

2021-2022 DRAFT PARENT HANDBOOK

Sudbury Public Schools



Are you able to understand this handbook in English? It is the district's policy to provide parents with information and materials in a manner in which they understand. If you require translated materials or interpreter services, please contact your school principal.

你是否明白这本英文手册的内容？本学区的政策是以家长懂得的语言提供有关资料。
如果你要将这些资料翻译成你懂得的语言或许口语翻译服务，请与你孩子所在学校的校长联系。

Можете вы понять это руководство на английском языке? Будет политикой заречья для того чтобы обеспечить родителей с информацией и материалов in a manner в они понимают. Если вы требуете переведенных материалов или обслуживаний переводчика, то пожалуйста контактируйте вашу главу школы.

Pode você compreender este manual em inglês? É a política do distrito para fornecer pais com a informação e materiais em uma maneira em que comprehendem. Se você requerer materiais ou serviços traduzidos do intérprete, contate por favor seu principal de escola.

¿Puede usted entender este manual en inglés? Es la política del distrito para proveer de padres la información y de los materiales de una forma en cuál entienden. Si usted requiere los materiales o los servicios traducidos del intérprete, entre en contacto con por favor su principal de escuela.

당신은 영어로 이 수첩을 이해할 수 있습니까? 제공하는 지역의 정책 이해하는지 어느 것을에서 방식으로 정보와 물자를 부모이다. 당신이 번역한 물자 또는 해석자 서비스를 요구하는 경우에, 당신의 학교 교장을 접촉하십시오.

MISSION STATEMENT/CORE VALUES

Mission Statement of the Sudbury Public Schools

The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potentials. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become life-long learners and effective contributors to society.

Core Values of the Sudbury Public Schools

- Enhance the learning and teaching processes to enable and inspire students to achieve their potentials.
- Actively promote personal responsibility and integrity.
- Seek and promote opportunities to advance equity.
- Cultivate a life-long commitment to community.

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SUDBURY PUBLIC SCHOOLS

District and School Administration

District Administration

40 Fairbank Road
Sudbury, MA 01776
Phone (978) 443-1058
Fax 978-443-9001
www.sudbury.k12.ma.us

Brad J. Crozier, Superintendent of Schools
Kimberly A. Swain, Assistant Superintendent
Donald Sawyer, Director of Business & Finance
Stephanie Juriansz, Director of Student Services
Michael O'Brien, Technology Director
Sandra Walters, METCO Director

Josiah Haynes School (grades K-5)

169 Haynes Road
Sudbury, MA 01776
Phone: 978-443-1093
Jeffrey LaBroad, Principal
Cara Blanchette , Assistant Principal
School Hours: 7:55 a.m.- 2:55 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

General John Nixon School (grades K-5)

472 Concord Road
Sudbury, MA 01776
Phone: 978-443-1080
Susan Magoveny, Principal
Elizabeth Murray, Assistant Principal
School Hours: 7:55 a.m.-2:55 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Israel Loring School (grades K-5)

80 Woodside Road
Sudbury, MA 01776
Phone: 978-579-0870
Sara Harvey, Principal
David Gaita, Assistant Principal
School Hours: 7:55 a.m.-2:55 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Peter Noyes School (grades PreK-5)

280 Old Sudbury Road
Sudbury, MA 01776
Phone: 978-443-1085
Annette Doyle, Principal
Kristin Moffat, Assistant Principal
School Hours: 7:55 a.m.-2:55 p.m.
(Early dismissal: 7:55 a.m.-11:45 a.m.)

Ephraim Curtis Middle School (grades 6-8)

22 Pratt's Mill Road
Sudbury, MA 01776
978-443-1071
Jeff Mela, Principal
Angela Menke, Assistant Principal
Brian Menna, Assistant Principal
School Hours: 8:30 a.m.-3:10 p.m.
(Early dismissal: 8:30 a.m.-12:45 p.m.)

Sudbury School Committee

2021-2022 Sudbury School Committee

Main Contact: school-committee@sudbury.k12.ma.us

Silvia Nersessian (2024)

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Mandy Sim (2022)

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Superintendent's Letter



September 2021

Dear SPS Families,

Welcome to Sudbury Public Schools (SPS) and the 2021-22 school year. I am honored to serve as your Superintendent of Schools and I hope you will find this handbook to be a helpful reference throughout the year. We have worked all summer to address safety challenges and put policies and practices that will allow the district to evolve as conditions change. I encourage you to contact us any time you have a question or want to know more about your schools or the community. We are committed to working in partnership with you to ensure that your child has the best possible educational (academic and social/emotional) experience in our schools.

Sudbury Public Schools is an exemplary school district where respect, responsibility and high expectations for all form the foundation of our work together. These core values and our commitment to continuous improvement and enhancement of our educational programs make our schools and school district a great place to learn, work, and grow. For more details about our school system, please visit our website (www.sudbury.k12.ma.us).

If you are returning to SPS this year, welcome back! If you are new to our schools or community, I warmly welcome your family and encourage you to become involved in the education of your child and in the Sudbury community. Your child's teacher, principal, and the school's PTO leaders will be happy to help you find ways to be an active participant at your child's school. I am confident that you will begin to call SPS home very soon.

Please take some time to familiarize yourself with the contents of this parent handbook. To conserve resources, we print a limited number of copies for distribution and we hope you will rely on the district's website copy at www.sudbury.k12.ma.us. If you prefer a hard copy of this handbook and one is not available at your child's school, please call my office (978-639-3211).

I anticipate that the 2021-2022 school year will be an exciting and rewarding time for everyone. We are happy that you and your child are part of the SPS community and we look forward to working together to ensure that your child(ren) and all students have a successful and enjoyable school year.

With respect,

Superintendent of Schools
Brad J. Crozier

Assistant Superintendent's Letter



September 2021

Dear Sudbury Public School Families,

On behalf of the Sudbury Public Schools staff, I want to convey our commitment to partner with you on behalf of students. Opportunities to participate in the life of the district and school include Back-to-School events, site-based School Improvement Council meetings, School Committee meetings, Title One Information sessions, and parent-teacher conferences. Schools and the district rely heavily upon electronic forums for communication, so it is important to ensure that your contact information in the ASPEN Parent Portal is up-to-date. A strong connection between schools and families is essential to ensuring the success of each and every student.

This year, the Teaching and Learning Department will focus on new units of study in social studies, transitioning to a new social-emotional curriculum at the elementary level, data-informed instructional programming, curricular materials and instructional routines that promote equity and inclusion. The Teaching and Learning Department will continue to work on meeting the needs of all learners, including those who have demonstrated mastery of grade level content standards, and supporting the social and emotional development of students.

Sudbury is a vibrant school system in which all members are learners. Over the summer, educators participated in graduate level coursework, district sponsored professional development, and curriculum development. Professional learning is supported at the building level by instructional coaches and building based curriculum leadership teams, study groups, and professional learning communities (PLCs).

Families are encouraged to visit the district website and sudburystudents.org for at-home resources including elementary grade level learning guides. Together we can further our shared mission of helping all students grow and learn. Please feel free to contact me with questions, concerns, suggestions, or comments about teaching and learning in the Sudbury Public Schools.

Sincerely,

Kimberly Swain,

Assistant Superintendent of Schools for Teaching and Learning

COVID-19 PANDEMIC

The District will follow state and federal guidelines to address COVID-19 related school issues. Due to the unpredictable nature of the pandemic, the guidelines may change during the school year. The District will provide timely information to parents/students/guardians about any needed changes to District programs and services.

Safety Requirements and Educational Program Continuum

As a result of the on-going Covid-19 pandemic, the Massachusetts Department of Elementary and Secondary Education in conjunction with the Department of Public Health issued safety recommendations for the 2021-2022 academic school year. The District reserves the right to amend these requirements and the manner in which educational services are provided to its students as determined, appropriate and as ordered/advised by the various agencies of the federal and state governments.

Safety Requirements

Masks/face coverings

- Students older than 5 are required to wear a mask/face covering that covers their nose and mouth.
- Masks/face coverings must be provided by the student/family; however, extra disposable face masks will be made available by the school for students who need them.
- Adults, including educators and staff, are required to wear masks/face coverings.
- Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- Mask breaks will occur throughout the day in a manner that complies with health and safety standards.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.

Hand Hygiene:

- Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival at school, before eating, before putting on and taking off masks, and before dismissal.
- When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropyl content can be used. Hand sanitizer should be applied to all

surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

CAFETERIA

Important Note: There will be no fees for Breakfast/Snack and primary Lunch in the 2021-2022 School Year as part of the USDA's Cares Act funding. No action is required from Families to participate in this no cost meal program in the 2020-2021 School Year. Fees may apply for additional student food purchases but will require a permission form that will be distributed from each school building.

The Sudbury Public School District participates in the National School Lunch and School Breakfast program and adheres to the USDA governing regulations including the Healthy and Hunger Free Kids Act of 2010 (HHFKA). Hot lunch is served at all five schools every day except early release days. Breakfast is also provided at all five schools every day including early release days. Sudbury Public Schools contracts with a food service company to provide breakfast and lunches that are nutritionally balanced and follow the USDA guidelines established in the Healthy and Hunger Free Act of 2010. Breakfast and lunch may be pre-paid using cash or check, or with a credit card by creating a free account at www.myschoolbucks.com. The School Breakfast and Lunch Program is partially subsidized by local, state and federal funds as well as the Commodity Surplus Program.

The prices for school lunch are:

Elementary School: \$3.00

Middle School: \$3.50

Milk: \$.75

Breakfast is offered at each of the schools at the cost of \$1.50 at the following times:

Curtis: 8:00 a.m. – 8:20 a.m.

Loring: 7:30 a.m. – 7:50 a.m.

Haynes: 7:30 a.m. – 7:50 a.m.

Nixon: 7:30 a.m. – 7:50 a.m.

Noyes: 7:30 a.m. – 7:50 a.m.

Free & Reduced Priced Meal Benefits:

- Applications are available online at www.sudbury.k12.ma.us and at each school cafeteria and office as well as at the Food Services Office. Applications may be completed at any time during the school year.
- Students who are categorically eligible (SNAP, TANF, Homeless) for Free or Reduced price meals will be automatically enrolled in the Free and Reduced Priced Meal program; no application is needed.
- Students/Families who do not meet the criteria for automatic qualification may still be eligible based on income guidelines established by the Federal Government each year. Students/families must submit an application each school year to determine qualification for the program.
- Students/families eligible for the program will be eligible for the entire school year

- regardless of change in financial status.
- Students/families may decline participation in the Free and Reduced price meal program. A written notice of refusal must be sent to the Food Services Office.

Meal Eligibility – Offer vs. Serve:

In accordance with USDA and HHFKA guidelines, Sudbury Public Schools has elected to follow an offer versus serve procedure in the School Breakfast and Lunch Program in grades K-8. In an effort to reduce food waste, offer versus serve (OVS) allows students to decline some meal components and to choose those food items they would like to eat. Signs and posters are available in the school food service lines for students to picture what meal components are required during breakfast and lunch. All meals are planned to meet the meal pattern requirements of HHFKA.

The HHFKA meal pattern daily minimum requirements are listed below.

Breakfast Minimum Daily Requirements	Grains/Meat/Meat Alternative	Fruits/Vegetables	Milk
Grades k-8	1 oz	1 cup	1 cup fat free unflavored/flavored or low-fat unflavored

Lunch Minimum Daily Requirements	Grains	Meat/Meat Alternative	Fruits	Vegetables	Milk
Grades K-8	1 oz	1 oz	½ cup	¾ cup	1 cup fat free unflavored/flavored or low-fat unflavored

OVS requires that schools **offer** all 5 meal components at lunch and offer 4 meal items from the 3 meal components at breakfast. All components must be offered at the minimum daily requirements. Students who participate in the Free or Reduced Price meal program must take 3 meal components for lunch and/or 3 meal items for breakfast in order to receive the free or reduced price meal benefit. If a student chooses not to take the required meal components, then the student will be charged for the non-reimbursable meal at the normal a la carte rate. In accordance with HHFKA OVS policy, school meal prices are set as a unit price. Students who take 3, 4 or 5 meal

components for lunch are charged the same price. Similarly, students who take 3 or 4 meal items for breakfast are charged the same price.

