988324/File/Calendar/2023-2024%20Calendar%20Spanish%20Approved%2004042023.pdf%20Spanish%20Updated%2007262022.pdf (Spanish)

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



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

2023-2024 SCHOOL YEAR

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

October 20/41 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	X	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	X	26	27	28
29	30	31				

November 18/59 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	X	11
12	13	14	15	16	17	18
19	20	21	X	X	X	25
26	27	28	29	30		

December 16/75 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	X	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	X	X	X	X	X	30
31						

January 21/96 days						
Su	Mo	Tu	We	Th	Fr	Sa
	X	2	3	4	5	6
7	8	9	10	11	12	13
14	X	16	17	18	19	20
21	22	23	X	25	26	27
28	29	30	31			

Aug. 28 Teachers Report to School
 Aug. 29 No School - Professional Develop.
 Aug. 29 QMS Grade 5 Orientation
 Aug. 29 HHS Grade 8 Orientation
 Aug. 30 Students Report to School
 Sep. 1 No School
 Sep. 4 No School - Labor Day
 Sep. 7 QMS Open House Grades 6 & 7
 Sep. 14 Open House - Elementary Schools
 Sep. 20 Half Day - Professional Develop.
 Sep. 21 Open House - Hudson High School

Oct. 9 No School - Columbus Day
 Oct. 18 QMS Parent/Teacher Conf. 1/2 day
 Oct. 19 QMS Parent/Teacher Conf. 1/2 day
 Oct. 25 No School - Professional Develop.

Nov. 6 End of 1st Term - Secondary
 Nov. 10 No School - 11th Veterans Day
 Nov. 15 Elem. Parent/Teacher Conf. 1/2 day
 Nov. 16 Elem. Parent/Teacher Conf. 1/2 day
 Nov. 16 HHS Parent/Teacher Conference
 Nov. 22 No School
 Nov. 23-24 No School - Thanksgiving

Dec. 1 End of 1st Trimester - Elementary
 Dec. 6 Half Day - Professional Develop.
 Dec. 25-29 No School - December Break

Jan. 1 No School - New Year
 Jan. 15 No School - Martin Luther King Jr.
 Jan. 23 End of 2nd Term - Secondary
 Jan. 24 Half Day - Professional Develop.

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

March 20/132 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	X	30
31						

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

May 22/171 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	X	16	17	18
19	20	21	22	23	24	25
26	X	28	29	30	31	

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

Feb. 14 Half Day - Professional Develop.
 Feb. 19-23 No School - February Break

Mar. 6 QMS Parent/Teacher Conf. 1/2 day
 Mar. 7 QMS Parent/Teacher Conf. 1/2 day
 Mar. 12 End of 2nd Trimester - Elementary
 Mar. 21 HHS Parent/Teacher Conference
 Mar. 27 Elem. Parent/Teacher Conf. 1/2 day
 Mar. 28 Elem. Parent/Teacher Conf. 1/2 day
 Mar. 29 No School

April 3 End of 3rd Term - Secondary
 April 10 Half Day - Professional Develop.
 April 15-19 No School - April Break

May 15 Half Day - Professional Develop.
 May 27 No School - Memorial Day

Jun. 1 Hudson High School Graduation
 Jun. 2 HHS Alternate Graduation Date
 Jun. 7 Last Day of Kinder with 0 snow days
 Jun. 13 Last Day of School with 0 snow days
 Jun. 19 No School - Juneteenth
 Jun. 28 Last Possible Day of School

- denotes no school
- denotes full day professional development - no school
- denotes half day professional development

Approved by Hudson School Committee: 04/04/2023

Mulready Elementary Staff 2022 - 2023

	Heather Fisher	
Administration Kelly Sardella, Principal Michelle Monteiro, Secretary	School Psychologist Kristina Hughes	ABA Therapists Amy LaFlamme Diane Levell Emily Katsikas Heather D'Amico Karen Dunner Lori Baker Maura Macklin Rebekah Laurence Suzanne "Zoe" Smith Christine Kane Lauren Wojtowicz Meredith Colacchio Kelly Quinn Kelley Buckley
Nurse Maria Rossini TBA	Adjustment Counselor Rebecca Curry	
Preschool Cindy Prockett Stephanie Rizzo	Speech/Language Erica Matthew Adriana Klein	
Kindergarten Kerri Haidousis Angela Ryll	Math Specialist Terri Buscemi	
Grade One Christine Baniukiewicz Ashley Correia	Fine Arts Elena Westberg	
Grade Two Amy Hamilton Catherine Murphy Melissa Johnson	Music Ashley Steinhaus	Building Substitute James Robinson Jamie Spears Elaina Peardon Ami Crawford
Grade Three Patricia Regh Kimmarie Calvanese	Library/Media Spec. Megan Towns	Lunch Monitor Heather Taranto Debra Rufo
Grade Four Katie Paoletta Coleen Garofalo Todd Glines	Physical Education Dan Fahey	
ELL Anna Gallo-Knight Stephanie Feleja Brenda Larocque	Technology Linsey Colarullo	
Reading Support Lauren Chandonnet Julie McGowan	Cafeteria Nadine Teabo- Lead Louisa Chaves	
OT/PT Jennifer Colebourn Leya Messier	Custodians Maria Silva - Head Rob Bowen	
Resource Room Linda Goodnow Annemarie Caloggero Meaghan Chait	Paraprofessionals Barbara Cunningham Linda McGrath Susan O'Toole Melissa Usen Martha Mauro Emily MacPherson	
Elementary Instructional Coach	Child Development Program Melinda Bogigian Kathleen Park Sarah Burke Jessica Rouse	



Dear Mulready School Families,

Welcome to the 2023 - 2024 school year!

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

The Mulready Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home, and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Mulready Elementary School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection. We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,
Kelly Costa Sardella, Principal

MISSION STATEMENT

At the Joseph L. Mulready School, we are proud of our academic risk taking, hard work, and perseverance. Coupled with exemplary teaching and a rigorous academic curriculum, we grow as learners. In keeping with the growth mindset, we know when we make a mistake, learning begins. Students, staff, parents, and the community, working together in partnership, support the social, emotional, and intellectual development of each student.

We are an ohana, or family. Family means no one gets left behind or forgotten. (Lilo and Stitch)

INSTRUCTIONAL SLOGAN

Have no fear,
Mulready Cougars PERSEVERE!
In what we do,
and in what we know,
Using feedback will help us GROW!

SCHOOL HOURS

All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

8:20 a.m. – 8:35 a.m. Breakfast Available

8:35 a.m. Starting Time

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

**Lunch is not served on early release days and dismissal is at 11:45*

OPEN HOUSE

September 14th, 2023

PARENT-TEACHER CONFERENCES

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

The dates of these meetings November 15th & 16th and March 27th & 28th.

REPORT CARDS

Report cards for grades K-4 are issued three times per year.

The dates are:

December 8th, 2022

March 22th, 2022

Last day of school

DROP-OFF/PICK-UP PROCEDURES

MORNING ARRIVAL

To assist with a smooth drop off procedure, please do not exit your car. Children should practice exiting the car from the right side with their school materials.

Morning arrival – **cars-** rear lot, **buses-** front entrance (***NOTE:** This is a change from last year)

- Student drop off time begins at 8:20 A.M in the rear of the building. Please do not drop off any child/children prior to 8:20 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:20 A.M.
- **Pull all the way forward** to the Parent Drop Off sign.
- For the safety of your children and other children, **all children are to exit the car from the right.**
- Parents should remain in the car while the child exits.
- **Do not pass cars** that are stopped and in process of dropping off students. When your child has exited your car, you must wait until the car(s) in front of you have completed dropping off their children before you exit the drop off area.
- Please wait for person or duty to motion your child(ren) out of the car. We will keep 3 feet between children as they enter the school.
- It is against the law to pass a bus or minibus while the lights are flashing and children are boarding or disembarking the bus

AFTERNOON DISMISSAL

IMPORTANT: No parent is allowed to enter the school to meet his/her child(ren). If a child is to be dismissed, all dismissals must take place at or before 2:30 pm and the office should be notified in advance. If not, a parent must wait for a child in the pick-up line or outside the school. Parent will need to ring the bell and let us know he/she has arrived to dismiss his/her child(ren). Parent will then wait outside and child(ren) will be escorted out to him/her. Parents of walkers cannot park in the school lot. If you come with a car you must be in the pick-up line. Walkers should leave the school and follow the sidewalk next to the school to the exit onto Cox Street.

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

- You will receive a Parent Pick Up (PPU) form that needs to be completed and returned immediately. All PPU children must have a PPU form on file.
- Once School begins, we will provide you with a laminated paper with the last name, as you would like it to appear. Post this on the passenger window when you pick up your child.
- Parents and/or those persons designated by the parents on the PPU form will drive to the rear of the school
- Cars will drive in and line up in single file.
- Proceed to the left to exit. Follow the car in front of you - do NOT pass or cut in front of the lead cars.
- Do not call to your child to come to the car.
- Students will be released to parents by staff member on duty who will direct the pick-up.
- Please yield to school buses when approaching the exit.

- Any student remaining after all other cars have departed will go with the teacher on duty to the office. The responsible party will enter the office to pick-up their child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by **12:00 noon** the same day. The school number is: 978-567-6170 or send in a note on that day with the child.
- If someone other than the regular PPU driver, or one listed on your form, is planning to pick up your child/children, you must notify the school office by **12:00 noon** the same day.
- The school number is: 978-567-6170 or send in a note on that day with the child.

BICYCLES

- No students have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before 8:20 a.m.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- It is further suggested that a basket or some type of carrier be attached to the child's bicycle to assist in carrying lunch boxes, papers, etc.
- All children are required by Massachusetts law to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

VISITING THE SCHOOL

- All visitors and volunteers must sign in at the school office and pick-up a visitor's badge
- If you do sign in, please state the purpose for your visit, your destination and time of arrival and departure.
- Upon your departure, you will need to sign out.
- All doors will be locked while school is in session.

CORI FORMS

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

SCHOOL ATTENDANCE

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

ABSENCES

Please use the "**Call-Back**" system to notify the school if your child is absent. The purpose of the call back system is to ensure that your child has arrived safely to school. When you call the school to report an absence, please follow the prompts to record your message and include the medical reason for absence if applicable. If possible, please phone the school prior to 30 minutes before the start of the school day. If your child is going to be absent for more than one day, you may either let us know in advance or call each day. In addition to calling, you will need to send in a note indicating the dates and reason for the absence. Parents/guardians are requested to contact the school nurse for absences exceeding two days. A child will be marked absent for the day if s/he arrives at or after 11:45 am.

MISSING CHILD NOTIFICATION

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

- Call the home to verify absence.
- If no parent/caregiver or person of authority is reached, we will call other emergency contacts to

verify absence or establish a contact with the parent/caregiver.

- If legitimate absence cannot be established, the child should be presumed missing and the police **will** be contacted.
- We will follow up with the police until the parents/caregiver is reached.
- It is our hope that this process will better ensure the safety and well-being of our students.

TARDINESS

School begins at 8:35 a.m. **If you drop your child off after the start of school, you are required to escort and sign your child into school.** Excessive tardiness is detrimental to the education of the attending child as well as disruptive to his/her classmates and the classroom teacher. Students who accumulate excessive unexcused tardies will have a notice sent home to their guardian. If a student accrues 10 unexcused tardies, the child's guardian will be required to attend a meeting with the principal or their designee.

EARLY DISMISSAL

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

SCHOOL SAFETY DRILLS

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

AFTERSCHOOL DETENTION

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

ELECTRONIC DEVICE AND CELL PHONE POLICY

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

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

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

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

- First offense: The electronic device will be confiscated and must be picked up by the parent.
- Second offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.
- Third offense: The electronic device will be confiscated and must be picked up by the parent. The student will receive a detention.

The privilege to carry a cell phone may be revoked at the discretion of the principal.

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

SCHOOL WEBSITES:

The Mulready School Site: <https://jlmulready.hudson.k12.ma.us/>

Mrs. Caloggero's Reading Website: <http://mulreadykidsread.weebly.com/>

Mr. Glines's Class weather website: <http://mrglines.weebly.com/>

Mrs. Colarullo's website: <https://hudsonlab.weebly.com>

Mrs. Buscemi's Math website: <https://mulready.wixsite.com/hudsonmathfacts>

Ms. Steinhaus's music website: <https://sites.google.com/a/student.hudson.k12.ma.us/mulready-music/>

Mrs. Westberg's Art site: <https://mulreadyart.weebly.com/>

The technology department website for the 1:1 program is:

<https://hudson.k12.ma.us/cms/one.aspx?pageId=22441536> There is also a link there for tutorials.

[Mrs. Hughes's School Psychology site: https://sites.google.com/a/student.hudson.k12.ma.us/hps-school-psychologists/kristina-hughes-mulready?authuser=0](https://sites.google.com/a/student.hudson.k12.ma.us/hps-school-psychologists/kristina-hughes-mulready?authuser=0)

SOCIAL MEDIA:

Look for event information pictures on Facebook (Joseph L. Mulready School)
<https://www.facebook.com/jlmlready/>

Like us on Twitter @mulprincipal #mulready #mulreadyohana

Hudson Public Schools Elementary School Hours & Curriculum

Elementary School Hours

All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

8:20 a.m. – 8:40 a.m. Breakfast Available

8:35 a.m. Starting Time

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

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

English Language Arts Curriculum

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

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

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

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

Math Curriculum

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

Science Curriculum

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

Social Studies/ History Curriculum

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

Technology

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

Library

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

Physical Education (PE)

Students in grades K-4 will participate in PE classes once or twice per week. The PE teachers follow state and national standards in providing a year-long 10 unit course that includes skill development activities and games. Your children will be learning critical movement concepts and developing

motor skills, while demonstrating responsible personal and social behavior, as well as understanding and respect for differences among people in physical activity settings. An essential objective is that your children will enjoy self-expression, physical challenges, and social interaction with their peers.

Specialists

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

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

Academic Support

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

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

General Education Supports

Response to Intervention (RTI) Literacy

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

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

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

Title I

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

Math Support

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

Field Trips

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

Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means.

Social-Emotional and Character Development

Character Education is a significant part of who we are and what we value as a district. During the 2021-2022 school year, a committee was formed to select a new district-wide Social Emotional Curriculum. In May of 2022, Choose Love for Schools™ was chosen. Choose Love for Schools is a no cost, next-generation Character Social Emotional Development (CSED) program for Pre-K through 12th grades, designed to teach students, educators and staff how to choose love in any circumstance thereby creating a safer, more connected school culture. Scarlett Lewis, founded Choose Love after her son, Jesse Lewis, was killed in the Sandy Hook school shooting. The words she found that he wrote on his chalkboard inspired her to start this foundation based on "nurturing, healing, love". Aligned with CASEL, Common Core and American School Counselor Association (ASCA), Choose Love For Schools is also the first program of its kind to fully incorporate state of the art Character Social Emotional Development (CSED) model standards, while also incorporating neuroscience and positive psychology to teach mindfulness, character, and emotional intelligence. These essential life skills and tools make students better learners, more desirable employees and happier, healthier, human beings.

- Lessons span Preschool through grade 12.
- Each grade has its own dedicated lesson plans. The lessons are not repeated for bands of grade levels. Choose Love has new lessons for each grade level.
- The language in Choose Love is simple everyday language rather than clinical language used in therapy groups.
- The Choose Love Formula™ is based on the profound result of practicing the character values inherent in “Nurturing Healing Love,” which are: Courage + Gratitude + Forgiveness + Compassion in Action.

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

Morning Meeting

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

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

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

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

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

Homework and Homework Policy

Homework is a vehicle for building communication and collaboration between the teacher, parent and child. Homework is intended to extend and solidify the understanding of concepts, ideas or skills.

Regularly scheduled homework assignments help to develop study habits and the idea that learning continues beyond the school building. It also provides an opportunity for parents/caregivers to become involved in the academic portion of their child's day.

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

General time guidelines for homework completion

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

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

To best support a student with homework at home:

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

To best support effective homework practice teachers will:

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

To best assume responsibility for homework students will:

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

Report Cards

Report cards are issued three times per year.

Report Cards Issued for Gr. K-4
By December 9th
By March 24th
Last Day of School

Open House

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

School Safety Drills

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

Parent-Teacher Conferences

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

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

Dates this year are: December 14th & 15th, and March 29th and 30th

Behavior & Conduct Guide

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

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

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

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

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
 - Walking in the halls
 - Walking to and from the bus
 - Holding the doors open for the person behind you, and
 - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question. Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.

15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

Dress Guidelines

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

Such as:

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

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

Conduct and Consequences

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

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

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

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

Level 1 Behavior

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

Level 1 Consequence

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

Level 2 Behaviors

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

Level 2 Consequences

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

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

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

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

Level 3 Behaviors and Consequences

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

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

After School Detention

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

Electronic Device and Cell Phone Policy

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

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

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

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

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

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

Helpful Information

Animals in School

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

Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce**

our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with each member of the class.

Desks and Lockers

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

Insurance

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

Lost and Found

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

Outdoor Recess Determination

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

School Pictures

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

Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all students in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices 2. Educating the Whole Child 3. Innovative Education Practices 4. Climate and Culture
Which will be achieved by the...	
Strategic Priorities	<p>High Quality Instructional Practices</p> <p>1.1 Build District-wide capacity through targeted professional learning. 1.2 Build experiences that demonstrate diverse, student-centered, instructional practices</p> <p>Educating the Whole Child</p> <p>2.1 Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school. 2.2 Implement the District’s MTSS Framework for Social-Emotional Learning. 2.3 Implement the District’s MTSS Framework for Attendance.</p> <p>Innovative Educational Practices</p> <p>3.1 Expand access to advance coursework that ensures rigorous learning experiences for all students. 3.2 Expand District-wide capacity and application of the 1:1 technology. 3.3 Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</p> <p>Climate and Culture</p> <p>4.1 Build a strong community among all stakeholders. 4.2 Strengthen stakeholder engagement with, and equitable access to District information.</p>
For which you set...	
Outcomes	<p>High Quality Instructional Practices</p> <p><i>By 2025, 100% of our teaching staff will receive targeted professional development training that includes instructional practices, common assessments, and tiered monitoring plans to support all learners, including multilingual learners.</i></p> <p>Educating the Whole Child</p> <p><i>By 2025, 100% of our teaching and support personnel will expand their knowledge of the Choose Love Curriculum for social, emotional learning and will implement the curriculum with fidelity at each school.</i></p> <p>Innovative Educational Practices</p> <p><i>By 2025, all schools will refine and implement a system of supports for struggling students to promote academic success and increase access to rigorous learning experiences by 50%.</i></p> <p>Climate and Culture</p> <p><i>By 2025, the district will have developed and implemented action steps addressing the recommendation contained in the District-wide equity audit report.</i></p>

District and School Administration Directory

Personnel	Role	Contact Information
Administration Building 155 Apsley Street 978-567-6100		
Dr. Marco Rodrigues	Superintendent of School	mcrodrigues@hudson.k12.ma.us x41129
Dr. Kathleen Provost	Assistant Superintendent	kprovost@hudson.k12.ma.us x41111
Paulo Murta	Executive Assistant to the Superintendent & District Registrar	ppmurta@hudson.k12.ma.us X41129
Jennifer Allard	Director of Human Resources	jnallard@hudson.k12.ma.us x41124
Emily Osborne	Human Resources Assistant	enosborne@hudson.k12.ma.us x41115
Daniel Gale	Director of Finance and Operations	djgale@hudson.k12.ma.us x41128
Michael Thomas	Senior Accountant	mlthomas@hudson.k12.ma.us x42116
Kristine Somers	Research and Accountability Specialist	Klsomers@hudson.k12.ma.us x42137
Shane Riordan	Food Service Director	sfriordan@hudson.k12.ma.us x42147
Denise Cobb	Transportation	dccobb@hudson.k12.ma.us x42112
Student Services		
Catherine Kilcoyne	Director Of Student Services	cakilcoyne@hudson.k12.ma.us x4121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation	adbudny@hudson.k12.ma.us x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	lanims@hudson.k12.ma.us x42134
Buildings and Grounds		
Scott Kurposka	Director of Facilities	sdkurposka@hudson.k12.ma.us x42125
Tim Goulding	Assistant Director of Facilities	tagoulding@hudson.k12.ma.us x42130
Brad Parker	Custodial Supervisor	bparker@hudson.k12.ma.us x42131
Technology located at Hudson High School 978-567-6250		
Ellen Schuck	Directory of Technology	eschuck@hudson.k12.ma.us x19108
Betsy Russell	Database Specialist	brussell@hudson.k12.ma.us x19107
District Curriculum Directors		
Wendy Anderson	Director of English Language Learners	wmanderson@hudson.k12.ma.us x41113
Sarah Davis	Director of Science	sbdavis@hudson.k12.ma.us x41148
Robert Knittle	Director of Mathematics	rdknittle@hudson.k12.ma.us x4113
Todd Wallingford	Director of Humanities	twallingford@hudson.k12.ma.us x44151
Translation and Registration		
Andressa Ferreira	Portuguese Parent Liaison	asferreira@hudson.k12.ma.us
Sandra Maiuri	Spanish Parent Liaison	scmaiuri@hudson.k12.ma.us
School Principals		
Jason Medeiros	Hudson High School 69 Brigham St	jwmedeiros@hudson.k12.ma.us 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	jtgaglione@hudson.k12.ma.us 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	dchampigny@hudson.k12.ma.us 978-567-6190
Rachel Scanlon	Farley Elementary 119 Cottage Street	rscanlon@hudson.k12.ma.us 978-567-6153
Kelly Costa Sardella	Mulready Elementary 306 Cox Street	kcsardella@hudson.k12.ma.us 978-567-6170

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

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

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

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

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

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

VOLUNTEERING GROUPS

Home and School Associations

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

School Improvement Council

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

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

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

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

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

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

VISITING PROTOCOL

Visiting the School

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

CORI Forms

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

MODEL CORI POLICY - ADDA-R-JIS

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770893>

ATTENDANCE

SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT		
Hudson High	7:30 am – 2:03 pm	If the student arrives after 10:30 am
Quinn Middle	7:42 am – 2:25 pm	If the student arrives after 10:45 am
All Elementary	8:35 am – 2:55 pm	If the student arrives after 11:45 am

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

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

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

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829771>

ABSENCES

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

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

Parent/Guardian Responsibilities:

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

What do I do if My Child is Absent?

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.

2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**
3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **“Safe Child Arrival Procedure”**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians'/emergency contacts' work, cell, home, emergency numbers, and emails.)
7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

Student Absence Notification to Parents/Guardians

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

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

M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

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

SCHOOL	Half Day Dismissal Time	Weather Delay Arrival Times
Hudson High	10:29 am	9:30 am
Quinn Middle	10:48 am	9:42 am
All Elementary	11:45 am	10:35 am

Family Vacations

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

HEALTH SERVICES

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

School Nursing Services

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

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	sbowen@hudson.k12.ma.us pemmons@hudson.k12.ma.us 978-567-6250
Quinn Middle	Ann Thomas Brenda Walsh	aethomas@hudson.k12.ma.us blwalsh@hudson.k12.ma.us 978-567-6210
Farley Elementary	Tina Hill	tmhill@hudson.k12.ma.us 978-567-6153
Forest Elementary	Christie Vaillancourt	cvaillancourt@hudson.k12.ma.us 978-567-6190
Mulready Elementary	Maria Rossini	marossini@hudson.k12.ma.us 978-567-6170

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

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

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

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

Immunizations and Physical Examinations

In accordance with MDPH regulations:

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

When to keep your child home from school

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

Please contact the school nurse if your child has

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

Student Health Information and Student Health Records

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

MEDICATION POLICY

The complete district policy (JLCD) is available on the HPS website under school committee policies. <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829757>

Highlights of the policy include:

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

Pregnant Students

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

Lice Procedures

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is

associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

Identification and Treatment:

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

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

Notification, Return to School, and Follow-up

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

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

Medical Transportation Procedure

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.

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

Specific Guidelines

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

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

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

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

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

DISTRICT-WIDE FIELD TRIP INFORMATION

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

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829583>

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

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

REGISTRATION

Residents of Hudson

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12, please contact Paulo Murta @ (978) 567-6100 x41129 or ppmurta@hudson.k12.ma.us.

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

Documents Required for Enrollment

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

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

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

School Choice

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

TRANSPORTATION

Transportation Eligibility Guidelines

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

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

HPS Bus Action Form

Transportation change requests can be made by sending an email request to hps.busroutes@hudson.k12.ma.us or by contacting our Transportation Office at (978) 567-6100 x42112.

First Student Contact Information
Hudson Dispatch: Ann Marie Belanger
Phone: (978) 674-7556
Location Manager: Joe Doherty
Phone: (508) 481-5346

(978) 567-6100 x42112.

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

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829801>

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

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

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

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus Rules

1. The driver is in charge of the bus and Students. Students must obey the driver promptly and willingly.
2. Proper conduct must be observed. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
3. Smoking and eating on the bus are prohibited. Students must refrain from throwing any item out of the windows.
4. No Student shall at any time extend his/her head, hands, or arms out of the windows whether the school bus is in motion or standing still.

5. Students are not to get on or off the bus until the bus has come to a full stop.
6. Students must cross the highway only in front of the school bus and only after looking to be sure that no traffic is approaching from either direction.
7. Students who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic. This will also apply to Students leaving the bus loading zone in the afternoon.
8. Each Student must see that his/her books and personal belongings are kept out of the aisles.
9. Students referred to the principal for conduct unbecoming a Student may forfeit his/her right to ride on a school bus.
10. Students should be on time at the designated school bus stops; keep the bus on schedule. If the bus is on time and a Student is not at the designated bus stop, the driver will not wait.
11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

Bicycles

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

Walkers

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

FOOD SERVICES

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

Shane Riordan, Director of Dining Services, Chartwells
Catering and Nutrition or Cafeteria questions
sfriordan@hudson.k12.ma.us
978-567-6120, x42147

HPS Food Service Assistant
Free/Reduced & all Account questions
978-567-6120, x42146

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

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

For all necessary lunch forms, please visit:

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

Breakfast and Lunch Program

The students have 17 minutes for lunch and 17 minutes for break. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on www.myschoolbucks.com or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

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

Eligibility for Free and Reduced Priced Meals

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

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

What you should know....

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

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

STUDENT SERVICES

Special Education Services

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

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

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

Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	cakilcoyne@hudson.k12.ma.us	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us	(978) 567-6100 x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation and Services K-5	adbudny@hudson.k12.ma.us	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	lanims@hudson.k12.ma.us	(978) 567-6100 x42134
Renee Graca	Financial Administrative Assistant	rgraca@hudson.k12.ma.us	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	jbianchini@hudson.k12.ma.us	(978) 567-6100 x42117
Mellyn Shurtleff	Administrative Assistant supporting grades 6 – 12	mgshurtleff@hudson.k12.ma.us	(978) 567-6100 x42120
Beatrice Mulloney	Administrative Assistant supporting grades K - 5	bbmulloney@hudson.k12.ma.us	(978) 567-6100 x42119

Title I

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

School-Parent/Guardian Compact

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

English Language Learners

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

Response to Intervention (RTI) Literacy

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

ADDITIONAL DISTRICT POLICIES

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

For all district-wide policies please visit: https://hudson.k12.ma.us/school_committee/policies

STUDENT RECORDS POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829763>

STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829799>

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

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

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

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing; and
 - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

EXPULSION

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

Policies and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

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

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6100, x42121.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES OR ASSAULT OF EDUCATIONAL PERSONNEL

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the

expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

M.G.L. c. 71, § 37H½

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

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

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

expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

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

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

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

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

EMPOWERED DIGITAL USE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829575>

Elementary Internet Safety Policy and Rules for Using School Computers

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

Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.

