

September 16, 2020

Dear Quinn Middle School Students and Families,

On behalf of the entire staff at Quinn Middle School, welcome to the 2020-2021 school year! In the pages that follow you will find important information about the policies and procedures related to the safety and daily operations at Quinn. These policies and procedures have been established to help ensure that every member of the Quinn community feels safe, respected and valued. Please read through this document together and familiarize yourself with its contents so that we can work in partnership to help your child have a positive experience in school this year.

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

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

Sincerely,

Jeff Gaglione
Principal

Matt Gaffny
Assistant Principal

Quick Reference Page

Main Office: 978-567-6210 and School Menu

Absence line 978-567-6210 press 1

Class start time: 7:50 am

Dismissal: 2:25 pm

Dismissal for ½ day: 10:48 am

Late Bus: 3:10 pm

Bus Company: First Student 508-481-5346

District Offices: 978-567-6100

Email Addresses

Principal: Jeff Gaglione

jtgaglione@hudson.k12.ma.us

Assistant Principal: Matt Gaffny

mgaffny@hudson.k12.ma.us

Grade 6 Guidance Counselor: Heidi Bowen

hbowen@hudson.k12.ma.us

Grade 5 Guidance Counselor: Melissa Clonan

mjclonan@hudson.k12.ma.us

Grade 7 Guidance Counselor: Tammy Murphy

tmurphy@hudson.k12.ma.us

School Psychologists: Melissa Cruz
Julie Daniels

mjcruz@hudson.k12.ma.us

jdaniels@hudson.k12.ma.us

Secretaries: Laura Bertonassi
Jennifer Dufromont

lbertonassi@hudson.k12.ma.us

jldufromont@hudson.k12.ma.us

Nurses: Ann Thomas
Jenn Contois

aethomas@hudson.k12.ma.us

jlcontois@hudson.k12.ma.us

Table of Contents

Introduction to Quinn Middle School 4

Attendance 5

Academic Information 6

Behavioral Expectations 7

General School Rules 8

Consequences for Unacceptable Behavior 9

Sample Course of Studies10

General Information 11

Pick Up and Drop Off Map 14

Quinn Floor Plan Map 15

District Policies..... 16

Introduction to Quinn Middle School

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

Teaming at the Quinn Middle School

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

Each team at Quinn has teachers in Language Arts, Math, Science, and Social Studies, along with a special educator and a teacher's assistant. Assistants support both regular and special education students. The team structure allows educators to work closely together to coordinate instruction and develop interdisciplinary projects. Teachers meet regularly to discuss learning goals and the learning needs of the students on their team in order to develop effective strategies to meet the individual needs of each student. They also meet with the guidance counselor assigned to their team to discuss student needs.

Student Schedule and Courses

Quinn students are expected to attend a full schedule of required courses. The course schedules provide a challenging, yet balanced learning program for our middle school students. Every student takes math, English language arts, science and social studies. Students are also enrolled in related arts classes such as art, technology, engineering, drama/music, world language, and wellness. An outline of the course of studies can be found on page 10.

Attendance

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

Start Time	Students must be in homeroom by 7:47 am to be marked on-time. Students enter the building at 7:32 am.
Late Arrival	All pupils who arrive after 7:50 am are tardy and <i>MUST</i> report to the main office before going to their assigned classroom.
Absence	If a child is absent or will be tardy from school, <i>parents/guardians should call the absence line, 978-567-6210, any time before 8:00 am.</i> If no such telephone contact is made, parents/guardians will be contacted using our automated call system.
Dismissals	Students who know they will need to be dismissed should bring a note to the main office during homeroom. Students must be signed out in person by a listed parent/guardian or previously established agent. If students return to school they may sign in themselves at the main office.
After School Participation	Students who are absent or dismissed and do not return to school may not participate in after-school activities.
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. A telephone message will also be sent using our automated call system. The cycle day in the calendar that was cancelled is dropped from the cycle.
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 9:47 am.
Attendance Impact	<p>Recognizing that...</p> <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. <p>When a pattern of lateness is identified by administration, guidance or the nurse, the student will be interviewed by his/her guidance counselor and parents/guardians will be contacted. If the pattern continues further action may result in a referral to DCF, the courts through the</p>

	CRA procedures and/or Hudson Police if it is determined that the parents/guardians are not presenting the child for school.
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 his/her return. Teachers are not responsible for preparing long-term work or assignments prior to the student leaving on vacation trips. Students who go on vacations with their families will be permitted to make up the work missed to the extent reasonable.