Meal Charge Policies

Students will be allowed to charge up to a maximum dollar of \$10 which will be known as the "account cap."

- (1) Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.
- (2) Elementary students wishing to purchase a second meal may do so with parental permission.
- (3) Snacks may be sold but are only sold as a cash transaction. Students with positive account balances may charge a snack with parental permission only. Once the child reaches the maximum meal charge however, no a la carte items, including snacks, will be sold to the child and all transactions may become a cash basis transaction

Account balances can be checked at any time by creating a free account at <https://www.myschoolbucks.com>. Account balances above the "account cap" will be collected throughout the school year. All accounts must be settled by the end of a school year. Letters will be sent home approximately four to five days before the last day of school to all students whose accounts are in arrears. Parents/Guardians are responsible to ensure school lunch accounts are not delinquent.

Requests for school lunch account transfers and refunds must be made in writing to the Food Services Department. All requests must be made by June 30 of the current school year.

- **Refunds:** A written request for a refund of any money remaining in a student account must be submitted to the Food Service Office. An e-mail request is also acceptable. The request must include payee name and address.
- **Account Fund Transfer:** Funds can also be transferred to a sibling's account with a written request to the Food Service Office.
- **Unclaimed Funds:** All refunds and transfers must be requested by June 30 of the school year. Unclaimed funds will then become the property of the Sudbury Public School Food Service Program.

COMMUNITY GROUPS AND ORGANIZATIONS

The Education Reform Act of 1993 established School Councils at all schools in the

Commonwealth. Each School Council is co-chaired by the building principal with membership, which includes parents, teachers and community members. The Council assists the principal in identifying educational needs of the students, reviewing the annual school budget, and formulating a school improvement plan. The Council and the principal are responsible for adopting educational goals for the school and formulating a plan to advance such goals and improve student performance.

School Councils also address professional development for the school's professional staff, the enhancement of parental involvement in the school, safety and discipline, extracurricular activities, and other issues agreed upon by the principal and the council. Parents and community members interested in serving on their School Council should contact their building principal directly.

School Parent Organizations

Sudbury welcomes and encourages parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. Each of our schools has an active parent organization, which provides a formal way for parents to be involved in Sudbury's schools. You will want to contact your school principal for information about the Israel Loring Parent Organization (Israel Loring PTO), Peter Noyes Parent Organization (Peter Noyes PTO), the Josiah Haynes Organization of Parents (HOP), the Gen. John Nixon Parent Organization (Nixon PTO) or the Ephraim Curtis Parent Organization (CPO). Each group has regularly scheduled meetings, many active committees, and a great desire to involve as many parents as possible.

Sudbury Education Resource Fund (SERF)

The Sudbury Educational Resource Fund is a non-profit, tax-exempt organization dedicated to enriching, enhancing and supporting Sudbury's education system. SERF coordinates a bank of resources composed of money, energy, expertise and materials. Through this bank of resources, SERF provides grants for educational pursuits, focusing on curriculum support, student enrichment, and professional development. Membership is open to all individuals interested in contributing time and energy. Contact the Assistant Superintendent, at 978-639-3216 for further information, or visit serfsudbury.org.

DONATIONS

The Sudbury School Committee recognizes and appreciates the benefits to the schools of donations of time, talent, and money in support of the educational goals of the District. In particular, school support organizations, such as the Parent Teacher Organizations and the Sudbury Education Resource Fund, Inc. (SERF), have provided highly valuable support to Sudbury Public Schools. At the same time, the School Committee believes that public education is a common good that should be adequately supported by the federal, state, and local governments. Pursuant to the Constitution and laws of Massachusetts, students are entitled to an appropriate education financed by the public. In general, therefore, private donations should not be used to pay for core curriculum or other programs that fall within the obligations of the District.

The Sudbury School Committee may accept donations to assist the District in furtherance of its educational goals, in accordance with applicable laws. Donations subject to this policy include all monetary gifts, donations, grants, or bequests, and all donations of equipment, materials, or other donations in kind.

Donations may not be spent or used in the schools unless they have been accepted on behalf of the District by a vote of the School Committee, subject to the exceptions stated in the School Policy Manual. Donations, including donations from school support organizations, that would (1) involve a change to a school physical plant; (2) support the salary of any District personnel; or (3) involve significant or ongoing advertising or promotion of a commercial interest, may be spent or used by the District only if approved by the School Committee.

All donations accepted by the School Committee will only be expended for the purpose intended. Donations that are accepted by the School Committee will ordinarily be accepted without condition or restriction, unless the Committee approves a proposed condition or restriction as being in the interest of the District. All donations accepted by the School Committee will become the property of the Sudbury Public Schools to be used as intended by the donor unless designated for general purpose and in which case, the School Committee deems appropriate and are subject to the same controls and laws that govern the use and disposal of other school-owned property. Monetary donations will be placed in a separate account as needed and in compliance with applicable laws.

The School Committee reserves the right to reject any donation when it finds that the donation would not serve the interests of the District.

SCHOOL CANCELLATION AND DELAYED OPENING

In the event of inclement weather resulting in cancellation or delayed opening of schools, you will receive information via multiple means including e-mail, website announcement banner, and local news outlets.

How is the decision to cancel or delay school made?

The Superintendent will make the open/close/delay decision informed by input from local weather service, Sudbury DPW, Sudbury Police and area superintendents. The decision starts with an assumption that schools will be open and will operate on a regular schedule. Weather and travel conditions will determine if closing or a 1 or 2-hour delay may be necessary.

Once schools have opened for the day, it is highly unlikely that students will be dismissed early. The decision to dismiss a school or all schools rests with the Superintendent in collaboration with the principal(s). School principals are empowered to contact the Superintendent with the recommendation to dismiss students early based on conditions that exist at a particular school. Finally, although we collaborate with LSRHS when making a decision regarding cancellation or delay, a joint decision is not required and there may be conditions unique to one district that warrant different decisions.

Inclement Weather and School Bus Transportation

It is assumed that buses will run their regular routes any time school is open. During any type of severe storm, drivers will adjust the stops to better accommodate students and parents. This may include waiting longer at the stop or modifying the location or number of stops. Parents should understand that during storms or inclement weather, pick-up and drop-off times will be extended.

Parents are requested to ensure that the students are dressed appropriately for extreme weather conditions. It is unlikely that school will be cancelled because of extreme temperature conditions, so appropriate dress is important for travel to and from school, waiting for the bus, and for school time hours. Heavy coats, gloves/mittens, hats and appropriate footwear is vital in extremely cold conditions; appropriate dress and footwear that meets the school dress codes is required during extremely warm conditions.

In the case of an emergency, a parent may request that a student who does not normally ride a bus be allowed to ride the bus to a particular stop. This would only be accommodated on an existing route, at an existing stop, and providing space is available on the bus.

If a bus is unable to travel on a particular road or unable to reach a particular stop, the driver will notify the bus dispatcher immediately. The dispatcher and driver will call parents of the students affected AND call the Sudbury Transportation Office, which in turn will notify the schools. No elementary student will be released at a non-regular bus stop unless a parent or designated adult is present to receive the student. Students shall not be left at a stop with the assumption that a parent will be coming.

If a parent or recognized adult is not present, an elementary child will remain on the bus and be returned to the school. Middle School students may be released at or near the designated stop, providing the student indicates that he/she has a safe place to go and is able to get there.

If a decision is made to dismiss school early, school principals will initiate the school dismissal notification plan. This will include initiating an email blast, a direct phone contact from a school employee, or any combination of these options.

If a decision is made to delay the dismissal of a school or schools, principals will initiate the school delayed dismissal notification plan. A school principal is empowered to make a decision to hold students at school or delay bus loading or leaving, if conditions are, or could become potentially unsafe for travel. Parents/Guardians will be notified of dismissal procedures and approximate timeline if that decision is made.

In the event of inclement weather, announcements of school cancellations and delayed openings will be made on the major radio and TV stations in the area and on the recorded school closing lines at each school.

Fee-based Activities

For the 2021-22 school year, some activities require a specific fee. These include participation in the sports programs as well as school bus transportation for some students. There are also costs for individual field trip expenses. Specific costs are as follows:

Sports: \$195 per child for first team; \$95 per child for subsequent teams;

After School Activity: \$100 per child per activity, with some exceptions for certain programs.

HOMEWORK

Reading

Reading regularly is closely tied to student achievement and is strongly encouraged at all grade levels. Independent reading, texts chosen by the reader, has consistently been found to relate to achievement in vocabulary, reading comprehension, verbal fluency, and general information.

Student Advocacy

At the upper elementary and middle school level, students are encouraged to connect with their teachers directly about their learning. If students are unable to complete an assignment or the assignment is taking longer than the homework guideline times, they are encouraged to talk to their teacher. Parents/guardians are always invited to contact the teachers as well.

Guidelines

- Homework assignments will be related to instructional objectives and reinforce

classroom learning. Teachers will strive to ensure that students understand the purpose of the assignment and can complete the work independent.

- Teachers will take into consideration students' individual needs and available home resources when assigning homework.
- Homework assignments will provide opportunities for concept and skill development through review and enrichment experiences.
- Completed homework assignments will be reviewed by the teacher to check for student understanding. Instructional follow-up will occur.
- Homework shall not be assigned on designated religious holidays, over long weekends (3 days or more), or during vacation weeks. Weekend homework will not be assigned at all for students in grades K-5. Homework may be given over the weekend in grades 6-8; however, the total time for weekend homework will not exceed the prescribed time for a single evening's study.
- Homework will not exceed the recommended guidelines below. With long-term projects, teachers will break tasks into manageable chunks that can be completed within these guidelines

Grade Amount of Homework

K-2	No homework other than occasional activities at the teacher's discretion
3	0-20 minutes per night maximum, occasional assignments given M-Th
4	0-30 minutes per night maximum, assignments given M-Th only
5	0-45 minutes per night maximum, assignments given M-Th only
6	0-60 minutes per night maximum
7	0-75 minutes per night maximum
8	0-90 minutes per night maximum

Subject teachers will coordinate assignments and assessments so that maximums are not exceeded. Subject teachers, including World Language, will strive to minimize the number of assessments on the same day. Team teachers will work to limit major assessments to one per day and not to exceed two per day.

FIELD TRIPS

During the 2021-22 school year, Field Trips may be impacted by potential COVID-19 restrictions on travel and gatherings.

The transportation for all place-based learning experiences will be provided by bus, unless the administration determines that bus travel would have an adverse effect upon the trip or the resulting learning experience. In such cases, travel may be provided by van, private automobiles, or other forms of transportation. Overnight trips should generally use commercial motor coaches subject to this exception.

Students will be asked to make a donation for participating in curriculum-related place-based trips not to exceed a figure which represents distributing the expense of the trip proportionately among students who participate on the trip. Donation amounts related to grade level field trips will be calculated proportionately with the end result of having each child at that grade level contribute an equal amount. Chaperones will not be assessed a transportation fee for their participation in field trips but they may be asked to pay their own entrance fee if a fee is charged by the field trip provider.

Gifts to Teachers

It is the policy of the School Committee to discourage the giving of gifts to teachers and administrators. Donations in a teacher's name may be made at each of the schools through SERF and the PTO's. Money received in such a manner is used to purchase library books, prints of artwork and other items that benefit the entire school. Massachusetts Law limits the amount of any gift a staff member may receive to \$50 from an individual or a group. Collecting contributions from a group of parents to present as a gift to a teacher would be restricted by the \$50 limit. The limit is not applicable if the gift from an individual or group is for the classroom, such as student materials, books or other similar items. The difference is whether the gift is a personal gift for the teacher or staff member or for the classroom or students.

Lockers/Desks/Personal Items

Lockers, desks and their contents are the property of the school system and can be searched at any time deemed appropriate by school personnel.

Cell phones and electronic devices are **NOT** to be used in school during school hours.

In accordance with the Education Reform Act of 1993, there is no smoking permitted in our schools, on school grounds, or at school-sponsored events.

