

C.A. FARLEY ELEMENTARY SCHOOL



Family Handbook 2023-2024

Farley's Instructional Focus is:

Students will explain or show their thinking clearly across all content areas.

#ExplainYourBrain

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2022-2023 School Calendar

To access the school calendar is English, Portuguese, or Spanish, please visit:

<https://hudson.k12.ma.us/cms/one.aspx?pageId=19988424>

2023-2024 SCHOOL YEAR

| August/ September 21 days | | | | | | | October 20/41 days | | | | | | | November 18/59 days | | | | | | | December 16/75 days | | | | | | | January 21/96 days | | | | | | |
|---------------------------|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|---------------------|----|----|----|----|----|----|---------------------|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| 27 | X | X | X | 30 | 31 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 5 | 6 | 7 | 8 | 9 | X | 11 | 3 | 4 | 5 | X | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 3 | X | 5 | 6 | 7 | 8 | 9 | 8 | X | 10 | 11 | 12 | 13 | 14 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | X | 16 | 17 | 18 | 19 | 20 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 19 | 20 | 21 | X | X | X | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | X | 25 | 26 | 27 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | X | 26 | 27 | 28 | 26 | 27 | 28 | 29 | 30 | X | X | 24 | X | X | X | X | X | 30 | 28 | 29 | 30 | 31 | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | | | | | | | | | 31 | | | | | | | | | | | | | |

- Aug. 28 Teachers Report to School
- Aug. 29 No School - Professional Develop.
- Aug. 29 QMS Grade 5 Orientation
- Aug. 29 HHS Grade 8 Orientation
- Aug. 30 Students Report to School
- Sep. 1 No School
- Sep. 8 No School - Labor Day
- Sep. 7 QMS Open House Grades 6 & 7
- Sep. 14 Open House - Elementary Schools
- Sep. 20 Half Day - Professional Develop.
- Sep. 21 Open House - Hudson High School
- Oct. 9 No School - Columbus Day
- Oct. 18 QMS Parent/Teacher Conf. 1/2 day
- Oct. 19 QMS Parent/Teacher Conf. 1/2 day
- Oct. 25 No School - Professional Develop.
- Nov. 6 End of 1st Term - Secondary
- Nov. 10 No School - 11th Veterans Day
- Nov. 15 Elem. Parent/Teacher Conf. 1/2 day
- Nov. 16 Elem. Parent/Teacher Conf. 1/2 day
- Nov. 16 HHS Parent/Teacher Conference
- Nov. 22 No School
- Nov. 23-24 No School - Thanksgiving
- Dec. 1 End of 1st Trimester - Elementary
- Dec. 6 Half Day - Professional Develop.
- Dec. 25-29 No School - December Break
- Jan. 1 No School - New Year
- Jan. 15 No School - Martin Luther King Jr.
- Jan. 23 End of 2nd Term - Secondary
- Jan. 24 Half Day - Professional Develop.

| February 16/112 days | | | | | | | March 20/132 days | | | | | | | April 17/149 days | | | | | | | May 22/171 days | | | | | | | June 9/180 days | | | | | | | | |
|----------------------|----|----|----|----|----|----|-------------------|----|----|----|----|----|----|-------------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|--|---|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | | |
| | | | | | 1 | 2 | 3 | | | | | | 1 | 2 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | 1 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | X | X | X | X | X | 20 | 12 | 13 | 14 | X | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | |
| 18 | X | X | X | X | X | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | X | 20 | 21 | 22 | | |
| 25 | 26 | 27 | 28 | 29 | | | 24 | 25 | 26 | 27 | 28 | X | 30 | 28 | 29 | 30 | | | | | 26 | X | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | |
| | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | | 30 | | | | | | | | |