Academic Information	
Academic Expectations	Although student abilities vary, each student is expected to produce his/her best work. The student is responsible for learning as well as for the quality of his/her achievement.
Core courses	All students take ELA, Math, Social Studies, Science and World Language daily, courses taught by the teachers on their team.
Differentiated Instruction	Teachers will differentiate their instruction during class and in homework assignments based on students' knowledge and progress. A brief understanding about Differentiated Instruction is found in the following paragraph by two authors who are expert in the field of theory, research, and practice, Carol Ann Tomlinson and Jay McTighe: <i>Teachers find it increasingly difficult to ignore the diversity of learners who populate their classrooms. Culture, race, language, economics, gender, experience, motivation to achieve, disability, advanced ability, personal interests, learning preferences, and presence or absence of an adult support system are just some of the factors that students bring to school with them in almost stunning variety. Few teachers find their work effective or satisfying when they simply 'serve up' a curriculum—even an elegant one—to their students with no regard for their varied learning needs. For many educators, Differentiated Instruction offers a framework for addressing learner variance as a critical component of instructional planning.</i>
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. 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 (B- and above). Students must also be passing all non-graded classes to qualify.
Homework	Students are expected to do work at home that is an extension of work done in the classroom. In all areas where homework is given, various assignment techniques are utilized to achieve desired goals. Teams and teachers publish specific homework policies. Homework may be assigned on a regular basis Monday through Thursday and assignments may be given on weekends. It is the responsibility of the student to record all assignments in the student agenda book or on their digital device. Students should expect homework in

	<p>each course an average of 3 to 4 times per week for approximately 20 – 30 minutes per subject. Students are sometimes given long-range assignments and are instructed to set up an independent homework procedure, which will allow them to complete these assignments over a specified period of time.</p> <p>Students should develop good homework habits which may include having a consistent time and place to do homework. Students are responsible for completing and handing in homework assignments on time. In cases where assigned tasks are not completed, the following steps may be taken:</p> <ul style="list-style-type: none"> • 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	<p>Students are allowed a reasonable time to make up work missed as a result of absence due to illness. If students are absent for an extended period it is their responsibility to make arrangements for make-up work with their teachers. During a one or two-day absence they should secure assignments by going online to the team website, by emailing the teacher or by telephoning classmates. For longer periods of absence assignments and books may be secured by calling the guidance counselor. Teachers are not expected to furnish assignments in advance if students are planning to overstay vacation or leave prior to dismissal for holidays. Students must take full responsibility for making up such work. After an absence of three days or more due to illness, missed work may be requested through the main office and picked up at the close of the school day.</p>
Physical Education & Health (Wellness)	<p>Students have a full period of Wellness (physical education & health) every other day.</p>
Related Arts	<p>Students take exposure classes in art, drama, music, wellness, technology and engineering.</p>
Report Cards	<p>A report card will be available on Aspen at the end of each quarter. Letter grades and comments for each core class and world language will be given. Related arts courses will be graded pass/fail. Parents/guardians are requested to acknowledge receipt of their child’s report card. Paper copies of report cards will be made available upon request.</p>
World Language	<p>Most students will take a Portuguese or Spanish course that meets every day.</p>

Behavioral Expectations

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

arrange disciplinary conferences with the student and parents/guardians. Other individuals may be included at the principal or their designee's discretion.