State Assessment

As part of the Education Reform Act of 1993, the State Board of Education has instituted a system of student assessments which culminates in a must pass assessment in Grade 10 in order to graduate from high school. The MCAS (Massachusetts Comprehensive Assessment System) will be used through the graduating class of 2019 to make a Competency Determination (CD) for high school graduation.

The Department of Elementary and Secondary Education requires our students in various grades to participate in testing in the areas of English and Language Arts, Mathematics, and Science, Technology and Engineering. The Board of Elementary and Secondary Education has designated MCAS 2.0 as its assessment system. Students in grades 3-8 will be assessed in Mathematics and English Language Arts. Students will take all MCAS assessments in a computer-based format. Additionally, students in grades 5 and 8 will be assessed in Science, Technology, and Engineering. Eligible students will continue to take the MCAS ALT (Alternate) assessment. The purpose of state assessments is to determine the progress individual and groups of students have made in acquiring the knowledge and skills as outlined in the Massachusetts Curriculum Frameworks.

Other ways in which students are assessed include standardized tests, classroom assessments, and teacher created assessments, and students' in-class performance and products.

PARENT/GUARDIAN CONFERENCES

There are two formal opportunities for parent/guardian conferences for elementary and middle school students, one in the fall and one in the spring. Elementary school parent/guardian conferences are generally discussions between the child's classroom teacher and the parent/guardian. At Curtis, conferences are generally held with the core instructional team teachers. Unified Arts and Specialist teachers may also meet with parents/guardians if there are specific questions about their areas of instruction.

Parent/guardian conferences are an opportunity to discuss academic and social progress. Parents/guardians are encouraged to contact their child's teacher to conference, as needed, about other concerns.

PHYSICAL RESTRAINT POLICY

Each school district is required to have a physical restraint policy according to 603 CMR 46.00, pursuant to Massachusetts General Laws.

Purpose

The purpose of the physical restraint policy is to ensure that every student in the Sudbury Public Schools system is free from the use of unreasonable physical restraint. Physical restraint shall be used with extreme caution and only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate. The two goals are:

- To administer physical restraint only when needed to protect a student and/or member of the school community from imminent, serious physical harm; and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Nothing in 603 CMR 46.00 or this school's policy precludes any teacher or employee of the school system from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter

responsibilities. All families will be communicated with, and all instances will have written documentation.

Complaint Procedures

Parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the superintendent/principal to discuss their concerns.

If the parents'/guardians' issues are not resolved at this level, they may request an Executive Session hearing with the Sudbury Public Schools School Committee.

Additional information regarding these and all other School Committee policies can be found in the Policy Manual on the district website at www.sudbury.k12.ma.us.

PROFESSIONAL INSERVICE DAYS

Educational research is clear that the most important factor in our students' success is the quality and effectiveness of the instruction in the classroom. To this end, our district strategic objectives are focused on providing a consistent curriculum and supporting effective instructional practices across the district. Our professional development program is a key element of how we work towards these objectives.

Our program for educators occurs in a variety of settings. Teachers have opportunities to grow their individual and collective capacity to maximize student learning, including professional collaboration and coaching opportunities. The school calendar also includes two full professional development days and several early release Wednesdays.

In order to be successful and provide the best ultimate benefits to our students in classrooms, teachers need the opportunity to collaborate over time and sustain a focus on important topics. On any given professional development day, teachers gather with colleagues from across the district to design new curriculum and assessments, to analyze student learning data, and learn from each other about best, proven practices. We deeply appreciate the parent and community support that makes this possible.

STUDENT REGISTRATION

Early Childhood: Preschool & Kindergarten

The Sudbury Public Schools is home to an integrated Preschool housed at the Noyes School. Residents may apply as tuitioned community preschool students on a '*First-come/First-served*' throughout the year once a child turns three. If Interested in registering for the preschool, you may go to the registration tab on the SPS website www.sudbury.k12.ma.us or go under the Early Childhood Department page or call the Early Childhood Office (978) 639-3204.

The Sudbury Public Schools continues to offer a full-day, free kindergarten experience at each school. Kindergarten registration begins on February 1st for children who turn age five on or before September 1st (of the following year). Please bring the completed forms, in person, and all at once to the Central Office in order to complete the registration process. Both the

preschool and kindergarten registration process requires a child's birth certificate, proof of residency/occupancy, current physical and immunological record. Further questions may be directed to early_childhood@sudbury.k12.ma.us or please call the Early Childhood Office (978) 639-3204.

For any registration questions, please contact: Student_Services@sudbury.k12.ma.us or call (978) 639-3202.

REPORTING TO FAMILIES

The reporting of student progress to parents/guardians is done three times a year at the middle school level and two times a year at the elementary school via report cards. Parents/guardians can access their student's report card through the ASPEN Family Portal. Middle school parents/guardians are also encouraged to establish Schoology accounts in order to view assignments, quiz and test grades, and messages from their students' teachers. In addition to the required fall conferences for K-5 students, conferences with parents/guardians in grades K-8 may be held if considered necessary by the staff, or at the request of the parent or guardian.

STUDENT SERVICES

Guidance Services

Each school provides the services of one or more Guidance Counselors. The role of the counselor is to support the social and emotional growth of all children and to deliver short-term counseling services to children. The School Counselor is available to provide support for all children in order to enhance the child's social, emotional, and academic success. The counselor consults with teachers, administrators, parents and other helping professionals to determine appropriate supports for each child.

Special Education

In accordance with the Massachusetts Special Education Laws and regulations, M.G.L. ch. 71B (formerly known as Chapter 766) and 603 CMR 28.00 and the federal Individuals with Disabilities Education Act (IDEA), Sudbury offers a wide-ranging array of supports and services designed to identify and serve children with disabilities. Eligibility for special education is determined through a team process by identifying if a student has a disability, which impacts a child's ability to make effective school progress.

Sudbury is an inclusive school community and places a high priority on meeting the needs of children within the context of the general education program and classroom. This inclusion fosters social as well as academic growth and allows all children to be full members of our school community. Prior to referring a child for a special education evaluation, parents are encouraged to work with the building-based Instructional Support Team. The Instructional Support Team consists of a group of educators who work to address each child's unique needs through creative options and planning along with targeted intervention using research-based methods and assessment all within the general education program. Team Chairs, in each of the

school buildings, will support families through the special education referral process.

Screening services are available to preschool children ages 3-5 (and at any age under Child Find Regulations), whose parents are concerned that a disability exists. If a disability is present, children will receive the appropriate level of service ranging from therapy only (i.e. speech, occupational and physical) to placement in a preschool. Sudbury operates an integrated preschool program at the Noyes School. These integrated programs provide educational opportunities for children with disabilities to be educated alongside typically developing peers. Child Find mandates for all grades are upheld, and communication around Child Find is published each year.

A parent group, Sudbury Special Education Parent Advisory Council (SEPAC), works with educators and interested citizens providing input on Sudbury's special education programs. SEPAC also provides workshops for the community at large, aiming to increase knowledge and awareness on matters relevant to special education. Meetings are held regularly throughout the year.

Further information and questions pertaining to concerns at the school level can be addressed to the Director of Student Services at 978-639-3202.

Section 504 Services

Section 504 of the Rehabilitation Act of 1993 is designed to protect all handicapped persons who are defined as having a physical or mental impairment that substantially limits one or more major life activity.

Section 504 prohibits discrimination against handicapped persons and requires schools to conduct an evaluation, convene a team, and when appropriate, develop suitable accommodations.

Section 504 is not an aspect of Special Education. It is a responsibility of the comprehensive general public education system in cases where it has been determined that a substantial limitation exists to a major life activity. Building Administrators oversee the implementation of the 504 process in the Sudbury Public Schools.

Further information and questions pertaining to unresolved concerns at the school level can be addressed to the district's Section 504 Coordinator, Director of Student Services at 978-639-3202.

Title One Program

Title One programming is funded through a federal grant. As reauthorized under the No Child Left Behind Act of 2001, this grant provides resources to local school districts to help students meet the challenging state and local academic standards. The focus of Sudbury's program is to provide instructional support services at Loring Elementary School and Curtis Middle School. These schools were ultimately selected through a combination of federal and State Department of Education data on census and demographic information.

School staff identify students who may or may not have individualized educational plans through special education but who, through teacher recommendation and other assessment criteria, are likely to benefit from the additional available support. The goal of this effort is to provide supplemental instruction to students who may benefit from individual and small group formats and to support classroom teachers in their efforts to meet the needs of all learners.

Title I teachers and tutors are "highly qualified" by all state and federal standards, and the district is confident about their capacity to deliver excellent instructional services.

The federal *No Child Left Behind* Act of 2001 requires school districts that receive Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, the Sudbury Public Schools will provide parents with this information in a timely manner, if they request it. Specifically, parents have the right to request the following information about each of their child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches;
- Whether the teacher is teaching under emergency or provisional status because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and
- Whether paraprofessionals provide services to your child and if so, what their qualifications are.

Sudbury Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If, as a parent of a Title I school student, you would like to receive any of the information listed above regarding your child's teacher, or if there are questions in general about the Title I program and Sudbury's Entitlement Grant, contact the Assistant Superintendent at 978-639-3216.

English Learner (EL) Program

Sudbury Public Schools currently has 65+ English Learners (ELs) in its English Learner (EL) program. A program of this size is called a "Low Incidence" EL program by the Massachusetts Department of Elementary and Secondary Education (MA DESE). These students receive direct support from an ESL teacher at each school within the district. This support is comprised of inclusion and/or small group, separate setting support. ELs are initially identified for support using the WIDA Screener, a standardized English language assessment, and prior school records/teacher recommendations (when applicable). ELs participate in the state-mandated, standardized, annual English language assessment, WIDA-ACCESS. This assessment, along with grade level assessments and teacher recommendations, is used to determine continued eligibility for EL support. When ELs achieve the English proficiency necessary to access grade-level curriculum with no additional support, they exit the program. The progress of a student who has exited the program is monitored by the ESL staff for six years to assure success in the classroom. As a member of EDCO, the area education collaborative, SPS

receives Title III funds to provide additional support for ELs. Sudbury Public Schools' approach to serving the needs of ELs complies with all federal and state regulations.

METCO Program

The Metropolitan Council for Educational Opportunity (METCO, Inc.) was created fifty four years ago in 1966. Since its founding, the METCO program has enrolled tens of thousands of Boston students of color in participating suburban school districts. The METCO Program provides students from racially imbalanced schools in Boston and Sudbury an opportunity to learn from each other in an integrated school setting.

Sudbury Public Schools enrolled the first group of 40 students from Boston on January 27, 1975. Today this voluntary grant-funded program brings 70 students in grades k-8 from Boston to Sudbury. Students from Boston are enrolled in all four elementary schools and Ephraim Curtis Middle School. Students from Boston completing grade 8 and any other student(s) leaving the Sudbury METCO Program, are replaced with the number of new elementary students needed to maintain the set number of 70 for the next academic school year.

Students from Boston are supported by the METCO Director and METCO staff in the elementary and middle schools. Parent community engagement meetings for Boston families are held several times during the school year in Boston. The meetings provide Boston families with an opportunity to discuss issues that are relevant to their children's academic progress and social/emotional well-being. The METCO Director in collaboration with Sudbury staff facilitates community engagement, curriculum and technology workshops for Boston families.

Sexuality Education

In accordance with General Laws Chapter 71, Section 32A, the Sudbury Public Schools are required to notify parents prior to the teaching of sexuality education in the classroom. In Sudbury, the staff places a high priority on communicating with parents before sensitive topics are introduced to students in the classroom. To this end, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that involve human sexual education or human sexuality issues. In cases where parents opt not to have their child participate in a specific unit, we uphold the right of parents to work with teachers to develop an alternate learning experience.

The foundations of sexuality education are established in kindergarten and first grade as students are encouraged to celebrate their similarities as well as their differences. Students are continually encouraged to learn and model social skills that support respectful and empathetic interactions between children. The concept of reproduction is introduced in kindergarten, and revisited each year thereafter, as students study the life cycle of various organisms. In fifth grade, as part of the Wellness and Science Curriculum, students study the human body systems, including the reproductive system, and the changes associated with puberty and adolescence. This topic is revisited in Health classes with students in grades six through eight, and may include a discussion of HIV/AIDS and the transmission of bloodborne pathogens.

