

# 2025-2026

## FAMILY HANDBOOK

### Sudbury Public Schools



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#### 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.

#### Simplified Chinese

学区的政策是以家长理解的方式向他们提供信息和材料。如果您需要翻译材料或口译服务，请联系您的学校校长。

#### Russian

Политика округа заключается в предоставлении родителям информации и материалов в понятной для них форме. Если вам требуются переводные материалы или услуги переводчика, обратитесь к директору школы.

#### Portuguese

É uma norma do distrito prover aos pais informações e materiais de forma com que eles entendam. Se você precisa de materiais traduzidos ou serviços de intérprete, por favor entre em contato com o diretor da sua escola.

#### Spanish

La política del distrito es proporcionar a los padres información y materiales de una manera que entiendan. Si necesita materiales traducidos o servicios de interpretación, póngase en contacto con el director de su escuela.

#### Korean

부모에게 그들이 이해하는 방식으로 정보와 자료를 제공하는 것은 교육구의 정책입니다. 번역된 자료 나 통역사 서비스가 필요한 경우 학교 교장에게 문의하십시오.

#### Haitian Creole

Se politik distri a pou bay paran yo enfòmasyon ak materyèl nan yon fason yo konprann. Si w bezwen tradwi materyèl oswa sèvis entèprèt, tanpri kontakte direktè lekòl ou a.

## 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 potential.

Actively promote personal responsibility and integrity.

Seek and promote opportunities to advance equity.

Cultivate a life-long commitment to community.

### Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families.

Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systemically oppressed and excluded.

Sudbury Public Schools are committed to an anti-bias and anti-racist education that includes and values the perspectives and histories of diverse peoples.

## *Table of Contents*

- [Mission Statement/Core Values](#)
  - [Mission Statement of the Sudbury Public Schools](#)
  - [Core Values of the Sudbury Public Schools](#)
  - [Equity Statement](#)
- [Sudbury Public Schools](#)
  - [District and School Administration](#)
- [Sudbury School Committee](#)
- [Superintendent's Letter](#)
- [Assistant Superintendent's Letter](#)
- [Cafeteria](#)
- [Nondiscrimination Statement](#)
- [Community Groups and Organizations](#)
- [School Parent Organizations](#)
- [Sudbury Education Resource Fund \(SERF\)](#)
- [Special Education Parent Advisory Council \(SEPAC\)](#)
- [Donations](#)
- [School Cancellation and Delayed Opening](#)
- [Fee-based Activities](#)
- [Curriculum](#)
- [Homework](#)
  - [Reading](#)
  - [Student Advocacy](#)
    - [Guidelines](#)
- [Field Trips](#)
- [Gifts to Teachers](#)
- [Lockers/Desks/Personal Items](#)
- [State Assessment](#)
- [Parent/Guardian Conferences](#)
- [Physical Restraint Policy](#)
- [Purpose](#)
- [Complaint Procedures](#)
- [Professional Inservice Days](#)
- [Student Registration](#)
- [Reporting to Families](#)
- [Student Services](#)
  - [Counselor Services](#)
  - [Special Education](#)

[Section 504 Services](#)

[Title One Program](#)

[English Language Development Program](#)

[METCO Program](#)

[Sexuality Education](#)

[Homeless Students](#)

[Student Pictures](#)

[Student Records](#)

[Amending Your Child's Record](#)

[State Law on Student-Record Access for a Non-custodial Parent](#)

[Directory Information Notice](#)

[Notice on Transfers to Other Schools](#)

[Destruction of Student Records](#)

[Student Rights and Responsibilities](#)

[Policy on Harassment](#)

[Anti-Bullying Policy for Students](#)

[Due Process Procedures](#)

[Suspension or Expulsion of Students with Disabilities](#)

[Notification of Rights Under the Protection of Pupil Rights Amendment \(PPRA\)](#)

[Attendance](#)

[Absence from School](#)

[Tardiness](#)

[Early Dismissal](#)

[Completion of Schoolwork](#)

[In Case of Sickness or Injury](#)

[School Behavior](#)

[Level 1 Misbehaviors](#)

[Level 2 Misbehaviors](#)

[Level 3 Misbehaviors](#)

[Technology](#)

[Acceptable Use](#)

[Online Safety](#)

[Online Resources](#)

[Publication](#)

[Transportation Procedures](#)

[Eligibility and Fees](#)

[Cameras on Buses and Vans](#)

[School Bus Stops](#)

[Loading and Unloading Students at Bus Stops](#)

[Behavior on the School Transportation](#)

[Items on School Transportation](#)