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

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. Helmets must be worn per state law found on page 25.
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, and corridors 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	<p>Dress Code Guidelines</p> <p>Parents and students are expected to exercise good judgment regarding school dress attire. Student attire should not be destructive to school property, comply with requirements for health and safety, and it should not cause disorder or disruption. Such as:</p> <ul style="list-style-type: none"> • 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 as explained on page 24.
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 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. <i>In order to allow parents/guardians time to plan for detention, detentions are given for the next day. Detentions are from 2:30-3:10 pm.</i>
Level 2 Detention Assigned by administrator served at lunch or before or after school	Skipping Class • Students who fail to report to a teacher detention (original detention plus 1 day office detention) • Refusal to follow adult direction, within the school, on school grounds or on buses • Inappropriate or obscene language or gestures • Physical contact (including pushing, shoving, kicking or other physical contact) • Sexually inappropriate behavior • Throwing food or other objects • Truancy (parent notification, parent conference, make up time after school) • Disrespectful behavior • Students selling items for profit • Throwing any object, including snowballs.
Level 3 Suspensions Assigned only by administrators	Possession or use of cigarettes or tobacco products in school, on school property or on the school bus, or on the way to or from school • Fighting (this also includes a major conflict between students, where severe punches are thrown, bodily harm is evident or the conflict results in a wrestling match) • Leaving school property during school hours without permission • Gambling • Organizers or participants in hazing incidents • Stealing school property or the property of others • Destruction or defacement of school property or the property of others • Bullying (see page 21) • Harassment • Possession of incendiaries (matches, caps, cigarette lighters, or anything ignitable) • Tampering with fire-fighting equipment • Insolence, profanity, or obscenity directed to a staff member • Throwing food • Repeated serious infractions or other infractions not listed above may result in suspension by the principal or their designee.
Level 4 Suspensions/Expulsions Assigned only by administrators	The following may lead to long term suspensions or expulsions: Intentionally causing serious injury to another student • Assault of a staff member (students are reminded that the term assault includes not only offensive or harmful physical contact, but also the threat of such contact) • Possessing or selling drugs/alcohol (see page 23) • Bullying (see page 21) • Possession of a dangerous weapon. A weapon

	includes not only a knife or a gun, but also other items that are capable of causing serious harm or are used to harm another (see page 23) • Bomb threats • False fire alarms • Issuance or the filing of a criminal complaint against a student (suspension) or conviction of a felony or having admission in court of guilt with respect to a felony (expulsion).
--	--

Sample Course of Studies			
Grade 5	Grade 6	Grade 7	Frequency
English Language Arts	English Language Arts	English Language Arts	These courses meet daily. 180 classes
Math	Math	Math & Accelerated Math	
Science	Science	Science	
Social Studies	Social Studies	Social Studies	
Spanish/Portuguese	Spanish/Portuguese	Spanish/Portuguese	
Wellness (90 Days)	Wellness (90 Days)	Wellness	90 classes
Art	Art	Art	45 classes
STEM	STEM	STEM	45 classes
Music	Music	Music	45 classes
Drama	Drama	Drama	45 classes

* Hawk Block is a 52 minute period that meets daily. It is an opportunity for students to experience many opportunities including, but not limited to, social-emotional learning, enrichment opportunities, remediation, band sectionals, STEM and drama units, executive functioning classes, special education and English Learner (EL) services and guidance-facilitated social groups. This is an opportunity to give students what they need and will look different for students throughout the year.