Parents who have specific questions about the sexuality education curriculum are encouraged to contact Betsy Grams, Wellness Curriculum Specialist, at 978-443-1093 ext: 1130 or at

Elizabeth_Grams@sudbury.k12.ma.us.

Homeless Students

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students enrolled in the district will have a full and equal opportunity to succeed in the district schools.

Students without a permanent place to live have the right to:

- Go to school;
- Obtain free lunch (and breakfast, if offered);
- Receive transportation, if requested;
- Participate in school programs (like athletics and other student activities); and
- Receive the same support and services provided to all other students, as needed;

For more information, contact Assistant Director of Student Services, Homeless Education Coordinator for the Sudbury Public Schools at 978-639-3202; or DOE: (781-338-6294) or (781-338-6330).

STUDENT PICTURES

Photographic companies shall be used to take student pictures throughout the school system. All financial arrangements and problems resulting from photographs made shall be handled by the company. Information about school pictures will be distributed through the individual schools.

STUDENT RECORDS

Amending Your Child's Record

A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.

A parent has the right to request in writing the deletion or correction of any information contained in the student's record, except in the cases where the information was inserted into that record by a child's special education TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

1. If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct material that he/she deems objectionable in the student's record, the parent shall

present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

2. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
3. If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeals shall be in writing and submitted to the Superintendent within five business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two weeks of receipt of the written appeal.
4. If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing on the appeal as required by 603 CMR 23.09(4).

State Law on Student-Record Access for a Non-custodial Parent

In the event that parents are divorced or separated, the non-custodial parent's access to his/her child's student record is governed by state law. In order to obtain access, the non-custodial parent must submit a written request to the school principal, and the custodial parent must be notified of the non-custodial parent's request for access to the record. A non-custodial parent is eligible to obtain access to student records unless:

1. Denied legal custody based on threat to the safety of the student or to the custodial parent; or
2. Has been denied visitation (or ordered supervised visitation); or
3. Access to the student has been restricted by a temporary or permanent protective order.

Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

- A. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected;
- B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school

to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;

- C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks; A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;

- D. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Directory Information Notice

The Sudbury Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information:

- Name;
- Address;
- Telephone number;
- Date and place of birth;
- Major field of study;
- Participation in officially recognized activities and sports;

- Weight and height of members of athletic teams;
- Dates of attendance;
- Degrees, honors and awards received; and
- Post high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent or a student or an eligible student. **Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information.** In that case, this information will not be disclosed except with the consent of a parent or eligible student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. Any parent or eligible student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal one week prior to the opening of school or one week after distribution of this notice. In the event that refusal is not filed, it is assumed that neither parent of a student or eligible student objects to the release of the directory information designated. This permission will be assumed to be granted from year to year unless the principal is otherwise notified in writing.

Notice on Transfers to Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the Sudbury Public Schools forward the complete school record of a transferring student to a school in which the student seeks or intends to enroll. Such transfer of records can take place without consent of the parent or eligible student.

Destruction of Student Records

Sudbury schools are required by law to keep student records for specified periods of time, depending on the nature of the record. However, student records that do not have a specified retention period (e.g. daily attendance notes, dismissal notes, student classroom projects and assignments) will be destroyed five days after the end of the school year. Parents have a right to request, and pick-up, these records before they are destroyed. If you would like such records, please notify the school principal in writing prior to the last day of the year.

STUDENT RIGHTS AND RESPONSIBILITIES

Policy on Harassment

The Sudbury Public Schools are committed to providing equal education and employment opportunities for all students, employees and applicants, parents and members of the school community, including those people who are contracted to perform work for the Sudbury Schools, without unlawful regard to race, color, religion, gender, national origin, age, sexual orientation, or disability. The members of the school community include the School Committee, administration, faculty, staff, students, and volunteers working in the schools, while they work and study subject to school administrators and their designees. The Sudbury Public Schools are also committed

to maintaining a school and work environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability.

The Sudbury Public Schools expect all students, employees and other members of the school community to conduct themselves in an appropriate and professional manner with respect and concern for their colleagues and students. Harassment on the basis of color, national origin, religion, age, gender, sexual orientation or disability in any form will not be tolerated.

Harassment is a violation of an individual's right to personal dignity. It may exist whenever inappropriate conduct relating to or involved with one or more of an individual's characteristics or qualities exists. Harassment may include, but is not limited to:

- Assault, intentionally impeding movement, continuing comments, gestures, or written communications of a derogatory nature involving or because of an individual's characteristics; and
- Verbal comments or insults based on stereotypes.

Sexual harassment is a special type of harassment. It consists of unwelcome physical and verbal or other overt sexual advances, requests for sexual favors and other verbal and/or physical conduct of a sexual nature when such conduct unreasonably interferes with school or work performance or creates an intimidating, hostile, or offensive educational or work environment. Sexual harassment is a violation of an individual's right to privacy and personal dignity. It may exist whenever inappropriate conduct relating to or involved with sex offends or shocks someone and the offense taken is reasonable under all the circumstances. Sexual harassment may include, but is not limited to:

- Continuing to express sexual interest after being informed that the interest is unwelcome;
- Assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive or derogatory nature involving or because of sex;
- Leering or voyeurism; and
- Displaying lewd or sexually explicit photographs or other materials.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts G.L.C. 119 Section 51A. Sudbury Public Schools shall comply with Massachusetts's laws in reporting suspected cases of child abuse. Any attempt by an employee or a student to retaliate against a person who makes or provides information regarding a claim of harassment is also strictly prohibited.

Specific procedures for the reporting and investigation of incidents of any form of harassment shall be followed at the individual school level. Any violation of this policy should be documented in writing and brought to the attention of a building administrator and the Superintendent of Schools. An investigation will be conducted in a timely fashion, followed by whatever disciplinary action is deemed appropriate in accordance with established procedures in the Faculty and Parent Handbooks and the Behavior Code. Any employee, student or member of the school community found to be guilty of harassment shall be subject to sanctions including, but not limited to warning, suspension, expulsion, or termination of employment, subject to applicable procedural requirements.

Anti-Bullying Policy for Students

Bullying can take many forms and occur in many settings. Bullying conduct may occur on a single occasion or repeatedly over time. Bullying typically involves repeated acts by a student intended to exert unwarranted control over another student or students. These negative acts may be direct physical or verbal actions or may be indirect actions such as gossip and social alienation. Examples of bullying may include but are not limited to: physical or psychological intimidation; threats that may be stated or implied; assaults that may be verbal or physical, teasing or insults; and attacks on student property.

The Sudbury Public Schools will endeavor to maintain a learning environment free of bullying. Bullying behavior by a student is prohibited and will be considered unacceptable behavior within the meaning of the behavior codes: School Behavior for Pupils and Bus Procedures and Regulations for Pupils. A student who commits bullying behavior may be disciplined in accordance with these codes. Bullying that occurs at school during school hours, on school-sponsored transportation, and at school-sponsored activities, events, and trips may constitute a violation of the School Behavior code. Depending upon the circumstances, bullying behavior may or may not be considered a violation of the Harassment Policy.

Bullying, harassment, and intimidation have a negative impact on the school climate and can be major distractions from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying activities also gives other students the message that it is permissible to engage in negative behaviors.

A. Definition of Bullying

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- I. Causes physical or emotional harm to the victim or damage to the victim's property;
- II. Places the victim in reasonable fear of harm to himself or of damage to his property;
- III. Creates a hostile environment at school for the victim;
- IV. Infringes on the rights of the victim at school; or
- V. Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this policy, bullying shall include cyber-bullying. Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo optical system, including, but not

limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

- I. The creation of a web page or blog in which the creator assumes the identity of another person; or
- II. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying above.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

B. Prohibited Behavior

The Sudbury Public Schools will endeavor to maintain a learning environment free of bullying. Bullying behavior by a student is prohibited and will be considered unacceptable behavior within the meaning of the behavior codes: School Behavior for Pupil (Appendix A) and Bus Procedures and Regulations for Pupils (Appendix B). A student who commits bullying behavior may be disciplined in accordance with these codes. Depending upon the circumstances, bullying behavior may or may not be considered a violation of the Harassment Policy (8).

Bullying is prohibited:

- i. On school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and
- ii. At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited and will be considered unacceptable behavior within the meaning of the behavior codes.

C. Reporting Requirements

A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, will immediately report any instance of

bullying or retaliation the staff member has witnessed or become aware of to the school principal. Upon receipt of such a report, the school principal or a designee will promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee will:

- i. Notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator;
- ii. Take appropriate disciplinary action;
- iii. Notify the parents or guardians of a perpetrator; and
- iv. Notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

Bullying Prevention and Intervention Plan

INTRODUCTION

Bullying behavior by a student is prohibited and will be considered unacceptable behavior. Sudbury Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, intimidation or retaliation, in our school buildings, on school grounds, or in school related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, intimidation and retaliation, and take prompt action to end that behavior and restore a target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The school or district expects that all members of the school community, students and adults, will treat each other in a civil manner and with respect for differences.

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

Bullying, harassment, and intimidation have a negative impact on the school climate and can be major distractions from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying behavior also gives other students the message that it is permissible to engage in negative conduct. This Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the Sudbury Public Schools are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, intimidation and retaliation. The school principal is responsible for the implementation and oversight of the Plan.

DEFINITION OF BULLYING, CYBER-BULLYING, INTIMIDATION AND RETALIATION

1. **Bullying** is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 - a. causes physical or emotional harm to the target or damage to the target's property;
 - b. places the target in reasonable fear of harm to himself or of damage to his property;
 - c. creates a hostile environment at school for the target;
 - d. infringes on the rights of the target at school; **or**
 - e. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this policy, bullying will include cyber-bullying.

2. **Cyber-bullying** is defined as bullying through the use of technology or any electronic communication, which will include, but will not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying will also include:

- a. The creation of a web page or blog in which the creator assumes the identity of another person or
 - b. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying above.
 - c. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
3. **Retaliation against or Intimidation** of a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited and will be considered unacceptable behavior within the meaning of the SPS Code of Conduct. Such retaliation or intimidation may result in disciplinary action.
 4. **Other behaviors** which are rude and hurtful but do not meet the criteria to be termed bullying, may not require reporting under the law, but will be addressed within the SPS *Code of Conduct*.

For the purpose of this Plan, Aggressor will be used to identify the person(s) who has engaged in the bullying, cyber-bullying or retaliatory behavior. Target will be used to represent the person(s) to whom the action is directed.

LOCATIONS

Bullying is prohibited:

- a. On school grounds. Including property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and
- b. Off school grounds. Including at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

REPORTING

Any **staff member** (i.e. anyone employed by SPS) will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying, intimidation or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. This requirement includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff member or substitute teacher.

School **volunteers** will report immediately to the school principal or designee any conduct that may be bullying, cyber-bullying, retaliation, or intimidation when s/he has witnessed it or becomes aware of it. They will be notified of and trained in the reporting requirement.

Parents/guardians. The Sudbury Public Schools expects parents or guardians, and others who witness or become aware of an instance of bullying, intimidation or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Parents or guardians, and others may request assistance from a staff member to complete a written report. This report to the principal is best if done in direct conversation but may also be done by email, phone message, or other written communication.

Students The Sudbury Public Schools expects students, who believe they have been subjected to bullying, cyber-bullying, intimidation or retaliation, or who witness or become aware of an instance of bullying, intimidation or retaliation involving a student to report it to the principal or designee. This report may also be made to the student's teacher, counselor, or any adult staff member.

Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with the principal or designee, or with a staff member. This report is best if done in direct conversation with the staff member, but may also be done by other means or through the student's parent/guardian. The report may also be submitted anonymously.

Anonymous reports of bullying, cyber-bullying, intimidation or retaliation, or reports by students or parents/guardians who wish to remain anonymous may be submitted to teachers and school administrators and will be investigated. No disciplinary action will be taken based solely on an anonymous report.