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

Consequences

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

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

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall.

Definition of Device

For the purposes of this project, "device" means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

Internet

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

Security and Damages

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and

middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

1:1 Student Agreement

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

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

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student’s age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school’s content filters will be applied to one’s connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of

School Committee Policy IJNDB/IJNDB-E.

- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
 - A student transfers or withdraws any time during the school year.
 - Students at the elementary level complete grade 1 and grade 4.
 - The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
 - Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

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

ANTI-BULLYING POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829809>

The Hudson Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying. HPS’s Bullying Prevention Plan can be found at: https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770881>

SEXUAL HARASSMENT POLICY

<https://tinyurl.com/yf7juyee>

SEXUAL HARASSMENT AND TITLE IX PROCEDURES

<https://tinyurl.com/2bnbbxnr>

NON-DISCRIMINATION POLICY

<https://tinyurl.com/yxxw95ry>

NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES

<https://tinyurl.com/2p8f2cnj>

NON-DISCRIMINATION ON THE BASIS OF SEX

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770883>

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770887>

STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829747>

Forest Avenue Elementary School



Family Handbook 2023-2024

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2022-2023 School Calendar

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



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

2023-2024 SCHOOL YEAR

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

October 20/41 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 18/59 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 16/75 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 21/96 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 28 Teacher Report to School
 Aug. 29 No School - Professional Develop.
 Aug. 29 QMS Grade 5 Orientation
 Aug. 29 HHS Grade 8 Orientation
 Aug. 30 Statewide Report to School
 Sep. 1 No School
 Sep. 4 No School - Labor Day
 Sep. 7 QMS Open House Grades 6 & 7
 Sep. 14 Open House - Elementary School
 Sep. 20 Half Day - Professional Develop.
 Sep. 21 Open House - Hudson High School

Oct. 8 No School - Columbus Day
 Oct. 18 QMS Parent/Teacher Conf. 1/2 day
 Oct. 18 QMS Parent/Teacher Conf. 1/2 day
 Oct. 23 No School - Professional Develop.

Nov. 6 End of 1st Term - Secondary
 Nov. 10 No School - 11th Veterans Day
 Nov. 13 Elem. Parent/Teacher Conf. 1/2 day
 Nov. 16 Elem. Parent/Teacher Conf. 1/2 day
 Nov. 16 HHS Parent/Teacher Conference
 Nov. 22 No School
 Nov. 23-24 No School - Thanksgiving

Dec. 1 End of 1st Trimester - Elementary
 Dec. 6 Half Day - Professional Develop.
 Dec. 23-29 No School - December Break

Jan. 1 No School - New Year
 Jan. 13 No School - Martin Luther King Jr.
 Jan. 23 End of 2nd Trimester - Secondary
 Jan. 24 Half Day - Professional Develop.

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

March 20/132 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

May 22/171 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

Feb. 14 Half Day - Professional Develop.
 Feb. 18-19 No School - February Break

Mar. 6 QMS Parent/Teacher Conf. 1/2 day
 Mar. 7 QMS Parent/Teacher Conf. 1/2 day
 Mar. 12 End of 2nd Trimester - Elementary
 Mar. 21 HHS Parent/Teacher Conference
 Mar. 27 Elem. Parent/Teacher Conf. 1/2 day
 Mar. 28 Elem. Parent/Teacher Conf. 1/2 day
 Mar. 29 No School

April 8 End of 3rd Term - Secondary
 April 10 Half Day - Professional Develop.
 April 13-18 No School - April Break

May 13 Half Day - Professional Develop.
 May 27 No School - Memorial Day

Jun. 1 Hudson High School Graduation
 Jun. 2 HHS A Merrimack Graduation Date
 Jun. 7 Last Day of Kinder with 0s nowdays
 Jun. 12 Last Day of School with 0s nowdays
 Jun. 18 No School - Juneteenth
 Jun. 28 Last Possible Day of School

- denotes no school
- denotes full day professional development - no school
- denotes half day professional development

Approved by Hudson School Committee: 04/04/2023

District Mission Statement:

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

School Mission Statement:

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

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

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

Forest Avenue's Positive Behavior Mission Statement:

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

FOREST AVENUE PROMISE

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

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

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

Behavioral Expectations**F-Fairness:**

Everyone has a place in the school community.

Fair means everyone gets what they need to be successful.

O-Outstanding Citizenship:

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

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

R-Responsibility:

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

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

E-Empathy:

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

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

S-Shows Respect:

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

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

T-Trustworthiness:

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

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

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

A Message from the Forest Avenue Principal

On behalf of the Forest Avenue School Community, welcome to the 2023-2024 school year! Once again, this school year our focus remains the same. We will continue to place an increased emphasis on the safety and well-being of our students and staff, while fostering high expectations for our students grounded in the growth mindset belief that an individual's intelligence can be grown or developed with persistence, effort, effective strategies, and a focus on learning. As a school community, we define our vision in terms of teaching our students to make a difference in the world around them so that they become effective, participatory citizens entering the world with a belief in the value of service as well as the ability to pose thoughtful questions.

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

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

Sincerely,

David Champigny, Principal

978-567-6190

dchampigny@hudson.k12.ma.us

**FOREST AVENUE STAFF LIST
2023-2024**

<p><u>Administration</u> Principal David Champigny</p> <p>Assistant Principal Lara Beach</p> <p>School Secretary Melissa Harmon</p> <p>School Nurses Christie Vaillancourt</p> <p><u>Special Subjects Teachers</u> Art Angela Wotton- rm 18</p> <p>Drama Melissa Cherry - Stage</p> <p>Library Mary Kate Leidal</p> <p>Music Andrea Reagan - rm 19</p> <p>Physical Education Megan Bell- Gym</p> <p>Technology Susan Dillman – rm 23C</p> <p><u>Classroom Teachers-</u> Preschool TBA</p> <p>Kindergarten Samantha Burnes - room 17 Kim Colbert – rm 16 Kathleen Nugent - room 15</p> <p>Grade 1 Bridget Sistare – rm 2 Karen Eadie – rm 3 Kristina Manougian – rm 4</p>	<p>Grade 2 Jaclyn Mertz – rm 8 Alexanne Whitney – rm 10 Nichole Murphy- rm 9</p> <p>Grade 3 Kaeleigh Hawes 24B Susan Hehir – Room 24C</p> <p>Grade 4 Sytske Campbell – rm 22C Megan Bouchard– rm 22B Jocelyn Tobler- rm 22A Melissa Ginsberg - 21B</p> <p>Building Substitutes TBA</p> <p><u>Support Services</u> Interventionists Linsey Charbonneau- Reading – rm 23B Michelle Daigneault – Reading – rm 23B Priscilla Velasco – ELL – rm 11 Hope Marin – SPED -- rm 1 Danielle Richardson – ELL – rm 21C Catherine Joyce – Math – TBA Danielle Wood, SPED -- rm 23D Mary Anne Kennedy-ELL rm 21D Meaghan Chait - SPED - rm 1</p> <p>Paraprofessionals Maria Brun – rm 15 Emily Colonna- rm 23B Kathleen Johnson – rm 16 Annemarie King – rm 23A Donna Shown – rm 17</p> <p>TSP Casey McCrobie - SPED - rm 5 Laurie Henry - Clinician– rm 5 Christine Leduc – Paraprofessional T.B.A. - Paraprofessional</p>	<p>Occupational Therapist Leya Messier- room 19A</p> <p>School Psychology Office Molly Andress – School Psychologist- rm 7 Jane Chartrand – Paraprofessional Maureen Austin - Adjustment Counselor- rm 22D</p> <p>Physical Therapist Jennifer Colebourn – Room 19A</p> <p>Speech/Language Pathologist Ania Spina – room 13</p> <p>Building Coach Jennifer Letourneau – 22D</p> <p>ESL Coach Carlene Ryan – 22D</p> <p>Lunch Monitor Melissa Caissie</p> <p><u>Facilities</u> Cafeteria Staff Jessy Wood Annette Hermann</p> <p>Custodians Steven Santos, Head Custodian Sheila Augusto</p> <p>(as of 5.17.23)</p>
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Forest Avenue Elementary School Arrival and Dismissal Procedures for 2022-2023

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

General Guidelines:

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

Walkers/Bikers:

- Walkers will enter and exit the building through the side entrance closest to the cafeteria of Forest Avenue.
- Bicycle riders must wear helmets when riding to and from school.
- Bicycle riders should utilize the bicycle rack outside of school.

Bus Arrival:

- Buses will line up in front of the school entering from Forest Avenue and exiting on Woodrow Street.
- Students will be dropped off in front of Forest Avenue Elementary School and then will enter school through the front of the building.

Bus Dismissal:

- Buses will line up in front of the school entering from Forest Avenue.
- Students will exit through the front of the building and board buses.
- Once loaded, buses will exit the parking lot to Woodrow Street.
- The Forest Ave Lot is closed for drop off and pick up.

Drivers Arrival: Individual Cars and Carpools:

- Drivers will enter from Woodrow Street only and drive through the Woodrow Parking lot towards the back of the school.
- Drivers will follow along the back of the school and take a right at the far end of the building.
- Starting at 8:20 AM, students will exit cars from the right side only at the far end of the building. Please do not open left side doors.
- Once children have safely exited the car, parent drivers should take a left towards Forest Avenue to exit the school driveway.
- Parents should stay in their cars during drop off.

Drivers Dismissal: Individual Cars and Carpools

- Drivers will each receive a placard with their last name and number. Place the placard on the passenger side of the dashboard so that it is visible for the on duty teacher.
- Drivers will enter from Woodrow Street only and drive through the Woodrow Parking lot towards the back of the school.
- Drivers will follow along the back of the school and take a right at the far end of the building.
- Using the number from the placard on the passenger side dashboard, students will be called outside and enter cars on the right side.
- Once students are safely loaded into cars, drivers may take a left towards Forest Avenue and exit the parking lot at Forest Avenue.
- Drivers should stay in their car during pick up.
- The Forest Ave lot is closed for drop off and pick up.

Arrival By Car: (Parent Escort)

- Parents who wish to escort their student to the front door of the building should park their vehicle in the marked spaces in the Woodrow Street lot then walk their student to the main door at the center of the building.

Hudson Public Schools Elementary School Hours & Curriculum

Elementary School Hours

All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

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

8:35 a.m. Starting Time

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

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

English Language Arts Curriculum

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

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

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

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

Math Curriculum

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

similar to Reader's and Writer's Workshop.

Science Curriculum

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

Social Studies/ History Curriculum

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

Technology

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

Library

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

Physical Education (PE)

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

Specialists

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

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

Academic Support

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

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

General Education Supports

Response to Intervention (RTI) Literacy

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

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

Title I

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

Math Support

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

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

Field Trips

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

Choose Love for Schools

Character Education is a significant part of who we are and what we value as a district. During the 2021-2022 school year, a committee was formed to select a new district-wide Social Emotional Curriculum. In May of 2022, Choose Love for Schools™ was chosen. Choose Love for Schools is a no cost, next-generation Character Social Emotional Development (CSED) program for Pre-K through 12th grades, designed to teach students, educators and staff how to choose love in any circumstance thereby creating a safer, more connected school culture. Scarlett Lewis, founded Choose Love after her son, Jesse Lewis, was killed in the Sandy Hook school shooting. The words she found that he wrote on his chalkboard inspired her to start this foundation based on "nurturing, healing, love". Aligned with CASEL, Common Core and American School Counselor Association (ASCA), Choose Love For Schools is also the first program of its kind to fully incorporate state of the art Character Social Emotional Development (CSED) model standards, while also incorporating neuroscience and positive psychology to teach mindfulness, character, and emotional intelligence. These essential life skills and tools make students better learners, more desirable employees and happier, healthier, human beings.

- Lessons span Preschool through grade 12.
- Each grade has its own dedicated lesson plans. The lessons are not repeated for bands of grade levels. Choose Love has new lessons for each grade level.
- The language in Choose Love is simple everyday language rather than clinical language used in therapy groups.
- The Choose Love Formula™ is based on the profound result of practicing the character values inherent in "Nurturing Healing Love," which are: Courage + Gratitude + Forgiveness + Compassion in Action.

In addition, many of the Forest staff are trained in Responsive Classroom techniques which compliment the new Choose Love program. One of the Responsive Classroom practices that we employ is the Morning Meeting. It is an opportunity for the classroom as a community to come together to greet one another, share news, and warm up for the day ahead. This is also the time when we will implement the new Choose Love curriculum. During Morning Meetings, each class strives to become a caring community. Respect for each other is built on the core values of empathy, ethics, and service, and conflict resolution skills are introduced, modeled, practiced, and refined.

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

Homework and Homework Policy

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

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

General time guidelines for homework completion

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

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

To best support a student with homework at home:

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

To best support effective homework practice teachers will:

- Communicate with teachers across and within grade levels to establish consistent homework requirements, yet also recognize that each teacher needs flexibility to make decisions pertinent to his /her own classroom and curriculum.
- Provide students with homework that provides meaningful practice within the curriculum and

acknowledges the skill levels of students.

- Communicate clear time lines for completion of any assignment.
- Keep daily homework completion records as one way to evaluate student responsibility and understanding of skills taught and return graded assignments in a timely manner.
- Provide timely feedback to students about the quality of their work and assist them in determining goals for improvement and ways it can be achieved.
- Contact parents if a concern arises.

To best assume responsibility for homework students will:

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

Report Cards

Report cards are issued three times per year.

Report Cards Issued for Gr. K-4
December 8th
March 22nd
Last Day of School

Open House

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

School Safety Drills

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

Parent-Teacher Conferences

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

Dates this year are: November 15th and November 16th for the 1st Trimester and March 8th and 22nd for 2nd Trimester (early dismissal for students on P/T Conference days).

Behaviors and Consequences

It is our belief that all children learn best in a safe school environment. Through Responsive Classroom, students are a part of the process in helping to determine classroom rules and understanding logical consequences. In order to guarantee the safety and structure of the school community, students who cannot respond to classroom rules and

logical consequences as implemented through Responsive Classroom may be referred to the office. Please review this behavior guide with your child/children.

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

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

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

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
 - Walking in the halls
 - Walking to and from the bus
 - Holding the doors open for the person behind you, and
 - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question.
Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.
11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them

by their teachers.

13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

Dress Guidelines

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

Such as:

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

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

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

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

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

A student has committed a behavioral infraction if they have failed to uphold any aspect of the school's expectations and/or interfere with the orderly learning environment of the school, classroom, or common areas. Restitution (the act of making good for loss, damage, or injury) will be assigned a consequence whenever possible. The disciplining of students for infractions is dependent upon the severity and frequency of the specific behavior.

Behaviors that are more serious in nature (see list below), may result in school suspensions. These behaviors endanger the immediate health, safety and personal well-being of the students and adults.

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

Electronic Device and Cell Phone Policy

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

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

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

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

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

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

Helpful Information

Animals in School

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

Birthdays

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

Desks and Lockers

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

Insurance

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

Lost and Found

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

Outdoor Recess Determination

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

School Pictures

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

Mission Statement and District Improvement Plan

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

Our Values	<p>We create a culture of:</p> <p>Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions.</p> <p>Strong Relationships: We build a strong sense of community based on clear communication and partnerships.</p> <p>Educating the Whole Child: We recognize students as Individuals and frame decisions with all students in mind.</p>
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices 2. Educating the Whole Child 3. Innovative Education Practices 4. Climate and Culture
Which will be achieved by the...	
Strategic Priorities	<p>High Quality Instructional Practices</p> <p>1.1 Build District-wide capacity through targeted professional learning.</p> <p>1.2 Build experiences that demonstrate diverse, student-centered, instructional practices</p> <p>Educating the Whole Child</p> <p>2.1 Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school.</p> <p>2.2 Implement the District’s MTSS Framework for Social-Emotional Learning.</p> <p>2.3 Implement the District’s MTSS Framework for Attendance.</p> <p>Innovative Educational Practices</p> <p>3.1 Expand access to advance coursework that ensures rigorous learning experiences for all students.</p> <p>3.2 Expand District-wide capacity and application of the 1:1 technology.</p> <p>3.3 Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</p> <p>Climate and Culture</p>

	<p>4.1 Build a strong community among all stakeholders.</p> <p>4.2 Strengthen stakeholder engagement with, and equitable access to District information.</p>
For which you set...	
Outcomes	<p>High Quality Instructional Practices</p> <p><i>By 2025, 100% of our teaching staff will receive targeted professional development training that includes instructional practices, common assessments, and tiered monitoring plans to support all learners, including multilingual learners.</i></p> <p>Educating the Whole Child</p> <p><i>By 2025, 100% of our teaching and support personnel will expand their knowledge of the Choose Love Curriculum for social, emotional learning and will implement the curriculum with fidelity at each school.</i></p> <p>Innovative Educational Practices</p> <p><i>By 2025, all schools will refine and implement a system of supports for struggling students to promote academic success and increase access to rigorous learning experiences by 50%.</i></p> <p>Climate and Culture</p> <p><i>By 2025, the district will have developed and implemented action steps addressing the recommendation contained in the District-wide equity audit report.</i></p>

District and School Administration Directory

Personnel	Role	Contact Information
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Administration Building 155 Apsley Street 978-567-6100		
Dr. Marco Rodrigues	Superintendent of School	murodrigues@hudson.k12.ma.us x41129
Dr. Kathleen Provost	Assistant Superintendent	kprovost@hudson.k12.ma.us x41111
Paulo Murta	Executive Assistant to the Superintendent & District Registrar	ppmurta@hudson.k12.ma.us X41129
Jennifer Allard	Director of Human Resources	jnallard@hudson.k12.ma.us x41124
Emily Osborne	Human Resources Assistant	enosborne@hudson.k12.ma.us x41115
Daniel Gale	Director of Finance and Operations	digale@hudson.k12.ma.us x41128
Michael Thomas	Senior Accountant	mlthomas@hudson.k12.ma.us x42116
Kristine Somers	Research and Accountability Specialist	Klsomers@hudson.k12.ma.us x42137
Shane Riordan	Food Service Director	sfriordan@hudson.k12.ma.us x42147
Denise Cobb	Transportation	dccobb@hudson.k12.ma.us x42112
Student Services		
Catherine Kilcoyne	Director Of Student Services	cakilcoyne@hudson.k12.ma.us x4121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation	adbudny@hudson.k12.ma.us x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	lanims@hudson.k12.ma.us x42134
Buildings and Grounds		
Scott Kurposka	Director of Facilities	sdkurposka@hudson.k12.ma.us x42125
Tim Goulding	Assistant Director of Facilities	tagoulding@hudson.k12.ma.us">tagoulding@hudson.k12.ma.us x42130
Brad Parker	Custodial Supervisor	bparker@hudson.k12.ma.us x42131
Technology located at Hudson High School 978-567-6250		
Ellen Schuck	Directory of Technology	eschuck@hudson.k12.ma.us x19108
Betsy Russell	Database Specialist	brussell@hudson.k12.ma.us x19107
District Curriculum Directors		
Wendy Anderson	Director of English Language Learners	wmanderson@hudson.k12.ma.us x41113
Sarah Davis	Director of Science	sbdavis@hudson.k12.ma.us x41148
Robert Knittle	Director of Mathematics	rdknittle@hudson.k12.ma.us x4113

Todd Wallingford	Director of Humanities	twallingford@hudson.k12.ma x44151
Translation and Registration		
Andressa Ferreira	Portuguese Parent Liaison	asferreira@hudson.k12.ma.us
Sandra Maiuri	Spanish Parent Liaison	scmaiuri@hudson.k12.ma.us
School Principals		
Jason Medeiros	Hudson High School 69 Brigham St	jwmedeiros@hudson.k12.ma.us 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	jtgaglione@hudson.k12.ma.us 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	dchampigny@hudson.k12.ma.us 978-567-6190
Rachel Scanlon	Farley Elementary 119 Cottage Street	rscanlon@hudson.k12.ma.us 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	kcsardella@hudson.k12.ma.us 978-567-6170

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

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

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

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

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

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

VOLUNTEERING GROUPS

Home and School Associations

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

School Improvement Council

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

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

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

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

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

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

VISITING PROTOCOL

Visiting the School

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

CORI Forms

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

MODEL CORI POLICY - ADDA-R-JIS

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770893>

ATTENDANCE

SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT		
Hudson High	7:30 am – 2:03 pm	If the student arrives after 10:30 am
Quinn Middle	7:42 am – 2:25 pm	If the student arrives after 10:45 am
All Elementary	8:35 am – 2:55 pm	If the student arrives after 11:45 am

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

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

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

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829771>

ABSENCES

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

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

Parent/Guardian Responsibilities:

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

What do I do if My Child is Absent?

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

Student Absence Notification to Parents/Guardians

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

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who

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

M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

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

SCHOOL	Half Day Dismissal Time	Weather Delay Arrival Times
Hudson High	10:29 am	9:30 am
Quinn Middle	10:48 am	9:42 am
All Elementary	11:45 am	10:35 am

Family Vacations

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

HEALTH SERVICES

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

School Nursing Services

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

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	sbowen@hudson.k12.ma.us pemmons@hudson.k12.ma.us 978-567-6250
Quinn Middle	Ann Thomas Brenda Walsh	aethomas@hudson.k12.ma.us blwalsh@hudson.k12.ma.us 978-567-6210
Farley Elementary	Tina Hill	tmhill@hudson.k12.ma.us 978-567-6153
Forest Elementary	Christie Vaillancourt	cvaillancourt@hudson.k12.ma.us 978-567-6190
Mulready Elementary	Maria Rossini	marossini@hudson.k12.ma.us 978-567-6170

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

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

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

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

Immunizations and Physical Examinations

In accordance with MDPH regulations:

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

When to keep your child home from school

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

Please contact the school nurse if your child has

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

Student Health Information and Student Health Records

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

MEDICATION POLICY

The complete district policy (JLCD) is available on the HPS website under school committee policies. <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829757>

Highlights of the policy include:

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

Pregnant Students

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

Lice Procedures

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

Identification and Treatment:

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

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

Notification, Return to School, and Follow-up

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

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

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

Medical Transportation Procedure

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
 - a. Assessment of student (including current medication use and participation in physical education/recess)
 - b. Review of Student Collaborative Health Plan – Transportation form
 - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
 - d. Parent/guardian information
 - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan –Transportation form.

- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
- r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

Specific Guidelines

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

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

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

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

DISTRICT-WIDE FIELD TRIP INFORMATION

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

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829583>

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

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

REGISTRATION

Residents of Hudson

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12, please contact Paulo Murta @ (978) 567-6100 x41129 or ppmurta@hudson.k12.ma.us.

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

Documents Required for Enrollment

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

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

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

School Choice

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

TRANSPORTATION

Transportation Eligibility Guidelines

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.

- Safety issues are taken into consideration when determining transportation eligibility as well.

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

HPS Bus Action Form

Transportation change requests can be made by sending an email request to hps.busroutes@hudson.k12.ma.us or by contacting our Transportation Office at (978) 567-6100 x42112.

First Student Contact Information

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Joe Doherty

Phone: (508) 481-5346

(978) 567-6100 x42112.

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

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829801>

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

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

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

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

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

Bus Rules

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

Bicycles

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

Walkers

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

FOOD SERVICES

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

Shane Riordan, Director of Dining Services, Chartwells
Catering and Nutrition or Cafeteria questions
sfriordan@hudson.k12.ma.us
 978-567-6120, x42147
 HPS Food Service Assistant
Free/Reduced & all Account questions
 978-567-6120, x42146

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

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

For all necessary lunch forms, please visit: <https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

Breakfast and Lunch Program

The students have 17 minutes for lunch and 17 minutes for break. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on www.myschoolbucks.com or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

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

Eligibility for Free and Reduced Priced Meals

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

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

What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.

- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

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

STUDENT SERVICES

Special Education Services

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

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

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

Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	cakilcoyne@hudson.k12.ma.us	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us	(978) 567-6100 x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation and Services K-5	adbudny@hudson.k12.ma.us	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	lanims@hudson.k12.ma.us	(978) 567-6100 x42134
Renee Graca	Financial Administrative Assistant	rgraca@hudson.k12.ma.us	(978) 567-6100 x42118

June Bianchini	Support Secretary for Coordinators	jbianchini@hudson.k12.ma.us	(978) 567-6100 x42117
Mellyn Shurtleff	Administrative Assistant supporting grades 6 – 12	mgshurtleff@hudson.k12.ma.us	(978) 567-6100 x42120
Beatrice Mulloney	Administrative Assistant supporting grades K - 5	bbmulloney@hudson.k12.ma.us	(978) 567-6100 x42119

Title I

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

School-Parent/Guardian Compact

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

English Language Learners

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

Response to Intervention (RTI) Literacy

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

ADDITIONAL DISTRICT POLICIES

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

For all district-wide policies please visit: https://hudson.k12.ma.us/school_committee/policies

STUDENT RECORDS POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829763>

STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829799>

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

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

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

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing; and
 - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

EXPULSION

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

**ADDITIONAL PROCEDURAL PROTECTIONS
FOR SPECIAL EDUCATION STUDENTS**

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

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

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6100, x42121.

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

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

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

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

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter

of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

M.G.L. c. 71, § 37H½

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

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

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

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS

DURING SUSPENSIONS AND EXPULSION

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

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

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

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

EMPOWERED DIGITAL USE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829575>

Elementary Internet Safety Policy and Rules for Using School Computers

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

Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else's password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher's permission.
8. I will not look at or copy other people's saved work.

9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent's name, parent's employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

Consequences

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

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

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall.

Definition of Device

For the purposes of this project, "device" means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

Internet

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

Security and Damages

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

1:1 Student Agreement

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

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

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

Students and parents acknowledge, understand, and agree that:

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

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

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

ANTI-BULLYING POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829809>

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

https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770881>

SEXUAL HARASSMENT POLICY

<https://tinyurl.com/yf7juyee>

SEXUAL HARASSMENT AND TITLE IX PROCEDURES

<https://tinyurl.com/2bnbbxnr>

NON-DISCRIMINATION POLICY

<https://tinyurl.com/yxxw95rv>

NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES

<https://tinyurl.com/2p8f2cnj>

NON-DISCRIMINATION ON THE BASIS OF SEX

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770883>

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770887>

STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829747>



Memorandum

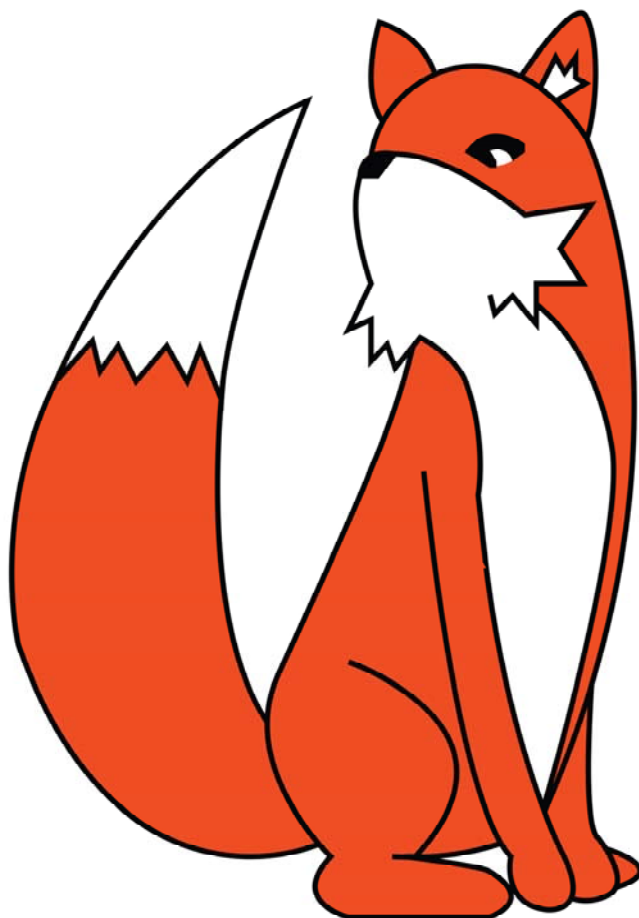
To: Dr. Marco Rodrigues – Superintendent
From: Rachel Scanlon– Principal
Date: June 2023
Re: 2023-2024 Student/Family Handbook Changes

The following changes to the Farley Elementary School Student/Family Handbook are being recommended for the 2022-2023 school year as a result of the revisions to the School Committee Policy Manual and/or the school’s needs. The proposed changes are in the “Proposed Change” column below with new language **underlined and bolded** and deleted language bolded and in **red**.