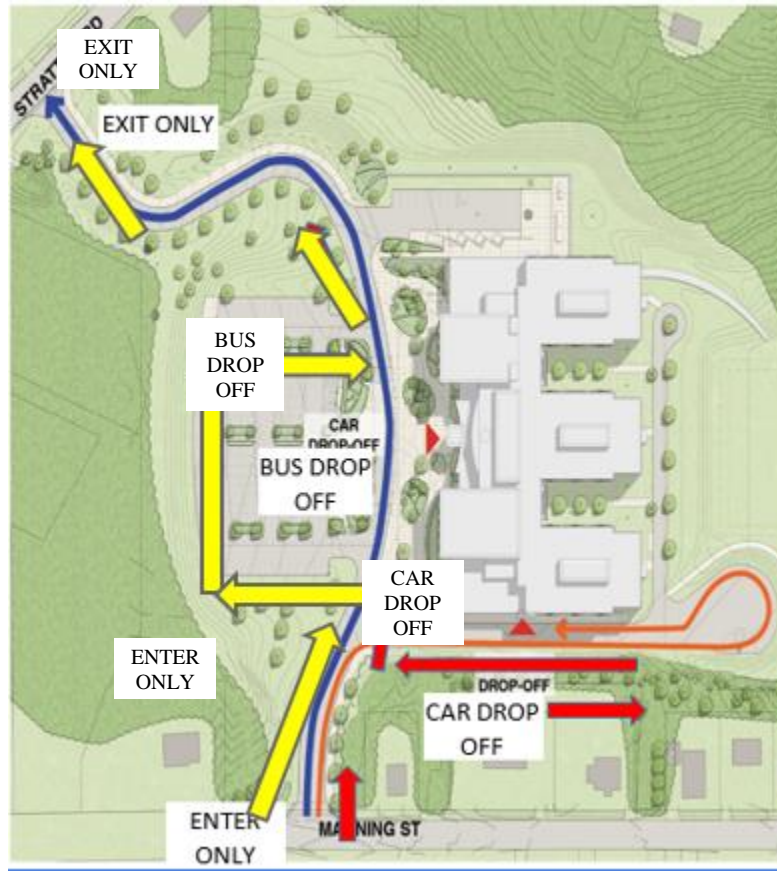
** The STEM (Science, Technology, Engineering & Math) experience combines and builds upon previous course work in computer science, technology and Project Lead the Way (PLTW).

General Information	
After-School	<u>After school, any and all students must be supervised by a teacher/staff member.</u> There are many after school opportunities for students. Meeting with teachers for make-up work, for small group or individual instruction is a priority. Since there is no late bus on Tuesday and Friday, no child is to remain after school without adult supervision. Students are not allowed to stay after school to wait for friends or to observe an after school activity without permission from the teacher/staff member conducting the activity. All students need to provide their parents/guardians with 24-hour notice to remain after school. Students must remain in the classroom with a teacher/staff member until the 3:10 pm bell, when the late bus arrives.
After-School Activities	After-school activities are announced on the school website and through daily announcements.
Asbestos Report	As required by the EPA Asbestos Hazard Emergency Response Act (AHERA) a management plan was prepared by a qualified, state licensed person for the management of asbestos-containing building materials specific for the school buildings/areas. The management plan and re-inspection reports are available for your review by contacting the school principal or the Director of Buildings and Grounds.
Buses	Bus transportation is a privilege, which carries with it many student responsibilities. All rules and regulations of conduct, which are enforced in school, apply to students traveling in school buses. Misconduct on the bus that violates the school discipline code will result in disciplinary action ranging from temporary loss of student bus privileges to suspension or even expulsion from school. Students must live at least 1 mile from Quinn Middle School in order to ride to a school bus to and from school. For questions or concerns, please call the bus company phone number: 508-481-5346.
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 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. <i>Some buses do not have room to carry additional students.</i> Permanent permission may be issued upon the written request of parents/guardians to the school principal and with the understanding that there will be no changes in established routes, time schedules, or designated stops.
Bus Late	A late bus is provided for students who take part in after school programs and for those who are asked to remain after school for extra help or for disciplinary reasons. The late bus runs Monday, Wednesday and Thursday. It picks students up at 3:15 pm. Please note that the late bus stops are different from your child's regular bus stop and the trip is longer in duration. The late bus start date is included in parent announcements.
Daily Announcements	Daily announcements are sent by email to parents/guardians who signed up for Listserv. There is a weekly email that reviews the events of the week ahead.
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 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.