- Feb. 14 Half Day - Professional Develop.
- Feb. 19-23 No School - February Break
- Mar. 6 QMS Parent/Teacher Conf. 1/2 day
- Mar. 7 QMS Parent/Teacher Conf. 1/2 day
- Mar. 12 End of 2nd Trimester - Elementary
- Mar. 21 HHS Parent/Teacher Conference
- Mar. 27 Elem. Parent/Teacher Conf. 1/2 day
- Mar. 28 Elem. Parent/Teacher Conf. 1/2 day
- Mar. 29 No School
- April 3 End of 3rd Term - Secondary
- April 10 Half Day - Professional Develop.
- April 15-19 No School - April Break
- May 15 Half Day - Professional Develop.
- May 27 No School - Memorial Day
- Jun. 1 Hudson High School Graduation
- Jun. 2 HHS Alternate Graduation Date
- Jun. 7 Last Day of Kinder with 0 snow days
- Jun. 13 Last Day of School with 0 snow days
- Jun. 19 No School - Juneteenth
- Jun. 28 Last Possible Day of School

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

Approved by Hudson School Committee: 04/04/2023

ANO LETIVO 2023-2024

| Agosto/Setembro 21 dias | | | | | | | Outubro 20/41 dias | | | | | | | Novembro 18/59 dias | | | | | | | Dezembro 16/75 dias | | | | | | | Janeiro 21/96 dias | | | | | | |
|-------------------------|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|---------------------|----|----|----|----|----|----|---------------------|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|
| D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S |
| 27 | X | X | X | 30 | 31 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 5 | 6 | 7 | 8 | 9 | X | 11 | 3 | 4 | 5 | X | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 3 | X | 5 | 6 | 7 | 8 | 9 | 8 | X | 10 | 11 | 12 | 13 | 14 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | X | 16 | 17 | 18 | 19 | 20 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 19 | 20 | 21 | X | X | X | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | X | 25 | 26 | 27 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | X | 26 | 27 | 28 | 26 | 27 | 28 | 29 | 30 | X | X | 24 | X | X | X | X | X | 30 | 28 | 29 | 30 | 31 | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | | | | | | | | | 31 | | | | | | | | | | | | | |

- Aug. 28 Professores retornam à escola
- Aug. 29 Não há escola - Desenvolvimento dos profs.
- Aug. 29 - QMS - Orientação do 5º ano
- Aug. 29 - HHS - Orientação do 8º ano
- Aug. 30 - Alunos retornam às aulas
- Set. 1 - Não há escola
- Set. 4 - Não há escola - Labor Day
- Set. 7 - Visita à escola - Quinn Middle School
- Set. 14 - Visita às escolas - Escolas Elementares
- Set. 20 - Desenvolvimento dos profs. 1/2 Dia
- Set. 21 - Visita à escola - Hudson High School
- Out. 9 Não há escola - Columbus Day
- Out. 18 QMS - Reunião de pais e profs. - 1/2 dia
- Out. 19 QMS - Reunião de pais e profs. - 1/2 dia
- Oct. 25 Não há escola - Desenvolvimento dos profs.
- Nov. 4 - Final do 1º trimestre - Secundário
- Nov. 11 Não há escola - Veterans Day
- Nov. 16 Reunião pais e profs. elementar - 1/2 dia
- Nov. 17 Reunião pais e profs. elementar - 1/2 dia
- Nov. 17 Reunião de pais e professores - HHS
- Nov. 23 Não há escola
- Nov. 24-25 Não há escola - Thanksgiving
- Dez. 1 Final do 1º trimestre - Elementar
- Dez. 6 - Desenvolvimento dos profs. - 1/2 dia
- Dez. 25-29 Não há escola - Férias de dezembro
- Jan. 1 Não há escola - Ano novo
- Jan. 15 Não há escola - Martin Luther King Jr.
- Jan. 23 Final do 2º trimestre - Secundário
- Jan. 24 Desenvolvimento dos profs. - 1/2 dia