Page	Section Heading	Existing Language	Proposed Change
4	School Calendar	2022-2023 School Year Calendar Current	<u>Replace 2023 calendar with 2024 English and Portuguese</u>
5	Welcome Letter	Read Always, Rachel Scanlon, Principal	Read Always, Rachel Scanlon (<u>she, her, hers</u>) Principal
6	Farley’s Whole School “Paw Print” Reward System	<p>First paragraph-5th sentence: Last year a committee worked on revising how students get recognized for showing these behaviors and exceeding our high expectations.</p> <p>Second paragraph- 4th sentence: Parents and families are also encouraged to ask their child why he/she is the proud wearer of a paw print. In addition, the another sticker will be placed on a school-wide sticker chart in the shape of our Farley Fox mascot located in our main office hallway. The school-wide goal is to fill this mascot shape from the bottom. Each day, as students pass, they will see the stickers increase and our exceptional behaviors deeds grow. Every month there will be a whole-school assembly to highlight the stellar attributes of our students.</p>	<p>Last year <u>A few years ago</u>, a committee worked on revising how students get recognized for showing these behaviors and exceeding our high expectations.</p> <p>Guardians <u>Caregivers</u> and families are also encouraged to ask their child why he/she is the proud wearer of a paw print. In addition, the second sticker will be placed on a school-wide <u>classroom</u> sticker chart in the shape of our Farley Fox mascot located in our main office hallway. The school-wide goal is to fill this mascot shape from the bottom. <u>Once the class-wide chart if full, it will posted in the main office hallway for all to see.</u> Each day, as students pass, they will see the stickers increase and our exceptional behaviors <u>and</u> deeds grow. Every month there will be a whole-school assembly to highlight the stellar attributes of our students.</p>

7	Staff List	2022-2023 Staff List	<u>Replace with new staff list for 2023-2024</u>
14	Report Cards	Last year's dates	<u>December 8th, 2023, March 22nd 2024, Last Day of School</u>
14	Open House	September 15 th 2022	<u>September 14th 2023</u>
14	Parent Teacher Conferences	Last year's dates	<u>Dates this year are: November 15th & 16th and March 27th & 28th 2024</u>
?	Dual Language Program	Completely new addition-Please reach out to Kathy and Marco to see where this ne	<p><u>Dual Language Program</u></p> <p><u>Farley Elementary Houses HPS' only Portuguese/English Dual Language Program. The Dual Language Program is a model designed to promote bilingualism and biliteracy, cross—cultural competency, and high levels of academic achievement for all students.</u></p> <ul style="list-style-type: none"> • <u>Bilingualism and biliteracy is accomplished by placing equal emphasis on core content instruction in both English and Portuguese.</u> • <u>Curriculum is aligned to grade level standards. Research supports high levels of academic achievement for both groups.</u> • <u>Positive cross– cultural relationships and positive attitudes are developed toward both cultures.</u> <p><u>ENROLLMENT PROCESS: When registering your child for Kindergarten please indicate your interest in the Dual Language program. Complete the Dual Language Program application. If demand exceeds the number of spaces available a lottery will be held during the first week of June. Should there be available seats, a second lottery will be held on the first week of August. Please contact Wendy Anderson Director of English Learner Education 978-567-6100</u> <u>wmanderson@hudson.k12.ma.us with any questions.</u></p>

C.A. FARLEY ELEMENTARY SCHOOL



Family Handbook 2023-2024

Farley's Instructional Focus is:

Students will explain or show their thinking clearly across all content areas.

#ExplainYourBrain

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2022-2023 School Calendar

To access the school calendar is English, Portuguese, or Spanish, please visit:

<https://hudson.k12.ma.us/cms/one.aspx?pageId=19988424>

2023-2024 SCHOOL YEAR

August/ September 21 days							October 20/41 days							November 18/59 days							December 16/75 days							January 21/96 days						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
27	X	X	X	30	31	2	1	2	3	4	5	6	7	5	6	7	8	9	X	11	3	4	5	X	7	8	9	7	8	9	10	11	12	13
3	X	5	6	7	8	9	8	X	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	X	16	17	18	19	20
10	11	12	13	14	15	16	15	16	17	18	19	20	21	19	20	21	X	X	X	25	17	18	19	20	21	22	23	21	22	23	X	25	26	27
17	18	19	20	21	22	23	22	23	24	X	26	27	28	26	27	28	29	30			24	X	X	X	X	X	30	28	29	30	31			
24	25	26	27	28	29	30	29	30	31												31													

- Aug. 28 Teachers Report to School
- Aug. 29 No School - Professional Develop.
- Aug. 29 QMS Grade 5 Orientation
- Aug. 29 HHS Grade 8 Orientation
- Aug. 30 Students Report to School
- Sep. 1 No School
- Sep. 8 No School - Labor Day
- Sep. 7 QMS Open House Grades 6 & 7
- Sep. 14 Open House - Elementary Schools
- Sep. 20 Half Day - Professional Develop.
- Sep. 21 Open House - Hudson High School
- Oct. 9 No School - Columbus Day
- Oct. 18 QMS Parent/Teacher Conf. 1/2 day
- Oct. 19 QMS Parent/Teacher Conf. 1/2 day
- Oct. 25 No School - Professional Develop.
- Nov. 6 End of 1st Term - Secondary
- Nov. 10 No School - 11th Veterans Day
- Nov. 15 Elem. Parent/Teacher Conf. 1/2 day
- Nov. 16 Elem. Parent/Teacher Conf. 1/2 day
- Nov. 16 HHS Parent/Teacher Conference
- Nov. 22 No School
- Nov. 23-24 No School - Thanksgiving
- Dec. 1 End of 1st Trimester - Elementary
- Dec. 6 Half Day - Professional Develop.
- Dec. 25-29 No School - December Break
- Jan. 1 No School - New Year
- Jan. 15 No School - Martin Luther King Jr.
- Jan. 23 End of 2nd Term - Secondary
- Jan. 24 Half Day - Professional Develop.

February 16/112 days							March 20/132 days							April 17/149 days							May 22/171 days							June 9/180 days						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3					1	2	1	2	3	4	5	6				1	2	3	4							1		
4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	X	X	X	X	X	20	12	13	14	X	16	17	18	9	10	11	12	13	14	15
18	X	X	X	X	X	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	X	20	21	22
25	26	27	28	29			24	25	26	27	28	X	30	28	29	30				26	X	28	29	30	31	23	24	25	26	27	28	29		
							31																				30							

- Feb. 14 Half Day - Professional Develop.
- Feb. 19-23 No School - February Break
- Mar. 6 QMS Parent/Teacher Conf. 1/2 day
- Mar. 7 QMS Parent/Teacher Conf. 1/2 day
- Mar. 12 End of 2nd Trimester - Elementary
- Mar. 21 HHS Parent/Teacher Conference
- Mar. 27 Elem. Parent/Teacher Conf. 1/2 day
- Mar. 28 Elem. Parent/Teacher Conf. 1/2 day
- Mar. 29 No School
- April 3 End of 3rd Term - Secondary
- April 10 Half Day - Professional Develop.
- April 15-19 No School - April Break
- May 15 Half Day - Professional Develop.
- May 27 No School - Memorial Day
- Jun. 1 Hudson High School Graduation
- Jun. 2 HHS Alternate Graduation Date
- Jun. 7 Last Day of Kinder with 0 snow days
- Jun. 13 Last Day of School with 0 snow days
- Jun. 19 No School - Juneteenth
- Jun. 28 Last Possible Day of School

- X denotes no school
- X denotes full day professional development - no school
- X denotes half day professional development

Approved by Hudson School Committee: 04/04/2023

ANO LETIVO 2023-2024

Agosto/Setembro 21 dias							Outubro 20/41 dias							Novembro 18/59 dias							Dezembro 16/75 dias							Janeiro 21/96 dias						
D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S
27	X	X	X	30	31	2	1	2	3	4	5	6	7	5	6	7	8	9	X	11	3	4	5	X	7	8	9	7	8	9	10	11	12	13
3	X	5	6	7	8	9	8	X	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	X	16	17	18	19	20
10	11	12	13	14	15	16	15	16	17	18	19	20	21	19	20	21	X	X	X	25	17	18	19	20	21	22	23	21	22	23	X	25	26	27
17	18	19	20	21	22	23	22	23	24	X	26	27	28	26	27	28	29	30			24	X	X	X	X	X	30	28	29	30	31			
24	25	26	27	28	29	30	29	30	31												31													

- Aug. 28 Professores retornam à escola
- Aug. 29 Não há escola - Desenvolvimento dos profs.
- Aug. 29 - QMS - Orientação do 5º ano
- Aug. 29 - HHS - Orientação do 8º ano
- Aug. 30 - Alunos retornam às aulas
- Set. 1 - Não há escola
- Set. 4 - Não há escola - Labor Day
- Set. 7 - Visita à escola - Quinn Middle School
- Set. 14 - Visita às escolas - Escolas Elementares
- Set. 20 - Desenvolvimento dos profs. 1/2 Dia
- Set. 21 - Visita à escola - Hudson High School
- Out. 9 Não há escola - Columbus Day
- Out. 18 QMS - Reunión de pais e profs. - 1/2 dia
- Out. 19 QMS - Reunión de pais e profs. - 1/2 dia
- Oct. 25 Não há escola - Desenvolvimento dos profs.
- Nov. 4 - Final do 1º trimestre - Secundário
- Nov. 11 Não há escola - Veterans Day
- Nov. 16 Reunião pais e profs. elementar - 1/2 dia
- Nov. 17 Reunião pais e profs. elementar - 1/2 dia
- Nov. 17 Reunião de pais e professores - HHS
- Nov. 23 Não há escola
- Nov. 24-25 Não há escola - Thanksgiving
- Dez. 1 Final do 1º trimestre - Elementar
- Dez. 6 - Desenvolvimento dos profs. - 1/2 dia
- Dez. 25-29 Não há escola - Férias de dezembro
- Jan. 1 Não há escola - Ano novo
- Jan. 15 Não há escola - Martin Luther King Jr.
- Jan. 23 Final do 2º trimestre - Secundário
- Jan. 24 Desenvolvimento dos profs. - 1/2 dia

Fevereiro 16/112 dias							Março 20/132 dias							Abril 17/149 dias							Maio 22/171 dias							Junho 9/180 dias						
D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S	D	2ª	3ª	4ª	5ª	6ª	S
				1	2	3					1	2	1	2	3	4	5	6				1	2	3	4							1		
4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	X	X	X	X	X	20	12	13	14	X	16	17	18	9	10	11	12	13	14	15
18	X	X	X	X	X	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	X	20	21	22
25	26	27	28	29			24	25	26	27	28	X	30	28	29	30				26	X	28	29	30	31	23	24	25	26	27	28	29		
							31																				30							

- Feb. 14 Desenvolvimento das professoras 1/2 dia
- Feb. 19-23 Não há escola - Férias de fevereiro
- Mar. 6 QMS Reunião pais e professores - 1/2 dia
- Mar. 7 QMS Reunião pais e professores - 1/2 dia
- Mar. 12 Final do 2º trimestre - Elementar
- Mar. 21 Reunião pais e profs. HHS
- Mar. 27 Reunião pais e profs. elementar - 1/2 dia
- Mar. 28 Reunião pais e profs. elementar - 1/2 dia
- Mar. 29 Não há escola
- Abril 3 Final do 3º trimestre - Secundário
- Abril 10 Desenvolvimento das professoras 1/2 dia
- Abril 15-19 Não há escola - Férias de abril
- Maio 15 Desenvolvimento dos profs. 1/2 dia
- Maio 27 Não há escola - Memorial Day
- Jun. 1 Graduação da Hudson High School
- Jun. 2 Data alternativa de graduação da HHS
- Jun. 7 Último dia do kinder com 0 de dias de neve
- Jun. 13 Último dia de aula com 0 de dias de neve
- Jun. 19 Não há escola - Juneteenth
- Jun. 28 Último dia possível de aula

- X não há escola
- X desenvolvimento profissional durante todo o dia - não há escola
- X desenvolvimento profissional pela metade do dia

Aprovado pelo Comitê Escolar de Hudson: 4 de abril de 2023



Dear Farley Families,

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

Farley Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home, and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Farley Elementary School is committed to maintaining a positive relationship with the fabulous families our students, as we strongly believe in the power of the home-school connection. We look forward to a memorable and productive school year with you and your child! Please never hesitate to reach out to us: 978-567-6153.

Read Always,
Rachel Scanlon, (she, her, Hers)
Principal

District Mission:

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

School Mission:

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

Farley's Instructional Focus:

Students will explain or show their thinking clearly across all content areas. #ExplainYourBrain

Farley Elementary School's Hours

8:20 a.m. – 8:35 a.m. Student Arrival

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

8:35 a.m. Starting Time

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

Farley's Whole School "Paw Print" Reward System



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

Similar to last year, students who are witnessed going above and beyond, will be recognized with two Paw print stickers. One will be given to them to keep (and place on their shirt). Staff who see a student wearing a sticker are encouraged to ask why they received the paw print sticker. Caregivers and families are also encouraged to ask their child why he/she is the proud wearer of a paw print. In addition, the second sticker will be placed on a classroom sticker chart in the shape of our Farley Fox mascot. Once the class-wide chart is full, it will be posted in the main office hallway for all to see. Each day, as students pass, they will see the stickers increase and our exceptional behaviors and deeds grow.

Farley Elementary School Staff List

Administration

Rachel Scanlon, Principal

Anne Duke, Assistant Principal

Heather Paquette and Elaine Niedermeier, Administrative Assistants

<p><u>Preschool</u> TBD <u>ABA therapists:</u> TBD</p> <p><u>Kindergarten</u> Kristin Charbonneau Kim Primeau Wendy Smith Angela Georger-Dual Language Mara Santos-Dual Language <u>Paraeducators:</u> Jennifer Murphy Jenny Mikula TBD Dielistane Almeida-Dual Language Laysee Besserra-Dual Language</p> <p><u>Grade One</u> Sandra Sullivan Colleen White TBD Naya Caplan-Dual Language Claudia Silva Penteadó</p> <p><u>Grade Two</u> Melissa Cronin Cassia Freitas Lisa Lewis-Kane Maria Sequenzia Susana Cabrita-Dual Language Brenda Larocque-Dual Language</p> <p><u>Grade Three</u> Michelle Farley Kimberly Gaffney Erin Gaffny Elizabeth Lloyd</p> <p><u>Grade Four</u> Jaime Leger Katie Rivela TBD TBD</p> <p><u>Instructional Coaches:</u> Jennifer Lewis-Building Coach Carlene Ryan-EL Coach</p>	<p><u>Specialists</u> <u>Art</u>-Cassia Maguire <u>Gym</u>-Brian Quinn <u>Library</u>-Carol Gough <u>Music</u>-Christina Strauss <u>Technology</u>-Meghan Gasek <u>Grade 4 Only-Drama</u>-Melissa Cherry</p> <p><u>ELL</u> Charissa Ahlstrom Rachel Brunell TBD TBD</p> <p><u>Reading Interventionists</u> Stacy MacLeod Jennifer Volpicelli Lisette Zinner <u>Paraeducator:</u> TBD</p> <p><u>Math Interventionists</u> Lisa Leger Kelsey Williams</p> <p><u>Special Education</u> Renee Crapulli Robin Johnson Erika Russell Kristin Spadafino <u>Paraeducators:</u> Grade 1: Laura Walker Grade 2: Nancy Hubert Grade 3: Stacy F Grade 4: Nancy O</p> <p><u>SEA Program</u> Laurel Chaffin-Teacher Madison Plante-Clinician <u>Paraeducators:</u> Cassie Allen Jessica Berthiaume Michael Paquette</p>	<p><u>School Adjustment Counselors</u> Tiago Goncavles Sarah Mielke</p> <p><u>School Psychologist</u> Lauren Bohigian <u>Paraeducators:</u> Kerry Sliwinski TBD</p> <p><u>Speech/Language</u> Ashley Conley</p> <p><u>Nurses</u> Tina Hill Carla Wright-Part-time</p> <p><u>OT/PT</u> Sarah Mickel Jennifer Colebourn Sheila Van Nest</p> <p><u>Building Substitutes</u> TBD TBD TBD</p> <p><u>Cafeteria</u> Christa MacNeill - Manager Christine Chaves Anne Hubert</p> <p><u>Custodians</u> Joe DiFolco- Head Custodian Paul Persico-Evening Custodian Mike Langevin-Evening Custodian</p>
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Farley Elementary School Student Drop-Off and Pick Up by Parent/Guardian

Student drop off time begins at 8:20 A.M. Please do not drop off any child/children prior to 8:20 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:20AM.

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

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

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

Hudson Public Schools Elementary School Hours & Curriculum

Elementary School Hours

All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

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

8:35 a.m. Starting Time

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

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

English Language Arts Curriculum

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

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

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

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

Math Curriculum

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

Science Curriculum

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

Social Studies/ History Curriculum

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

Technology

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

Library

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

Physical Education (PE)

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

Specialists

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

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

Academic Support

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

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

General Education Supports

Response to Intervention (RTI) Literacy

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

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

Title I

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

Math Support

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

Field Trips

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

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

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

Social-Emotional and Character Development

Character Education is a significant part of who we are and what we value as a district. During the 2021-2022 school year, a committee was formed to select a new district-wide Social Emotional Curriculum. In May of 2022, Choose Love for Schools™ was chosen. Choose Love for Schools is a no cost, next-generation Character Social Emotional Development (CSED) program for Pre-K through 12th grades, designed to teach students, educators and staff how to choose love in any circumstance thereby creating a safer, more connected school culture. Scarlett Lewis, founded Choose Love after her son, Jesse Lewis, was killed in the Sandy Hook school shooting. The words she found that he wrote on his chalkboard inspired her to start this foundation based on “nurturing, healing, love”. Aligned with CASEL, Common Core and American School Counselor Association (ASCA), Choose Love For Schools is also the first program of its kind to fully incorporate state of the art Character Social Emotional Development (CSED) model standards, while also incorporating neuroscience and positive psychology to teach mindfulness, character, and emotional intelligence. These essential life skills and tools make students better learners, more desirable employees and happier, healthier, human beings.

- Lessons span Preschool through grade 12.
- Each grade has its own dedicated lesson plans. The lessons are not repeated for bands of grade levels. Choose Love has new lessons for each grade level.
- The language in Choose Love is simple everyday language rather than clinical language used in therapy groups.
- The Choose Love Formula™ is based on the profound result of practicing the character values inherent in “Nurturing Healing Love,” which are: Courage + Gratitude + Forgiveness + Compassion in Action.

In addition, many of the Farley staff are trained in Responsive Classroom techniques which compliment the new Choose Love program. One of the Responsive Classroom practices that we employ is the Morning Meeting. It is an opportunity for the classroom as a community to come together to greet one another, share news, and warm up for the day ahead. This is also the time when we will implement the new Choose Love curriculum. During Morning

Meetings, each class strives to become a caring community. Respect for each other is built on the core values of empathy, ethics, and service, and conflict resolution skills are introduced, modeled, practiced, and refined.

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

Homework and Homework Policy

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

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

Suggested/Optional General time guidelines for homework completion

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

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

To best support a student with homework at home:

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

To best support effective homework practice teachers will:

- Communicate with teachers across and within grade levels to establish consistent homework requirements, yet also recognize that each teacher needs flexibility to make decisions pertinent to his /her own classroom and curriculum.
- Provide students with homework that provides meaningful practice within the curriculum and acknowledges the skill levels of students.

- Communicate clear time lines for completion of any assignment.
- Keep daily homework completion records as one way to evaluate student responsibility and understanding of skills taught and return graded assignments in a timely manner.
- Provide timely feedback to students about the quality of their work and assist them in determining goals for improvement and ways it can be achieved.
- Contact parents if a concern arises.

To best assume responsibility for homework students will:

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

Report Cards

Report cards are issued three times per year.

Report Cards Issued for Gr. K-
December 9, 2022
March 24, 2023
Last Day of School

Open House

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

School Safety Drills

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

Parent-Teacher Conferences

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

Dates this year are: November 16th and 17th, March 30th and 31st

Behavior & Conduct Guide

It is our belief that all children learn best in a safe school environment. Through Responsive Classroom, students are a part of the process in helping to determine classroom rules and understanding logical consequences. In order to guarantee the safety and structure of the school community, students who cannot respond to classroom rules and logical consequences as implemented through Responsive Classroom may be referred to the office. Please review this behavior guide with your child/children.

We are asking that family and school personnel join together in creating the best possible environment for your child. The school alone cannot do this; we seek your assistance and support. The classroom teacher will review the contents of this guide with their classes periodically. It is in your child's best interest that we work together to insure a safe and comfortable educational atmosphere. Please review the behavioral expectations and discipline procedure with your child.

The **Code of Conduct** is in effect at school, on school property, on the school bus and at the school bus stop, and at all school-sponsored events. Examples of misconduct and anticipated consequences are named below. However, consequences may vary based upon a variety of factors, including but not limited to, the student's prior disciplinary record. In addition, students and parents are expected to recognize that it is not possible to list every circumstance which could result in discipline. Any conduct, whether or not listed, which has the potential for disrupting the school environment, may lead to a disciplinary action.

The following summarizes the **Elementary Schools' Expectations for Students' Behavior**. These should be reviewed by parents with their children early in the school year and reviewed periodically. Students who do not meet these expectations will meet with consequences as stated in this guide.

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
 - Walking in the halls
 - Walking to and from the bus
 - Holding the doors open for the person behind you, and
 - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question.
Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.

11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

Dress Guidelines

Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption.

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school (specific circumstances will be considered)

Students should also wear appropriate footwear that is conducive to the scheduled activities.

Bullying

Bullying is a serious and hurtful situation that will not be tolerated in our schools. Bullying occurs when more than one time, a student (or students) says, writes or uses physical acts or gestures that are hurtful and target another student. Bullying occurs when

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.
- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

Bullying includes cyber-bullying, which is bullying through the use of technology or any electronic communication (for example, emails mobile phone texting and social network pages.). Please see Appendix H for the Hudson Public Schools' Anti-bullying Policy.

Behaviors and Consequences

A student has committed a behavioral infraction if they have failed to uphold any aspect of the school's expectations and/or interfere with the orderly learning environment of the school, classroom, or common areas. Restitution (the

act of making good for loss, damage, or injury) will be assigned a consequence whenever possible. The disciplining of students for infractions is dependent upon the severity and frequency of the specific behavior.

Behaviors that are more serious in nature (see list below), may result in school suspensions. These behaviors endanger the immediate health, safety and personal well-being of the students and adults.

- Repeated or serious instances of behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school property or at a school function.
- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

Electronic Device and Cell Phone Policy

Many of our students have begun carrying cell phones. We understand they are an important means of communication. However, the distraction caused by these phones is increasingly becoming a concern at school. Emergency phone calls can always be made in the front office. Therefore, cell phones are not needed during school hours. If parents need to contact their child, they should call the school office. The office staff is excellent at relaying urgent messages from parents to students. If you receive a call from your child during the school day, please call the school office immediately so that we may assist them.

The regulations of electronic devices (cell phones, mp3 players, radios, iPods, handheld video games, etc.) are as follows:

- Cell phones and electronic devices must be kept out of sight in the students' pockets or backpacks at all times during the school day.
 - **This includes the bus rides to and from school, as well as recess.**
- Cell phones and electronic devices must be turned off at all times. Students will be considered using a cell phone if the phone rings, vibrates, or the student is looking at or touching it.

Consequences for violation of the regulations regarding the possession and usage of electronic devices include:

- First offense: The electronic device will be confiscated and must be picked up by the parent.
- Second offense: The electronic device will be confiscated and must be picked up by the parent.
- Third offense: The electronic device will be confiscated and must be picked up by the parent.
 - The privilege to carry a cell phone may be revoked at the discretion of the principal.

We realize that having to pick up a student's cell phone may be inconvenient, and therefore we encourage you to discuss this policy with your child in order to avoid this problem. We also ask you to keep in mind that the use of a cell phone/electronic device is disruptive to the school environment.

Helpful Information

Animals in School

Animals may be brought into the classroom for educational purposes. They must, however, be appropriately housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from administration. Prior to granting permission, the nurse will be consulted concerning any possible allergies. Only the teacher or designated students are to handle the animals. Animals are not to be transported on school buses.

Birthdays

Invitations for out of school birthday parties are not to be sent to school for dissemination. Please contact your child's teacher if you would like to recognize your child's birthday in school. **To reinforce our district's health and wellness initiative, families may send in non-food alternatives such as pencils, erasers, or stickers to share with each member of the class.**

Desks and Lockers

During the first week of school, students may be assigned a desk and/or locker. Students are reminded that these belong to the school; therefore, they should be maintained as such. School officials may search lockers at any time.

Insurance

Insurance on pupils is available each year if the parent desires.

Lost and Found

There is a lost and found area in all elementary schools. Any books, articles of clothing, etc. that are found in and around the building eventually end up in the lost and found area. Students should always check there first to see if their missing items have been turned in. Similarly, if a student has lost something, the office should be notified so that an attempt can be made to track it down. Our lost and found is located outside of the cafeteria. All left over clothing will be donated to charity if not claimed.

Outdoor Recess Determination

Recess will be indoors due to rain or temperatures which fall below 23 degrees. Please be sure to dress your child appropriately for the weather conditions.

School Pictures

Individual pictures of each student are taken early in the school year. Class pictures will be taken at the same time. Parents will have the option of purchasing photos.