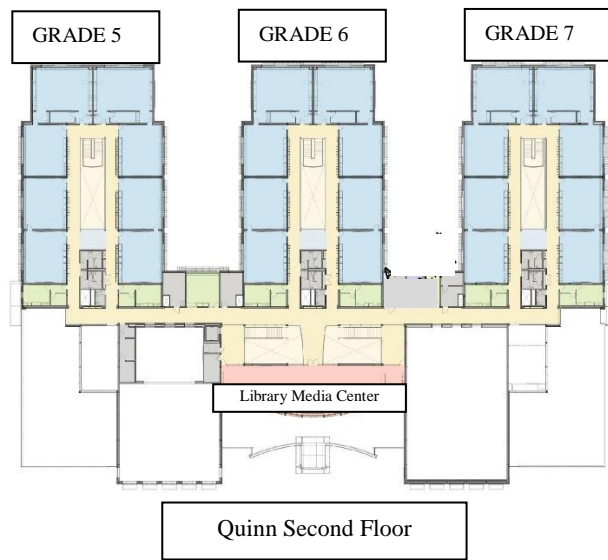
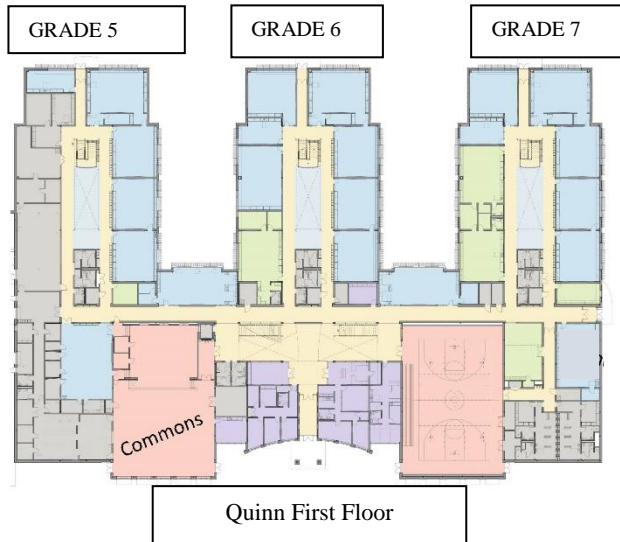
Forgotten Items	If a student forgets an item or lunch it may be left at the main office, clearly marked with the child's name. Students may check in at the main office to pick up forgotten items. Messages will be relayed to students in the event of an emergency. Please communicate with your child before he/she leaves 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.
Aspen/Follett	Parents/guardians need to register all of their children currently enrolled in the Hudson Public Schools for our student data system. Through this portal you will be able to access your child's progress in each class at your convenience. Teachers update their students' information several times throughout each term for you to check in on your child's progress. Parents/guardians are encouraged to discuss any questions or concerns they have about their child's grades with, their child and then encourage their child to speak to the teacher to ask for information. If the child is then not able to provide sufficient explanation, you are encouraged to contact the teacher through email. Teacher and staff information is listed on the school website.
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 provided to all students. Only school provided locks may be used. Anything posted inside lockers must be completely removed at the end of the school year.
Lost and Found	A large bin located in cafeteria entrance is used for found items. Students should be sure to periodically check there for lost items. Twice a year items are bundled and donated to charity.
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 978-567-6120. 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 • No electronic devices (iPad, tablet) are allowed to be in use
Lunch: Free or Reduced	Many students qualify for free or reduced price lunch. Forms must be submitted each year. Call the Quinn office or Food Services with questions.
Physical Education	While there are no gym uniform requirements, students must wear appropriate clothes and sneakers for gym class on days that they have physical education.
Physical Education Excused From Class	Physical education is a requirement for all our students. There are circumstances that prevent students from participation on a short term or long-term basis due to illness or injury. Students are required to have a note from their doctor. The note should be shown to the nurse and the physical education 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 on the website. Postings must relate to school or community work and may be banned if they are found to be disruptive to the school environment, are judged to be bullying in nature, or include profane or suggestive language.
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. (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. (c) The right to consent prior to disclosure of personally identifiable information

	<p>contained in the student's education records to a third party, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.</p> <p>Transfer of Records to Other Schools:</p> <p>The Hudson Public Schools also discloses student records without parent/guardians or eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.</p> <p>(d) The 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>
--	--

Pick up and Drop off Traffic Pattern



All students are to enter Quinn Middle School through the main entrance in front of the building. When possible, students are encouraged to walk or bike to school. Bikes should be locked on the bike racks located near the main entrance. Students who are being dropped off by bus or who are arriving by car will follow the traffic pattern shown above. The red arrows represent drop-off & pick-up for 7th grade students. The yellow arrows represent drop-off & pick-up for 5th and 6th grade students.