| Fevereiro 16/112 dias | | | | | | | Março 20/132 dias | | | | | | | Abril 17/149 dias | | | | | | | Maio 22/171 dias | | | | | | | Junho 9/180 dias | | | | | | | | |
|-----------------------|----|----|----|----|----|----|-------------------|----|----|----|----|----|----|-------------------|----|----|----|----|----|----|------------------|----|----|----|----|----|----|------------------|----|----|----|----|----|----|--|---|
| D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | D | 2ª | 3ª | 4ª | 5ª | 6ª | S | | |
| | | | | | 1 | 2 | 3 | | | | | | 1 | 2 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | 1 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | X | X | X | X | X | 20 | 12 | 13 | 14 | X | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | |
| 18 | X | X | X | X | X | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | X | 20 | 21 | 22 | | |
| 25 | 26 | 27 | 28 | 29 | | | 24 | 25 | 26 | 27 | 28 | X | 30 | 28 | 29 | 30 | | | | | 26 | X | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | |
| | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | | 30 | | | | | | | | |

- Feb. 14 Desenvolvimento das professoras 1/2 dia
- Feb. 19-23 Não há escola - Férias de fevereiro
- Mar. 6 QMS Reunião pais e professores - 1/2 dia
- Mar. 7 QMS Reunião pais e professores - 1/2 dia
- Mar. 12 Final do 2º trimestre - Elementar
- Mar. 21 Reunião pais e profs. HHS
- Mar. 27 Reunião pais e profs. elementar - 1/2 dia
- Mar. 28 Reunião pais e profs. elementar - 1/2 dia
- Mar. 29 Não há escola
- Abril 3 Final do 3º trimestre - Secundário
- Abril 10 Desenvolvimento das professoras 1/2 dia
- Abril 15-19 Não há escola - Férias de abril
- Maio 15 Desenvolvimento dos profs. 1/2 dia
- Maio 27 Não há escola - Memorial Day
- Jun. 1 Graduação da Hudson High School
- Jun. 2 Data alternativa de graduação da HHS
- Jun. 7 Último dia do kinder com 0 de dias de neve
- Jun. 13 Último dia de aula com 0 de dias de neve
- Jun. 19 Não há escola - Juneteenth
- Jun. 28 Último dia possível de aula

- X não há escola
- X desenvolvimento profissional durante todo o dia - não há escola
- X desenvolvimento profissional pela metade do dia

Aprovado pelo Comitê Escolar de Hudson: 4 de abril de 2023



Dear Farley Families,

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

Farley Elementary School has been entrusted with the task of educating the children of Hudson from preschool through grade four. We take this responsibility very seriously. A successful educational experience can only be accomplished through the total cooperation between the students, the home, and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Farley Elementary School is committed to maintaining a positive relationship with the fabulous families our students, as we strongly believe in the power of the home-school connection. We look forward to a memorable and productive school year with you and your child! Please never hesitate to reach out to us: 978-567-6153.

Read Always,
Rachel Scanlon, (she, her, Hers)
Principal

District Mission:

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

School Mission:

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

Farley's Instructional Focus:

Students will explain or show their thinking clearly across all content areas. #ExplainYourBrain

Farley Elementary School's Hours

8:20 a.m. – 8:35 a.m. Student Arrival

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

8:35 a.m. Starting Time

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

Farley's Whole School "Paw Print" Reward System



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

Similar to last year, students who are witnessed going above and beyond, will be recognized with two Paw print stickers. One will be given to them to keep (and place on their shirt). Staff who see a student wearing a sticker are encouraged to ask why they received the paw print sticker. Caregivers and families are also encouraged to ask their child why he/she is the proud wearer of a paw print. In addition, the second sticker will be placed on a classroom sticker chart in the shape of our Farley Fox mascot. Once the class-wide chart is full, it will be posted in the main office hallway for all to see. Each day, as students pass, they will see the stickers increase and our exceptional behaviors and deeds grow.