Mission Statement and District Improvement Plan

Element	Definition
Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	We create a culture of: Excellence: We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions. Strong Relationships: We build a strong sense of community based on clear communication and partnerships. Educating the Whole Child: We recognize students as Individuals and frame decisions with all students in mind.
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
Are the foundation of the...	
Theory of Action	If all Hudson Publics Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
Which leads to the development of the...	
Strategic Objectives	<ol style="list-style-type: none"> 1. High Quality Instructional Practices 2. Educating the Whole Child 3. Innovative Education Practices 4. Climate and Culture
Which will be achieved by the...	
Strategic Priorities	<p>High Quality Instructional Practices 1.1 Build District-wide capacity through targeted professional learning. 1.2 Build experiences that demonstrate diverse, student-centered, instructional practices</p> <p>Educating the Whole Child 2.1 Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school. 2.2 Implement the District’s MTSS Framework for Social-Emotional Learning. 2.3 Implement the District’s MTSS Framework for Attendance.</p> <p>Innovative Educational Practices 3.1 Expand access to advance coursework that ensures rigorous learning experiences for all students. 3.2 Expand District-wide capacity and application of the 1:1 technology. 3.3 Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</p> <p>Climate and Culture 4.1 Build a strong community among all stakeholders. 4.2 Strengthen stakeholder engagement with, and equitable access to District information.</p>
For which you set...	
Outcomes	<p>High Quality Instructional Practices <i>By 2025, 100% of our teaching staff will receive targeted professional development training that includes instructional practices, common assessments, and tiered monitoring plans to support all learners, including multilingual learners.</i></p> <p>Educating the Whole Child <i>By 2025, 100% of our teaching and support personnel will expand their knowledge of the Choose Love Curriculum for social, emotional learning and will implement the curriculum with fidelity at each school.</i></p> <p>Innovative Educational Practices <i>By 2025, all schools will refine and implement a system of supports for struggling students to promote academic success and increase access to rigorous learning experiences by 50%.</i></p> <p>Climate and Culture <i>By 2025, the district will have developed and implemented action steps addressing the recommendation contained in the District-wide equity audit report.</i></p>

District and School Administration Directory

Personnel	Role	Contact Information
Administration Building 155 Apsley Street 978-567-6100		
Dr. Marco Rodrigues	Superintendent of School	mcrodrigues@hudson.k12.ma.us x41129
Dr. Kathleen Provost	Assistant Superintendent	kprovost@hudson.k12.ma.us x41111
Paulo Murta	Executive Assistant to the Superintendent & District Registrar	ppmurta@hudson.k12.ma.us X41129
Jennifer Allard	Director of Human Resources	jnallard@hudson.k12.ma.us x41124
Emily Osborne	Human Resources Assistant	enosborne@hudson.k12.ma.us x41115
Daniel Gale	Director of Finance and Operations	djgale@hudson.k12.ma.us x41128
Michael Thomas	Senior Accountant	mlthomas@hudson.k12.ma.us x42116
Kristine Somers	Research and Accountability Specialist	KIsomers@hudson.k12.ma.us x42137
Shane Riordan	Food Service Director	sfriordan@hudson.k12.ma.us x42147
Denise Cobb	Transportation	dccobb@hudson.k12.ma.us x42112
Student Services		
Catherine Kilcoyne	Director Of Student Services	cakilcoyne@hudson.k12.ma.us x4121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation	adbudny@hudson.k12.ma.us x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	lanims@hudson.k12.ma.us x42134
Buildings and Grounds		
Scott Kurposka	Director of Facilities	sdkurposka@hudson.k12.ma.us x42125
Tim Goulding	Assistant Director of Facilities	tagoulding@hudson.k12.ma.us">tagoulding@hudson.k12.ma.us x42130
Brad Parker	Custodial Supervisor	bparker@hudson.k12.ma.us x42131
Technology located at Hudson High School 978-567-6250		
Ellen Schuck	Directory of Technology	eschuck@hudson.k12.ma.us x19108
Betsy Russell	Database Specialist	brussell@hudson.k12.ma.us x19107
District Curriculum Directors		
Wendy Anderson	Director of English Language Learners	wmanderson@hudson.k12.ma.us x41113
Sarah Davis	Director of Science	sbdavis@hudson.k12.ma.us x41148
Robert Knittle	Director of Mathematics	rdknittle@hudson.k12.ma.us x4113
Todd Wallingford	Director of Humanities	twallingford@hudson.k12.ma.us x44151
Translation and Registration		
Andressa Ferreira	Portuguese Parent Liaison	asferreira@hudson.k12.ma.us
Sandra Maiuri	Spanish Parent Liaison	scmaiuri@hudson.k12.ma.us
School Principals		
Jason Medeiros	Hudson High School 69 Brigham St	jwmedeiros@hudson.k12.ma.us 978-567-6250
Jeff Gaglione	Quinn Middle School 201 Manning Street	jtgaglione@hudson.k12.ma.us 978-567-6210
David Champigny	Forest Avenue Elementary 136 Forest Avenue	dchampigny@hudson.k12.ma.us 978-567-6190
Rachel Scanlon	Farley Elementary 119 Cottage Street	rscanlon@hudson.k12.ma.us 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	kcsardella@hudson.k12.ma.us 978-567-6170

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

- Students achieving at higher levels
- Students showing better attendance and completing homework done
- Students showing positive attitudes and behavior
- Students understanding the supports/partnership between home and school

Because it is a priority for a positive Home/School Partnership there are a variety of ways for families and district-level school personnel to communicate with each other. Here are some examples:

- **District-wide Website** – www.hudson.k12.ma.us
- **Creating Connections** – weekly newsletter from the Superintendent of Schools
- **Periodic Principal Updates**
- **School Calendar**
- **School Listserv**- parents are encouraged to sign up for regular email communication from your child's school
- **School Messenger** – An automated calling system with important messages or reminders from the school or district.
- **School-based Newsletters**– newsletter generated by the Home and School organization that goes home monthly with students and can be accessed on the School website.
- **The Big Red** – HHS School Student Newspaper
- **Report Cards** - Reports are sent home 3 times a year at the end of each term
- **Facebook & Twitter** – Follow us on [Facebook](#) or [Twitter](#)
- **HUD TV**--- [HUD TV Website](#)

One of the most important forms of communication is the direct contact between families and classroom/subject area teachers. Some samples of classroom communication include:

- **Welcome Letters and Videos** - Some teachers choose to send letters in the summer to children and/or parents
- **Open House** – Annual evening classroom visit for parents to learn about curriculum and classroom expectations
- **Parent Conferences** – Conferences are held on half days and evenings two times during the school year. Additional conferences can be held at teacher or parent request.
- **Dismissal Changes** – Changes must be in writing each time there is a change in a child's dismissal plan.
- **Notices**- The elementary schools send many notices and reminders throughout the year concerning school related matters. Such notices are sent with the students to be given to their parents. Please impress upon your child the importance of delivering such material to you so that you are kept informed of what is occurring in the school.
- **Weekly/Monthly newsletters and monthly class calendars** (optional)
- **Emails and phone calls**
- **Websites and Google Classrooms** (some teachers have their own)

VOLUNTEERING GROUPS

Home and School Associations

We are fortunate to have active **Home and School Associations** at each individual schools. The Home and School Association's purpose is to implement and maintain an efficient and productive communications network between parents, teachers, administrators and community members. All parents and guardians of students in the District, administrators, teachers, and community members are welcome to participate. Meetings are held monthly. Meeting dates are included in parent announcements and can be found on the district website.

School Improvement Council

Under Massachusetts General Laws Chapter 71, section 59C (as added by section 53 of Chapter 71 of the Acts of 1993), each school in the Commonwealth is required to establish a school council. The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards.
2. Identifying the educational needs of students attending the school.
3. Reviewing the annual school building budget.
4. Formulating a school improvement plan.

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

SEPAC Hudson is an all-volunteer group of parents and guardians of children in Hudson on IEPs, 504s and out of district placements. We work with the schools to form a positive, solution-driven community; work for understanding of, respect for, and support of all children with special educational needs and disabilities in Hudson. SEPAC Hudson meets regularly, hosts speakers and workshops, and shares resources. Meetings are open to all.

- Learn about special education services offered at each of the Hudson Public Schools.
- Meet other parents with similar concerns for their children's needs.
- Improve Hudson resources for children with special needs.
- Understand effective ways for parents and educators to work together.
- Learn how to better navigate the IEP and 504 process.
- Become a better advocate for your child.

For more information please visit: <https://sepachudson.weebly.com>

VISITING PROTOCOL

Visiting the School

- All visitors and volunteers must sign in at the school office and pick-up a visitor’s badge.
- When you sign in, please state the purpose for your visit, your destination and time of arrival and departure.
- Upon your departure, you will need to sign out.
- If you would like to meet with your child’s teacher please call in advance to make an appointment.
- All doors will be locked while school is in session.

CORI Forms

We welcome parent and guardian volunteers to help out with school events; however, to do so you must complete a CORI (criminal record check) form. These forms can be completed at the schools and can take up to three weeks to process, please plan accordingly. Please see the school secretary for more information.

MODEL CORI POLICY - ADDA-R-JIS

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770893>

ATTENDANCE

SCHOOL HOURS WHEN STUDENTS ARE MARKED ABSENT		
Hudson High	7:30 am – 2:03 pm	If the student arrives after 10:30 am
Quinn Middle	7:42 am – 2:25 pm	If the student arrives after 10:45 am
All Elementary	8:35 am – 2:55 pm	If the student arrives after 11:45 am

Hudson Public School District believes that excellence comes through participation/engagement, commitment, and preparedness. The District believes that consecutive daily attendance is the best way to foster all of these. Regular and punctual school attendance is essential for success in school. Emerging research shows that chronic absences at an early age negatively affects performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. A student's understanding of the importance of day-to-day schoolwork is also a crucial factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly.

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Student absences, tardiness and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal.

Furthermore, attendance in school is required by Massachusetts General Laws (M.G.L.), specifically Chapter 76, §§ 1, 2, 4, and 19. In addition to this law, Hudson Public Schools has attendance requirements that must be followed.

The School Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. School Committee Policy JC Attendance Areas:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829771>

ABSENCES

When a student is not in school their attendance record will be classified/coded as “**excused**” or “**unexcused**.” Definitions of **excused** and **unexcused** are as follows:

Excused Absences
<p>Every absence matters, regardless of whether it is excused, unexcused, a tardy, or an early dismissal. Hudson Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Therefore, students may be excused temporarily from school attendance for the following reasons:</p> <ul style="list-style-type: none"> • illness or quarantine (with medical documentation) • bereavement or serious illness in family • observance of major religious holidays • college visits (documentation required) • other school-approved or dictated activities. <p>A student may also be excused for other exceptional reasons with approval of the Principal or designee.</p>
Unexcused Absences
<p>An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant. There are many reasons for unexcused absences, including, but not limited to the following examples:</p> <ul style="list-style-type: none"> • Attending parental/guardian appointments (e.g. medical, dental, etc.) • Attending parent/guardian court summons • Family/travel vacation • Staying home to take care of or visit with family members • Missing the school bus • Sleeping too late • Undocumented illness/injury that exceeds more than three days • Weather-related absences other than those when the district has canceled school <p>Students absent from school may not attend school-sponsored activities on the day or evening of the absence.</p>

Parent/Guardian Responsibilities:

Parents/guardians are legally responsible for ensuring that a child under their care attends school daily. Accordingly, parents/guardians will provide a call, email, or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

What do I do if My Child is Absent?

1. To ensure safety for all students, it is essential to report any absence. Parents or legal guardians must call the school to report a child absence. A phone call and/or a note from a parent or guardian does not excuse the absence it just verifies it. Any medical documentation for absences should also be shared with the school office and nurse.
2. During non-school hours: You can report an absence by calling the School Absence Line via the school's main office line. Follow the prompts to record your message with your **Child's first and last name, grade, and reason for absence.**

3. During School hours: While the Absence Line is available 24 hours, we request that parents/guardians who call during regular school hours to speak personally with one a school staff member to report the absence. Please only leave a message on the Absence Line when school is **not** in session.
4. If a child is going to be absent for more than one day, you may contact the school office in advance by writing a note or calling with the child's name, grade, the dates the child will be absent, and the reason for the absences.
5. If a child is absent and the school does NOT receive a call from parents or guardians or a written note prior to the day of absence, an automated call and email will made through via our Calling Notification System. This will inform parents/guardians that their child is absent and ask you to contact the school office to confirm the absence.
6. **“Safe Child Arrival Procedure”**: At the Elementary and Middle school level, if the School is unable to contact the parent or legal guardian about a child's absence, calls will be made to all the other contact numbers on the student's biographical sheet. If no contact can be made, then the School Safety Officer or Hudson Police Department will be contacted to do a “well child check” at the home. It is important that the school office have updated names and telephone numbers (to guardians'/emergency contacts' work, cell, home, emergency numbers, and emails.)
7. If your child has a condition that might be contagious or any medical issues that the school should be aware, please notify let us know in your message and the nurse will call you back if needed.

Student Absence Notification to Parents/Guardians

At the elementary level, parents and guardians who fail to notify the school of a child's absence, will be contacted that day via phone, email or “well-check” visit. As mandated by the state, beginning with 5 absences or tardies, parents/guardians will receive an attendance letter documenting the absences. When appropriate, the Principal or designee can request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence/tardy from school. Parents and guardians will also receive attendance information on report cards and can access attendance records on the district's Student Information System through the Parent/Student Portal.

Each Principal, or designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has numerous absences or tardies that are deemed unexcused. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

There are several planned early dismissal days during the school years. Teachers use these afternoons to participate in professional development or to hold parent-teacher conferences. On these days, all children are dismissed early and no lunch will be served. Students must be picked up on time. If you have elementary aged children, please make arrangements to have afternoon childcare ready on half days. Please go to your child's school's website to access the school's yearly calendar which contains all important dates. Please try to avoid last minute changes of dismissal on half days.

SCHOOL	Half Day Dismissal Time	Weather Delay Arrival Times
Hudson High	10:29 am	9:30 am
Quinn Middle	10:48 am	9:42 am
All Elementary	11:45 am	10:35 am

Family Vacations

Families are strongly discouraged from scheduling family vacations or extended absences, especially during MCAS examination periods, outside the district's planned vacation/break times. Family trips and vacations are considered **unexcused** absences. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips.

HEALTH SERVICES

Our school nurses help to identify health related factors that may interfere with learning. They utilize current, evidence-based practices to enhance the physical and mental/emotional health and wellness of our students. Each of our school nurses are experienced Registered Nurses and are licensed School Nurses through the Massachusetts Department of Elementary and Secondary Education. The Director of Health Services coordinates school health services and oversees the nursing staff. Our school physician provides consultation on health related matters to the district and to the nursing staff.

School Nursing Services

General Health Office hours are Monday through Friday during each school's normal school day hours. Student office hours are posted on the door. Passes signed by a faculty member are required for any student entering the health office, unless other arrangements are made. All dismissals for illness or injury must be processed through the health office. Student encounters with the nurses are strictly confidential unless the nurses have reason to believe the student is a danger to him/herself or others. Parent meeting times and consultations with health care providers will be arranged on a case-by-case basis. Please call your child's school's health office to schedule an appointment. There is a strict "no cell phone" policy in the health office at all times. Students may use cell phones in the health office **only with the nurses' permission**.

School	Nurse	Contact Information
Hudson High	Susan Bowen Patricia Emmons	sbowen@hudson.k12.ma.us pemmons@hudson.k12.ma.us 978-567-6250
Quinn Middle	Ann Thomas Brenda Walsh	aethomas@hudson.k12.ma.us blwalsh@hudson.k12.ma.us 978-567-6210
Farley Elementary	Tina Hill	tmhill@hudson.k12.ma.us 978-567-6153
Forest Elementary	Christie Vaillancourt	cvaillancourt@hudson.k12.ma.us 978-567-6190
Mulready Elementary	Maria Rossini	marossini@hudson.k12.ma.us 978-567-6170

Hudson School Nurses provide the following services during the school day:

- Illness and injury assessment, care and referral; medication administration and monitoring
- Health education, counseling and promotion; case management and care coordination
- Communicable illness prevention, surveillance and control; environmental health and safety
- Individualized health care planning and management for children with special health needs
- Special Education consultation; health care and insurance referrals
- Confidential management of student health records; emergency preparedness and response
- Communication and collaboration with community health care provider

In accordance with the MA Department of Public Health (MDPH) regulations, HPS conducts the following health screenings annually in the grades listed below. Parents/guardians will receive notifications only when certain screenings are outside of normal ranges and may require further evaluation by a health care provider. Religious exemptions are allowed for certain health screenings; otherwise, contact the school nurse for opt-out information. For SBIRT screening, parents/guardians and/or students may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Screening	Grades
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (height/weight, body mass index)	1,4, 7, 10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	<ul style="list-style-type: none"> • All students in grades 7 & 9 • Confidential screening

Immunizations and Physical Examinations

In accordance with MDPH regulations:

- Students must have received the required immunizations in order to enroll and remain in school. HPS school policy allows students to enter school as long as the child has had at least the first in the series of immunizations and the others in the series have been scheduled. The school nurse may assist families in locating providers or clinics for immunizations.
- In accordance with MDPH regulations, written medical and religious exemptions for immunizations must be provided *at the start of the school year* and be renewed annually. If exempted, these students are subject to exclusion from school when one or more cases of vaccine-preventable disease is present in school.
- Physical examinations are required within one year *prior* to entrance to school or within 30 days after school entry, and once every three to four years thereafter (usually in grades 4, 7 and 10). The school nurses can assist families in locating health care providers and/or state health insurance for these examinations and other health and dental needs.
- HPS adheres to all regulations relative to students' protections under McKinney-Vento Law.

When to keep your child home from school

- If a child is unable to fully participate fully in all school activities because of illness or injury, has a contagious condition, or has a rash with an unknown cause.
- Child must be fever-free (oral temperature of less than 100° F) for at least the last 24 hours *without* the use of fever reducing medication.
- Vomiting or diarrhea within the past 24 hours or unable to eat normally.
- A diagnosis of strep throat unless your child has received antibiotic treatment for at least 24 hours.

Please contact the school nurse if your child has

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.

- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

Student Health Information and Student Health Records

At the beginning of each school year, a confidential student health information form is sent home for parents/ guardians to complete and return to the school nurse. Please notify us of any changes in your child's health or in your contact information as it occurs during the year. School nurses oversee and maintain student health records in accordance with federal and state regulations and district policies. Students are provided with the *original* student health record at the end of their senior year, unless other arrangements are made to mail the records home. For information regarding transferring and destruction of student records, refer to information provided in the student records section of this handbook.

MEDICATION POLICY

The complete district policy (JLCD) is available on the HPS website under school committee policies. <https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829757>

Highlights of the policy include:

- All medications to be administered during the school day and during field trips and other short-term school sponsored events require an authorized licensed prescriber's written order and written parental permission. The school nurse may occasionally administer certain over-the-counter medications including acetaminophen (Tylenol) and ibuprofen (Motrin, Advil) through directives provided by our school physician for temporary, mild symptoms with signed parental permission.
- All medications must be in a pharmacy-labeled container or manufacture labeled container and *delivered to the school nurse by the parent/guardian or other responsible adult*. Medications must be unexpired. Under certain limited circumstances, students may be allowed to self-carry and/or self-administer their medication with the prior, written authorization by both the school nurse and parent/guardian.

Pregnant Students

Pregnant students are permitted to attend classes and participate in extracurricular activities throughout their pregnancy. Exceptions will be made only when a physician expressly prohibits the student's participation. The district does not require a pregnant student to obtain a physician's certification that the student is able to continue in school. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular program as before the pregnancy leave.

Lice Procedures

The Hudson Public School District believes that the management of head lice (Pediculosis) should be evidenced based, support academic achievement, and promote student emotional health. No disease is associated with head lice and in-school transmission is considered to rare (NASN, 2016; MDPH 2007). Personal hygiene or cleanliness in the home or school has nothing to do with acquiring head lice (CDC, 2015). Unnecessary dismissal or absenteeism due to head lice disrupts learning and may identify a student, potentially putting him/her at risk of teasing and isolation.

Identification and Treatment:

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about

4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

Parents/guardians are the best means of early identification of possible head lice on their child. They should perform frequent, careful head check of their child's hair and scalp for evidence of lice and/or nits. Nits appear to be dandruff stuck to the hair shaft. When a child has head lice, all household members and individuals with close personal contact should be examined for lice, and if found, treated.

Notification, Return to School, and Follow-up

Sending notification letters home to entire classrooms when there is only one or two incidents of possible head lice may cause unnecessary alarm and threaten the confidentiality of those students (Frankowski & Bocchini, 2010). The school nurse, in consultation with the HPS Director of Nursing if needed, will determine whether a classroom notification letter is indicated. If a child is diagnosed with head lice he/she may come back to school after recommended treatment has been started.

After treating for head lice, parents should bring the child to the school nurse prior to returning to the classroom for recheck of the scalp for live lice. If the treatment was not effective, the nurse will refer the parent to the child's health care provider for further treatment instructions. If a parent/guardian does not follow through with the recommended treatment guidelines, the school nurse, in consultation with the appropriate school administrator and/or school physician, may elect to exclude a student from school until the parent/guardian has provided effective treatment.

Medical Transportation Procedure

The following guidelines describe the process for assessing if a student, based on medical need, may require a change in how they get to and from school. The guidelines and process for Medical Transportation is as follows:

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan - Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.

- i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
- j) The school nurse will review the request and determine if request is valid based on:
 - a. Assessment of student (including current medication use and participation in physical education/recess)
 - b. Review of Student Collaborative Health Plan – Transportation form
 - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
 - d. Parent/guardian information
 - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
- k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
- l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
- m) Transportation Coordinator will notify the family of the student of specifics of transportation.
- n) Adjustments made for a student will not be applied to siblings.
- o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
- p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
- q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
- r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
- s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

Specific Guidelines

Asthma: Transportation is reserved for students with severe asthma who are following their providers' treatment plans and have Individualized Health Care Plans for Asthma on file with the school nurses. Students who are on daily medications via metered dose inhaler or nebulizer and are following treatment may not need medical transportation. If asthma impacts a student's ability to walk to a school bus stop, further medical evaluation and treatment may be necessary. However, even with following treatment, some students with severe asthma may need medical transportation during the coldest winter months. The school nurse monitors potential triggers. For example, does a student need medication prior to recess and gym? If the medical regime controls the symptoms, the student may not require medical transportation. Students with mild, episodic asthma using medications only occasionally do not qualify for medical transportation. A dialogue between school nurse, the student's health care provider and the parent is essential to the best management of the child with asthma. No transportation request will be granted without this communication.

Ambulation: Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures, surgery or amputations may be eligible for medical transportation. Students who

are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

Seizure Disorder: Transportation for students experiencing intermittent seizure activity may be provided door-to-door transportation, until stabilized. In general, if seizures are well controlled, medical transportation will not be provided.

Other: Neuromuscular disorders, cardiac disease, and sickle cell disease should be reviewed on an individual basis.

DISTRICT-WIDE FIELD TRIP INFORMATION

Teachers are encouraged to partake of the opportunity to take the students on field trips. A parental permission slip is required for each child participating in the trip. Students' safety will be a primary consideration, with first aid kits required on all field trips. A school nurse may accompany students with special health care needs with treatments that cannot be provided by classroom teachers or other medical staff. One or more adults, in addition to the teacher, must accompany each group of thirty or less on any trip unless otherwise approved by the principal. Children need to be academically and behaviorally eligible in order to participate in a field trip, and must behave in accordance with the behavior guidelines of the school while on a field trip. No child shall be denied participation because of lack of economic means. Please visit this link for the School Committee Policy IJOA-Field Trips:

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829583>

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

1. The school trip form must be filled out and signed by both a parent and the student's teachers.
2. Any student receiving one "No" check from teachers will not be allowed to go.
3. Any student receiving an out-of-school suspension within one week prior to the field trip must have administrative approval to attend the field trip.

REGISTRATION

Residents of Hudson

Residents of the Town of Hudson are eligible to register their child/children to attend grades K-12 in the Hudson Public Schools. If you have questions about the registration process for grades K-12, please contact Paulo Murta @ (978) 567-6100 x41129 or ppmurta@hudson.k12.ma.us.

Residents of the Town of Hudson with questions about preschool opportunities can contact Renee Graca @ (978) 567-6100 x42118 or rgraca@hudson.k12.ma.us

Documents Required for Enrollment

The following documents are ***required*** for registration. Please make sure you have them on hand when you call to make an appointment to register.

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents

- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

For more information, please visit: <https://hudson.k12.ma.us/parents/registration>

School Choice

Hudson Public Schools participates in the state's School Choice program for grades K – 11. If you have questions about school choice, please call Paulo Murta @ 978-567-6100 x 41129

TRANSPORTATION

Transportation Eligibility Guidelines

- All Students in Kindergarten through Grade 12 living more than one mile from their assigned school.
- Students that live closer to their assigned school than outlined above are considered "walkers" and are not eligible for transportation services.
- Safety issues are taken into consideration when determining transportation eligibility as well.

Families with students that are eligible for transportation should review the bus routes for their student's school to find the bus number and stop that is closest to their home. Copies of bus routes will be available at each of the schools and the Administration building at 155 Apsley Street. **No changes to bus stops will be made during the first few weeks of school.**

HPS Bus Action Form

Transportation change requests can be made by sending an email request to hps.busroutes@hudson.k12.ma.us or by contacting our Transportation Office at (978) 567-6100 x42112.

First Student Contact Information

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Joe Doherty

Phone: (508) 481-5346

(978) 567-6100 x42112.

*In an effort to create bus routes that meet new safety guidelines for the upcoming school year, bus registration and bus passes are required for all eligible students who need transportation. There is no fee charged.

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829801>

Most students ride the bus to and from school. Bus service is provided as a special privilege and should be treated as such. The bus drivers have a very serious responsibility and will not be asked to tolerate any conduct which endangers the welfare of the bus or its passengers.

It is important that parents review and discuss with their children proper safety behavior to and from school. Too much emphasis cannot be placed upon developing good safety habits. Children should not carry sharp objects, such as pencils, pens, rulers, etc. They should be instructed to go directly to and from school, never talking to strangers or getting into a stranger's car, etc.

Along with the above mentioned, we should also stress: getting to the bus stop on time, respecting the property of others, waiting in an orderly manner for the bus, using the hand rail when getting on and off the bus, taking a seat promptly, helping to keep the bus clean, no horse-play, being careful leaving the bus, crossing 10 feet in front of the bus if it is necessary to cross the road looking both ways, and looking for the driver's signal.

- Bus students should plan on being at their designated bus stop ten minutes prior to the arrival of the bus. Every effort is made to see that the bus will arrive at the bus stop at approximately the same time each day.
- During each school year, each pupil transported in a school bus shall receive classroom instruction in safe riding practices and participate in on-bus emergency evacuation drills.
- When on occasion a bus is delayed (inclement weather, mechanical failure, etc.), parents are encouraged to call the school and inquire about a delayed bus.
- A bus student should not walk to or from school unless the parent sends a signed note to school granting permission for the child to walk on each occasion.
- Medical transportation may be needed when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school. Request and approval for medical transportation is via the school nurse.

Bus Rules

1. The driver is in charge of the bus and Students. Students must obey the driver promptly and willingly.
2. Proper conduct must be observed. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
3. Smoking and eating on the bus are prohibited. Students must refrain from throwing any item out of the windows.
4. No Student shall at any time extend his/her head, hands, or arms out of the windows whether the school bus is in motion or standing still.
5. Students are not to get on or off the bus until the bus has come to a full stop.
6. Students must cross the highway only in front of the school bus and only after looking to be sure that no traffic is approaching from either direction.
7. Students who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic. This will also apply to Students leaving the bus loading zone in the afternoon.
8. Each Student must see that his/her books and personal belongings are kept out of the aisles.
9. Students referred to the principal for conduct unbecoming a Student may forfeit his/her right to ride on a school bus.
10. Students should be on time at the designated school bus stops; keep the bus on schedule. If the bus is on time and a Student is not at the designated bus stop, the driver will not wait.