Quinn Middle School Floor Map







Mission Statement and District Improvement Plan

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

District and School Administration Directory

Personnel	Role	Contact Information
Administration Building 155 Apsley Street 978-567-6100		
Dr. Marco Rodrigues	Superintendent of School	mcrodrigues@hudson.k12.ma.us x41129
Kathleen Provost	Assistant Superintendent	kprovost@hudson.k12.ma.us x41111
Ariane Levenson	Executive Assistant to the Superintendent	alevenson@hudson.k12.ma.us X41129
Jennifer Allard	Director of Human Resources	jnallard@hudson.k12.ma.us x41124
Rebecca Murphy	Human Resources Assistant	Rbmurphy@hudson.k12.ma.us x41115
Daniel Gale	Director of Finance and Operations	djgale@hudson.k12.ma.us x41128
	Senior Accountant	
Kristine Somers	Research and Accountability Specialist	Klsomers@hudson.k12.ma.us x42137
Shane Riordan	Food Service Director	sfriordan@hudson.k12.ma.us x42147
Daniel Gale	Transportation	djgale@hudson.k12.ma.us x41128
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 Wells	Elementary Coordinator of Special Education Evaluation	adwells@hudson.k12.ma.us x42142
Lisa Nims	Secondary Coordinator of Special Education Evaluation	lanims@hudson.k12.ma.us x42134
Buildings and Grounds		
Lenard Belli	Director of Facilities	lbelli@hudson.k12.ma.us x42125
	Assistant Director of Facilities	
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		
Tiago Duarte	Registrar/Portuguese Parent Liaison	txduarte@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
Melissa Provost	Farley Elementary 119 Cottage Street	maprovost@hudson.k12.ma.us 978-567-6153
Kelly Sardella	Mulready Elementary 306 Cox Street	kcsardella@hudson.k12.ma.us 978-567-6170

Hudson School Committee

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

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

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

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

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

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

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

VOLUNTEERING GROUPS

Home and School Associations

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

School Improvement Council

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

The Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. The main areas of responsibility for school councils are:

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

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

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

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

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

VISITING PROTOCOL

Visiting the School

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

CORI Forms

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

MODEL CORI POLICY - ADDA-R-JIS

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

ATTENDANCE

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	7:45 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: <file:///C:/Users/mcrodrigues/Downloads/JC%20Attendance%20Areas.pdf>

ABSENCES

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

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

Student Absence Notification to Parents/Guardians

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

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

safety, health and human services, housing, and nonprofit agencies.
M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

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

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 Jennifer Contois	aethomas@hudson.k12.ma.us jlcontois@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. <file:///C:/Users/mcrodrigues/Downloads/JLCD%20Administrating%20Medication%20to%20Students.pdf>

Highlights of the policy include:

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

Pregnant Students

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

Lice Procedures

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

Identification and Treatment:

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

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

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

Notification, Return to School, and Follow-up

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

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

Medical Transportation Procedure

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

- a) Medical transportation may be warranted when a student's illness or injury, managed by a health care professional, requires a change in current mode of transportation in order for the student to attend school.
- b) During the school year, request and approval for medical transportation is via the school nurse.
- c) Each request is considered individually and other options are reviewed prior to authorization of medical transportation.
- d) Parent discusses need for medical transportation with school nurse and their child's health care provider.
- e) Parent provides permission for the school nurse to discuss the student's medical need for transportation with the child's health care provider by a signed Authorization for Use or Disclosure of Health Information to and from School form.
- f) School nurse will give Student Collaborative Health Plan - Transportation form to parent/guardian for completion by the student's health care provider.
- g) The student's health care provider completes and returns the Student Collaborative Health Plan -Transportation form by fax/mail/email to school nurse; any concerns may be shared with the school nurse, by either phone, email or fax. No transportation request will be