[Bus Procedures and Regulations](#)  
[Procedures for Reporting Passenger Misconduct](#)  
[Behavior Difficulties on a Moving Bus](#)  
[Provisions for Exception to Normal Busing](#)

[Visits to Schools](#)

[Wellness: Nutrition and Physical Activity](#)

[Physical Examinations](#)

[Immunizations](#)

[Sports Physicals](#)

[Medical Checks](#)

[Emergency Information Form](#)

[Accident Insurance](#)

[Statement on Medication](#)

[Substance Use](#)

[Food Allergy Policy for Students](#)

[Concussion Policy for Students](#)

[Phone Directory for Sudbury Public Schools](#)

[Central Office](#)

[Programs and Services](#)

[Ephraim Curtis Middle School](#)

[Josiah Haynes School](#)

[Israel Loring School](#)

[General John Nixon School](#)

[Peter Noyes School](#)

# SUDBURY PUBLIC SCHOOLS

## District and School Administration

### **District Administration**

40 Fairbank Road  
Sudbury, MA 01776  
Phone (978) 443-1058  
[www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us)

Brad J. Crozier, Superintendent  
Annette Doyle, Assistant Superintendent  
Donald Sawyer, Director of Business & HR  
Stephanie Juriansz, Dir. of Student Services  
Michael O'Brien, Technology Director  
Leslie Smart, METCO Director

### **Josiah Haynes School** (grades K-5)

169 Haynes Road  
Sudbury, MA 01776  
Phone: 978-443-1093  
Bryant Amitrano, Principal  
Christine Maus, Assistant Principal  
School Hours: 7:55 a.m.- 2:25 p.m.  
(Early dismissal: 7:55 a.m.-11:45 a.m.)

### **Gen John Nixon School** (grades PreK-5)

472 Concord Road  
Sudbury, MA 01776  
Phone: 978-443-1080  
Susan Woods, Principal  
Sarah Daggett, Assistant Principal  
School Hours: 7:55 a.m.-2:25 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  
Michelle Savage, Assistant Principal  
School Hours: 7:55 a.m.-2:25 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  
Amy Mulkerin, Principal  
Beth Ludwig, Assistant Principal  
School Hours: 7:55 a.m.-2:25 p.m.  
(Early dismissal: 7:55 a.m.-11:45 a.m.)

### **Ephraim Curtis Middle School** (grades 6-8)

22 Pratts Mill Road  
Sudbury, MA 01776  
978-443-1071  
Jeff Mela, Principal  
Angela Menke, Assistant Principal  
Brian Menna, Assistant Principal  
Annya Pedreschi, Team Chair and 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

2025-2026 Sudbury School Committee

Main Contact: [school-committee@sudbury.k12.ma.us](mailto:school-committee@sudbury.k12.ma.us)

**Karyn Jones - Chair (2027)**

[karyn\\_jones@sudbury.k12.ma.us](mailto:karyn_jones@sudbury.k12.ma.us)

**Jessica McCready, PhD - Vice Chair (2028)**

[jessica\\_mccready@sudbury.k12.ma.us](mailto:jessica_mccready@sudbury.k12.ma.us)

**Nicole Burnard (2026)**

[nicole\\_burnard@sudbury.k12.ma.us](mailto:nicole_burnard@sudbury.k12.ma.us)

**Mandy Sim (2026)**

[mandy\\_sim@sudbury.k12.ma.us](mailto:mandy_sim@sudbury.k12.ma.us)

**Betsy Sues (2027)**

[betsy\\_sues@sudbury.k12.ma.us](mailto:betsy_sues@sudbury.k12.ma.us)

# SUPERINTENDENT'S LETTER

September 2025

Dear SPS Families,

Welcome to Sudbury Public Schools (SPS) and the start of the 2025-26 school year! As the Superintendent of Schools, I am thrilled and honored to embark on this educational journey with you and your children. This parent handbook has been carefully crafted to be your go-to resource throughout the year, and it is my hope that it will help strengthen the partnership between our schools and your families.

At Sudbury Public Schools, we pride ourselves on being an exemplary school district where respect, responsibility, and high expectations for all are the pillars of our work together. Our unwavering commitment to continuous improvement and the enhancement of our educational programs ensures that your child will have the best possible academic and social/emotional experience during their time with us. For more comprehensive information about our school system, I invite you to explore our website at [www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us).

For those returning to SPS this year, welcome back! Your ongoing involvement and support have played an integral role in making our schools and community a thriving learning environment. To our new families, I extend a warm and heartfelt welcome. We encourage you to actively participate in your child's education and in the Sudbury community. Should you need guidance on how to get involved, your child's teacher, principal, and the school's PTO leaders are always ready to assist you. I am confident that you will be navigating the district confidently before long.