11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

Bicycles

- Student do not have permission to ride their bikes to school unless they have a note on file with the main office.
- Students who bike to school may not arrive before the school's established time.
- A review of the rules of the road pertaining to bicycle safety is conducted by the school each year.
- The children riding their bicycles to school are asked to walk their bicycles on the school grounds to the assigned bicycle parking area and at dismissal from the assigned parking area to the main road
- All children are required by Massachusetts law, to wear bicycle helmets whenever they are riding their bicycles.
- All bicycles must be locked to one of the school provided bike racks.

Walkers

- Students who do not receive transportation to and from school because of their proximity to the school are considered walkers.
- Students who walk may not arrive before the school's established time.
- Please encourage your child to cross streets at designated cross walks, with the assistance of the crossing guards where available.
- Students cannot leave school grounds once they arrive.

FOOD SERVICES

Hudson's Food Services department is managed by Chartwells. Students are given the opportunity to purchase breakfast and lunch daily.

Shane Riordan, Director of Dining Services, Chartwells

Catering and Nutrition or Cafeteria questions

sfriordan@hudson.k12.ma.us

978-567-6120, x42147

HPS Food Service Assistant

Free/Reduced & all Account questions

978-567-6120, x42146

For more detailed information: menus, nutrition, and pricing please visit the link below. Please use the links located on the left-hand side for additional information about our Food Services program.

<https://hudson.k12.ma.us/cms/one.aspx?portalId=19988408&pageId=22440745>

For all necessary lunch forms, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=24257573>

Breakfast and Lunch Program

The students have 17 minutes for lunch and 17 minutes for break. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on www.myschoolbucks.com or with the school's cafeteria manager. Please refer to the link above for Hudson Public Schools' non-charging policy.

As there are children with life-threatening food allergies in the classroom, please check with the nurse and your child's teacher if you are not sure about safety of food/snacks you want to send in with your child.

Eligibility for Free and Reduced Priced Meals

Applications and eligibility information for free and reduced meals will be provided to every student at the beginning of the school year, and are also available on our link the provided above. New students will be provided with the information upon registration. Applications may be completed any time due to circumstances changing. If you think you may qualify, please submit an application to the office.

If you are earning at or below current Income Eligibility Guidelines, we encourage you to contact your school to fill out a school meal application. The Food Service Department will process your application and issue an eligibility determination based on the state guidelines.

What you should know....

- Applications must be completely filled out. Applications not completely filled out will cause a delay in the eligibility determination. Parents are responsible for meal charges until notification of benefits is received.
- If you are receiving Supplemental Nutrition Assistance Program (SNAP) benefits, your child automatically qualifies for free school meals. Please contact your school to determine if you need to fill out an application.
- You may be asked to give written proof of eligibility.
- You may apply at any time during the school year.
- Eligibility letters received by parents must be kept for reference.
- Students attending Hudson Public Schools the previous year who were eligible for free or reduced meals at the end of the school year will continue to receive benefits for the first 30 days of the new school year. A new form must be filled out each school year to continue to receive benefits for the remainder of the school year.
- Applications may be dropped off at your child's school or to the attention of Food Services in the Administration Building at 155 Apsley Street.

The federal free lunch program only includes a full breakfast and a full lunch meal. It does not include extra drinks (milk, juice, water) or a la carte items and snacks. If your child brings a lunch from home and is not getting the free or reduced meal, they are required to pay for their drink.

STUDENT SERVICES

Special Education Services

As a district, Hudson Public Schools strives to fully educate children who are diagnosed with a disability which impacts their ability to access the general curriculum. In accordance with both state and federal regulations, we provide a variety of services. Our focus and goal is to include students in the Least Restrictive Environment (LRE). Our special education faculty members, including support staff, are comprised of highly qualified and/or certified professionals.

The special education staff at each school strives to provide an educational environment where our students are supported and challenged to make progress. We believe that a strong partnership with parents/guardians is key to student success. To that end, we view our parents as partners in the educational process, sharing in both advocacy and responsibility. This partnership is necessary to help students achieve their highest potential.

For detailed information on School Services, please visit:

<https://hudson.k12.ma.us/cms/One.aspx?portalId=19988408&pageId=22441001>

Department Personnel

Name	Position	Email	Phone
Catherine Kilcoyne	Director of Student Services	cakilcoyne@hudson.k12.ma.us	(978) 567-6100 x42121
Tanya O'Connell	Assistant Director of Student Services	tmoconnell@hudson.k12.ma.us	(978) 567-6100 x42136
Alise Budny	Elementary Coordinator of Special Education Evaluation and Services K-5	adbudny@hudson.k12.ma.us	(978) 567-6100 x42135
Lisa Nims	Secondary Coordinator of Special Education Evaluation and Services 6-12	lanims@hudson.k12.ma.us	(978) 567-6100 x42134
Renee Graca	Financial Administrative Assistant	rgraca@hudson.k12.ma.us	(978) 567-6100 x42118
June Bianchini	Support Secretary for Coordinators	jbianchini@hudson.k12.ma.us	(978) 567-6100 x42117
Mellyn Shurtleff	Administrative Assistant supporting grades 6 – 12	mgshurtleff@hudson.k12.ma.us	(978) 567-6100 x42120
Beatrice Mulloney	Administrative Assistant supporting grades K - 5	bbmulloney@hudson.k12.ma.us	(978) 567-6100 x42119

Title I

Title I provides supported instruction to students who qualify for the program and whose achievement in mathematics and/or reading is currently below grade level. The program is funded on a year by year basis depending on the amount of federal funds available to the Hudson Public Schools. Available funds are determined by a federal formula based on demographic and census data submitted by the state.

School-Parent/Guardian Compact

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

English Language Learners

- The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.
- The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.
- The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.
- The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

Response to Intervention (RTI) Literacy

Hudson Public Schools has a systematic approach to meet the individual needs of all students. The Reading Specialists, support staff, classroom teachers, and paraprofessionals have developed a Literacy Intervention Block, or Response to Intervention (RTI), that allows all students to receive targeted instruction focused on individual/small group reading goals. RTI is scheduled 4-5 days per week, in addition to Reader's and Writer's Workshop. Teachers continually assess students' reading and writing skills, and use the results to plan instruction. During RTI, students have a chance to practice strategies they have learned in Reader's Workshop, and classroom teachers and support staff meet with students in small groups to address the individual goals based on assessment data. Response to Intervention is a part of the regular education program. Progress is monitored continually, and groupings, support staff, and goals change of the course of the year, as students' skills develop.

ADDITIONAL DISTRICT POLICIES

Disclaimer: Please be advised that the Hudson Public Schools is in the process of evaluating and potentially revising its current written policies presently located on the HPS website. Any newly adopted policy will reflect that it is a new policy and its date of adoption by the School Committee. Wherever inconsistencies arise, conflicts will be resolved in accordance with current policies unless legally required to do otherwise.

For all district-wide policies please visit: https://hudson.k12.ma.us/school_committee/policies

STUDENT RECORDS POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829763>

STUDENT DISCIPLINE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829799>

PROCEDURES FOR SHORT-TERM SUSPENSION
(exclusion of a student from school premises and regular classroom activities
for a specified period of not more than ten school days.)

The principal or assistant principal (referred to as principal in this section) may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the

following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR LONG-TERM SUSPENSION
**(exclusion of a student from school premises and regular classroom activities
for more than ten school days.)**

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing; and
 - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
 - a. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - b. The key facts and conclusions reached by the principal;
 - c. The length and effective date of the suspension and the date of return to school;

- d. The notice the student’s opportunity to receive education services to make academic progress during the suspension;
- e. The student’s right to appeal the principal’s decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - i. The superintendent shall hold the hearing within three (3) school days of the student’s request, unless an extension is mutually agreed to.
 - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - iv. All the same rights as are afforded in the above long-term suspension principal’s hearing shall apply to the student in a superintendent’s hearing.
 - v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
 - vi. The decision of the superintendent shall be the final decision of the school district.

EXPULSION

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. See also, the Polices and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student’s special education Team must first determine whether the student’s behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district’s failure to implement the student’s IEP (a “manifestation determination”). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student’s parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student’s disability or failure to implement the IEP, the school may discipline the student according to the school’s code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate,

conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6100, x42121.

**POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES OR
ASSAULT OF EDUCATIONAL PERSONNEL**

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

M.G.L. c. 71, § 37H½

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. A copy of this law may be obtained in the main office.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements.

DISCIPLINE OF STUDENTS SUBJECT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=23554399>

EMPOWERED DIGITAL USE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829575>

Elementary Internet Safety Policy and Rules for Using School Computers

Use of the Internet has potential dangers. In order to comply with the Children’s Internet Protection Act and the Broadband Act of 2008, this document reflects the Hudson Public Schools’ Internet Safety Policy. Hudson Public Schools has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain material deemed by local standards to be inappropriate or harmful to minors. Hudson Public Schools reserves the right to monitor email, chat rooms, interactive web technologies, and electronic communications such as instant messaging, hacking, unauthorized disclosure of minors’ personal information, and monitoring the online activities of minors.

Rules for Using School Computers

1. I will only use the computer for school work. Rules for Using School Computers
2. I cannot use my personal e-mail account at school.
3. I will not use chat rooms.
4. I will not give out my password or use anyone else’s password. If I see that someone else has used my password, I will tell my teacher immediately and change my password.
5. I will not damage or change any of the hardware or software on any school computer.
6. I understand my teacher can look at any of my work, including any saved work.
7. I will not download anything from the Internet without my teacher’s permission.
8. I will not look at or copy other people’s saved work.
9. I will only use polite language on the Internet.
10. I understand that my school takes cyberbullying seriously and that appropriate action will be taken to protect students and staff.
11. I understand that the district has installed a content filter to protect students from inappropriate websites. I will not attempt to by-pass any blocked sites in any manner.
12. I understand that my teacher may use interactive web technologies such as blogs, podcasts, and wikis. I will use appropriate language.
13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.
14. I will cite sources and give credit to authors during my research.
15. I will never give out any personal information such as my name, address, telephone number, school address, parent’s name, parent’s employer or work address, or picture while on the Internet. While this list is not intended to be exclusive, if a user is found in violation of this Acceptable Use Policy, the consequences imposed could be:

Consequences

- Temporary or permanent loss of network privileges
- Suspension of computer access

- Temporary or permanent loss of computer access
- School suspension or expulsion
- Legal action and prosecution by the authorities

Protocol for the Use of District Issued Devices for Students in Grades K-12

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students attending Hudson Public Schools will be provided a district issued Chromebook or iPad starting in the fall.

Definition of Device

For the purposes of this project, “device” means a district issued Chromebook or iPad. It should be noted that the device has multimedia capabilities including the ability to (1) create and access word processing, spreadsheet, presentation, and pdf documents; (2) access the Internet via wireless access points including video; (3) capture and record images, sound, and video; and (4) storing materials in a cloud environment.

Internet

Only the internet gateway provided by the school may be accessed while in school. Students will have the capability to setup and access their wireless network at home. While using the device in the home it is the responsibility of the students and parents to follow the district’s Acceptable Use Policy and guidelines concerning Digital Citizenship.

Security and Damages

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

1:1 Student Agreement

The use of a device to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her device while at school. When abused, including but not limited to violations of this protocol and of any of the School Committee policies incorporated herein, privileges will be taken away (in addition to penalties set forth in the School Committee policies incorporated herein and in related handbook provisions for violation of those policies). When used properly and respectfully, these devices will benefit the learning environment as a whole.

Students and parents/guardians participating in this program must adhere to the Student Code of Conduct, as well as all School Committee policies. In particular, and without limitation, use of devices pursuant to this protocol shall comply at all times with Hudson School Committee Policy IJNDB, “Internet Acceptable Use Policy”/Policy IJNDB-E, “Elementary Internet Safety Policy and Rules for Using School Computers, and with Hudson School Committee Policy JICFB, “Anti-Bullying” [copies are available on the district’s website]. In addition, the device:

- Must be in silent mode or used by means of headphones while on school campus.
- May be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours for school assignments **only** with positive intent and with the with the person’s express knowledge and consent.
- Cannot be used in school to photograph, film, or otherwise record images or the voice of any person at any time and in any location without that person’s express knowledge or consent. Clandestine or concealed use of the device to photograph, film or record the images or voice of another person is expressly forbidden. The sole exception to this requirement is for activities which are explicitly directed by the teacher and which are specifically linked to the curriculum. If a parent does not want a student to appear in these types of activities, he/she must fill out the Hudson Public Schools’ Picture Restriction form and return it to the school’s main office. Otherwise, consent will be assumed.
- May be used to access files on the computer or internet sites which are relevant to the classroom curriculum only.

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student’s age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school’s content filters will be applied to one’s connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
 - A student transfers or withdraws any time during the school year.
 - Students at the elementary level complete grade 1 and grade 4.
 - The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.

- Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

I understand and will abide by the above protocol and the policies incorporated herein. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action.

ANTI-BULLYING POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829809>

The Hudson Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying. HPS's Bullying Prevention Plan can be found at: https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770881>

SEXUAL HARASSMENT POLICY

<https://tinyurl.com/yf7juyee>

SEXUAL HARASSMENT AND TITLE IX PROCEDURES

<https://tinyurl.com/2bnbbxnr>

NON-DISCRIMINATION POLICY

<https://tinyurl.com/yxxw95rv>

NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES

<https://tinyurl.com/2p8f2cnj>

NON-DISCRIMINATION ON THE BASIS OF SEX

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770883>

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25770887>

STUDENT WELFARE POLICY

<https://www.hudson.k12.ma.us/common/pages/DisplayFile.aspx?itemId=25829747>

**HUDSON SCHOOL COMMITTEE
MEETING SCHEDULE
2023-2024**

2023

2024

- | | |
|----------------------|---------------------|
| ❖ July 25, 2023 | ❖ January 9, 2024 |
| ❖ August 22, 2023 | ❖ January 23, 2024 |
| ❖ September 5, 2023 | ❖ February 13, 2024 |
| ❖ September 19, 2023 | ❖ March 12, 2024 |
| ❖ October 10, 2023 | ❖ March 26, 2024 |
| ❖ October 24, 2023 | ❖ April 9, 2024 |
| ❖ November 14, 2023 | ❖ April 23, 2024 |
| ❖ November 28, 2023 | ❖ May 14, 2024 |
| ❖ December 12, 2023 | ❖ May 28, 2024 |
| | ❖ June 11, 2024 |

MEETINGS WILL BEGIN AT 7:00 P.M.

Approved by the School Committee:

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.

The Sub-Committee on Policy is conducting a review of the existing Policies under section B “School Board Governance and Operations.” The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION B – School Board Governance and Operations

Section	Existing Policy	Proposed Change or New Policy
BGA	<p>School Board Governance & Operations Section: BGA</p> <p style="text-align: center;">FORMULATION OF POLICY</p> <p>The formulation of a written policy is a matter deserving of lengthy and serious study. Policies constitute the basic method by which the School Committee exercises its leadership in the operation of the school system. It is important that members of the Hudson Public Schools staff, parents, students, and the general public be given an opportunity to express their opinions on proposed new policies and changes in existing policies. Before being presented to the full School Committee for adoption, all policy actions must first be discussed in subcommittee to allow for public input during formulation. Within the guidelines established by the Chairperson, public input will be accepted during the discussion on policy changes and adoption at meetings of the full School Committee.</p> <p>The Policy Subcommittee will have the general responsibility for submitting the policies in written form for the approval of the full Committee. Other subcommittees may generate policy recommendations in the areas specific to their functions, but must publicly announce the intention to review or generate</p>	<p>School Board Governance & Operations Section: BGA (Replaced by BGB)</p> <p style="text-align: center;">FORMULATION OF POLICY</p> <p>The formulation of a written policy is a matter deserving of lengthy and serious study. Policies constitute the basic method by which the School Committee exercises its leadership in the operation of the school system. It is important that members of the Hudson Public Schools staff, parents, students, and the general public be given an opportunity to express their opinions on proposed new policies and changes in existing policies. Before being presented to the full School Committee for adoption, all policy actions must first be discussed in subcommittee to allow for public input during formulation. Within the guidelines established by the Chairperson, public input will be accepted during the discussion on policy changes and adoption at meetings of the full School Committee.</p> <p>The Policy Subcommittee will have the general responsibility for submitting the policies in written form for the approval of the full Committee. Other subcommittees may generate policy recommendations in the areas specific to their functions, but must publicly announce the intention to review or generate policy, and the subject of the policy, prior to detailed discussion at subcommittee</p>

<p>policy, and the subject of the policy, prior to detailed discussion at subcommittee meeting(s). All policies must be reviewed by the Chairperson of the Policy Subcommittee, the Superintendent and legal counsel prior to being presented to the full Committee.</p> <p>The formal adoption of policies shall be recorded in the minutes of the School Committee. A copy of officially adopted policies shall be distributed to members of the School Committee.</p>	<p>meeting(s). All policies must be reviewed by the Chairperson of the Policy Subcommittee, the Superintendent and legal counsel prior to being presented to the full Committee.</p> <p>The formal adoption of policies shall be recorded in the minutes of the School Committee. A copy of officially adopted policies shall be distributed to members of the School Committee.</p>
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The Sub-Committee on Policy is conducting a review of the existing Policies under section E “Support Services.” The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION E – Support Services

Section	Existing Policy	Proposed Change or New Policy
EBLB	<p>Support Services Section: EBLB</p> <p style="text-align: center;">FIRE DRILLS</p> <p>Two fire drills the first month, and one every other month are required by the Hudson School Committee. It is the responsibility of the school principal to see that this requirement is met, without exception. It is the responsibility of the school principal to organize the evacuation procedure in his building, and to instruct teachers, pupils, and other school employees in the carrying out of the evacuation procedure.</p> <p>It is the responsibility of the principal to instruct every staff member and school employee in the way to sound the school fire alarm. It is the responsibility of the school principal to make the necessary arrangements to insure that the Hudson Fire Department is notified as soon as any fire is discovered.</p> <p>It is a requirement of this School Committee that fire drills be held at various times during the school day, under various circumstances. Fire drills shall be held when pupils are in the auditorium, the lunch room, and the gymnasium. It shall be a regular practice to block some exits during fire drills.</p> <p>The Superintendent of Schools shall be notified as soon as</p>	<p>Support Services Section: EBLB</p> <p style="text-align: center;">FIRE DRILLS</p> <p>Two fire drills the first month, and one every other month are required by the Hudson School Committee. It is the responsibility of the school principal to see that this requirement is met, without exception. It is the responsibility of the school principal to organize the evacuation procedure in his building, and to instruct teachers, pupils, and other school employees in the carrying out of the evacuation procedure.</p> <p>It is the responsibility of the principal to instruct every staff member and school employee in the way to sound the school fire alarm. It is the responsibility of the school principal to make the necessary arrangements to insure that the Hudson Fire Department is notified as soon as any fire is discovered.</p> <p>It is a requirement of this School Committee that fire drills be held at various times during the school day, under various circumstances. Fire drills shall be held when pupils are in the auditorium, the lunch room, and the gymnasium. It shall be a regular practice to block some exits during fire drills.</p> <p>The Superintendent of Schools shall be notified as soon as possible</p>

	<p>possible of any fire in a school building.</p> <p>Adopted by the Hudson School Committee: September 23, 1980</p>	<p>of any fire in a school building.</p> <p>Adopted by the Hudson School Committee: September 23, 1980</p>
<p>ECAA</p>	<p>Support Services Section: ECAA</p> <p style="text-align: center;">USE OF CAMERAS FOR SAFETY AND SECURITY</p> <p>The purpose of security cameras in the Hudson Public Schools is to enhance security, and deter misconduct and crimes. Additionally, the security cameras may assist in the investigation of such misconduct or crimes, and any subsequent disciplinary, civil, or criminal actions. This policy pertains only to security cameras owned, operated and maintained by the Hudson Public Schools.</p> <p>While the Hudson Public Schools security camera policy is designed to enhance the safety of our school buildings and grounds, there is also recognition of an individual’s right to privacy in certain situations as defined by law. Therefore, the Hudson Public School’s security cameras will be placed only in areas that do not violate the reasonable expectation of privacy as defined by law. In schools or on school property where security cameras are being used, there will be posted signs to notify individuals that they are in an area of recording.</p> <p>There will be limited access to the security camera recordings. This access shall be limited to Authorized Persons only. In this policy, the term “Authorized Person” shall be defined as the Superintendent of Schools or his/her authorized designee(s), the School Principal, Assistant Principals, the District Director of Technology, the School Resource Officers or the Hudson Police Department.</p>	<p>Support Services Section: ECAA (Replaced by ECAF)</p> <p style="text-align: center;">USE OF CAMERAS FOR SAFETY AND SECURITY</p> <p>The purpose of security cameras in the Hudson Public Schools is to enhance security, and deter misconduct and crimes. Additionally, the security cameras may assist in the investigation of such misconduct or crimes, and any subsequent disciplinary, civil, or criminal actions. This policy pertains only to security cameras owned, operated and maintained by the Hudson Public Schools.</p> <p>While the Hudson Public Schools security camera policy is designed to enhance the safety of our school buildings and grounds, there is also recognition of an individual’s right to privacy in certain situations as defined by law. Therefore, the Hudson Public School’s security cameras will be placed only in areas that do not violate the reasonable expectation of privacy as defined by law. In schools or on school property where security cameras are being used, there will be posted signs to notify individuals that they are in an area of recording.</p> <p>There will be limited access to the security camera recordings. This access shall be limited to Authorized Persons only. In this policy, the term “Authorized Person” shall be defined as the Superintendent of Schools or his/her authorized designee(s), the School Principal, Assistant Principals, the District Director of Technology, the School Resource Officers or the Hudson Police Department.</p> <p>The Superintendent of Schools shall develop administrative guidelines to ensure that the aims of this policy are achieved.</p>

	<p>The Superintendent of Schools shall develop administrative guidelines to ensure that the aims of this policy are achieved.</p> <p>Adopted by the Hudson School Committee: April 26, 2011</p>	<p>Adopted by the Hudson School Committee: April 26, 2011</p>
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HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW
2022-2023

The Sub-Committee on Policy is conducting a review of the existing Policies under section G “Personnel.” The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION G – Personnel

Section	Existing Policy	Proposed Change or New Policy
GBA	<p style="text-align: center;">Personnel</p> <p style="text-align: center;">Section: GBA</p> <p>EQUAL EMPLOYMENT OPPORTUNITY</p> <p>The Hudson School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.</p> <p>All administrators and supervisors are expected to fully support this program through shared participation in its implementation and in ensuring employment decisions that result in fair and equitable treatment of all applicants and employees.</p> <p>Notifications A copy of this policy and its accompanying regulations will be distributed to all employees of the district. All application forms and advertisements for open positions will carry a notice that the Hudson Public Schools is an equal opportunity employer.</p> <p>SOURCE: MASC September 2016</p>	<p style="text-align: center;">Personnel</p> <p style="text-align: center;">Section: GBA</p> <p>EQUAL EMPLOYMENT OPPORTUNITY</p> <p>The Hudson School Committee subscribes to the principle of the dignity of all people and of their labors. Any individual who is responsible for hiring and/or personnel supervision must understand that applicants are employed, assigned, and promoted without regard to their race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.</p> <p>Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability.</p> <p>*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.</p> <p>SOURCE: MASC - Updated 2022</p> <p>LEGAL REF.: M.G.L. 151B:4; 603 CMR 26:00</p>

	<p>LEGAL REF.: M.G.L. 151B:4; BESE Regulations 603 CMR 26:00 CROSS REF.: AC, Nondiscrimination</p>	<p>Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117</p> <p>CROSS REF.: AC, Nondiscrimination</p> <p>NOTE: Although it is not usually necessary to have a policy that simply restates existing law, in this case it is important to reaffirm the School Committee's commitment to equal opportunity and to remind the hiring authorities in the District that many considerations other than District educational goals are factors to be considered.</p>
GCF	<p>Personnel Section: GCF</p> <p>PROFESSIONAL STAFF HIRING</p> <p>Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.</p> <p>It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.</p> <p>It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification</p>	<p>Personnel Section: GCF</p> <p>PROFESSIONAL STAFF HIRING</p> <p>Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions.</p> <p>It is the responsibility of the Superintendent, and of persons to whom they delegate this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.</p> <p>It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position in which they will serve.</p>

requirements and the requirements of the Committee for the type of position for which **the nomination is made**.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

SOURCE: MASC September 2016

UPDATED: June 2012

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)
Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to **race***, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law..
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

***race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.**

SOURCE: MASC - Updated **2022**

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)

<p>BESE Regulations 603 CMR 7:00, 26:00, and 44:00 NOTE: School Committees may determine the size and composition of the screening committee.</p>	<p>603 CMR 7:00, 26:00, and 44:00 Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117 NOTE: School Committees may determine the size and composition of the screening committee.</p>
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The Sub-Committee on Policy is conducting a review of the existing Policies under section I “Instructional Program.” The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION I – Instructional Program

Section	Existing Policy	Proposed Change or New Policy
IBA	<p>Instructional Program Section: IBA</p> <p>CONTROVERSIAL MATTERS IN CLASSROOMS</p> <p>Free and open discussions that present all aspects of issues which concern man are hallmarks of education in a democracy. Whether such issues are controversial is not the matter for dispute; it is whether the discussions are presented fairly that determines their justification in the classroom.</p> <p>Students and teachers have the right to speak out on controversial matters without fear of reprisal.</p> <p>It is not the policy of this Committee to regard obscene language or actions as controversial matters open to discussion. They are regarded as causes for disciplinary action, and may lead to removal.</p>	<p>Instructional Program Section: IBA</p> <p>CONTROVERSIAL MATTERS IN CLASSROOMS</p> <p>Free and open discussions that present all aspects of issues which concern man are hallmarks of education in a democracy. Whether such issues are controversial is not the matter for dispute; it is whether the discussions are presented fairly that determines their justification in the classroom.</p> <p>Students and teachers have the right to speak out on controversial matters without fear of reprisal.</p> <p>It is not the policy of this Committee to regard obscene language or actions as controversial matters open to discussion. They are regarded as causes for disciplinary action, and may lead to removal.</p>
IMAA	<p>Instructional Program Section: IMAA</p> <p>POLICY ON PLANBOOKS</p> <p>In order to establish a systematic approach to classroom instruction, classroom and specialized area teachers shall prepare in advance an outline of their plans utilizing either a "planbook" supplied by the system or an approved alternative. The "plans" shall be prepared, absent unusual circumstances, one week or</p>	<p>Instructional Program Section: IMAA</p> <p>POLICY ON PLANBOOKS</p> <p>In order to establish a systematic approach to classroom instruction, classroom and specialized area teachers shall prepare in advance an outline of their plans utilizing either a "planbook" supplied by the system or an approved alternative. The "plans" shall be prepared, absent unusual circumstances, one week or</p>

	<p>cycle in advance. The planbook shall be made available to appropriate administrative personnel and/or department heads for review and comment. Individuals reviewing a "planbook" shall date and sign the pages/sheets reviewed. Comments or suggestions for improvement shall be made in writing by the reviewer.</p> <p>Although planbooks may be collected at the close of school, the planbooks are the property of the teacher and shall be returned after review. Teachers will be notified in advance, if any material from the planbook is to be copied or used in an evaluation process.</p> <p>Approved on: 01/13/1981</p>	<p>cycle in advance. The planbook shall be made available to appropriate administrative personnel and/or department heads for review and comment. Individuals reviewing a "planbook" shall date and sign the pages/sheets reviewed. Comments or suggestions for improvement shall be made in writing by the reviewer.</p> <p>Although planbooks may be collected at the close of school, the planbooks are the property of the teacher and shall be returned after review. Teachers will be notified in advance, if any material from the planbook is to be copied or used in an evaluation process.</p>
IMDB	<p>Instructional Program Section: IMDB</p> <p style="text-align: center;">POLICY ON FLAG SALUTE</p> <p>The "Pledge of Allegiance to the Flag" shall be recited at the commencement of schools in all grades each day. All teachers and pupils shall have the opportunity to participate in the recitation.</p> <p>Approved on: 01/13/1981</p>	<p>Instructional Program Section: IMDB</p> <p style="text-align: center;">POLICY ON FLAG SALUTE</p> <p>The "Pledge of Allegiance to the Flag" shall be recited at the commencement of schools in all grades each day. All teachers and pupils shall have the opportunity to participate in the recitation.</p>
IMDC	<p>Instructional Program Section: IMDC</p> <p style="text-align: center;">POLICY ON CELEBRATION OF HOLIDAYS</p> <p>The following shall apply to the recognition of Holidays in the Hudson Public Schools:</p> <ol style="list-style-type: none"> 1. Keep decorations and displays simple. Feature artwork done by the children. 	<p>Instructional Program Section: IMDC</p> <p style="text-align: center;">POLICY ON CELEBRATION OF HOLIDAYS</p> <p>The following shall apply to the recognition of Holidays in the Hudson Public Schools:</p> <ol style="list-style-type: none"> 1. Keep decorations and displays simple. Feature artwork done by the children.