A Reporting Form will be made available on the district web site for use by any party. This form may be submitted directly to the principal or sent anonymously to the principal of the school.

False Reports submitted knowingly alleging bullying, cyber-bullying, intimidation or retaliation will be subject to disciplinary action in accordance with the SPS Code of Conduct.

INVESTIGATING AND RESPONDING TO REPORTS

Upon receipt of a report of possible bullying, cyber-bullying, retaliation, or intimidation, the school principal or a designee will, before fully investigating the allegations of bullying, intimidation or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

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

In conducting an investigation, the principal or designee, will consider how the bullying behavior might impact the general learning environment of the school or the impact it may have on bystanders or other students in the school.

Consequences may be necessary even if the target indicates the aggressor's behavior is permissible.

The principal or designee will promptly conduct an investigation. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

The principal or designee is required to investigate all reports of potential acts of bullying or cyberbullying. This obligation exists regardless of requests from reporters to not investigate or talk with certain students or individuals. We encourage reporting, but reporting on the condition that no action will be taken or limits placed on the investigation cannot be accepted.

Steps of the Investigation:

- a. Report is received;
- b. Interview the target and assess the level of threat present;

- c. Interview reporter, if other than target, and note and interview other witnesses (especially adults) or any online involvement;
- d. Interview the alleged Aggressor(s);
- e. Determine the merit and plausibility of the report; and
- f. Determine the circumstances and establish disciplinary or other consequences, if necessary.

CONSEQUENCES AND RESPONSES TO BULLYING

If the school principal or designee determines that bullying, retaliation, or intimidation has occurred and consequences are merited, the school principal or designee will:

- a. Promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, what action is being taken to prevent further acts of bullying or retaliation.
- b. Ensure that all notices to parents comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- c. Notify the school's team chair if any of the students are on an IEP.
- d. Take appropriate disciplinary action.
- e. Notify the local law enforcement agency if she/he has a reasonable basis to believe that the incident may result in criminal charges against the alleged aggressor.
 - i. If the local law enforcement is notified, the principal shall document the reasons for the decision.
 - ii. If the local law enforcement agency is not notified or if it determines that its involvement is not necessary, the principal shall respond to the behavior as is appropriate within the SPS Code of Conduct.
 - iii. A Memorandum of Understanding between the Sudbury Public Schools, Sudbury Police Department and Middlesex County Prosecutor's Office exists that outlines the nature of this reporting.
- f. Determine if an incident of bullying, retaliation, or intimidation involves students from more than one SPS school or from another school district. If that is the case, the Principal will promptly notify the appropriate administrator of the other school or school district so that both may take appropriate action.
- g. When a report is received and the principal determines that the behavior is not a bullying, intimidation or retaliation incident, the principal will contact the parent(s) if: a) a behavioral report was submitted to the principal, b) a bus misbehavior form was submitted to the principal, c) a student is formally interviewed, d) a consequence resulted from the behavior at issue, or e) in his/her judgment the principal determines

that this report may be the cause of distress for the student or may create relationship issues between the students involved.

ACCESS TO RESOURCES AND SUPPORT SERVICES

Bullying behavior can take many forms and can vary dramatically in its seriousness and its impact on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying, intimidation and retaliation.

Consequences and disciplinary action will be applied in accordance with the SPS Code of Conduct. The responses will range from redirection of future behavior to suspension from school. These actions will escalate in severity for repeated offenses or with the severity of the implication of the negative conduct. Actions may be accompanied by the referral to counseling or other therapeutic support. The specific action will be age appropriate, concrete, and immediate.

The nature and extent of disciplinary action imposed or consequences applied, is a matter within the sound discretion of the building principal or designee. The principal will balance the need for accountability and safety with the need to teach appropriate behavior.

Consequences and discipline for acts of intimidation and retaliation will be imposed at the same, or more severe, level as the underlying bullying, cyber-bullying or inappropriate behavior.

Students who are not primary participants in the reported act of bullying, cyber-bullying, intimidation or retaliation but join in, may be subject to disciplinary action or consequences as if they were primarily involved. “Joining-in” is a form of endorsing the behavior.

Consequences or disciplinary actions taken in an instance of bullying will be shared with the appropriate school staff members to ensure awareness and follow through.

When it is determined that a target is in fear or is being threatened, the principal will develop a safety plan to immediately take steps to limit and control the behavior of aggressor(s) who are causing the threat. The safety plan will be developed in collaboration with the appropriate staff and shared with staff to ensure enforcement and follow-up.

The principal or designee will periodically follow-up with the target(s), and their parents, in an incident to ensure the student believes the situation has improved and that any threat or fear has been significantly reduced or eliminated.

The district will develop and make available a bibliography of anti-bullying resources including, but not limited to: the SPS Bullying Policy, Prevention and Intervention Plan, adopted curriculum, instructional guides and materials; relevant articles for professional, student, and parent use; data on the prevalence and characteristics of bullying and behavioral issues; parent and student brochures; curriculum and books that help foster a sense of positive and pro-active school community and culture; relevant and useful web-sites; and linkages with community based organizations. These will include resources that provide related services to student aggressors or targets and their families.

A list of staff and service providers, who may assist schools in developing safety plans or behavioral intervention plans for students who have been targets of bullying or retaliation, providing social skills programs or groups to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors, is available to all students and their families.

PROFESSIONAL DEVELOPMENT FOR STAFF, VOLUNTEERS AND CONTRACTORS

Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying, cyber-bullying, intimidation or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to receive the training during the school year in which they are hired.

Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by research and will include information on:

- a. developmentally (or age-) appropriate strategies to prevent bullying;
- b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- c. regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- d. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- e. the incidence and nature of cyber-bullying; and
- f. internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- a. promoting and modeling the use of respectful language;
- b. fostering an understanding of and respect for diversity and difference;
- c. building relationships and communicating with families;
- d. constructively managing classroom behaviors;
- e. using positive behavioral intervention strategies;
- f. applying constructive disciplinary practices;
- g. teaching students skills including positive communication, anger management, and empathy for others;
- h. engaging students in school or classroom planning and decision-making; and
- i. maintaining a safe and caring classroom for all students.

Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the SPS Code of Conduct.

PARENT AND STUDENT EDUCATION OF THIS PLAN

a. Parent education and resources.

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTOs, Parent Education in Sudbury (PES) Committee, the Sudbury Special Education Parent Advisory Council, METCO Parent Advisory Committee or other parent groups.

b. Notification requirements.

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

CURRICULUM AND INSTRUCTION

The district will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum. The curriculum will be evidence-based. The plan will describe the curriculum to help parents and others understand the district's bullying prevention efforts.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following:

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

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

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

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

APPLICATION TO STUDENTS ON INDIVIDUALIZED EDUCATION PROGRAMS

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

DATA COLLECTION AND REPORTING

In order to monitor the success of the Plan and to help determine the effectiveness of interventions, curricula and actions the Sudbury Public Schools will collect, student and staff survey data, parent survey data and the number and nature of bullying, cyber-bullying, intimidation and retaliation instances. Reports will be forwarded to the superintendent's office at the end of each school year. Reports of the data will be presented annually to the School Committee and made available to the public on the district website.

DUE PROCESS IN CASE OF SUSPENSION OR EXPULSION

Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all

students to an education in a safe and healthy environment. It is the policy of the Sudbury Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Sudbury Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

Because a suspension reflects a short separation from school, not from learning, the student is expected to complete work assigned during the suspension. The Principal and the student's teacher will determine together the assignments to be completed. Unless other arrangements are made, it is expected that this work will be due to the teacher within one week of the student's return to school.

Suspensions

The Sudbury Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by

hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend

the hearing;

(e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the principal:

1. the rights set forth in 603 CMR 53.08(3)(b) ; and

2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has 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.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's (or his/her designee) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);

(b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);

(c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and

parent.

- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or his/her designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the principal or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- (b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or his/her designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or his/her designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an

audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal or his/her designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of, or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal or his/her designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

(e) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing:

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Long-term Suspension/Expulsion Procedures for Special Circumstances:

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for long term suspension

or expulsion include but are not limited to the following:

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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
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 long-term suspension or expulsion from the school or school district by the principal or his/her designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long/term suspension or expulsion.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 Section 37H.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION:

In accordance with Massachusetts General Laws Chapter 71 (§37 H ½), principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements,

through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER M.G.L. c. 71, SECTIONS 37H, 37H1/2 AND 37H3/4:

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, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Suspension or Expulsion of Students with Disabilities

All students are expected to meet the requirements of the Sudbury Public Schools Code of Conduct. Federal and Massachusetts law requires that additional provisions be made for students with disabilities and whose program is described in an Individualized Educational Plan (IEP). Section 504 of the Rehabilitation Act of 1973 is a federal statute, which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. School personnel may not suspend a student on a 504 plan for more than ten 10 school days without first conducting a manifestation determination. Please contact the building principal for more information on the discipline of students on 504 plans. The following procedures will apply to the discipline of a student with disabilities:

The IEP for every student with disabilities will indicate if the student can be expected to meet the provisions of the student Code of Conduct. If a student's disability dictates that a student cannot meet the behavioral expectations, a modification will be described in the student's IEP. A principal may suspend/exclude a student with disabilities from school for a disciplinary violation for fewer than 10 days, consistent with the school discipline code and as would be

applied to a student without disabilities.

Prior to the suspension/exclusion, the principal shall consult with the student's special education liaison, TEAM Chairperson and/or other relevant team members to insure that such discipline is appropriate and not modified within the existing IEP. When a student with disabilities is suspended, the principal will verbally report the action to the Special Education Administrator and provide a copy of the suspension report when complete.

A suspension of longer than 10 consecutive days or a series of suspensions that represent a pattern that may be considered a "change in placement" will result in parental notification of the decision to take disciplinary action on the same day as the decision is made. Parents are provided with a copy of the Interim Notice of Procedural Safeguards.

Prior to any suspension, the TEAM shall reconvene to conduct a manifestation determination to decide whether the IEP is being implemented fully and whether the conduct in question is caused by or had a direct and substantial relationship to the disability. If the TEAM concludes that the student's misconduct is related to the student's disability or is the result of an IEP not fully implemented, the student returns to his/her last placement, a Functional Behavioral Assessment (FBA) is conducted and a Behavior Intervention Plan is developed or reviewed if a FBA had been conducted previously.

If the TEAM concludes that the student's behavior was not related to the student's disability, the Code of Conduct may be applied so long as the student is provided with special education services during the period of suspension. The TEAM shall determine the placement that continues to provide the appropriate special education services.

A student may be unilaterally placed in an Interim Alternative Educational Setting for up to 45 school days if the student has:

- Inflicted serious bodily injury to self or others;
- Been found in the possession of illegal drugs or a controlled substance legal only to another person; or
- Been found in possession of a dangerous weapon at school or at a school-related activity.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to: Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education—

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family; sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration of use—

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes and;
- Instructional material used as part of the educational curriculum.

Sudbury Public Schools has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Sudbury Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Sudbury Public Schools will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey.

Sudbury Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

**400 Maryland Avenue, SW
Washington, DC 20202-5901**

ATTENDANCE

School is a child's workplace. It is important for the continuity and constancy of education, that absence from school is kept to a minimum. All students are expected to attend school every day that school is in session. School attendance is required by law, Chapter 76, Section 1 of the Massachusetts General Laws, for all children between six and sixteen years of age. A school district may excuse up to seven full-day sessions or fourteen half-day sessions in any period of six months. Additionally, districts may have their own attendance policies.

SPS records absences due to student illness, religious observance, legal proceedings or family emergency are authorized absences. Absences for recreational and vacation purposes will be recorded as unauthorized. If a parent/guardian must cause a child to be absent for another reason, the reason for this anticipated absence must be stated in writing in advance to the teacher who will forward it to the principal for review. Parents are requested to schedule appointments for physicians, dentists, or special lessons after school hours.

If a student has five (5) or more consecutive days absent due to illness, parents must obtain a doctor's note and submit it to the school. If a student accrues seven (7) absences, authorized or unauthorized, in any six-month period, a letter of warning will be issued.