Farley Elementary School Staff List

Administration

Rachel Scanlon, Principal

Anne Duke, Assistant Principal

Heather Paquette and Elaine Niedermeier, Administrative Assistants

| | | |
|---|--|---|
| <p style="text-align: center;"><u>Preschool</u> TBD <u>ABA therapists:</u> TBD</p> <p style="text-align: center;"><u>Kindergarten</u> Kristin Charbonneau Kim Primeau Wendy Smith Angela Georger-Dual Language Mara Santos-Dual Language <u>Paraeducators:</u> Jennifer Murphy Jenny Mikula TBD Dielistane Almeida-Dual Language Laysee Besserra-Dual Language</p> <p style="text-align: center;"><u>Grade One</u> Sandra Sullivan Colleen White TBD Naya Caplan-Dual Language Claudia Silva Penteadó</p> <p style="text-align: center;"><u>Grade Two</u> Melissa Cronin Cassia Freitas Lisa Lewis-Kane Maria Sequenzia Susana Cabrita-Dual Language Brenda Larocque-Dual Language</p> <p style="text-align: center;"><u>Grade Three</u> Michelle Farley Kimberly Gaffney Erin Gaffny Elizabeth Lloyd</p> <p style="text-align: center;"><u>Grade Four</u> Jaime Leger Katie Rivela TBD TBD</p> <p style="text-align: center;"><u>Instructional Coaches:</u> Jennifer Lewis-Building Coach Carlene Ryan-EL Coach</p> | <p style="text-align: center;"><u>Specialists</u> <u>Art</u>-Cassia Maguire <u>Gym</u>-Brian Quinn <u>Library</u>-Carol Gough <u>Music</u>-Christina Strauss <u>Technology</u>-Meghan Gasek <u>Grade 4 Only-Drama</u>-Melissa Cherry</p> <p style="text-align: center;"><u>ELL</u> Charissa Ahlstrom Rachel Brunell TBD TBD</p> <p style="text-align: center;"><u>Reading Interventionists</u> Stacy MacLeod Jennifer Volpicelli Lisette Zinner <u>Paraeducator:</u> TBD</p> <p style="text-align: center;"><u>Math Interventionists</u> Lisa Leger Kelsey Williams</p> <p style="text-align: center;"><u>Special Education</u> Renee Crapulli Robin Johnson Erika Russell Kristin Spadafino <u>Paraeducators:</u> Grade 1: Laura Walker Grade 2: Nancy Hubert Grade 3: Stacy F Grade 4: Nancy O</p> <p style="text-align: center;"><u>SEA Program</u> Laurel Chaffin-Teacher Madison Plante-Clinician <u>Paraeducators:</u> Cassie Allen Jessica Berthiaume Michael Paquette</p> | <p style="text-align: center;"><u>School Adjustment Counselors</u> Tiago Goncavles Sarah Mielke</p> <p style="text-align: center;"><u>School Psychologist</u> Lauren Bohigian <u>Paraeducators:</u> Kerry Sliwinski TBD</p> <p style="text-align: center;"><u>Speech/Language</u> Ashley Conley</p> <p style="text-align: center;"><u>Nurses</u> Tina Hill Carla Wright-Part-time</p> <p style="text-align: center;"><u>OT/PT</u> Sarah Mickel Jennifer Colebourn Sheila Van Nest</p> <p style="text-align: center;"><u>Building Substitutes</u> TBD TBD TBD</p> <p style="text-align: center;"><u>Cafeteria</u> Christa MacNeill - Manager Christine Chaves Anne Hubert</p> <p style="text-align: center;"><u>Custodians</u> Joe DiFolco- Head Custodian Paul Persico-Evening Custodian Mike Langevin-Evening Custodian</p> |
|---|--|---|

Farley Elementary School Student Drop-Off and Pick Up by Parent/Guardian

Student drop off time begins at 8:20 A.M. Please do not drop off any child/children prior to 8:20 A.M., as there will be no adult supervision. Students who walk may not arrive before 8:20AM.

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

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

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

Hudson Public Schools Elementary School Hours & Curriculum

Elementary School Hours

All Hudson Elementary Schools

8:20 a.m. – 8:35 a.m. Student Arrival

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

8:35 a.m. Starting Time

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

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

English Language Arts Curriculum

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

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

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

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

Math Curriculum

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

Science Curriculum

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

Social Studies/ History Curriculum

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

Technology

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

Library

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

Physical Education (PE)

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

Specialists

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

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

Academic Support

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

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

General Education Supports

Response to Intervention (RTI) Literacy

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

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

Title I

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

Math Support

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

Field Trips

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

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

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

Social-Emotional and Character Development

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

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

In addition, many of the Farley staff are trained in Responsive Classroom techniques which compliment the new Choose Love program. One of the Responsive Classroom practices that we employ is the Morning Meeting. It is an opportunity for the classroom as a community to come together to greet one another, share news, and warm up for the day ahead. This is also the time when we will implement the new Choose Love curriculum. During Morning

Meetings, each class strives to become a caring community. Respect for each other is built on the core values of empathy, ethics, and service, and conflict resolution skills are introduced, modeled, practiced, and refined.