<ol style="list-style-type: none"> 2. Holiday greens may not be used for decorations, except for whole evergreen trees. If trees are used, they must be set in water or wet sand. No electrical decorations may be used in school buildings. 3. The historical significance of all religious holidays are valid topics for discussion when they arise in literature, social studies, art, or music classes. However, the religious significance should be left to the church and home. 4. No change should be made in the music ordinarily taught and sung in the classrooms. Carols are the traditional songs of the season, and they can be sung as usual. Music is taught as music, not as religion. 5. No change should be made in art lessons and activities other than those mentioned above. The masterpieces of the world's great artists are taught as art, not as religion. 6. Gifts may not be exchanged among pupils in the classrooms as a part of a school program. 7. Children and parents should be discouraged from bringing gifts to their teachers and from taking up collections for gifts. 8. Auditorium programs or assemblies held during this holiday period are to be secular and not religious in nature. <p>All decorations, displays, etc., must be removed by the teacher during the week following any holiday or celebration.</p> <p>Approved on: 12/14/2004</p>	<ol style="list-style-type: none"> 2. Holiday greens may not be used for decorations, except for whole evergreen trees. If trees are used, they must be set in water or wet sand. No electrical decorations may be used in school buildings. 3. The historical significance of all religious holidays are valid topics for discussion when they arise in literature, social studies, art, or music classes. However, the religious significance should be left to the church and home. 4. No change should be made in the music ordinarily taught and sung in the classrooms. Carols are the traditional songs of the season, and they can be sung as usual. Music is taught as music, not as religion. 5. No change should be made in art lessons and activities other than those mentioned above. The masterpieces of the world's great artists are taught as art, not as religion. 6. Gifts may not be exchanged among pupils in the classrooms as a part of a school program. 7. Children and parents should be discouraged from bringing gifts to their teachers and from taking up collections for gifts. 8. Auditorium programs or assemblies held during this holiday period are to be secular and not religious in nature. <p>All decorations, displays, etc., must be removed by the teacher during the week following any holiday or celebration.</p>
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The Sub-Committee on Policy is conducting a review of the existing Policies under section J “Students.” The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION J – Students

Section	Existing Policy	Proposed Change or New Policy
JB	<p style="text-align: center;">Students</p> <p style="text-align: center;">Section: JB</p> <p style="text-align: center;">EQUAL EDUCATIONAL OPPORTUNITIES</p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.</p> <p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.</p> <p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be</p>	<p style="text-align: center;">Students</p> <p style="text-align: center;">Section: JB</p> <p style="text-align: center;">EQUAL EDUCATIONAL OPPORTUNITIES</p> <p>In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.</p> <p>To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.</p> <p>This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.</p>

<p>followed.</p> <p>SOURCE: MASC February 2019</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Title IX, Education Amendments of 1972 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971) BESE regulations 603 CMR 26:00 BESE regulations 603 CMR 28.00 The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015 CROSS REF.: AC, Nondiscrimination NOTE: The cross reference is to a related statement in this manual.</p>	<p>All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.</p> <p>*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.</p> <p>SOURCE: MASC - Updated 2021</p> <p>LEGAL REFS.: Title VI, Civil Rights Act of 1964</p> <p>Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972</p> <p>Executive Order 11246, as amended by E.O. 11375</p> <p>Title IX, Education Amendments of 1972</p> <p>M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)</p> <p>603 CMR 26:00</p> <p>603 CMR 28.00</p> <p>The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015</p> <p>Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117</p> <p>CROSS REF.: AC, Nondiscrimination</p>
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<p>JFBB</p>	<p>Students</p> <p style="text-align: right;">Section: JFBB</p> <p>SCHOOL CHOICE</p> <p>It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:</p> <ol style="list-style-type: none"> 1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students. 2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision. 3. That resident students be given priority placement in any classes or programs within the District. 4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings. 5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program. 6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis 	<p>Students</p> <p style="text-align: right;">Section: JFBB</p> <p>SCHOOL CHOICE</p> <p>It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:</p> <ol style="list-style-type: none"> 1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students. 2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision. 3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings. 4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program. 5. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, athletic
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	<p>of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.</p> <p>SOURCE: MASC March 2018</p> <p>LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B</p> <p>BESE Regulations 603 CMR 26:00</p>	<p>performance, academic performance, or proficiency in the English language.</p> <p>*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.</p> <p>SOURCE: MASC - Updated 2022</p> <p>LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B</p> <p>603 CMR 26:00</p> <p>Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117</p>
JIB		<p>JIB - STUDENT INVOLVEMENT IN DECISION-MAKING</p> <p>As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.</p> <p>The School Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.</p> <p>Students will be welcomed at School Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.</p>

		<p><u>Student Advisory Committee</u></p> <p>As required by state law, the School Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.</p> <p>SOURCE: MASC - Reviewed 2021</p> <p>LEGAL REF.: M.G.L. 71:38M</p> <p>CROSS REF.: BDE, Advisory Committees to the School Committee</p>
JIBAA	<p>Students Section: JIBAA</p> <p style="text-align: center;">HIGH SCHOOL STUDENT GOVERNANCE</p> <p>The Hudson School Committee (“Committee”) affirms the importance of giving all Hudson High School students the opportunity to have a voice, discuss, and be engaged in issues and policies at the high school. To that end, the Committee affirms the creation of student clusters or teams for students to engage in this participatory process and bring their ideas to the Hudson High School Community Council (“Community Council” for consensus. Details regarding the Community Council are outlined in its constitution. The Community Council is not the School Council pursuant to Massachusetts General Laws. C. 71, § 59C. The Community Council will have the opportunity to consider and provide recommendations to the High School Principal,</p>	<p>Students Section: JIBAA</p> <p>(Replaced by JIB)</p> <p style="text-align: center;">HIGH SCHOOL STUDENT GOVERNANCE</p> <p>The Hudson School Committee (“Committee”) affirms the importance of giving all Hudson High School students the opportunity to have a voice, discuss, and be engaged in issues and policies at the high school. To that end, the Committee affirms the creation of student clusters or teams for students to engage in this participatory process and bring their ideas to the Hudson High School Community Council (“Community Council” for consensus. Details regarding the Community Council are outlined in its constitution. The Community Council is not the School Council pursuant to Massachusetts General Laws. C. 71, § 59C. The</p>

	<p>Superintendent, and Committee on policies and rules contained in the Hudson High School Student Handbook and other matters pertaining to the climate and curriculum of the high school except where contraindicated by state and federal law and/or Committee police (e.g. personnel and collective bargaining issues.) The Principal, Superintendent, and/or Committee may veto any action or recommendation of the Council.</p>	<p>Community Council will have the opportunity to consider and provide recommendations to the High School Principal, Superintendent, and Committee on policies and rules contained in the Hudson High School Student Handbook and other matters pertaining to the climate and curriculum of the high school except where contraindicated by state and federal law and/or Committee police (e.g. personnel and collective bargaining issues.) The Principal, Superintendent, and/or Committee may veto any action or recommendation of the Council.</p>
JIBB	<p>Students Section: JIBB</p> <p style="text-align: center;">STUDENT SCHOOL COMMITTEE MEMBER</p> <p>One student from Hudson High School will be selected to serve as a non-voting, ex-officio member of the School Committee. The student will have the right to attend all regular School Committee meetings with the exception of executive sessions.</p> <p>Added on: 5/10/1994</p>	<p>Students Section: JIBB</p> <p style="text-align: center;">STUDENT SCHOOL COMMITTEE MEMBER</p> <p>At least one student from Hudson High School will be selected to serve as a non-voting, ex-officio member of the School Committee. The student will have the right to attend all regular School Committee meetings with the exception of executive sessions.</p>
JIC	<p>Students Section: JIC</p> <p style="text-align: center;">STUDENT DISCIPLINE</p> <p>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</p> <p>Each Principal or designee (hereinafter “Principal”) shall include a non-exhaustive list of prohibited actions in the student handbook or</p>	<p>Students Section: JIC</p> <p style="text-align: center;">STUDENT DISCIPLINE</p> <p>The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.</p> <p>Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.</p>

other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the **procedures outlined in this policy**.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

M.G.L. ch. 71, Sections 37H and 37H1/2

M.G.L. ch. 71, Section 37H authorizes a principal to suspend or expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- **possession of a dangerous weapon including, but not limited to, a gun or knife.**
- **possession of a controlled substance (including marijuana, cocaine, heroin)**
- **assault on educational staff, including threats, as defined in relevant statutes.**

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal complaint if the principal determines that the student's continued presence in school would have "a substantial detrimental effect on the general welfare of the school." If a student is convicted of a felony or makes an

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the **remainder of this policy, law, or regulation**.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the

admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school." Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student must bring the matter before the appropriate court or administrative agency.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal or designee ("Principal") shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

In accordance with applicable Massachusetts law, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a

Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as

<p><u>In School Suspension</u> - not more than 10 days consecutively or cumulatively</p> <p>The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.</p> <p>The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.</p> <p><u>Principal's Hearing</u> - Short Term Suspension of up to 10 days</p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.</p> <p>The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.</p> <p>The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed</p>	<p>needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.</p> <p><u>Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)</u></p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.</p>
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<p>the disciplinary offense, and, if so, what remedy or consequence will be imposed.</p> <p>The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.</p> <p><u>Principal's Hearing</u> - Long Term Suspension of more than 10 days but no more than 90 days (consecutive or cumulative)</p> <p>The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.</p> <p>At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented</p>	<p>The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.</p> <p>If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until</p>
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<p>by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.</p> <p>The Principal shall provide the student and parent/guardian, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.</p> <p>The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.</p> <p>If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than</p>	<p>the Superintendent decides to reverse the Principal's determination on appeal.</p> <p>If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.</p> <p><u>Superintendent's Hearing</u></p> <p>A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.</p> <p>The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.</p> <p>The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.</p> <p>The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.</p> <p>The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian</p>
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English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent or designee (hereinafter "Superintendent").

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian

<p>The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.</p> <p>The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.</p> <p>The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.</p> <p><u>Expulsion</u></p> <p>Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to</p>	<p>of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.</p> <p>Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.</p> <p>The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.</p> <p>The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.</p> <p>For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.</p>
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such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - **Updated 2022**

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#)

603 CMR [53.00](#)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

REFS.: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 - <https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions. - <https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. [71, S. 37H](#) or [37H½](#). The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

	<p>LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00</p> <p>NOTE: The DESE regulations on student discipline and this policy, consistent with Massachusetts law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the above referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Such removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.</p>	
JJ		<p>JJ - CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES</p> <p>The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of</p>

		<p>students.</p> <p>The following will serve as guides in the organization of student activities:</p> <ol style="list-style-type: none"> 1. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility. 2. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance. 3. All activities will be supervised; all clubs and groups will have a faculty advisor. <p>SOURCE: MASC - Updated 2021</p> <p>LEGAL REF.: M.G.L. <u>71:47</u></p> <p><u>603 CMR 26.00</u></p> <p>NOTE: This category is useful for a general policy on student activities and for establishing definitions.</p>
JJA		<p>JJA - STUDENT ORGANIZATIONS</p> <p><u>Student Organizations</u></p> <p>Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative</p>

procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the principal and superintendent.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school district or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is

		<p>responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.</p> <p>SOURCE: MASC - Reviewed 2021</p> <p>CROSS REF: <u>JICE</u>, Gang Activities/Secret Societies</p> <p>LEGAL REF.: 603 CMR <u>26.00</u></p>
JJAB	<p>Students Section: JJAB</p> <p style="text-align: center;">POSTERS ANNOUNCING MEETINGS OR EVENTS SPONSORED BY STUDENT GROUPS</p> <p>Posters announcing meetings or events sponsored by student groups may be placed only in areas designated by the school administration. Prior to displaying any poster, the student group must have it initialed by an administrator indicating that it complies with this policy. The purpose of the posters is to identify the sponsoring student group and the dates, times and places of its meeting or events and, therefore, may not contain other material including website information. Posters must be appropriate for school-aged children and may not promote anything illegal or immoral, be pervasively indecent or vulgar, create a disruption in the school environment, or violate in any way the policies of the Hudson School Committee, including its policy prohibiting discrimination on the basis of race, gender, gender identity, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin.</p>	<p>Students Section: JJAB</p> <p style="text-align: center;">POSTERS ANNOUNCING MEETINGS OR EVENTS SPONSORED BY STUDENT GROUPS</p> <p>Posters announcing meetings or events sponsored by student groups may be placed only in areas designated by the school administration. Prior to displaying any poster, the student group must have it initialed by an administrator indicating that it complies with this policy. The purpose of the posters is to identify the sponsoring student group and the dates, times and places of its meeting or events and, therefore, may not contain other material including website information. Posters must be appropriate for school-aged children and may not promote anything illegal or immoral, be pervasively indecent or vulgar, create a disruption in the school environment, or violate in any way the policies of the Hudson School Committee, including its policy prohibiting discrimination on the basis of race, gender, gender identity, ethnicity, sexual orientation, color, marital or parental status, religious orientation, national ancestry or origin.</p>

JJJA	<p>Students</p> <p style="text-align: right;">Section: JJJA</p> <p>EXTRACURRICULAR ACTIVITIES AT HUDSON HIGH SCHOOL</p> <p>1. At Hudson High School, extracurricular activities fall generally into five categories:</p> <ol style="list-style-type: none"> a. Those on-campus social events open both to Hudson High School students and others. b. Those basically educational events, such as trips to national and local centers of interest, business concerns, films, etc. c. Those trips which are both educational and social in nature, such as athletic events, theatrical performances, lectures, etc. d. Those off-campus social events open to Hudson High School students and their guests, such as proms and banquets. e. Those events which are primarily money-makers, such as car washes, candy sales, etc. <p>2. Permission for these activities may be granted by the Superintendent or the principal of the high school.</p> <p>3. The following administrative policies will be observed before permission is requested.</p> <ol style="list-style-type: none"> a. A determination must be made as to the educational and/or social values of the event compared to the effort necessary. b. If all or part of the event is to occur during school time, yet away from the school, permission must be granted by a parent or guardian for the student to participate. c. Staff supervision must be available. d. Since there are special activities in which participation by 	<p>Students</p> <p>(Replaced by JJ)</p> <p style="text-align: right;">Section: JJJA</p> <p>EXTRACURRICULAR ACTIVITIES AT HUDSON HIGH SCHOOL</p> <p>1. At Hudson High School, extracurricular activities fall generally into five categories:</p> <ol style="list-style-type: none"> a. Those on-campus social events open both to Hudson High School students and others. b. Those basically educational events, such as trips to national and local centers of interest, business concerns, films, etc. c. Those trips which are both educational and social in nature, such as athletic events, theatrical performances, lectures, etc. d. Those off-campus social events open to Hudson High School students and their guests, such as proms and banquets. e. Those events which are primarily money-makers, such as car washes, candy sales, etc. <p>2. Permission for these activities may be granted by the Superintendent or the principal of the high school.</p> <p>3. The following administrative policies will be observed before permission is requested.</p> <ol style="list-style-type: none"> a. A determination must be made as to the educational and/or social values of the event compared to the effort necessary. b. If all or part of the event is to occur during school time, yet away from the school, permission must be granted by a parent or guardian for the student to participate. c. Staff supervision must be

	<p>the student is voluntary, special rules, such as type of dress, may be established.</p> <p>e. Since the type of supervision that staff members are assuming is unique during these events, they must be given freedom to act in response to the specific situation in matters of admission to the event and freedom of movement and conduct during the event.</p> <p>f. Students who reject the supervision must face the possibility of disciplinary action upon receipt of a report by the supervisor and a hearing.</p>	<p>available.</p> <p>d. Since there are special activities in which participation by the student is voluntary, special rules, such as type of dress, may be established.</p> <p>e. Since the type of supervision that staff members are assuming is unique during these events, they must be given freedom to act in response to the specific situation in matters of admission to the event and freedom of movement and conduct during the event.</p> <p>f. Students who reject the supervision must face the possibility of disciplinary action upon receipt of a report by the supervisor and a hearing.</p>
JLIA	<p>Students</p> <p style="text-align: right;">Section: JLIA</p> <p style="text-align: center;">SUPERVISION OF PUPILS DURING THE SCHOOL DAY AND AT SCHOOL SPONSORED ACTIVITIES</p> <p>Pupils shall be supervised by school personnel on school grounds at all times during the school day.</p> <p>If an emergency arises which causes the teacher to be away from his class for a short period of time, he shall notify the appropriate administrator as soon as possible, as well as the nearest classroom teacher.</p> <p>Supervision by members of the school staff shall be scheduled by the school principal at all regularly scheduled school social and athletic events.</p> <p>Added on: 01/13/1981</p>	<p>Students</p> <p style="text-align: right;">Section: JLIA</p> <p style="text-align: center;">SUPERVISION OF PUPILS DURING THE SCHOOL DAY AND AT SCHOOL SPONSORED ACTIVITIES</p> <p>Pupils shall be supervised by school personnel on school grounds at all times during the school day.</p> <p>If an emergency arises which causes the teacher to be away from his class for a short period of time, he shall notify the appropriate administrator as soon as possible, as well as the nearest classroom teacher.</p> <p>Supervision by members of the school staff shall be scheduled by the school principal at all regularly scheduled school social and athletic events.</p>
JM	<p>Students</p>	<p>Students</p>

	<p style="text-align: center;">Section: JM</p> <p style="text-align: center;">HIGH SCHOOL GRADUATION AWARDS</p> <p>Gifts of scholarships, prizes, and awards to be included in the Hudson High School graduation ceremony must be approved by the Hudson School Committee upon the inception of said award.</p> <p>The rules and conditions which govern the scholarships, prizes or awards must be outlined for the approval of the Hudson School Committee, if the donor plans a plan of selection other than that used by the High School Scholarship Committee</p> <p>Added on: 09/14/2004</p>	<p style="text-align: center;">Section: JM</p> <p style="text-align: center;">HIGH SCHOOL GRADUATION AWARDS</p> <p>Gifts of scholarships, prizes, and awards to be included in the Hudson High School graduation ceremony must be approved by the Hudson School Committee upon the inception of said award.</p> <p>The rules and conditions which govern the scholarships, prizes or awards must be outlined for the approval of the Hudson School Committee, if the donor plans a plan of selection other than that used by the High School Scholarship Committee</p>
JRA-R	<p>Students</p> <p style="text-align: center;">Section: JRA-R</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.</p> <p>Application of Rights</p> <p>603 CMR 23.00 is promulgated to insure parents’ and students’ rights of</p>	<p>Students</p> <p style="text-align: center;">Section: JRA-R</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.</p> <p>Application of Rights</p> <p>603 CMR 23.00 is promulgated to insure parents’ and students’ rights of</p>

<p>confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.</p> <p>(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.</p> <p>(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.</p> <p>(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.</p> <p>(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.</p> <p>Definition of Terms</p> <p>The various terms as used in 603 CMR 23.00 are defined below:</p> <p>Access: shall mean inspection or copying of a student record, in whole or in part. Authorized school personnel: shall consist of three groups:</p> <p>(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the</p>	<p>confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.</p> <p>(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.</p> <p>(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.</p> <p>(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.</p> <p>(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.</p> <p>Definition of Terms</p> <p>The various terms as used in 603 CMR 23.00 are defined below:</p> <p>Access: shall mean inspection or copying of a student record, in whole or in part. Authorized school personnel: shall consist of three groups:</p> <p>(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School</p>
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<p>student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School</p> <p>Committee shall have access only to the student record information that is required for them to perform their duties.</p> <p>(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.</p> <p>(3) The evaluation team which evaluates a student.</p> <p>Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.</p> <p>Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.</p> <p>Parent: shall mean a student’s father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.</p> <p>Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.</p>	<p>Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School</p> <p>Committee shall have access only to the student record information that is required for them to perform their duties.</p> <p>(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.</p> <p>(3) The evaluation team which evaluates a student.</p> <p>Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.</p> <p>Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.</p> <p>Parent: shall mean a student’s father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.</p> <p>Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age child with special needs:</p>
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<p>School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.</p> <p>Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person’s employment by the School Committee.</p> <p>The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student’s name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.</p> <p>The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.</p> <p>Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.</p> <p>Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the</p>	<p>shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.</p> <p>School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.</p> <p>Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person’s employment by the School Committee.</p> <p>The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student’s name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.</p> <p>The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.</p> <p>Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.</p> <p>Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained</p>
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<p>information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:</p> <p>(a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;</p> <p>(b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and</p> <p>(c) school nurses who inspect the student health record.</p> <p>Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.</p> <p>(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.</p> <p>(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.</p> <p>(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.</p> <p>(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent,</p>	<p>access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:</p> <p>(a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;</p> <p>(b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and</p> <p>(c) school nurses who inspect the student health record.</p> <p>Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.</p> <p>(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.</p> <p>(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.</p> <p>(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.</p>
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prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to

<p>a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.</p> <p>(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.</p> <p>(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.</p> <p>(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.</p> <p>(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.</p> <p>(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the</p>	<p>notify the parent or eligible student of the order or subpoena in advance of compliance.</p> <p>(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.</p> <p>(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.</p> <p>(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.</p> <p>(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.</p> <p>(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under</p>
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<p>performance of official duties, without the consent of the eligible student or parent.</p> <p>Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.</p> <p>(a) A non-custodial parent is eligible to obtain access to the student record unless:</p> <ol style="list-style-type: none"> 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or 2. the parent has been denied visitation, or 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. <p>(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).</p> <p>(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.</p> <p>(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).</p>	<p>603 CMR 23.10.</p> <p>(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.</p> <p>Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.</p> <p>(a) A non-custodial parent is eligible to obtain access to the student record unless:</p> <ol style="list-style-type: none"> 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or 2. the parent has been denied visitation, or 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. <p>(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).</p> <p>(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.</p>
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<p>(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.</p> <p>(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.</p> <p>At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:</p> <p>(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.</p> <p>(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.</p> <p>In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.</p> <p>SOURCE: MASC LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12</p>	<p>(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).</p> <p>(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.</p> <p>(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.</p> <p>At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:</p> <p>(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.</p> <p>(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.</p> <p>In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.</p> <p>SOURCE: MASC LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended</p>
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	<p>Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995 CROSS REF: KDB, Public's Right to Know</p> <p>Added on: 03/25/2014</p>	<p>P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995 CROSS REF: KDB, Public's Right to Know</p>
<p>JRA</p>	<p>Students Section: JRA</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.</p> <p>The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.</p>	<p>Students Section: JRA</p> <p style="text-align: center;">STUDENT RECORDS</p> <p>In order to provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.</p> <p>The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school district.</p>

	<p>The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out any personal information, except to the extent that such information is “directory information” and is not the subject of written objection by a parent/eligible student under the process set forth in the school’s handbook.</p> <p>LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994</p> <p>M.G.L. 66:10 71:34A, B, D, E, H</p> <p>Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.</p> <p>603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 also</p> <p>Mass Dept. of Elementary and Secondary Education publication <u>Student Records; Questions, Answers and Guidelines</u>, Sept. 1995</p> <p>SOURCE: MASC</p> <p>CROSS REF: KDB, Public’s Right to Know</p>	<p>The Committee wishes to make clear that all individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.</p> <p>LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994 M.G.L. 66:10 71:34A, B, D, E, H 603 CMR 23.00</p> <p>SOURCE: MASC - Reviewed 2021</p> <p>CROSS REF: KDB, Public's Right to Know</p>
JRD	<p>Students Section: JRD</p> <p>STUDENT PHOTOGRAPHS</p> <p>The opportunity to have photographs taken shall be made available annually to all students in the Hudson Public Schools, on a date selected by each building principal, and approved by the Superintendent of Schools.</p> <p>The cost of the photographs charged to each student shall be the actual</p>	<p>Students Section: JRD</p> <p>STUDENT PHOTOGRAPHS</p> <p>Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.</p>

<p>cost to the school as indicated by the photography firm. No profit shall be made by the school system or individual school on the sale of student photographs. The School Committee shall be notified of the firm selected. If the firm offering the lowest price is not selected, the School Committee shall receive an explanation for the choice of another firm.</p> <p>A minimum of three firms shall be invited annually to submit cost proposals for providing student photographs. The proposals submitted by each firm shall be reviewed at a Superintendent's Advisory Team meeting, and a selection made by consensus. The firm selected shall provide an opportunity for student photographs for all Hudson Public Schools.</p> <p>No employee of the Hudson Public Schools shall receive any fee or remuneration from the photography firm as a consequence of taking student photographs.</p> <p>Added on: 01/13/1981</p>	<p>Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.</p> <p>Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.</p> <p>The purpose of the policy is to:</p> <ul style="list-style-type: none">• Enhance the safety of students through visual identification in an emergency situation.• Facilitate the social, educational, and administrative activities conducted in the school.• Provide a service to parents/guardians and students.• Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal. <p>LEGAL REF.: M.G.L. 30B:1(b)(31)</p> <p>SOURCE: MASC - Updated 2021</p>
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HUDSON PUBLIC SCHOOLS

POLICY MANUAL REVIEW
2022-2023

The Sub-Committee on Policy is conducting a review of the existing Policies under section K “Community Relations.” The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language in **red**.

SECTION K – Community Relations

Section	Existing Policy	Proposed Change or New Policy
KCD	<p>Community Relations Section: KCD</p> <p>PUBLIC GIFTS TO THE SCHOOLS</p> <p>The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools. Gifts that would involve changes in school plants or sites will be subject to School Committee approval. Gifts will automatically become the property of the school district. Any gift of cash, whether or not intended by the donor for a specific purpose, will be accepted by vote of the School Committee, handled as a separate account and expended at the discretion of the Committee, as provided by law. The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.</p> <p>SOURCE: MASC 10/16 LEGAL REF.: M.G.L. 71:37A</p> <p>Added: 06/12/2018</p>	<p>Community Relations Section: KCD</p> <p>PUBLIC GIFTS TO THE SCHOOLS</p> <p>In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure or use. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.</p> <p>Gifts will automatically become the property of the school district. Any gift of cash, regardless of donor intent, will be accepted by vote of the School Committee kept separate from the general fund, and expended at the discretion of the Committee, as provided by law.</p> <p>The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.</p> <p>SOURCE: MASC - Updated 2022 LEGAL REFS.: M.G.L. 44:53A, 71:37A CROSS REFS.: DD, Grants, Proposals, and Special Projects GBEBD, Online Fundraising and Solicitation-- Crowdfunding</p>

MAY 12, 2023

HUDSON

PUBLIC SCHOOLS

Delivering world-class education today
for the global leaders of tomorrow

REMOTE WORK PROTOCOL

MARCO C. RODRIGUES, ED.D.