To be mindful of resources, we have limited the number of printed copies of this handbook for distribution. We kindly request that you rely on the digital version available on the district's website, [www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us). However, if you prefer a hard copy and one is not readily available at your child's school, please do not hesitate to contact my office at 978-639-3210.

I anticipate that the 2025-2026 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,

Brad J. Crozier  
Superintendent of Schools

## ASSISTANT SUPERINTENDENT'S LETTER

September 2025

Dear Sudbury Public School Families,

As we embark on a new academic year, I extend my warmest greetings and sincere hopes for a successful and enriching experience for all our students. As the Assistant Superintendent of Teaching and Learning, I am deeply committed to ensuring that every child in our care receives a high-quality education that prepares them for future success.

We are pleased to present you with our updated SPS Family Handbook. This comprehensive guide serves as an invaluable resource, providing essential information about many of our district's policies, procedures, programs, and expectations. We understand that navigating the school system can sometimes be complex, and our aim with this handbook is to provide clarity and transparency, empowering you with the knowledge you need to support your child's educational journey effectively.

Within these pages, you will find details on a wide range of topics, including student support services, attendance policies, school behavior expectations, transportation procedures, opportunities for parent involvement, and so much more. We encourage you to take the time to review the handbook thoroughly, as it contains critical information that will help you stay informed and connected throughout the school year.

We firmly believe that education is a collaborative endeavor, and a strong partnership between home and school is paramount to student success. Your active engagement and support are vital to creating a positive learning environment for your child. This handbook is designed to facilitate that partnership by providing a common understanding of our shared goals and responsibilities.

Should you have any questions after reviewing the handbook, please do not hesitate to reach out to your child's school principal, teachers, or the district office. We are here to assist you and ensure that your experience with our schools is positive and productive.

Thank you for entrusting us with your child's education. We look forward to a year filled with learning, growth, and achievement.

Sincerely,

Annette Doyle  
Assistant Superintendent of Schools for Teaching and Learning

## CAFETERIA

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](http://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:

<b>Elementary School:</b>	<b>\$3.00</b>	<b>Reduced:</b>	<b>\$ .40</b>
<b>Middle School:</b>	<b>\$3.50</b>	<b>Reduced:</b>	<b>\$ .40</b>
<b>Milk:</b>	<b>\$ .75</b>		

Breakfast is offered at all of the schools at the cost of \$1.50. Reduced: \$ .30 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](http://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 PreK-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. E-mail requests are also acceptable. The request must include payee name and address.
- **Account Fund Transfer:** Funds can also be transferred to a sibling's account within Sudbury Public Schools with a written request to the Food Service Office. Funds cannot transfer to Lincoln Sudbury Regional High School.
- **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.

## NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Discrimination Complaint Form](#), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. fax:  
(833) 256-1665 or (202) 690-7442; or
3. email:  
[program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## 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. 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 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](http://serfsudbury.org).

## SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

A parent group, Sudbury Special Education Parent Advisory Council ([SEPAC](#)), works with administrators, 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.

## 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 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.

Families whose children receive specialized transportation should be aware that specialized vans may not always follow the district's schedule. Families are responsible for contacting their transportation provider directly to confirm service during weather-related delays or cancellations.

Parents are requested to ensure that the students are dressed appropriately for extreme weather conditions. It is unlikely that school will be canceled 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 they have 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 2025-2026 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.

## CURRICULUM

The Sudbury Public Schools are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities. Our curriculum is aligned with the Massachusetts Curriculum

Frameworks. To supplement instruction, educators embed social-emotional learning instruction and support into every content area. This approach creates a more equitable, engaging, and culturally and developmentally responsive environment where meaningful learning and social experiences take place. [Learning Guides](#) for each grade level are included on the District's website along with additional [curriculum resources](#).

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Sudbury Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

## HOMWORK

### Reading

Reading regularly is closely tied to student achievement and is strongly encouraged at all grade levels. Independent reading, with 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 independently.
- 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:

<u>Grade</u>	<u>Amount of Homework</u>
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

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 generally use commercial motor coaches subject to this exception.

Students will be asked to pay reasonable fees 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. Parents/guardians concerned about student health or access should reach out to the school-based team chair.

## 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. Students are hereby advised that there is no expectation of privacy in regard to student lockers.

Cell phones and personal 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

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, Civics, and Science, Technology and Engineering. The Board of Elementary and Secondary Education has designated MCAS 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. Students in grades 5 and 8 will be assessed in Science, Technology, and Engineering. Additionally, students in grade 8 will be assessed in Civics. Eligible students will continue to take the MCAS ALT (Alternate) assessment. The purpose of state assessments is to determine the progress individuals 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, 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 assault or 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](http://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.