- considered without the Student Collaborative Health Plan – Transportation form. The provider should also include duration of medical transportation.
- h) The school nurse will contact the student's health care provider to clarify requests, share observations about the child's medical condition and determine the appropriate accommodations.
 - i) The school nurse will contact HPS Transportation Coordinator or Bus Company for information, if needed, on distance from student's home to current bus stop.
 - j) The school nurse will review the request and determine if request is valid based on:
 - a. Assessment of student (including current medication use and participation in physical education/recess)
 - b. Review of Student Collaborative Health Plan – Transportation form
 - c. Discussion with the student's health care provider for further clarification and discussion, if necessary
 - d. Parent/guardian information
 - e. If the school nurse does not believe transportation is warranted based on above criteria, but the health care provider or family disagrees, the case is referred to the HPS Director of Nursing and/or School Physician for further clarification and resolution.
 - k) The school nurse will fill out Request for Medical Transportation form and send to Director of Health Services along with a copy of the completed Student Collaborative Health Plan – Transportation form.
 - l) The Director of Nursing or designee will route all requests to the Transportation Department. It may take up to approximately 7-10 days from receipt of Request for Medical Transportation in Health Services to the actual delivery of transportation services.
 - m) Transportation Coordinator will notify the family of the student of specifics of transportation.
 - n) Adjustments made for a student will not be applied to siblings.
 - o) Transportation requests for students who are well but whose parents or guardians are ill will not be approved.
 - p) Medical transportation is not a substitute for treatment of a specific medical condition. The school, through the student support team, is encouraged to explore creative solutions to assist these families with extraordinary needs.
 - q) Parents, guardians, school nurses and health care providers may seek further assistance by contacting the Director of Health Services or the Director of Student Services.
 - r) The Director of Health Services maintains a medical transportation registry as well as a Medical Transportation Request form on each child receiving medical transportation.
 - s) The need for medical transportation will be reviewed annually at a minimum. Families will provide a new Student Collaborative Health Plan – Transportation form by June 1 for the following school year.

Specific Guidelines

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

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

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

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

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

DISTRICT-WIDE FIELD TRIP INFORMATION

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

https://drive.google.com/file/d/169YZ6qPgr49Zxd2D_-AXCIWYYcXoJnC/view?usp=sharing

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

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

REGISTRATION

Residents of Hudson

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

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 Ariane Levenson @ 978-567-6100 x 41129

TRANSPORTATION

Transportation Eligibility Guidelines

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

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

HPS Bus Action Form

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

First Student Contact Information

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Linda Quinn

Phone: (508) 481-5346

(978) 567-6100 x42112.

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

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

https://drive.google.com/file/d/1xxKZ4LVV6DmKjSE136imSrHWt5V0_gBJ/view?usp=sharing

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 30 minutes for lunch. Breakfast is available during drop off times. The cost of a student lunch, including milk, is \$3.00. Milk alone is \$.50. All food menus are posted on the website linked above. Students can purchase breakfast before school. The cost is \$1.50. Prepayment for breakfast and lunch can be made on www.myschoolbucks.com 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 Wells	Elementary Coordinator of Special Education Evaluation and Services K-5	adwells@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
Maureen Parker	Department Assistant	mparker@hudson.k12.ma.us	(978) 567-6100 x42120
Michelle Bouffard-Gebo	Secretary	mgebo@hudson.k12.ma.us	(978) 567-6100 x42119
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

Title I

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

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

School-Parent/Guardian Compact

The parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during 2018-19 school year.

English Language Learners

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

Response to Intervention (RTI) Literacy

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

ADDITIONAL DISTRICT POLICIES

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

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

STUDENT RECORDS POLICY

<https://drive.google.com/file/d/1h7rMJazIQ5G4qVzAqFAsuOQvL9tFGLm-/view?usp=sharing>

STUDENT DISCIPLINE POLICY

<file:///C:/Users/mcrodrigues/Downloads/JIC%20Student%20Discipline.pdf>

PROCEDURES FOR SHORT-TERM SUSPENSION

**(exclusion of a student from school premises and regular classroom activities
for a specified period of not more than ten school days.)**

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

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

attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;

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

- iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
- iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- vi. The decision of the superintendent shall be the final decision of the school district.

EXPULSION

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

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

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

disability.

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

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

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

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

intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

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

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

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

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

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS
DURING SUSPENSIONS AND EXPULSION

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

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

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

<file:///C:/Users/mcrodrigues/Downloads/JKF%20Discipline%20of%20students%20IDEA.pdf>

INTERNET ACCEPTABLE USE POLICY

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

Elementary Internet Safety Policy and Rules for Using School Computers

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

Rules for Using School Computers

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

13. If I find an Internet site that I believe is inappropriate, or that makes me uncomfortable, I will disconnect and tell my teacher immediately.