REMOTE WORK PROTOCOL

INTRODUCTION

The closing of the Hudson Public Schools during the pandemic in 2020 forced the District to develop mechanisms and protocols for twelve-month personnel to work remotely. The remote operations evolved during several months and, through our internal processes and protocols, we were able to fulfill District needs with all employees working remotely.

Remote work proved to have many advantages for both, the District and employees. As such, the District is proposing to create a Remote Work Protocol for eligible employees. This protocol would be deployed as a pilot for the 2023-2024 school year. The pilot will provide additional information for the administration and the School Committee to establish a remote work policy in the future.

ADVANTAGES OF REMOTE WORK ARRANGEMENTS

1. Provides better work and life balance for employees
2. Improves mental health
3. Increased employee morale
4. Maintains work productivity for the District
5. Promotes competitive advantage over other local districts
6. Retains employees/less attrition
7. Reduces use of facilities utilities

REMOTE WORK PROCESS

1. The Superintendent and the Director of Human Resources will review all positions in the District to determine which positions would be eligible for a remote work schedule.
2. Once the positions are identified, the Human Resources Department will work with the Supervisors of such positions to determine a work schedule that affords the appropriate coverage.
3. The Superintendent, Assistant Superintendent, or Human Resources Director must approve all remote work requests. Remote work will be limited when schools are in session. Consecutive remote workdays will be allowed during non-school days and summer months.

REMOTE WORK STAFF ELIGIBILITY

See attachment.

REMOTE WORK STANDARDS OF PRACTICE

There may be times during the year when certain District employees may need or opt to work remotely. For those occasions, the employee authorized to work remotely, upon obtaining prior approval from their direct supervisor and *one* of the following individuals: Superintendent, Assistant Superintendent, or Director of Human Resources.

The direct supervisor will work on a proposed work agenda prior to approval being granted. The supervisor may also request documentation of work completed. **Days worked remotely shall be scheduled with due regard to the operation of the District.**

For employees eligible to work remotely,

1. They are physically able to work, however, are not well enough to come to work, or concerned about spreading illness.
2. They have an appointment (Dr.'s, auto, delivery, etc.) that breaks up the workday. (Employees will still need to allocate dedicated time off requests in Frontline for the appointment)
3. If childcare is not available for that day (weather, sickness in daycare, closed) and the remote work conditions does not interfere the work scheduled for the day.
4. If the District is closed due to inclement weather. This is applicable if the position is capable of operating productively remotely.
5. During non-school days, when applicable.
6. Periodically, during summers months.

All remote work requests must be approved by the direct supervisor, and must not negatively affect the day-to-day operations of the District.

REMOTE WORK CONDITIONS

1. Employees must confirm with their direct supervisor that they have internet access to perform all duties remotely.
2. Employee must confirm with their direct supervisor that they have and know how to access the District database system via VPN.
3. Employee is responsible for securing their laptop, charger, and any additional work needed to perform remotely.

4. Employee will maintain clear communication with their direct supervisor and any other stakeholder engaged in the remote work.
5. District to provide access to Digital Signature Technology.
6. District Supervisor will develop and maintain effective communication with the employee working remotely and will uphold expectations related to the work and productivity at hand.
7. Some employees may not be able to work remotely due to the nature of their role, work to be accomplished, or the need for physical presence at the District.
8. Depending on the circumstances, an employee may choose not to work remotely. In such instance, the employee may use a personal or vacation day.

REMOTE WORK AT OTHER TOWNS AND DISTRICTS

- Northborough & Southborough Public Schools – Remote work options
- Northampton Public Schools – Remote work options
- Ipswich Public Schools – Remote work: school vacations and summer
- Rockport Public Schools – Remote work: school vacations and summer
- Braintree Public Schools – Remote work when need arises
- Town of Barnstable – Remote work options
- Town of Needham – Remote work options

Name	Title	Loc	School In Session	School Not in Session
Brown, Alisha M	Accounting Specialist	ADM	X	X
Doble, Anne M	Assistant Principal	FAR		X
Beach, Lara Lyn	Assistant Principal	FOR		X
Goldberg, Adam N	Assistant Principal	HHS		X
McAnespie, Daniel R	Assistant Principal	HHS		X
Gaffny, Matthew B	Assistant Principal	QMS		X
Provost, Kathleen Ann	Assistant Superintendent	ADM	X	X
O'Connell, Tanya M	Asst Dir Student Services	ADM	X	X
Colbert, Jared W	Cable Access Producer	HHS	X	X
Mikula, Sara J	Cable Access Producer	HHS	X	X
Ciesluk, Cameron Guerard	Cable Access Specialist	HHS	X	X
O'Malley, Allyson L	Coord Health Services	HHS		X
Budny, Alise D	Coord SPED/EVAL Elem	ADM	X	X
Nims, Lisa A	Coord SPED/EVAL Secondary	ADM	X	X
Ramalho, Robert J	Copy Center Coordinator	HHS	NOT ELIGIBLE	NOT ELIGIBLE
Wallingford, Todd	Curr Dir ELA & Soc St.	ADM	X	X
Pimentel Graca Faria, Ana Filipa	Curr Dir World Lang	HHS	X	X
Knittle, Robert D	Curric Dir PK-12 Math	ADM	X	X
Davis, Sarah B	Curric Dir Sci, Tech, Eng	ADM	X	X
Antunes, Luis	Custodial Supervisor	ADM	NOT ELIGIBLE	NOT ELIGIBLE
Russell, Elizabeth NMN	Database Specialist	HHS	X	X
Schuck, Ellen K	Dir of Technology	HHS	X	X
Gould-Winders, Jessica L	Director - Athletics	HHS		X
Pupecki, Lauren C	Director - Guidance	HHS		X
Allard, Jennifer N	Director - Human Resource	ADM	X	X
Anderson, Wendy M	Director of ELE	ADM	X	X
Kilcoyne, Catherine A	Director Student Services	ADM	X	X
Gale, Daniel J	Exec. Dir. of Bsn & Ops	ADM	X	X
Murta, Paulo Roberto Pires	Executive Assistant	ADM		X
Casella, Steven C	Facilities & Maintenance	ADM	NOT ELIGIBLE	NOT ELIGIBLE
Osborne, Emily N	Human Resources Generalist	ADM	X	X
Coughlan, Rory J	Network Specialist	HHS	X	X
Cook, Karissa L	Payroll Specialist	ADM	X	X
Scanlon, Rachel A	Principal	FAR		X

Champigny, David	Principal	FOR		X
Medeiros, Jason W	Principal	HHS		X
Sardella, Kelly C	Principal	MUL		X
Gaglione, Jeffrey T	Principal	QMS		X
Somers, Kristine L	Res & Acntability Splst	ADM	X	X
Bianchini, June NMN	Secretary - 10 month	ADM		
Frias, Nely C	Secretary - 10 month	ADM		X
Mulloney, Beatrice B	Secretary - 10 month	ADM		X
Niedermeier, Elaine M	Secretary - 10 month	FAR		X
Miele, Brianna Marie	Secretary - 10 month	HHS		X
Shekleton, Michelle L	Secretary - 10 month	HHS		X
Byrne, Michelle A	Secretary - 10 month	QMS		X
Brouwer, Susan M	Secretary - 12 month	ADM	X	X
Cobb, Denise C	Secretary - 12 month	ADM	X	X
Coughlan, Tammy A	Secretary - 12 month	ADM	NOT ELIGIBLE	NOT ELIGIBLE
DaCosta, Filipe M	Secretary - 12 month	ADM	X	X
Graca, Renee Q	Secretary - 12 month	ADM		X
Shurtleff, Mellyn G	Secretary - 12 month	ADM		X
Tallent, Delia M	Secretary - 12 month	ADM		X
Paquette, Heather Ann	Secretary - 12 month	FAR		X
Harmon, Melissa J	Secretary - 12 month	FOR		X
Carter, Denise E	Secretary - 12 month	HHS		X
Monteiro, Michelle J	Secretary - 12 month	MUL		X
Dufromont, Jennifer Lynn	Secretary - 12 month	QMS		X
Ahearn, Nola M	Secretary - 12 month Guidance	HHS		X
Thomas, Michael L	Senior Accountant	ADM	X	X
Mayfield, Liam J	Tech Support Assistant	HHS	X	X
Chiasson, Mark P	Tech. - Maint Specialist	HHS		X
Lavoie, Nathan A	Technology - Maint Assist	HHS		X
Woodward, David R	Technology - Maint Assist	HHS		X
De Oliveira Ferreira, Andressa S,	Portuguese Liaison	ADM	X	X
Sandra Maiuri,	Spanish Liaison	ADM	X	X
Fabianna Hummel,	Welcome Center	ADM	X	X

HUDSON PUBLIC SCHOOLS
Office of the Superintendent of Schools
155 Apsley Street
Hudson, Massachusetts 01749

Funding Source: _____

Account Number: _____

Contract for Services (“Contract”)

Consultant Information

Name: Curriculum Associates, LLC (“Contractor”)

Address: 153 Rangeway Road; North Billerica, MA 01862

Social Security #/ Federal Tax Identification #: 26-3954988

Terms of Contract: As an independent contractor you shall maintain all insurances as are necessary for purposes of liability and shall not hold the Hudson Public Schools responsible for any injuries stemming from performance of any duties associated with this job. The Town of Hudson, as required by law, will report all compensation to the Internal Revenue Service, and will provide a copy of this report to you.

Contractors with direct, unsupervised access to students are required to authorize the district to conduct a C.O.R.I. (Criminal Offender Record Information) search through the Criminal History Systems Board.

Maximum Contract Dollars and/or Rate: The total compensation for Professional Development services not to exceed \$20,000.00.

Payment Schedule: Due upon receipt of invoice.

Description of Services

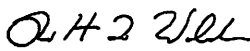
The Individual Contractor/Agency agrees to perform the following services for the Hudson Public Schools:

- ◆ See Professional Development on attached Quote ID 312083.5 whose terms are incorporated herein.

Timeline for Services: June 1, 2023 – May 31, 2024

Termination: This Contract may be terminated for non-performance at any time. In the event of termination, a pro-rata refund will be issued to Hudson Public Schools for all fees paid for services unused up to date of termination. In addition, this contract is subject to state and federal appropriations and may be terminated immediately upon cessation of funding by the appropriate funding source and fees will be due for services received up to the date of termination. Either party reserves the right to terminate this contract upon providing thirty (30) days’ notice of the intent to terminate to the other.

For the Individual Contractor/Agency



Signature of Contractor

Date: May 17, 2023

For the Hudson Public Schools

School Business Manager

Date: _____

Superintendent of Schools

Date: _____

Hudson School Committee

Date: _____

HUDSON PUBLIC SCHOOLS
Office of the Superintendent of Schools
155 Apsley Street
Hudson, Massachusetts 01749

Funding Source: _____

Account Number: _____

Contract for Goods (“Agreement”)

Company Information

Company Name: Curriculum Associates, LLC (“Contractor”)

Address: 153 Rangeway Road; North Billerica, MA 01862

Social Security #/ Federal Tax Identification #: 26-3954988

Terms of Contract:

A. The Contractor warrants that (1) the goods sold are merchantable, (2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to Hudson Public Schools (the “Town”).

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town.

C. The Contractor guarantees all goods for a period of one (1) year provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:

- ◆ See Products on attached Quote ID 312083.5 whose terms are incorporated herein.

Timeline for Shipping: Contractor generally processes and ships print products within 10 business days of receipt of PO.

Payment Schedule: The Town agrees to faithfully pay the Contractor \$28,413.00, when due and payable, and under the terms of all such incorporated documents and instruments to this Agreement, all such contracted sums.

Termination: 1. **Termination for Cause:** If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. In case of termination, all finished and unfinished documents made specifically for the Town shall become the property of the Town.

In the event of termination, the Contractor shall provide a pro-rata refund of all unused fees as of the date of termination.

2. **Termination for Convenience:** The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly issue a pro-rata refund to the Town for all unused fees up to the date of termination.

Vendor:

Q.H.2 Will

Signature of Vendor

Date: May 17, 2023

Hudson Public Schools

School Business Manager

Date: _____

Superintendent of Schools

Date: _____

Hudson School Committee

Date: _____

**Agreement for Outside Contractor/Agency to access
Hudson Public Schools Student Data**


This Agreement is made by and between (“Contractor/Agency”) Curriculum Associates, LLC
and the Hudson Public Schools (“HPS”) and is subject to Contractor/Agency’s Standard Terms & Conditions.
Contractor/Agency and HPS (“parties”) agree as follows:

1. HPS appoints Contractor/Agency as a “school official” as that term is used in Title 34, Code of Federal Regulations §§99.7(a)(3)(iii) and 99.31(a)(1), for the purpose of using student-level data for:
Standards and Skill development, growth over time, mathematical achievement
The HPS determines that Contractor/Agency has a legitimate educational, research, operational safety interest.
2. Contractor/Agency shall comply, as though it were the HPS, with all of the requirements of the federal Family Educational rights and Privacy Act (“FERPA”) (20 U.S.C. 1232g) and the regulations adopted there under (34 C.F.R. 99) which address disclosure to third parties of record data.
3. To effect the purposes of this Agreement, HPS may from time to time provide Contractor/Agency with certain personal identifiable information (“PII”) of HPS’s students PII that is regulated by various state and federal laws and regulations. The Contractor/Agency represents that it maintains appropriate data security measures, including a written information security policy, to protect HPS consistent with all applicable state and federal laws and regulations. Further, to protect the privacy of HPS PII, the Contractor/Agency will, for so long as it retains HPS PII (1) maintain the confidentiality of PII as set forth in this Agreement; (2) limit access to PII to Contractor/Agency employees, agents and subcontractors who need access to fulfill Contractor/Agency obligations hereunder; (3) require that its agents and subcontractors who have access to PII agree to abide by the same restrictions and conditions that apply to Contractor/Agency; (4) implement appropriate administrative, technical and physical safeguards designed to ensure the security of integrity of HPS PII and protect against unauthorized access to or use of HPS PII that could result in substantial harm or inconvenience to the HPS. PII does not include De-identified Data as defined herein.
4. Contractor/Agency shall use HPS PII for the specific purpose outlined in this Agreement. For research and development purposes, whether or not related to the purpose outlined in this Agreement, Contractor/Agency may review or share with researchers De-identified Data collected hereunder, including without limitation PII that has been de-identified in accordance with FERPA (“De-identified Data”). All other uses of PII by Contractor/Agency will require written consent by HPS. Contractor/Agency shall hold harmless, defend and indemnify HPS, its officers, and employees, from any third-party claim, cause of action, or losses suffered by HPS as a result of an intentional or negligent act or omission of Contractor/Agency, or Contractor/Agency’s failure to comply with this Agreement or with the requirements of FERPA, or 201 CMR 17.00, provided that HPS notifies Contractor/Agency of such proceeding reasonably after it receives notice thereof, Contractor/Agency has exclusive control over the defense and settlement of the proceeding, HPS provides such assistance in the defense and settlement of the proceeding as Contractor/Agency may reasonably request, and HPS complies with any settlement or court order made in connection with such proceedings.

5. This Agreement may be amended in writing signed by individuals having authority to bind the parties. The Agreement shall continue in effect until terminated.

6. In the event of any conflict the terms of this Agreement for Outside Contractor/Agency to access Hudson Schools' PII shall take precedence.

By signing below each party manifests its agreement to all of the provisions of this Agreement.

District: <u>Hudson Public Schools</u>	Contractor/Agency: <u>Curriculum Associates, LLC</u>
Signed: <u>Robert</u> <div style="font-size: 8px; margin-top: 2px;"> <small>Digitally signed by Robert Knittle DN: cn=Robert Knittle, o=Hudson Public Schools, ou=Hudson Public Schools, email=robert.knittle@hudson.k12.nj.us, c=US Date: 2023.05.15 15:55:56 -0400</small> </div>	Signed: <u></u>
Printed Name: <u>Robert Knittle</u>	Printed Name: <u>Robert Waldron</u>
Title: <u>Director of Mathematics</u>	Title: <u>Chief Executive Officer</u>
Date: <u>May 15, 2023</u>	Date: <u>May 17, 2023</u>

SUPPLY/SERVICE PROCUREMENT FORM Ch. 30B Ch. 149 Ch. 30 \$39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$9,999. Procurements over \$9,999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department:

Math

Date:

5/16/2023

Department Head:

Robert Kravitz

Finance Director (signature):

Digitally signed by Robert Kravitz
 DN: cn=Robert Kravitz, o=Town of Andover, ou=Andover, email=kravitzr@andover.ma.us, c=US
 Date: 2023.05.16 13:42:34 -0400
 Daniel [Signature]
 7FBA07D4292461...

Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Implementation of I-Ready Math Education Curriculum for the Elementary Schools. Contract with Curriculum Associates to provide professional development and instructional materials through June 2024.

Recommended Quote or Bid

Date Quote Received: 05/16/2023

Quote: \$48,413

Company Name: Curriculum Associates

Written Verbal

Address: 153 Rangeway Rd.

Billerica, MA 01862-2013

Quote Issued By: Brian O'Mara

Tel.: 800-225-0248

FAX:

Special Conditions/Notes:

Sole Source

Second Quote or Bid

Date Quote Received:

Quote:

Company Name:

Written Verbal

Address:

Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

Third Quote or Bid

Date Quote Received:

Quote:

Company Name:

Written Verbal

Address:

Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

Digitally signed by:

Thomas Gregory

Chief Procurement Officer Action

Approved:

8A43F062A0784A6...

Date:

5/17/2023

Comments:

n/a

Please attach special conditions, notes, specifications or related documentation to this form.

Posted Newspaper Central Register CommBuys Website

Curriculum Associates®

Prepared For:
 Robert Knittle
 Hudson SD
 155 Apsley St,
 Hudson, MA 01749

5/16/2023

Dear Robert Knittle,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2023-2024 Quote ID: 312083.5 Valid through: 12/31/2023

Product	List Price	Net Price
i-Ready Classroom + i-Ready	\$47,355.00	\$28,413.00
i-Ready Classroom	\$29,005.00	\$0.00
Ready	\$252.00	\$0.00
Professional Development	\$21,800.00	\$20,000.00
i-Ready Partners Services	\$4,500.00	\$0.00
<i>i-Ready Partners Services Includes:</i>		
<ul style="list-style-type: none"> Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment Account Management: Account Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Development sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support 		
	List Total:	\$102,912.00
	Savings:	\$54,499.00
	Shipping/Tax/Other:	\$0.00
	Total:	\$48,413.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Brian O'Mara
 978-844-4883
 bomara@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 312083.5

Date: 5/16/2023

Valid through: 12/31/2023

Prepared For:
Robert Knittle
Hudson SD
155 Apsley St,
Hudson, MA 01749
rdknittle@hudson.k12.ma.us

Your Representative:
Brian O'Mara
978-844-4883
bomara@cainc.com

Farley ES 119 Cottage St, Hudson, MA 01749

Total Building Enrollment: 375, Grade Range: PK - 4

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$600.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	4	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade K Card Box (2024) 1 Year	K	34754.0	6	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade K 1 Year	K	35364.0	65	\$55.00	\$33.00	\$2,145.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	4	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade 1 Card Box (2024) 1 Year	1	34755.0	6	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 1 1 Year	1	35365.0	70	\$55.00	\$33.00	\$2,310.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 2 1 Year	2	35366.0	75	\$55.00	\$33.00	\$2,475.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 3 1 Year	3	35367.0	72	\$55.00	\$33.00	\$2,376.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 4 1 Year	4	35368.0	81	\$55.00	\$33.00	\$2,673.00
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$1,500.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	13	\$7.00	\$0.00	\$0.00
Professional Development i-Ready Classroom and i-Ready Mathematics Core New User Pkg - Preparing to RCL Math, Developing Mathematical Thinkers Through Instructional Routines, and Moving Forward with Grade Level Instruction (3 sessions up to 6hrs each)	Multiple	30970.0	1	\$6,000.00	\$6,000.00	\$6,000.00
Subtotal:						\$17,979.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$17,979.00

Forest Avenue ES 136 Forest Ave, Hudson, MA 01749

Total Building Enrollment: 318, Grade Range: K - 4

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$600.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade K Card Box (2024) 1 Year	K	34754.0	4	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade K 1 Year	K	35364.0	53	\$55.00	\$33.00	\$1,749.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade 1 Card Box (2024) 1 Year	1	34755.0	4	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 1 1 Year	1	35365.0	61	\$55.00	\$33.00	\$2,013.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 2 1 Year	2	35366.0	46	\$55.00	\$33.00	\$1,518.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 3 1 Year	3	35367.0	43	\$55.00	\$33.00	\$1,419.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 4 1 Year	4	35368.0	68	\$55.00	\$33.00	\$2,244.00
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$1,500.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	13	\$7.00	\$0.00	\$0.00
Professional Development i-Ready Classroom and i-Ready Mathematics Core New User Pkg - Preparing to RCL Math, Developing Mathematical Thinkers Through Instructional Routines, and Moving Forward with Grade Level Instruction (3 sessions up to 6hrs each)	Multiple	30970.0	1	\$6,000.00	\$6,000.00	\$6,000.00
Subtotal:						\$14,943.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,943.00

Joseph L Mulready ES 306 Cox St, Hudson, MA 01749

Total Building Enrollment: 220, Grade Range: PK - 4

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$600.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade K 1 Year	K	35695.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade K Card Box (2024) 1 Year	K	34754.0	3	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade K 1 Year	K	35364.0	43	\$55.00	\$33.00	\$1,419.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	3	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 1 1 Year	1	35696.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Centers Library Grade 1 Card Box (2024) 1 Year	1	34755.0	4	\$15.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 1 1 Year	1	35365.0	50	\$55.00	\$33.00	\$1,650.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 2 1 Year	2	35697.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 2 1 Year	2	35366.0	36	\$55.00	\$33.00	\$1,188.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 3 1 Year	3	35698.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 3 1 Year	3	35367.0	58	\$55.00	\$33.00	\$1,914.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	1	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Guide with Digital Access Grade 4 1 Year	4	35699.0	2	\$440.00	\$0.00	\$0.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package Grade 4 1 Year	4	35368.0	40	\$55.00	\$33.00	\$1,320.00
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$1,500.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	10	\$7.00	\$0.00	\$0.00
Professional Development i-Ready Classroom and i-Ready Mathematics Core New User Pkg - Preparing to RCL Math, Developing Mathematical Thinkers Through Instructional Routines, and Moving Forward with Grade Level Instruction (3 sessions up to 6hrs each)	Multiple	30970.0	1	\$6,000.00	\$6,000.00	\$6,000.00
Subtotal:						\$13,491.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$13,491.00

Hudson SD 155 Apsley St, Hudson, MA 01749

Total Building Enrollment: 1628, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total	
Professional Development i-Ready Classroom and i-Ready Mathematics Core Introducing the Ready and i-Ready Programs Session	Multiple	27518.0	1	\$2,000.00	\$2,000.00	\$2,000.00	
						Subtotal:	\$2,000.00
						Shipping:	\$0.00
						Tax:	\$0.00
						School Subtotal:	\$2,000.00

Total

List Total:	\$102,912.00
Savings:	\$54,499.00
Merchandise Total:	\$48,413.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$48,413.00

Special Notes

Math teacher materials gratis at up to 1:25 ratio (addtl access paid). Shipping included in math student bundle price. All i-Ready purchases require PD.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y4

Curriculum Associates®

Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions. Please attach quote to all signed purchase orders. If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery \$50/shipment location
- White Glove Delivery Service \$350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$100/shipment location
- Freight Storage \$150/day/shipment location
- Freight Carrier Redelivery \$100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-development sessions will expire two years following the date of your purchase order and are subject to the Professional Development Terms of Service, which can be found at <https://www.curriculumassociates.com/PDTOS>.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 4) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

Central Administration Building
Curriculum and Instruction
155 Apsley Street
Hudson, MA 01749

Tel (978) 567-6100
Fax (978) 567-6103
www.hudson.k12.ma.us

To: Thomas Gregory, Executive Assistant, Town of Hudson
From: Robert Knittle, Director of Math, Hudson Public Schools
Date: May 15, 2023
RE: Curriculum Associates Math Curricular Materials Purchase

Hudson Public Schools is implementing a new math curriculum within our Hudson Elementary Schools beginning in school year 2023-2024. A group of math, English learner and Special Education teachers came together starting in October of 2022, to engage with DESE's, Evaluation and Selection Network. Being led through the process by DESE, we have chosen Curriculum Associates/IReady Math from the field of eight published products from which our project began.

Our process was clear – starting with the eight approved products, we narrowed down the materials based on our group developed criteria. They were the following parameters:

- MA markers of High-Quality (Alignment to the Math Frameworks)
- Use credible sources for reviewing instructional materials (CURATE and EdReports) and must "meet expectations"
- Print and digital accessibility
- Vertically aligned
- Publication year 2018 or after
- Within a budget of \$8,000 per grade level per school year

And for our priorities:

- Culturally responsive teaching practices to prepare students for a global society
- Meets the needs of all learners
- Online and text-based materials, including data to help provide for diverse needs of students
- Diverse forms of assessment

For this review process, the committee determined that Curriculum Associates is the most effective program available for Hudson Public Schools. This was determined through:

- o Print material revision of each text series
- o Publisher presentations to respond to feedback questions (3 publishers)
- o Two products to "field test" (attempt several lessons of each product in certain classrooms)
- o Final committee vote for one product over another based on evidence gathered to support the product and our priorities specifically.

Delivering World Class Education Today for the Global Leaders of Tomorrow

The print materials, online materials and professional development will provide teachers with the necessary supports and scaffolding needed to manage this complex change in the teaching of mathematics.

Finally, in accordance with the State of Massachusetts's Non-Competitive purchase regulations, a sole source may be utilized for school textbooks if we determine in writing, after reasonable investigation, that there is only one product source for these items. The committee has chosen Curriculum Associates/Iready Math.

Thank you for your attention to this matter.

HUDSON PUBLIC SCHOOLS
Office of the Superintendent of Schools
155 Apsley Street
Hudson, Massachusetts 01749

Funding Source: _____

Account Number: _____

Contract for Goods

Company Information

Company Name: McGraw Hill LLC

Address: 8787 Orion Place, Columbus, OH 43240

Social Security #/ Federal Tax Identification #: 87-1259704

Terms of Contract:

A. The contractor warrants that (1) the goods sold are merchantable, ~~(2) that they are fit for the purpose for which they are being purchased, (3) that they are absent any latent defects and (4) that they are in conformity with any sample which may have been presented to the Town.~~

B. The Contractor guarantees that upon inspection, any defective or inferior goods shall be replaced without additional costs to the Town pursuant to <https://www.mheducation.com/return-policy.html>. ~~Contractor will assume any additional costs accrued by the Town due to the defect or inferior goods.~~

C. The Contractor guarantees all goods for a period of one (1) year pursuant to <https://www.mheducation.com/return-policy.html> ~~provided that if any express or implied warranties exist of a term greater than one (1) year, then such warranties will supersede the one (1) year warranty specified herein.~~

Description of Items Purchased and Prices

The Individual Contractor/Agency agrees to provide the following products to the Hudson Public Schools:

- ◆ Please see Quote MGARBUTT-05162023103000-001

Timeline for Shipping: 15-20 days ARO

Payment Schedule: The Town agrees to faithfully pay the Contractor, when due and payable, and under the terms of all such incorporated documents and instruments to this agreement, all such contracted sums.