Consistent with M.G.L. ch. 76, section 1B, the School Committee will have in place a pupil absence notification program. Under this program, parents/guardians will be notified if the District has not received notification of a student's absence from the parent or guardian within 3 days of the absence. Sudbury will also notify the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The District will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance.

Absence from School

If a child is to be absent for any reason, the parent/guardian should notify the school attendance phone line of the reason for the absence, or send a note explaining the expected absence. If a child does not appear for school and no previous notice has been received, a member of the school staff will call a parent to confirm the child's absence. The parent/guardian's day phone number or emergency number will be used by the staff. In the event that a parent/guardian cannot be reached, the Sudbury Police will be contacted.

Tardiness

Students arriving at school after 8:55 a.m. at Loring, Noyes, Nixon and Haynes, and 8:30 a.m. at Curtis are considered tardy and must report to the school office for an admittance slip to

class. If the student is not accompanied by a parent, it is required that he/she present a signed and dated note from the parent or guardian stating the reason for the tardiness.

Early Dismissal

For reasons other than illness, early dismissal from school will be granted only on the presentation of a note from a parent/guardian. This note must be given to the homeroom teacher on the day of the requested dismissal. Parents are requested to schedule appointments for physicians, dentists, or special lessons after school hours. Students must not leave the school without first reporting to the main office where they are to be met by a parent, guardian, or adult member of the family. Students are not to leave the school or its grounds under any circumstances without the knowledge of the school office staff.

Completion of Schoolwork

It is the student's responsibility to complete academic work assigned during an authorized absence. Teachers will work cooperatively with parents and students to provide assistance during these absences as well as after the child returns to school to minimize educational loss to the student.

If a child is hospitalized, or unable to come to school because of illness, for more than fourteen days, the Sudbury Schools will provide tutoring services for not less than five hours per week. These services can be arranged when a doctor's note indicating the length of the absence from school is received in the Student Services Office.

It is the student's responsibility to complete academic work assigned during his/her absence. Parents who voluntarily take their children out of school for vacations are assuming the responsibility for their children's educational program. It should be realized that teachers cannot realistically provide work to take the place of instruction missed during planned absences.

When a student is absent for unauthorized reasons for more than seven days in a six month period, this absence will be referred to the school's Instructional Support Team for consideration of steps to take to ensure school attendance.

In Case of Sickness or Injury

If your child has a fever or is too ill to remain at school, the school nurse will call you to pick up your child. If you are unavailable, the school nurse will call your emergency number so that person can take your child home.

To protect the health of your child and his/her classmates, your child needs to remain home until he/she has been fever-free for **24 hours**. If your child has diarrhea or is vomiting, keep him/her home for the day. In the event that your child has had a throat culture for strep, keep him/her home until you receive the results. If the results are negative, your child can return to school. If the results are positive, your child must be on antibiotics a full **24 hours** before returning to school. Department of Public Health guidelines will be followed in the event of a specific contagious illness, i.e. chicken pox, pertussis, etc.

In the case of contagious disease, the school nurse will distribute information to all children in the appropriate grade(s). This may contain additional information about keeping the child home

or seeking a doctor's advice.

No medication of any kind (including Tylenol and other over-the-counter medications) will be administered without a parent/guardian permission form. See **Statement on Medication**.

SCHOOL BEHAVIOR

We believe that all children have the right to a safe, comfortable school environment. Although Sudbury's children are well behaved and have a high regard for the safety and consideration of each other, state regulations require that we formally address behavior which can cause disruption to the school environment, as well as the consequences of that behavior. The following code of behavior has been established to assist students, teachers, parents and administrators to promote patterns of behavior, which enhance an orderly learning community within our schools.

This code classifies unacceptable behavior into three levels, based on the degree to which it disrupts students and the learning environment. Because it is neither easy nor helpful to list all unacceptable behaviors and the appropriate reaction to each, examples of behavior in each level are provided. These examples are not exhaustive but illustrative.

In cases where suspension or expulsion from school is determined to be the response to the misbehavior, all rights to due process hearings will be offered. A detailed description of these due process rights follows this statement of school behavior. Additional copies can be obtained from the Principal. Administrators will work to preserve the safety and well being of all students.

Appropriate bus behavior and responses to such behavior are addressed in this handbook under Bus Behavior.

Level 1 Misbehaviors

Level 1 misbehaviors are those, which interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviors, which occur in school, should be instructive and positive, teaching children what is expected and how they should behave.

Examples: Listed below are the types of misbehavior that are included in Level 1. The list is not exhaustive.

- Repeated tardiness without a note;
- Failure to prepare for class;
- Running in the hallways; and
- Disturbing the work or play of others.

Disciplinary Actions

The disciplining of students for misbehavior at Level 1 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 1 usually are administered by teachers, with the occasional informal involvement of the Principal or Assistant

Principal. Some examples are:

- Discussion of misbehavior with the child;
- Verbal reprimand;
- Reinforcement of alternative positive behavior;
- Denial of privileges; and
- Parent contact.

Level 2 Misbehaviors

Level 2 misbehaviors are those, which seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff.

Examples: Listed below are the types of misbehavior that are included in Level 2. The list is not exhaustive.

- Repeated instances of Level 1 misbehavior which has not been modified by intervention;
- Misbehavior which is dangerous to self or others (such as shoving, pushing, hitting);
- Intentionally damaging school or personal property;
- Stealing;
- Selling unauthorized merchandise;
- Cheating;
- Failure to attend class;
- Use of profanity;
- Derogatory reference to another person's race, gender, religion, physical condition, handicap, ethnic origin, gender identity, or sexual orientation; and
- Disrespectful language or behavior toward an adult.

Disciplinary Actions

The disciplining of students for misbehavior at Level 2 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 2 usually are administered by the Principal or Assistant Principal, and include the formal notification of parents. Some examples are:

- After school detention;
- In school suspension, if available in the school;
- Parent conference;
- Referral to Instructional Support Team;
- Implementation of extensive behavior management plan;
- Suspension from one to five days, depending on the severity of the behavior.

Level 3 Misbehaviors

Level 3 misbehaviors are considered the most serious violations to the school behavior code. These misbehaviors endanger the immediate health, safety and personal well being of the students and adults who attend the Sudbury Public Schools. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Sudbury Police after parental involvement. Examples: Listed below are the types of misbehavior that are included in Level 3.

The list is not exhaustive.

- Repeated or serious instances of Level 2 misbehavior which have not been modified by intervention;
- Use, possession, or sale of tobacco, alcohol, or illegal substances in school, on school property or at a school function;
- Gambling in school, on school property or at a school function;
- Setting fires;
- Possession or use of weapons;
- Fighting or intentionally causing physical harm to others;
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, ethnic origin, gender identity or sexual orientation; and
- Hazing.

Disciplinary Actions

Misbehavior at Level 3 will involve suspension from school: The length of the suspension will depend upon the severity and frequency of the specific misbehavior. Specific information about due process procedures in suspension can be obtained from the Principal.

- Suspension from school for one to five days; This response will accompany the first incidence of Level 3 misbehavior or Level 2 behavior of significant severity. The Principal or Assistant Principal, following formal due process procedure, can issue a suspension;
- Suspension from school for five to ten days: This response will accompany the repeated incidence of Level 3 misbehavior or a severe expression of this misbehavior. A suspension of this magnitude will be issued with the involvement of the Superintendent; and
- Expulsion: Repeated incidents of Level 3 behavior can result in a child being expelled from the Sudbury Schools. If this occurs, the child and his/her family will be entitled to all the hearings and appeals through the School Committee. It is anticipated that this course of action will rarely, if ever, occur.

TECHNOLOGY

Technology integration is part of the district curriculum and is an integral part of the educational process. The Sudbury Public Schools (“SPS”) utilizes technology in all curriculum areas for research, content support, skill development, collaboration and other educational uses. To that end, SPS provides access to the Internet in learning environments for all students.

It is important that students and parents familiarize themselves with practical examples of the Acceptable Use Policy found in the behavior rubrics that have been developed at both the elementary and middle school levels. These rubrics can be found on the student portal, <http://sudburystudents.org>, at the bottom of the Acceptable Use Policy section of the site.

Acceptable Use

In order to clearly communicate expectations concerning the use of both district resources and the Internet, the Sudbury Public Schools has adopted an Acceptable Use Policy, which states:

The guidelines in this Acceptable Use of Technology Policy are provided so that students are aware of their responsibilities as digital citizens. It is expected that students will make use of digital resources in the Sudbury Public Schools across grade levels and curriculum areas, which makes responsible use of those resources critical to their success in the classroom. Technology is an integral part of classroom instruction, and discipline for inappropriate use should be handled using standard disciplinary procedures.

Sudbury Public Schools reserves the right to examine all data stored on servers, devices, or in Sudbury-managed accounts and all files and communications. In accordance with the Children's Internet Protection Act, Sudbury Public Schools filters internet content to prevent children and adults from accessing obscene and pornographic images, as well as other harmful materials.

Guidelines for Acceptable Use include:

- Students are expected to be courteous and use appropriate language.
- Students will utilize technology resources for educational purposes in ways that conform with ethical and legal guidelines.
- Students will maintain the privacy of passwords associated with the use of the network.
- Students will maintain the privacy of their own personal address, phone numbers, and other personal information, and that of other students.
- If a student notices any suspicious or unusual activity while using any Sudbury technology, it should be reported immediately to a teacher or administrator.
- Students will use technology to create original works. When using or incorporating the work of others, students will appropriately credit and cite owners or originators of that work. Students will respect the rights of copyright owners.

- Students will not use the input components of computers (e.g., cameras, microphones, etc.) in an irresponsible, inappropriate, or illegal manner.
- Students will not deliberately cause the loss of other users' work or damage to any Sudbury Public Schools systems.
- Students will not override firewalls, desktop management, or security measures established on the network.
- Students will not illegally copy or distribute software.
- Students shall reimburse the Sudbury Public Schools for repair or replacement of school property lost, stolen, damaged, or vandalized while under their care, including but not limited to hardware, software and system restoration.

All aspects of Policy 4.5.6, Anti-Bullying Policy for Students, including those associated with cyber-bullying, apply to this Acceptable Use of Technology Policy. Cyber-bullying includes, among other things, knowingly impersonating another person when communicating online. Any violations of the Anti-Bullying Policy will result in disciplinary consequences as outlined in that Policy.

rev. 2017-06-26

Online Safety

In accordance with the Children's Internet Protection Act (CIPA, see also below), the Sudbury Public Schools filters internet content to prevent children and adults from accessing obscene and pornographic images, as well as other harmful materials. Where district provided devices are used by students at home and off-campus, the district utilizes software that employs the filtering provided on our on-campus network. The district has taken considerable precautions to eliminate any access to controversial or objectionable resources and materials. However, due to the nature of technology, the district is unable to totally ensure that no students could possibly access such material in the foreseeable future. Accordingly, the district is not responsible for materials acquired on the Internet.

The Sudbury Public Schools makes every good faith effort to comply with state and federal laws regarding student online activity and privacy, including COPPA, FERPA, and CIPA.

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. COPPA does not preclude schools from acting as intermediaries between operators and parents in the notice and consent process, or from serving as the parent's agent in the process of collecting personal information online from students in the school context, when parents have provided permission for student Internet use under the guidelines in this handbook by signing below. The school's use and sharing of student information is solely for education purposes.

(<http://business.ftc.gov/documents/Complying-with-COPPA-Frequently-Asked-Questions>.)

Also 64 Fed. Reg. 59888, 59903)

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information ("student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance"; see also 603 CMR 23.00 and M.G.L. c. 71, § 34H) but parents may request the school not disclose this information. Schools may also disclose personally identifiable information to third-party providers where that provider performs a function of legitimate educational interest on behalf of the school or district.

<http://www.ed.gov/policy/gen/guid/fpcos/ferpa/index.html>,

<https://www2.ed.gov/policy/gen/guid/fpcos/ferpa/for-eligible-students.pdf>)

Children's Internet Protection Act (CIPA)

CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In compliance with CIPA, the Sudbury Public Schools filters internet content to prevent children and adults from accessing obscene and pornographic images, as well as other harmful materials, monitors network activity, and provides appropriate educational opportunities about online safety and behavior.