14. I will cite sources and give credit to authors during my research.

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

Consequences

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

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

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

Definition of Device

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

Internet

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

Security and Damages

Responsibility for keeping the device secure rests with the individual student. Hudson Public Schools and its employees are not liable for any device which is stolen or damaged. Students at the high school and middle school are provided lockers with locks. It is recommended that students lock their device in a locked locker. If a device is stolen or damaged, the matter will be handled through the administrative office in the same manner that the theft or damage of other district owned property is handled. Additionally, depending upon the grade level, students will be carrying the device between home and school. It is recommended that students have a backpack or other protective sleeve for devices to help prevent damage to the district issued Chromebook or iPad. Students may also want to consider bringing their own stylus and their own

headphones/earbuds with a built in microphone. Students are reminded that if their devices contain any personal, private, or confidential information, they should take steps to secure their devices at all times. In particular Hudson Public Schools has no liability for the loss or compromising of any such information and security of the device is at all times the sole responsibility of the student.

1:1 Student Agreement

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

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

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

Students and parents acknowledge, understand, and agree that:

- The device, Internet, and network will be used for **educational purposes only**.
- Websites, apps, and programs that are appropriate for the student’s age level will be accessed.
- Teachers will determine the specific manner in which the device will be used including frequency, tasks, and activities.
- The school’s content filters will be applied to one’s connection to the internet and will not attempt to bypass this software.
- Bringing on campus, or infecting the network with, a virus, Trojan, or program designed

to damage, alter, destroy, or provide access to unauthorized data or information is in violation of School Committee Policy IJNDB/IJNDB-E.

- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of School Committee Policy IJNDB/IJNDB-E.
- The school or district has the right to collect and examine any device at any time.
- Communication tools (i.e. email, chat rooms, instant messaging, social media, etc.) will be used for educational purposes only and with teacher/parent consent.
- Students should select only appropriate screensavers and desktop backgrounds for an educational setting.
- Rights of copyright owners must be respected and work not plagiarized. Credit must be given to the author(s) of published work.
- Guidelines will be set concerning the printing from devices while at school.
- Devices must be charged prior to being brought to school. The device is required to run on its own battery power while at school. Students who leave their device at home or whose device is not charged may be determined to be unprepared for class by the teacher and will have to complete work as best as they can without their device. Students are responsible for all work they are unable to complete due to not having their device. The district will not provide devices for students who leave their device at home nor will charging stations be available during the school day.
- The HPS Technology Department and school personnel will provide support to district-issued devices.
- Students and families are responsible for returning the district-issued Chromebook or iPad, power supply, and any other equipment issued with the Chromebook and iPad to the school office when:
 - A student transfers or withdraws any time during the school year.
 - Students at the elementary level complete grade 1 and grade 4.
 - The lease cycle ends for Grade 5 (at the end of grade 8) and 9 (at the end of grade 12). Graduating seniors will return their district-issued Chromebook during Senior week.
 - Failure to turn in the Chromebook or iPad will result in the student being charged the full replacement cost for the Chromebook or iPad. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

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

ANTI-BULLYING POLICY

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

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

https://www.hudson.k12.ma.us/parents/bullying_prevention_and_intervention_plan

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

[file:///C:/Users/mcrodrigues/Downloads/AC%20-%20Non-Discrimination%20Policy%20and%20Grievance%20Procedure_05222018%20\(4\).pdf](file:///C:/Users/mcrodrigues/Downloads/AC%20-%20Non-Discrimination%20Policy%20and%20Grievance%20Procedure_05222018%20(4).pdf)

NON-DISCRIMINATION ON THE BASIS OF SEX

<https://drive.google.com/file/d/1izhb4VP7XdBdDT6MpCBqhPLzIIInyqRYb/view?usp=sharing>

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

<https://drive.google.com/file/d/19yzWEKjeE4zTlAPeerkwocGaBmC5HUlg/view?usp=sharing>

STUDENT WELFARE POLICY

<file:///C:/Users/mcrodrigues/Downloads/JL%20Student%20Welfare.pdf>