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

Homework and Homework Policy

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

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

Suggested/Optional General time guidelines for homework completion

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

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

To best support a student with homework at home:

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

To best support effective homework practice teachers will:

- Communicate with teachers across and within grade levels to establish consistent homework requirements, yet also recognize that each teacher needs flexibility to make decisions pertinent to his /her own classroom and curriculum.
- Provide students with homework that provides meaningful practice within the curriculum and acknowledges the skill levels of students.

- Communicate clear time lines for completion of any assignment.
- Keep daily homework completion records as one way to evaluate student responsibility and understanding of skills taught and return graded assignments in a timely manner.
- Provide timely feedback to students about the quality of their work and assist them in determining goals for improvement and ways it can be achieved.
- Contact parents if a concern arises.

To best assume responsibility for homework students will:

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

Report Cards

Report cards are issued three times per year.

| Report Cards Issued for Gr. K- |
|---------------------------------------|
| December 9, 2022 |
| March 24, 2023 |
| Last Day of School |

Open House

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

School Safety Drills

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

Parent-Teacher Conferences

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

Dates this year are: November 16th and 17th, March 30th and 31st

Behavior & Conduct Guide

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

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

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

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

1. Students are expected to attend school daily and arrive on time, unless an appropriate documented excuse is provided. That means all students in the building by 8:35am. After 8:35am students will be marked tardy. (See tardy policy)
2. Students will be respectful to all teachers, building staff, cafeteria staff, other adults associated with the school, as well as other students. This respect also extends to parents and guests who visit our school. Students' actions should be guided by honesty and a tolerance for the feelings and values of others. Remember, all students are representatives of our school and should behave appropriately.
3. Students must deal with conflict in a non-aggressive manner. Also, students must use appropriate (i.e. no offensive or discouraging) language.
4. Students must conduct themselves with restraint and courtesy. Members of the school community will move about all areas of the school in a safe manner. For example:
 - Walking in the halls
 - Walking to and from the bus
 - Holding the doors open for the person behind you, and
 - Using chairs and benches appropriately
5. Students must take care of and respect all property in and around school. Likewise, students must pick up after themselves in and around all areas of the school.
6. Students found stealing or destroying personal or school property will be responsible for paying for or replacing item(s) in question.
Parents will be notified.
7. Students will maintain a drug, weapon, and smoke free environment.
8. Toys or other items deemed dangerous or distracting will not be allowed on school grounds. No baseball bats or hard balls are to be used on the playground. This includes NO trading or collectable cards of any kind. Wheelies are not to be worn.
9. Playground equipment should be used only for its designated purpose.
10. Gum chewing is not allowed on school property, including the buses.

11. Students and visitors must remove their hats upon entering the building.
12. Students must complete and hand in all class work and/or homework assigned to them by their teachers.
13. Students riding bikes or scooters must wear a helmet and lock their equipment appropriately. Students may not use skateboards or wheelie shoes/sneakers on school property. Students must walk bicycles and scooters on school property.
14. No students or adults will be allowed into a classroom after school has been dismissed without school staff supervision.
15. Students must behave properly in the restrooms at school to ensure a safe and sanitary facility. Toilets should be flushed, faucets turned off, paper towels used appropriately and thrown away. Wet or messy conditions should be reported to the office.
16. Individual teachers may assign classroom detentions for offenses occurring in their classroom, specialties or lunch/recess.
17. School detentions will be assigned at the discretion of the building principal for violation of any of the above offenses, as well as any other actions considered inappropriate in a school setting.