(<http://www.fcc.gov/guides/childrens-internet-protection-act>)

Online Resources

As part of standard instructional practice, the Sudbury Public Schools uses a wide range of online resources hosted by third parties. One of our core online tools is Google Workspace for Education. We pay for an enterprise license of this product, and maintain a student data privacy agreement with Google through the [Student Data Privacy Consortium](#). These applications are different from the consumer versions of Google's products in that the district retains ownership and control over any student data.

Google Workspace for Education

Sudbury Public Schools provides staff and students with a Google Workspace account. All of the Google Apps services can be accessed from anywhere you have an internet connection (school, home, smartphone, etc.). The services are accessible from a wide range of both computer and mobile platforms, and have features that ensure compliance with ADA accessibility standards.

SPS Student Google Account Setup

Since the 2014-15 school year, online accounts for SPS students have been created using a local code that does not include identifying information such as an entire student name. The domain for student accounts, sudburystudents.org, is also different from the one used by faculty and staff, and only SPS students and staff can access the sudburystudents.org domain and receive messages from it.

Google Mail and Meet allow teachers and students to communicate both in writing and via video conferencing. Mail is set up so that teachers and students can communicate back and forth, but students cannot write to each other or to non-SPS accounts. Students only use the Mail product in Grades 2-5 in tandem with Google Classroom. Meet is set up so that only teachers can start and manage online video conferences; student accounts can only join conferences, not initiate them.

The district also uses many other online tools, resources, and learning management systems, many of which are listed in the Online Resources section of the Student Portal, sudburystudents.org.

In some instances, it is necessary to set up an online account for individual students. Accounts will be created for educational purposes only, and student data is entered into third party systems only to the minimal degree necessary for it to be functional as a tool for educational purposes. In some cases a grade level or a homeroom/team name may also be used as a means of organizing student accounts in systems.

Publication

There are occasions when students or their work may be photographed or filmed for the purpose of publication in school newsletters, community newspapers, or on school websites/social media. We ask that parents also respect the privacy and confidentiality of students when photographing or filming student activities. While SPS and its staff cannot be responsible for photos or movies posted on non-school websites, we ask that everyone observe the rules of confidentiality. Parents and guardians may allow or deny permission to publish their child's image or work.

DISTRICT/SCHOOL WEBSITES

SPS web page guidelines state that photos or movies including students may be published, but student names may not be used in conjunction with those media. Students may, however, be identified by class. Samples of student work including artwork, podcasts and projects may only be identified by initials. These rules pertain to all forms of online publication, including web sites, social media platforms and all other means of publicly posting content electronically.

NEWSPAPER & TELEVISION

Parents and guardians may allow or deny permission for their child's image (e.g., photo or video) to be published in a community newspaper (digital and/or paper version) or on a television broadcast.

You may reverse your above decisions at any time by providing the school with a written note.

TRANSPORTATION PROCEDURES

Sudbury Public Schools complies with the laws of the Commonwealth, including the regulations of the Registry of Motor Vehicles and the Department of Education relative to transportation of pupils. The purpose of the transportation system is to aid students in getting to and from school in a safe, efficient, and economical manner.

Pursuant to Massachusetts General Law, SPS will provide free transportation to all students in Grades K-6 who reside two or more miles from their school. All other students in Grades K-6 who reside less than two miles from their school and all Grade 7-8 students may receive transportation for a fee depending on bus capacity.

Eligibility and Fees

- All students who are planning to use the bus must register for transportation. A late fee of \$75 will be applied to registrations and payments received after the registration deadline and is non-refundable in the event of cancellation after the first day of school.
- Preschoolers are not entitled to transportation services unless the student has an Individualized Education Plan (IEP) that requires transportation.
- Kindergarten through 6th grade students who live more than 2 miles from their school are offered transportation without a fee; those within a 2 mile radius may elect a fee-based school transportation option and is dependent on bus capacity.
- All students in the 7th and 8th grade will be offered fee-based transportation to and from the Middle School.
- Current fees for elementary and middle school bus transportation are \$350 per child, maximum of \$635 per family.
- Bus fee refund requests will be prorated (with return of pass) refunds will be given according to the following schedule: Up to the first day of school - 100%. First day of school through September 30th - 75%. October 1st through October 31st - 50%. After November 1st - 0%.
- Financial assistance is available. The forms are available on the SPS website at <https://www.sudbury.k12.ma.us/Page/425>.
- Only students with a current bus pass are eligible to ride the bus. Students without a bus pass may not ride the bus.

- Students must use the bus to which they are assigned. Transportation to social events, daycare, or religious classes is **not** permitted.
- In order to provide safety and security to our Students, different or multiple stops and/or multiple buses assigned are not allowed and students must be assigned one bus stop for morning and afternoon bus transportation pick-up and drop-off.
- Students who elect to attend another SPS elementary school with approval from the Superintendent are not eligible for transportation. An exception may be made with the approval of the Superintendent, when space permits. In such cases, students must use the nearest bus stop on the route. If a student would otherwise pay for transportation to their districted school, the transportation fee will also apply to the district SPS school.
- Questions or concerns regarding bus passes or payment should be directed in writing to transportation@sudbury.k12.ma.us.

Cameras on Buses

To help ensure the safety of those riding and driving our buses, the District has installed video cameras on all school buses. Only school personnel will review the video and only for safety purposes.

School Bus Stops

The Director of Transportation, working with other appropriate administrators and contractors, will be responsible for establishing bus schedules, routes, stops and all other matters relative to the transportation program. Sudbury bus route information is available to parents on the website.

- Questions and/or concerns about the routing system, bus stops or schedules are to be made to transportation@sudbury.k12.ma.us.
- Students will be provided with bus passes. The passes are to be carried at all times when using the Sudbury Public Schools' transportation.
- School bus stops will be designated with concern for safety and bus route efficiency.
- Students may be required to walk up to $\frac{1}{2}$ mile to a scheduled stop (Massachusetts General Law allows students to walk up to 1 mile to a scheduled stop).
- Drivers will pick up students only at scheduled and designated stops. Only students assigned to the bus will be admitted.
- Requests for a change of the designated bus stop for a student must be made in writing to transportation@sudbury.k12.ma.us. Winter bus stop requests must be made each school year and are considered on a case by case basis.
- Students who ride a school bus are assigned to a specific one and are not allowed to change buses.
- SPS uses the FirstView bus tracking application and makes it available to Parents for use. For all issues with a "no show" bus or missing bus stops, please call the bus lot directly at 978-443-8631.

Loading and Unloading Students at Bus Stops

- For everyone's benefit, safety, and the efficiency of the entire transportation system, students and parents are asked to be considerate of others by being prompt at each stop and during loading and unloading of the bus.
- Students must be on time — waiting at their bus stops when the bus arrives. Buses cannot wait.
- Students must enter and leave the bus at designated stops only.
- Every effort will be made to have the kindergarten and first grade students seated at the front of the bus.
- Instructions and directions of the bus driver must be followed at all times.
- Parents and other caregivers are not allowed on the bus.

Behavior on the School Bus

- Riders must be on time — the bus will not wait.
- Riders will enter or leave the bus at regular stops only.
- Orderly behavior is expected at the bus stop and on the bus.
- Students are expected to use indoor voices.
- Instruction and direction of the driver must be followed.
- Riders must remain in seats, with feet forward and aisle clear while the bus is in motion.

Items on the Bus

- Due to the width of the school bus aisle, no large instruments (e.g., cellos, French horns), large projects or large objects may be brought on the bus. In addition, a child must be able to carry and contain any and all items between his/her legs or on his/her lap.
- Loose balls are not permitted on the bus as they pose a safety risk. Students may bring balls on the bus if they are contained and secured within a bag such as a backpack or gym bag.
- Sharp objects, laser pointers or any other items not permitted on school property are also not permitted on the school bus.
- Contact the bus company directly at 978-443-8631 for items left on the bus.

Bus Procedures and Regulations

Misbehavior on a bus is very serious because of its ability to distract the driver from concentrating on driving. Because of this, misbehavior is considered more seriously here than they might be in a school situation.

As in the previous discussion of Levels, examples below are not considered exhaustive. Also as listed above, all disciplinary actions are dependent upon the severity and frequency of the misbehavior. Students will be expected to demonstrate appropriate behavior during daily

transportation as well as field trip transportation.

Bus drivers are informed annually of behavior expectations. Difficulties will be recorded by the drivers and given to each Principal, who will address the concern with the student and, when necessary, his/her parents.

Level 1 Misbehavior

There are no misbehaviors classified as Level 1.

Level 2 Misbehavior

Misbehavior that interferes with the orderly transportation of students. Some examples are:

- Annoying other passengers;
- Littering on the bus;
- Spitting;
- Tampering with the possessions of other passengers;
- Use of profanity; and
- Damage to the bus.

Disciplinary Actions

Misbehavior on the bus is reported by the bus driver. Disciplinary action is administered by the Principal or Assistant Principal. This action may include the following:

- Conference with principal;
- Contact with parents;
- Loss of bus privileges for up to five days; and
- Suspension from school for one to five days.

Level 3 Misbehavior

Misbehavior that can endanger the safety of the driver or students, and which impairs the driver's ability to drive safely.

Some examples include:

- Repeated occurrences of Level 2 behaviors;
- Distracting the driver;
- Refusal to obey driver;
- Fighting, including pushing and/or wrestling;
- Lighting matches;
- Possession of knives or other dangerous objects;
- Possession or use of tobacco, alcohol, drugs, or controlled substance;
- Refusal to remain in seats; and

- Throwing objects.

Disciplinary Actions

Level 3 misbehavior is reported by the bus driver. Disciplinary actions involve the Principal. Parents will be contacted. At more severe levels, the Superintendent will be involved.

- Loss of bus privileges from six to ten days;
- Suspension from school from six to ten days; and
- Repeated incidents of Level 3 misbehavior may result in a child being expelled from bus privileges.

Procedures for Reporting Passenger Misconduct

- The bus driver shall report any misconduct occurring on the school bus. A School Bus Conduct Report shall be completed and submitted directly to the Principal or his/her designee who shall then send it home for signature. Copies of the signed report will be retained by the Principal or his/her designee, the driver and the bus company.
- The Principal or his/her designee shall adhere to the guidelines of the Student Behavior Code and to the due process procedures.

Behavior Difficulties on a Moving Bus

1. If students are involved in behavior difficulties while the bus is moving, the bus driver will do the following:
 - Stop the bus;
 - Remain on the bus; and
 - Radio the dispatcher, who will contact the Safety Officer or his/her police designee.
2. Upon arrival at the bus, the Safety Officer or designee will take responsibility for the students who are said to have been responsible for the behavior problem;
3. The bus driver will continue the route;
4. The Safety Officer, or designee, will return to the Police Station with the student(s) and do the following:
 - Attempt to notify the School Principal or his/her designee; and
 - Notify the parents/guardians.
5. The parent/guardian will be responsible for transporting the child home; and
6. The difficulties will be addressed the next school day as described above.

Provisions for Exception to Normal Busing

When a Parent or School representative becomes aware of a potential bus problem, they should proceed as follows:

1. When a child does not get off the bus at an assigned stop;
 - a) Contact the school that the child attends at the designated number below:
Haynes: 978-443-1093 ext. 1201

Loring:	978-579-0870 ext. 4001
Nixon:	978-443-1080 ext. 2000
Noyes:	978-443-1085 ext. 6001
Curtis:	978-443-1071 ext. 7504

- b) If not able to reach a contact person at the school, contact the dispatcher at 978-443-8631, who will then contact the bus driver.
2. If the child is **still on** the bus or the child is **on a different bus**:
- a) The dispatcher will make arrangements to drop the child off at the normal stop, when possible.
 - a) When the child is located, the dispatcher will notify the secretary or administrator, who will then notify the caller that the child has been located and make arrangements to get the child to where he/she belongs, when possible.
3. If the child is **not on** any bus:
- a) The dispatcher will notify the school secretary or administrator to check with the school.
 - b) The dispatcher will radio other bus drivers to check their buses.
 - c) If the child is **NOT located**: The Dispatcher will notify the secretary or administrator who will contact, as needed:
 - 1. Parents;
 - 2. Teachers;
 - 3. Emergency contacts in the child's neighborhood; and
 - 4. Police.