Termination: 1. Termination for Cause: If through any cause, one party shall fail to fulfill in timely and proper manner, its obligations under this Agreement, or if one party shall violate one of the covenants, agreements, or stipulations of this Agreement, the other party shall thereupon have the right to terminate this Agreement hereunder by giving written notice of such termination. ~~In case of termination, all finished and unfinished documents shall become the property of the Town.~~

In the event of termination, the Contractor shall be compensated payment of an amount equal to the services or goods provided by the Contractor as of the date of termination. Notwithstanding the foregoing,

2. Termination for Convenience: The Town may terminate this Agreement at any time for any reason, upon submitting to Contractor thirty (30) days prior written notice of its intention to terminate. Upon receipt of such notice, Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the termination notice. Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement. Fees paid in advance of service subscriptions are non-refundable for the subscription period in progress at the effective date of termination.

Vendor: McGraw Hill LLC



Signature of Vendor

Date: 5/16/2023

Hudson Public Schools

School Business Manager

Date: _____

Superintendent of Schools

Date: _____

Hudson School Committee

Date: _____

**Agreement for Outside Contractor/Agency to access
Hudson Public Schools Student Data**

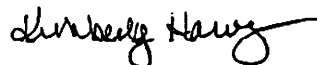
This Agreement is made by and between ("Contractor/Agency") McGraw Hill LLC
and the Hudson Public Schools ("HPS") and is subject to Contractor/Agency's Standard Terms & Conditions.
Contractor/Agency and HPS ("parties") agree as follows:

1. HPS appoints Contractor/Agency as a "school official" as that term is used in Title 34, Code of Federal Regulations §§99.7(a)(3)(iii) and 99.31(a)(1), for the purpose of using student-level data for:
Standards and Skill development, Growth over time, Mathematical achievement
The HPS determines that Contractor/Agency has a legitimate educational, research, operational safety interest.
2. Contractor/Agency shall comply, as though it were the HPS, with all of the requirements of the federal Family Educational rights and Privacy Act ("FERPA") (20 U.S.C. 1232g) and the regulations adopted there under (34 C.F.R. 99) which address disclosure to third parties of record data.
3. To effect the purposes of this Agreement, HPS may from time to time provide Contractor/Agency with certain personal identifiable information (PII) of HPS's students (PII) that is regulated by various state and federal laws and regulations. The Contractor/Agency represents that it maintains appropriate data security measures, including a written information security policy, to protect HPS consistent with all applicable state and federal laws and regulations. Further, to protect the privacy of HPS data, the Contractor/Agency will, for so long as it retains HPS student information (1) maintain the confidentiality of information as set forth in this Agreement; (2) limit access to data to Contractor/Agency employees, agents and subcontractors who need access to fulfill Contractor/Agency obligations hereunder; (3) require that its agents and subcontractors who have access to student data agree to abide by the same restrictions and conditions that apply to Contractor/Agency; (4) implement appropriate administrative, technical and physical safeguards designed to ensure the security of integrity of HPS student information and protect against unauthorized access to or use of HPS student data that could result in substantial harm or inconvenience to the HPS.
4. Contractor/Agency shall use HPS student PII for the specific purpose outlined in this agreement. For research and development purposes, whether or not related to the purpose outlined in this agreement. For research and development purposes, whether or not related to the purpose outlined in this agreement, Contractor/Agency may review or share with researcher's non-PII data collected hereunder, including without limitation data that has been identified in accordance with FERPA. All other uses by Contractor/Agency will require written consent by HPS. Contractor/Agency shall hold harmless, defend and indemnify HPS, its officers, and employees, from any claim, cause of action, or losses suffered by HPS as a result of third-party claim of an intentional or negligent act or omission of Contractor/Agency, or contractor/Agency's failure to comply with this Agreement or with the requirements of FERPA, or 201 CMR 17.00, provided that HPS notifies Contractor/Agency of such proceeding reasonably after it

receives notice thereof, Contractor/Agency has exclusive control over the defense and settlement of the proceeding, HPS provides such assistance in the defense and settlement of the proceeding as Contractor/Agency may reasonably request, and HPS complies with any settlement or court order made in connection with such proceedings.

- 5. This Agreement may be amended in writing signed by individuals having authority to bind the parties. The Agreement shall continue in effect until terminated.
- 6. In the event of any conflict the terms of this Agreement for Outside Contractor/Agency to access Hudson Schools Student Data shall take precedence.

By signing below each party manifests its agreement to all of the provisions of this Agreement.

District:	<u>Hudson Public Schools</u>	Contractor/Agency:	<u>McGraw Hill LLC</u>
Signed:	<u>Robert Knittle</u> <small>Digitally signed by Robert Knittle DN: cn=Robert Knittle, o=Hudson Public Schools, ou=Hudson Public Schools, email=roknittle@hudson.k12.ma.us, c=US Date: 2023.05.16 11:10:44.45-0400</small>	Signed:	<u></u>
Printed Name:	<u>Robert Knittle</u>	Printed Name:	<u>Kimberly A. Harvey</u>
Title:	<u>Director of Mathematics</u>	Title:	<u>VP Strategic Services</u>
Date:	<u>05/16/2023</u>	Date:	<u>5/16/2023</u>

SUPPLY/SERVICE PROCUREMENT FORM Ch. 30B Ch. 149 Ch. 30 §39m

This form must be submitted to the Executive Assistant for approval of all purchases of supplies or services with an aggregate cost of more than \$9,999. Procurements over \$9,999 will also require a signed contract authorized by either the Board of Selectmen or School Committee.

Department:

Math

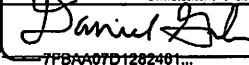
Date:

5/17/2023

Department Head:

Robert Knittle

Finance Director (signature):


Digitally signed by Robert Knittle
DN: cn=Robert Knittle, o=Quinn Middle School, ou=Quinn Middle School, email=robert.knittle@quinnmiddle.org, c=US
Date: 2023.05.18 13:42:34 -04'00'

7FBAA07D1262481...

Detailed Description of Items/Service being purchased (attach additional sheet if necessary):

Reveal Math Education Curriculum for Quinn Middle School. Contract with McGraw Hill to provide professional development and instructional materials through June 2024.

Recommended Quote or Bid

Date Quote Received: 05/16/2023

Quote: 25,275.20

Company Name: McGraw Hill

Written Verbal

Address: P.O. Box 182605

Columbus, OH 43218-2605

Quote Issued By: Laurie Reynolds

Tel.: 800-338-3987

FAX: 800-953-8691

Special Conditions/Notes:

Sole Source

Second Quote or Bid

Date Quote Received:

Quote:

Company Name:

Written Verbal

Address:

Quote Issued By:

Tel.:

FAX:

Special Conditions/Notes:

Third Quote or Bid

Date Quote Received:

Quote:

Company Name:

Written Verbal

Address:

Quote Issued By:

Tel.:

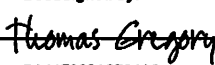
FAX:

Special Conditions/Notes:

DocuSigned by:

Chief Procurement Officer Action

Approved:



Date:

5/17/2023

Comments:

n/a

Please attach special conditions, notes, specifications or related documentation to this form.

Posted Newspaper Central Register CommBuys Website



Because learning changes everything.®

QUOTE PREPARED FOR:

John Kennedy Middle School
201 MANNING STREET
HUDSON, MA 01749
ACCOUNT NUMBER: 318386

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

SALES REP INFORMATION:

Laurie Reynolds
laurie.reynolds@mheducation.com
508-468-9916

Section Summary	Value of All Materials	Free Materials	Product Subtotal
REVEAL MATH © 2022 - GRADE 5	\$5,954.70	(\$966.00)	\$4,988.70
Reveal Math © 2020- Course 1 (1 Year)	\$8,546.58	(\$444.78)	\$8,101.80
Reveal Math © 2020- Course 2 (1 Year)	\$7,196.28	(\$444.78)	\$6,751.50
Professional Development	\$8,933.20	(\$3,500.00)	\$5,433.20
PRODUCT TOTAL*	\$30,630.76	(\$5,355.56)	\$25,275.20
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$25,275.20

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 05/16/2023

ACCOUNT NAME: John Kennedy Middle School

EXPIRATION DATE: 06/30/2023

QUOTE NUMBER: MGARBUTT-05162023103000-001

ACCOUNT #: 318386

PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
REVEAL MATH © 2022 - GRADE 5					
REVEAL MATH STUDENT ALEKS VIA MY. 1 YEAR SUBSCRIPTION BUNDLE GRADE 5	978-1-26-439020-5	115	\$43.38	\$0.00	\$4,988.70
<u>TEACHER MATERIALS</u>					
REVEAL MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-683923-0	7	\$117.30	\$821.10	*Free Materials
ALEKS K-5 ADDON VIA MY.MHEDUCATION.COM 1 YEAR TEACHER SUBSCRIPTION	978-0-07-692437-0	7	\$20.70	\$144.90	*Free Materials
TEACHER MATERIALS Subtotal:				\$966.00	\$0.00
REVEAL MATH © 2022 - GRADE 5 Subtotal:				\$966.00	\$4,988.70

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 05/16/2023

ACCOUNT NAME: John Kennedy Middle School

EXPIRATION DATE: 06/30/2023

QUOTE NUMBER: MGARBUTT-05162023103000-001

ACCOUNT #: 318386

PAGE #: 2

Central Administration Building
Curriculum and Instruction
155 Apsley Street
Hudson, MA 01749

Tel (978) 567-6100
Fax (978) 567-6103
www.hudson.k12.ma.us

To: Thomas Gregory, Executive Assistant, Town of Hudson
From: Robert Knittle, Director of Math, Hudson Public Schools
Date: May 16, 2023
RE: McGraw Hill Math Curricular Materials Purchase

Hudson Public Schools is re-purchasing our middle school math curriculum on a yearly contract, with Reveal Math (a McGraw Hill Product). A group of math, English learner and Special Education teachers came together starting in October of 2021, to engage with DESE's, Evaluation and Selection Network. Being led through the process by DESE, we chose Reveal Math from the field of eight published products from which our project began.

Our process was clear – starting with the eight approved products, we narrowed down the materials based on our group developed criteria. They were the following parameters:

- MA markers of High-Quality (Alignment to the Math Frameworks)
- Use credible sources for reviewing instructional materials (CURATE and EdReports) and must "meet expectations"
- Print and digital accessibility
- Vertically aligned
- Publication year 2018 or after
- Within a budget of \$8,000 per grade level per school year

And for our priorities:

- Culturally responsive teaching practices to prepare students for a global society
- Meets the needs of all learners
- Online and text-based materials, including data to help provide for diverse needs of students
- Diverse forms of assessment

For this review process, the committee determined that Reveal Math is the most effective program available for Hudson Public Schools. This was determined through:

- o Print material revision of each text series
- o Publisher presentations to respond to feedback questions (3 publishers)
- o Two products to "field test" (attempt several lessons of each product in certain classrooms)
- o Final committee vote for one product over another based on evidence gathered to support the product and our priorities specifically.

Delivering World Class Education Today for the Global Leaders of Tomorrow

The print materials, online materials and professional development will provide teachers with the necessary supports and scaffolding needed to manage this complex change in the teaching of mathematics.

Finally, in accordance with the State of Massachusetts's Non-Competitive purchase regulations, a sole source may be utilized for school textbooks if we determine in writing, after reasonable investigation, that there is only one product source for these items. The committee has chosen Reveal Math.

Thank you for your attention to this matter.

AMENDMENT NUMBER ONE

THIS AMENDMENT NUMBER ONE, effective July 1, 2023 is between Compass Group USA, Inc., by and through its Chartwells Division (“Chartwells”) and Hudson Public Schools (the “School Food Authority” or “SFA”) (individually, a “Party” and collectively, the “Parties”).

WHEREAS, the SFA and Chartwells are parties to that certain Food Service Agreement, dated July 1, 2022 (the “Agreement”), whereby Chartwells manages the SFA’s food service operation and facilities; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Section 2.1. This section is deleted in its entirety and replaced with the following:

2.1 Commencement and Term. The term of this Agreement shall be for one (1) year beginning on July 1, 2023 and continuing until June 30, 2024 (“Term”) unless terminated by either Party as hereinafter provided. The Parties may by mutual agreement renew this Agreement for up to three (3) successive one (1) year renewal periods. *7 CFR 210.16*

2. Section 10.3. The first sentence is deleted in its entirety and replaced with the following:

10.3 Administrative Fee. Chartwells shall charge the SFA an annual Administrative Fee of \$65,038.00 paid monthly during the 2023-2024 school year.

3. Section 10.4. The first sentence is deleted in its entirety and replaced with the following

10.4 Management Fee. Chartwells shall charge the SFA an annual Management Fee of \$15, 617.00 paid monthly during the 2023-2024 school year.

4. Section 10.6. This section is deleted in its entirety and replaced with the following:

10.6 Guaranteed Surplus. The FSMC guarantees that the bottom line of the operational financial report for the 2023-2024 school year (exclusive of cost of equipment repairs, maintenance, replacements, and smallwares) will be at a surplus and result in no subsidy to the bottom line of the System. In the event that the costs (exclusive of cost of equipment repairs, maintenance, replacements, and smallwares) of operating the food service program exceed total revenues (from all sources), the FSMC will be responsible for any losses (shortfalls) incurred but in no event shall the reimbursement obligation exceed annual billed Management Fee of \$15,617.00. The Guaranteed Surplus and the FSMC’s reimbursement obligation are based on the following conditions and assumptions. The Guaranteed Surplus shall be reduced to account for increased cost or loss of revenue by FSMC if the following conditions are not met during the school year:

CONDITIONS:

- The continuing accuracy of information provided by the System in the RFP, including value of USDA foods; cash and/or reimbursement levels from State and Federal sponsors; the number of students eligible for free and reduced price meals; and selling price of menu pattern meals and a la carte prices.
- Student enrollment of at least 2,437 and annual serving days for such students of at least 180 for breakfast and 174 for lunch.
- No changes in legislation or regulation (e.g., minimum wages, fringe and benefits, taxes, unionization, etc.) that would impact cost of FSMC to provide the services.
- No strikes, work stoppages or school closings, and all make-up days due to inclement weather shall have at least equal sales revenue as a normal day of operation.
- Service hours, service requirements, type and number of facilities selling food and/or beverages on the System premises remain constant throughout the school year. The System shall limit the expansion of competitive food sales.
- Labor costs will not exceed \$681,785.00.
- Any capital commitments are utilized as proposed.
There will be no bad debts, including losses from uncollectible accounts.

5. This Amendment is effective July 1, 2023. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect.

6. Confirmation and Integration. Except as expressly amended by this Amendment, the parties hereby confirm and ratify the Agreement in its entirety. The Agreement, as amended hereby, constitutes the entire agreement between the parties and their predecessors pertaining to the subject matter of the Agreement, as so amended, and supersedes all prior and contemporaneous agreements and understandings of the parties and their predecessors in connection therewith.

7. Counterparts. This Amendment may be executed in any number of counterparts, each of which shall constitute an original and all of which together shall constitute but one and the same original document.

8. Headings. The section headings herein are for convenience only and do not define, limit or construe the contents of such sections.

EXECUTIONS ON FOLLOWING PAGE

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be signed by their duly authorized officers, all done the day and year first above written.

HUDSON PUBLIC SCHOOLS

COMPASS GROUP USA, INC.,
BY AND THROUGH ITS CHARTWELLS DIVISION

By: _____

By: A. Shaffer

Name: _____

Name: Amy Shaffer

Title: _____

Title: CEO, Chartwells K12

Date: _____

Date: 5/10/2023

Certification Regarding Debarment, Suspension, Ineligibility
and Voluntary Exclusion – Lower Tier Covered Transactions

SFAs are required to ensure that all sub-contractors and sub-grantees are neither excluded nor disqualified under the suspension and debarment rules found at 2 CFR 200.212 by doing any **one** of the following:

- Checking the Excluded Parties List found at the **System for Award Management www.SAM.gov**;
- Collecting a certification that the entity is neither excluded nor disqualified. Since a Federal certification form is no longer available, the grantee or sub-grantee electing this method must devise its own;
- Including a clause to this effect in the sub-grant agreement and in any procurement contract expected to equal or exceed \$25,000, awarded by the grantee or a sub-grantee under its grant or sub-grant;
- Sub-grantee and contractors must obtain a DUNS Number. All Federal Government awards are required to have a DUNS number. To obtain a DUNS number, contact Dun and Bradstreet at 1-866-705-5711 or visit their website at <https://eupdate.dnb.com/requestoptions.asp>. There is no charge for a DUNS number. The DUNS number serves as a means of tracking and identifying applications for Federal assistance and is required on all applications for Federal assistance...

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension. 2 CFR 200.212 Suspension and Debarment. The regulations were published as Part III of the December 26, 2013, Federal Register (pages 78590-78691). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON NEXT PAGE)

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

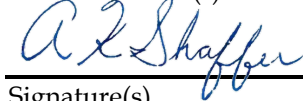
Compass Group USA, Inc., by and through its Chartwells Division

Organization Name

PR/Award Number or Project Name

Amy Shaffer, CEO, Chartwells K12

Name and Title(s) of Authorized Representative(s)



5/10/2023

Signature(s)

Date

Debarment/Suspension

CERTIFICATION REGARDING LOBBYING

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding \$100,000 in Federal Funds.

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.


Compass Group USA, Inc., by and through
its Chartwells Division

2400 Yorkmont Road, Charlotte, NC 28217

Name/Address of Organization

Amy Shaffer, CEO, Chartwells K12

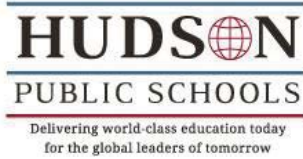
Name/Title of Submitting Official



Signature

5/10/2023

Date



HUDSON SCHOOL COMMITTEE GIFT ACCEPTANCE FORM

The following gift has been awarded to Hudson Public Schools and is being presented to the School Committee for Acceptance.

Payor:	Buonopane Inc.		
Awarded Amount:	\$400.00		
Date Received:	5/8/2023		
Gift Purpose:	Donation from Buonopane Inc. to Quinn Middle School for Cross Country.		
Gift Type:	Donation		
Gift Administrator:	Jessica Winders		
Department:	School		
Location:	Quinn Middle School		
Grade Levels:	<input type="checkbox"/> Elementary (K-4)	<input checked="" type="checkbox"/> Middle School (5-7)	<input type="checkbox"/> High School (8-12) <input type="checkbox"/> ALC
Gift Notes:			
For Hudson School Committee Use Only			
Meeting Date:			
Voting Result:	In Favor:	Opposed:	Abstained:

FY23 Gifts & Grants Submitted to School Committee									
Agent	Awarding Agency	Type	Fund Code	#	Grant Name	Description	SC Meeting	SC Approval Date	Award Amount
Fed	DESE	Entitlement	40	3981	23-240 SPED IDEA	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	9/20/2022	9/21/2022	\$ 759,085.00
Fed	DESE	Entitlement	40	3977	23-262 SPED IDEA EC	The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).	9/20/2022	9/21/2022	\$ 48,785.00
Private Trust	DESE	Competitive	61	4005	23-585 Investigating History	This competitive grant is intended to provide funding support for schools that participate in the Investigating History pilot for 2022-23 in order to support educators' participation in professional learning through the pilot.	9/20/2022	9/21/2022	\$ 2,750.00
State	MA Treasury	Competitive	55	4031	FY23-TRE	To fund the Hudson High School Reality Fair	12/13/2022	12/14/2022	\$ 2,500.00
Fed	DESE	Entitlement	40	3976	23-305 Title I	Title I, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the achievement gap.	1/10/2023	1/10/2023	\$ 346,266.00
Fed	DESE	Entitlement	40	3978	23-140 Title II	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.	1/10/2023	1/10/2023	\$ 55,938.00
Fed	DESE	Entitlement	40	3982	23-180 Title III	Title III, of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English, assist teachers and administrators to enhance their capacity to provide effective instructional programs designed to prepare ELs and immigrant children and youth to enter all-English instructional settings, and promote parental, family, and community participation in language instruction programs for parents, families, and communities.	1/10/2023	1/10/2023	\$ 58,557.00

Fed	DESE	Entitlement	40	3975	23-309 Title IV	Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.	1/10/2023	1/10/2023	\$ 19,902.00
State	DPH	Competitive State	55	3980	23-CSHS	The proposed Comprehensive School Health Services (CSHS) Programs (formerly Essential School Health Services) are intended to provide additional support to the existing required baseline of school health services through a multi-disciplinary approach that supports the delivery of quality, comprehensive health services in all school districts. The goal of the CSHS Affiliated Programs is to build on existing infrastructure to provide all school-aged children access to a quality school health program that is managed by a qualified school nurse manager. This program will provide access to clinical consultation and professional development through both regional and statewide programs in order to improve clinical school nursing practice and address health disparities and racial inequities.	1/10/2023	1/10/2023	\$ 80,000.00
State? Private Trust?	DESE	Competitive	61	Pending	23-523 TCH Diversification	The competitive Teacher Diversification Pilot Program is designed to support local school and district efforts to strengthen and diversify existing teacher recruitment and retention programs. Participating schools and districts will engage in thoughtful, high-impact approaches intended to increase the number of effective and diverse teachers in their schools.	1/10/2023	1/10/2023	\$ 64,169.00
State	DESE	Competitive	50	Pending	24-345 ADL Grant	To create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education (AE) services (ESOL, ABE, pre-ASE, ASE, ADP, family literacy)	1/10/2023	1/10/2023	\$ 707,201.00
State	DESE	Competitive	50	Pending	23-189 Proficiency Based Outcomes in Languages Other Than English (PBOLOTE)	This program is one of the ways that DESE supports World Language (WL), Heritage Language (HL), Dual Language (DL) and English Language Learner (ELL) programs and districts that wish to support or improve such programs in pre-K, elementary, and/or secondary schools.	1/10/2023	1/10/2023	\$ 12,572.00
Private	Middlesex Savings	Conation	61	3829	Middlesex Savings Bank Grant	To fund the Hudson Public Schools' Teacher Mini-Grant Program	12/13/2022	12/14/2022	\$ 1,250.00

Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250
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Jason W. Medeiros, Ed.D., Principal
Adam N. Goldberg, Assistant Principal
Daniel R. McAnespie, Assistant Principal

Request for Overnight Field Trip

Staff Member(s) Making the Request	Judy Pavao
Name of team, Organization, or Class	N/A
Title of Trip (include destinations(s))	UNESCO Conference for Young Scientists
Departure Date and Time	Not determined yet – will depend on flights and conference dates yet to be determined (Conference held in January 2024)
Return Date and Time	Not determined yet – will depend on flights and conference dates yet to be determined (Conference held in January 2024)
Estimated Number of Student Participants	2
Number and Names of Chaperones	1
Cost per Student	\$2300

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is “not applicable”.

1. Please describe your trip.

HHS has been invited to participate in the 2024 UNESCO Conference for Young Scientists. The conference will be held in Santarém, Portugal (see tentative dates above). We have been approved to bring 2 students to the conference. Participants will work on a long term project focusing on the theme of the conference: “Peace”. They will present this project during the conference to a global audience.

2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.

The experience connects in general with our science curriculum. Students will develop and complete a long-term project focusing on this theme with a science focus. Students will polish skills around critical thinking, collaboration, communication and creativity. Students will cultivate ownership in the design and execution of the project. During the conference students will learn how other schools from different countries tackled the same prompt and will be required to reflect on the diversity and similarities of all projects presented.

3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?

Prior to departure, students will meet regularly with the teacher-chaperone to plan and complete their long-term project. Additionally, students participating in this experience in past years have created videos, mosaics, store front displays to represent the spirit of their projects. We will explore similar activities this year.

4. Please provide a detailed itinerary

A detailed itinerary will be available closer to the departure date when flights have been secured. We plan on spending time in Madeira and Lisbon pre/post conference to give students a cultural experience. Students will spend these days outside of the conference learning about Portuguese culture through tours of museums/excursions.

5. If fundraising activities will be included, please list and describe such activities

In the past, students have organized small fund raising efforts and grants have been received from the Portuguese Club. We will explore similar options this year.

6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specific date range).

The last time we traveled (January 2020), 7 school days were missed to facilitate attending the conference. This trip will likely result in approximately the same amount of missed days. Missing school is necessary because of the dates of this international conference. We also request time to allow students to explore the Maderia/Lisbon area during the trip. This ensures that the trip will provide students with exposure to the culture of Portugal while also giving them the experience of preparing for and presenting at an international conference.

Posting Date:

Batch/Block :

PAYMENT Adjustment Request

Date: Tuesday, May 23, 2023

To: Gita Pitel, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

				DEBIT Amount	CREDIT Amount
<i>Payment Adjustment Number 1</i>	<u>To:</u>	<u>Account Number</u> 511	<u>Account Description</u> Workshops	\$ 3,681.25	
	<u>From:</u>	<u>Account Number</u> 4046	<u>Account Description</u> 23-161 Evaluate & Select HQIM Network Support		\$ (3,681.25)
<i>Payment Adjustment Number 2</i>	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>	\$	
	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>		\$
<i>Payment Adjustment Number 3</i>	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>	\$	
	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>		\$
				Page Total :	\$ 3,681.25 \$ (3,681.25)

Daniel Gale

 Authorized Signature
 Daniel Gale, Director of Finance & Operations

Michael Thomas

 Prepared & Signed
 Michael Thomas, Senior Accountant

SC Authorized Signature(s):

Reason for reclassification:

To reclass Payroll Stipends #0511 to the Grant Fund #4046.

Please Note:

- 1). Post date subject to final determination by Town Accountants Office.
- 2). Reclassifications and transfers must net out to zero.
- 3). Supporting documentation must accompany request.
- 4). If authorized signatures are not needed, please explain.

Posting Date:

Batch/Block :

PAYMENT Adjustment Request

Date: Tuesday, May 23, 2023

To: Gita Pitel, Assistant Finance Director

From: School Department

Please record the following payment adjustment (s):

				DEBIT Amount	CREDIT Amount
<i>Payment Adjustment Number 1</i>	<u>To:</u>	<u>Account Number</u> 126	<u>Account Description</u> Academic Assistance	\$ 897.00	
	<u>From:</u>	<u>Account Number</u> 520	<u>Account Description</u> Coaches		\$ (897.00)
<i>Payment Adjustment Number 2</i>	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>	\$	
	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>		\$
<i>Payment Adjustment Number 3</i>	<u>To:</u>	<u>Account Number</u>	<u>Account Description</u>	\$	
	<u>From:</u>	<u>Account Number</u>	<u>Account Description</u>		\$
Page Total :				\$ 897.00	\$ (897.00)

Daniel Gale
Authorized Signature
Daniel Gale, Director of Finance & Operations

Michael Thomas
Prepared & Signed
Michael Thomas, Senior Accountant

SC Authorized Signature(s):

Reason for reclassification:

To reclass Coaches stipends to the Athletic Assistance GL #.

Please Note:

- 1). Post date subject to final determination by Town Accountants Office.
- 2). Reclassifications and transfers must net out to zero.
- 3). Supporting documentation must accompany request.
- 4). If authorized signatures are not needed, please explain.

VII.

Items of Interest to the School Committee

VIII.

Executive Session

IX.

Adjournment