Dress Guidelines

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

Such as:

- Clothing bearing offensive themes, content, or merchandise not suitable for minors
- See-through clothing
- Visible undergarments
- Hoods are not worn in school (specific circumstances will be considered)

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

Bullying

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

- words, acts, gestures in any combination cause physical or emotional harm to the targeted student or that student's property.
- the targeted student has reason to be afraid of harm to him/herself or of damage to his/her property.
- the repeated behaviors create a hostile environment in school for the targeted student, or when that student's rights are violated.
- the repeated acts disrupt learning and the regular school day in a major way.

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

Behaviors and Consequences

A student has committed a behavioral infraction if they have failed to uphold any aspect of the school's expectations and/or interfere with the orderly learning environment of the school, classroom, or common areas. Restitution (the

act of making good for loss, damage, or injury) will be assigned a consequence whenever possible. The disciplining of students for infractions is dependent upon the severity and frequency of the specific behavior.

Behaviors that are more serious in nature (see list below), may result in school suspensions. These behaviors endanger the immediate health, safety and personal well-being of the students and adults.

- Repeated or serious instances of behavior (which has not been modified by intervention) that poses a threat to self or others and /or prevents the appropriate academic progress of self or others.
- Use, possession, or sale of tobacco, chewing tobacco, alcohol, or illegal substances in school, on school property or at a school function.
- Setting a fire.
- Possession or use of a weapon.
- Prejudicial activities or actions toward another person involving violence or the defacing of property.
- Assaulting a teacher, assistant or other school staff or guests, verbal or physical.
- Hazing (i.e. requiring particular actions in order to gain membership in a group).
- Sexual harassment.
- Leaving school property without permission.
- Extortion (i.e. to obtain something through the use of force or intimidation)
- Any other infraction deemed necessary by the principal or his/her designee.

Electronic Device and Cell Phone Policy

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

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

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

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

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

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

Helpful Information

Animals in School

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

Birthdays

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

Desks and Lockers

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

Insurance

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

Lost and Found

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

Outdoor Recess Determination

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

School Pictures

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

Mission Statement and District Improvement Plan

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

District and School Administration Directory

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

PARENT/FAMILY PARTNERSHIPS

Family and school communication and collaboration results in:

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

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

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

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

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

VOLUNTEERING GROUPS

Home and School Associations

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

School Improvement Council

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

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

SEPAC Hudson- The Special Education Parent Advisory Council of Hudson

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

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

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

VISITING PROTOCOL

Visiting the School

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

CORI Forms

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

MODEL CORI POLICY - ADDA-R-JIS

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

ATTENDANCE

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

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

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

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

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

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

ABSENCES

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

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

Parent/Guardian Responsibilities:

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

What do I do if My Child is Absent?

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

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

Student Absence Notification to Parents/Guardians

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

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

M.G.L. 76, §1 or Chapter 119, §51A.

Half Days and Inclement Weather Delays

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

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

Family Vacations

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

HEALTH SERVICES

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

School Nursing Services

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

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

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

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

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

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

Immunizations and Physical Examinations

In accordance with MDPH regulations:

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

When to keep your child home from school

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

Please contact the school nurse if your child has

- A change in health status, medication change, recent serious illness, contagious disease, injury, surgery or hospitalization.
- A diagnosed or suspected case of head lice.
- An extended absence or anticipated absence due to a health condition (three school days or more).
- A condition preventing full participation in Physical Education (PE). A written excuse from your child's health care provider stating the reason and duration of activity limitation is required.

- Experienced significant changes in family or social environment, if your child's behavior has changed, or they seem anxious, depressed or miss school frequently.

Student Health Information and Student Health Records

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

MEDICATION POLICY

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

Highlights of the policy include:

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

Pregnant Students

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

Lice Procedures

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

Identification and Treatment:

Head lice are tiny, insects that service by feeding on human blood. They cannot jump or fly and they do not burrow under the skin. Adult head live or their eggs (nits) are found in the hair and are most often found behind the ears and the base of the neck. Head lice usually lay their eggs on strands of hair about

4mm or ¼ of an inch from the scalp (HDPH, 2018). If the school nurse suspects a child has head lice, the student does not need to be dismissed from school. The school nurse will refer the parent/guardian to the child's health care provider for proper diagnosis and treatment and will provide resources and additional information.