VISITS TO SCHOOLS

We are happy to have parents be a part of our schools. However, as welcome as parents and other relatives are, they can be a focus of attention that distracts students from learning tasks. Parents are welcome to visit their child's classroom at times arranged by the teacher. Specific details can be provided by your individual school regarding requirements for health and safety, and each visit must be scheduled in advance with the teacher and that every visitor check in at the front office upon arrival and departure. As part of the Sudbury Public Schools efforts to maintain a safe and secure environment for students, staff and visitors while on school district property, exterior video cameras have been installed at all five schools.

WELLNESS: NUTRITION AND PHYSICAL ACTIVITY

The Sudbury Public School District is committed to providing a school environment that promotes and protects children's health, well being, and ability to learn by supporting healthy eating and physical activity. Schools, along with parents and the community, play an important role in addressing health and diet-related concerns for children.

The District will provide nutrition education and physical education as components of its comprehensive wellness program. The nutrition and physical education curriculum will be offered as part of a developmentally appropriate and standards-based program.

The nutrition and physical education programs will aim to provide students with knowledge and skills for lifelong health promotion. The goals of the nutrition education program will include the teaching and support of healthy eating by students. The physical education program includes physical activities that provide health benefits to students and teach skills that support lifelong physical fitness. The Wellness: Nutrition and Physical Activity policy can be found in the Policy Manual on the District website.

Physical Examinations

Every student who enters the Sudbury Public Schools must present evidence of a physical examination completed within one year prior to entrance to school or within 30 days after entrance. A student who transfers from another school system must meet this entrance requirement unless school health records are transferred with the student showing the student has had an adequate health appraisal in the school year of transfer. Upon entrance, every student must present evidence of the student's most recent physical examination and record of immunizations.

Students also must present evidence of a physical examination completed within the prior twelve months by October 15 of the fourth and seventh grades. Students may be required to submit evidence of a physical examination in other circumstances in accordance with state law and regulations.

Homeless students will be enrolled immediately, in accordance with policy 4.2.11, even if the student is unable to produce records normally required for enrollment. The District will assist the student in obtaining medical or immunization records, if necessary.

Physical examinations that meet these requirements must be performed by a duly registered Physician, Physician's Assistant or Nurse Practitioner.

(Note that all physicals must have been conducted within the previous twelve months.)

Immunizations

Certain immunizations are required by the state government. These include a comprehensive set for entry into school and periodic renewals. Notice of the need for these immunizations will be sent home through each school. For the 2020-2021 school year, the Department of Health is requiring that students attending school in either the hybrid or remote model are required to be immunized by the flu by December 31, 2020.

Exemption

Students may be exempted from required immunizations for medical or religious reasons. The parent/guardian must submit a signed statement from the physician outlining the medical reason, or a signed personal statement that the immunizations conflict with their sincere religious beliefs. This statement must be renewed annually.

Sports Physicals

Consistent with Massachusetts Interscholastic Athletic Association regulations, any student who participates in Middle School sports must pass a physical examination within thirteen months of the start of each season. Documentation of the physical examination must be submitted before participation in any sporting event, including tryouts, practices, or games. Students who meet this requirement at the start of the season will remain eligible for that season.

Physical examinations that meet these requirements must be performed by a duly registered Physician, Physician's Assistant, or Nurse Practitioner.

Medical Checks

Children are screened for vision in grades K through 5, and grade 7, and hearing in grades K through 3 and grade 7 each year. If a student normally wears glasses, it is important that he/she wear their glasses for the vision screening. Postural screening occurs annually in grades 5 through 8. If a concern in any of these areas is noted, you will be contacted so you can arrange a follow-up visit with your physician. In addition, as part of the Department of Public Health Comprehensive Growth Screening Program, students have their height and weight measured to determine their BMI (body mass index). Aggregate data reports for grades 1, 4 and 7 are sent to DPH annually. Parents are notified prior to this screening.

Emergency Information Form

Each year, you will be asked to update an Emergency Information Form for your child. This form will contain telephone numbers at which you can be reached and the names and telephone numbers of people who can be contacted in case you are unreachable. It is most important that you keep this information current in case your child becomes ill or is injured. Please inform the school office if the information you provide in September changes during the year.

If you will be away on a trip or vacation without your child during the school year, it is important that you notify the school in writing, and include the name, and contact number of the person who will be caring for your child while you are away. If the person caring for your child while you are away is not on your emergency contact list, we cannot dismiss your child to that person.

Accident Insurance

The School Committee shall approve the carrier for the student accident insurance. Participation in the program shall be voluntary, and the carrier shall make all financial arrangements and claim settlements. Information will be sent home with the student.

Statement on Medication

In accordance with state regulations and policies, no prescription medication will be administered to students without a written authorization from a physician. (4.4.3f - School Committee Policy). In the case of short-term medications, (i.e., antibiotics), the original prescription container with pharmacy label serves as the physician's authorization.

In order to protect all students, no medication may be brought to school or taken home by a student. All medications, (including over-the-counter), must be brought to the health office by a

parent or guardian in the original container. When having a prescription filled, ask the pharmacist to provide you with two labeled containers.

With physician and parent authorization, students at the middle school may carry their own inhalers and epipens. In specific circumstances at the elementary level, when a physician determines it is medically necessary for a student to travel with their epipen at all times, the student may do so if the parent/guardian provides the school with written authorization from the physician. Tylenol, Benadryl and other over-the-counter medications may be administered with a signed permission authorization from parents. Medication orders are good for the duration of the school year, and are renewable annually.

Substance Use and Abuse

School Committee Policy JICH reads:

Maintaining a safe and supportive learning environment and promoting the social, emotional, and physical well-being of all students is an integral component of the overall mission of the Sudbury Public Schools.

Mandated Screening

A verbal screening tool to screen students for risk for substance use related problems will be administered by trained staff. The verbal screening tool utilized by the District shall, in accordance with law, be approved by the Department of Elementary and Secondary Education (DESE). The tool will be administered by trained staff to students in one grade on an annual basis. The screening process will include the use of a validated screening tool, brief education, positive reinforcement for health-promoting behaviors, and planning for referral as needed.

Parents/guardians will be notified prior to the screening and have the right to opt out by written notice prior to the screening. Students may opt out of the screening at any time prior to or during the screening.

All statements made by a student during a screening are confidential and will not be disclosed except in the event of immediate risk, by written consent of the student, or in accordance with law. De-identified results will be reported to the Massachusetts Department of Public Health within 90 days of the completion of the screening process.

Food Allergy Policy for Students

The number of students with life-threatening allergies, especially food allergies, has increased substantially in recent years. Allergic reactions vary among students and can range from mild to severe and life-threatening anaphylactic reactions. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal.

Anaphylaxis can occur immediately or up to two hours following allergen exposure. Some students, who are very sensitive, may react to just touching or inhaling the allergen.

The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly: peanuts, tree nuts, milk, dairy products, soy, wheat, fish and shellfish);
- Insect stings (yellow jackets, bees, wasps, hornets);
- Medications; and
- Latex.

School Committee Policy JLCE reads:

"The Sudbury Public Schools recognize the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. The school district administration shall develop and implement a protocol to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community on management of student allergies, and to plan for the needs of students with allergies. Further, the protocol will aim to provide age-appropriate procedures and to assist children in assuming more individual responsibility for their health and safety, as they grow older. The schools will work with allergic students and their parents to address the students' emotional and social needs in addition to their health needs.

Protocols for implementing this policy have been developed that address the following areas:

- Education and training;
- Individualized planning and accommodations;
- Classroom management procedures;
- Common use areas;
- Kitchen and cafeteria procedures;
- Transportation procedures;
- Field trip procedures;
- Emergency response procedures; and
- Procedures for handling epinephrine.

A document has been developed that describes these procedures in full and that includes a set of responsibilities for the school nurses, school administration, the Food Services Director, classroom teachers, and parents. This document may be reviewed on the school district website at www.sudbury.k12.ma.us.

Concussion Policy for Students

School Committee Concussion Policy Reads:

In order to protect the safety and health of its students and in accordance with state regulations (MA 105 CMR 201.000 Head Injuries and Concussions in Extracurricular Athletic Activities), the Sudbury Public Schools has adopted the following practices regarding the prevention and management of head injuries and concussions in extracurricular athletic activities at the Ephraim Curtis Middle School.

Pre-participation Educational Requirements

School Personnel: School personnel, including coaches, physical education teachers, and school nurses, must complete one of the Department of Elementary and Secondary Education online head injury safety training programs each year. Coaches and physical education teachers will be expected to teach techniques aimed at minimizing sports-related head injuries. They will discourage and prohibit students from engaging in any unreasonably dangerous athletic technique as well as give instruction regarding the proper use of equipment.

Students and Parents/Guardians: Students who plan to participate in any ECMS extracurricular athletic activity and their parents/guardians must take an online course each year to learn about the consequences of head injuries and concussions. Students will not be permitted to participate in any ECMS extracurricular athletic activity until this requirement is satisfied. Two free online courses are available to satisfy this requirement. Internet links to these courses are provided on the Certificate of Completion of Concussion Training Course Form ("Certificate of Completion") posted on the ECMS website.

In addition, the concussion policy also covers "Documentation Requirements", "Exclusion from Play", "Return to Play" and "Protocols and Procedures" which can be found on the SPS website.

PHONE DIRECTORY FOR SUDBURY PUBLIC SCHOOLS

Central Office

978-443-1058

Superintendent's Office	978-639-3211
Asst. Superintendent	978-639-3216
Payroll	978-639-3217
Transportation	978-639-3215
Food Services	978-639-3228
Technology Office	978-639-3252
Accounts Payable	978-639-3214
Business Office	978-639-3218
Emergency Closing	978-639-3285
Special Education	978-639-3202
-Assistant	978-639-3202
-Early Childhood Assistant	978-639-3204
METCO Program	978-639-3220

Programs and Services

978-443-1058 General Central Office

Special Education – Stephanie Juriansz 978-639-3202

Title I – Kim Swain	978-639-3216
ELL - Kim Swain	978-639-3216
Homeless Education–Stephanie Juriansz	978-639-3202
Civil Rights/Title IX-Kim Swain	978-639-3216
Americans w/ Disabilities-Stephanie Juriansz	978-639-3202
NCLB – Brad Crozier	978-639-3211
METCO – Sandra Walters	978-443-3220
Early Childhood - Stephanie Juriansz	978-639-3202
Drug Free Schools - Elizabeth Grams	978-443-1093

Ephraim Curtis Middle School

978-443-1071

Principal's Assistant	x7502
Front Office Assistant	x7504
Health Office - Nurse	x7528
Absentee Call-In	x1
Grade 6 Assistant Principal	x7120
Grade 7-8 Assistant Principal	x7201
Guidance - Grade 6	x7511
Guidance - Grade 7	x7512
Guidance - Grade 8	x7513
Library	x7518
Special Education Team Chair	x7514/7510

Josiah Haynes School

978-443-1093

Principal's Assistant	x1200
Front Office Assistant	x1201
Health Office - Nurse	x1204
Absentee Call-in	x1204
Guidance	x1504
Library	x1128
Special Education Team Chair	x 1203
Partner Program	x1108/1109

Israel Loring School

978-579-0870

Principal's Assistant	x4002
Main Office Assistant	x4001
Health Office - Nurse	x4004
Absentee Call-In	x1
Guidance	x4011
Library	x4122
Special Education Team Chair	x4010

General John Nixon School

978-443-1080

Principal's Assistant	x2001
Front Office Assistant	x2000
Health Office - Nurse	x2003

Absentee Call-in	x1
Guidance	x2139
Library	x2101
Special Education Team Chair	x2005

Peter Noyes School

978-443-1085

Principal's Assistant	x6002
Front Office Assistant	x6001
Health Office - Nurse	x6005
Absentee Call-in	x1
Guidance	x6009
Library	x6007
Special Education Team Chair	x6006