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

Notification, Return to School, and Follow-up

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

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

Medical Transportation Procedure

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

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

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

Specific Guidelines

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

Ambulation: Students with conditions that significantly affect ambulation, such as leg braces, crutches, lower extremity fractures, surgery or amputations may be eligible for medical transportation. Students who

are able to ambulate and fully participate in the school program should not be authorized for medical transportation.

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

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

DISTRICT-WIDE FIELD TRIP INFORMATION

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

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

Additional Specific Hudson High School Requirements

The guidelines for school field trips are as follows:

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

REGISTRATION

Residents of Hudson

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

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

Documents Required for Enrollment

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

- Student's birth certificate or passport
- A copy of current years physical exam with immunizations
- Last report card for students grades 1 through 12
- Transcripts for grades 9 – 12
- Residency documents

- IEP (if applicable)
- 504 Plan (if applicable)
- Custody papers show you have physical custody (if applicable)
- Restraining order (if applicable)

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

School Choice

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

TRANSPORTATION

Transportation Eligibility Guidelines

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

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

HPS Bus Action Form

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

First Student Contact Information

Hudson Dispatch: Ann Marie Belanger

Phone: (978) 674-7556

Location Manager: Joe Doherty

Phone: (508) 481-5346

(978) 567-6100 x42112.

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

STUDENT CONDUCT ON SCHOOL BUSES- JICC (also EEAEC)

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

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

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

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

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

Bus Rules

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

11. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
12. The above rules and regulations will apply to any trip under school sponsorship as well as going to and from school.

Bicycles

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

Walkers

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

FOOD SERVICES

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

Shane Riordan, Director of Dining Services, Chartwells

Catering and Nutrition or Cafeteria questions

sfriordan@hudson.k12.ma.us

978-567-6120, x42147

HPS Food Service Assistant

Free/Reduced & all Account questions

978-567-6120, x42146

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

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

For all necessary lunch forms, please visit:

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

Breakfast and Lunch Program

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

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

Eligibility for Free and Reduced Priced Meals

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

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

What you should know....

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

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

STUDENT SERVICES

Special Education Services

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

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

For detailed information on School Services, please visit:

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

Department Personnel

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

Title I

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

School-Parent/Guardian Compact

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

English Language Learners

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

Response to Intervention (RTI) Literacy

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

ADDITIONAL DISTRICT POLICIES

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

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

STUDENT RECORDS POLICY

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

STUDENT DISCIPLINE POLICY

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

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

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

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

PROCEDURES FOR EMERGENCY REMOVAL

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

following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

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

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

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

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

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

EXPULSION

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

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

If the Team determines the behavior was not caused by, or directly and substantially related to the student’s disability or failure to implement the IEP, the school may discipline the student according to the school’s code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate,

conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

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

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

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

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

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION

M.G.L. c. 71, § 37H½

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

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

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

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

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

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

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

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

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

EMPOWERED DIGITAL USE POLICY

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

Elementary Internet Safety Policy and Rules for Using School Computers

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

Rules for Using School Computers

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

Consequences

- Temporary or permanent loss of network privileges
- Suspension of computer access

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

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

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

Definition of Device

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

Internet

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

Security and Damages

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

1:1 Student Agreement

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

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

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

Students and parents acknowledge, understand, and agree that:

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

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

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

ANTI-BULLYING POLICY

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

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

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

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

SEXUAL HARASSMENT POLICY

<https://tinyurl.com/yf7juyee>

SEXUAL HARASSMENT AND TITLE IX PROCEDURES

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

NON-DISCRIMINATION POLICY

<https://tinyurl.com/yxxw95rv>

NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES

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

NON-DISCRIMINATION ON THE BASIS OF SEX

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

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

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

STUDENT WELFARE POLICY

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