Professional development for educators occurs in a variety of settings. Teachers have opportunities to grow their individual and collective capacities to maximize student learning, including professional collaboration and coaching opportunities. The school calendar also includes full professional development days and several early release Wednesdays which are focused on staff professional development.

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 family 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 and Nixon Schools. Residents may apply as tuitioned community preschool students on a *'First-come/First-serve'* basis 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](http://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 1<sup>st</sup> (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/adoption decree, proof of residency/occupancy, current physical and immunological record. Further questions may be directed to [early\\_childhood@sudbury.k12.ma.us](mailto: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](mailto: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

### Counselor Services

Each school provides the services of one or more School Counselors. The role of the counselor is to support the social and emotional growth of all children and to deliver 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 when necessary. If through the evaluation process a student requires specially designed instruction through special education, the team would recommend services in the least restrictive environment along a continuum from itinerant services or through a specialized program or out of district. Please see [Special Education Programming on SPS website](#) for more information.

Screening and evaluation services are available to preschool children ages 3-5 and for all public and private school-aged children under Child Find Regulations, whose parents/guardians are concerned that a disability may exist. Sudbury operates an integrated preschool program at the Noyes and Nixon Schools. These integrated programs provide educational opportunities for children with disabilities to be educated alongside typically developing peers. Private and homeschooled students may access special education evaluation processes and services. If a disability is present, children will be offered access to receive the appropriate level of service ranging from therapy only (i.e. speech, occupational and physical) to placement in a district program. Child Find mandates for all grades are upheld, and communication around Child Find is published a few times each year.

## Section 504 Services

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

Section 504 prohibits discrimination against persons with disabilities and requires schools to conduct an evaluation, convene a team, and when appropriate, develop a Section 504 Plan identifying those accommodations or services required by the student to receive a free appropriate public education as defined by Section 504.

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 Section 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 they teach;
- 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 Language Development Program

Sudbury Public Schools currently has 70+ English Learners (ELs) in its English Language Development 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 ELD teacher at each school within the district. This support consists 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 ELD staff for four years to assure success in the classroom. 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. Any questions regarding the ELD Program can be directed to Annette Doyle, Assistant Superintendent, [annette\\_doyle@sudbury.k12.ma.us](mailto:annette_doyle@sudbury.k12.ma.us).

## METCO Program

The Metropolitan Council for Educational Opportunity (METCO, Inc.) was created 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 students needed to maintain the set number of 70 for the next academic school year.

Students from Boston are supported by 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 Staff in collaboration with Sudbury staff facilitates community engagement, curriculum and technology workshops for Boston families. Any questions regarding the METCO Program can be directed to Leslie Smart, METCO Director, [leslie\\_smart@sudbury.k12.ma.us](mailto:leslie_smart@sudbury.k12.ma.us).

## 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. To this end, parents and guardians will be notified in writing of the courses and curriculum offered that involve human sexual education or human sexuality issues. If parents choose not to have their child participate in a specific unit or lesson, we uphold their right to work with teachers to develop an alternate learning experience.

The foundations of sexuality education are established in the early elementary grades, as students are encouraged to celebrate their similarities as well as their differences. Students are continually supported in learning and modeling social skills that promote respectful and empathetic interactions. The concept of reproduction is introduced in kindergarten and revisited in other grades as students study the life cycle of various organisms. In fifth grade, as part of the Wellness curriculum, students study the human reproductive system and the changes associated with puberty and adolescence. Puberty education and the human reproductive system are revisited in sixth-grade Health classes. In eighth-grade Health, students study disease prevention and ways to reduce the risk of contracting communicable diseases, including sexually transmitted infections.

Sexuality education in Sudbury is inclusive, medically accurate, and developmentally and age-appropriate, and aligned with the 2023 Massachusetts Comprehensive Health Framework learning outcomes. Instruction and skill development support and promote a sense of belonging, mental health and well-being, and the development of social and emotional skills, including self-awareness, self-management, self-care, social awareness, responsible decision-making, and relationship skills in a variety of contexts and situations.

Parents who have specific questions about the sexuality education curriculum are encouraged to contact the District Wellness Coordinator.

## 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; [Student\\_Services@sudbury.k12.ma.us](mailto:Student_Services@sudbury.k12.ma.us) or DOE: (781-338-6294) or (781-338-6330).

## STUDENT PICTURES

Photography companies will be contracted to take student pictures annually. 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 photos are used in online systems managed by the Sudbury Public Schools only where it plays a clear functional role in assisting staff to identify students visually, such as in the student information system or the library circulation software.

## STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a federal law that provides two basic rights to parents with regard to student records.

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations are designed to ensure parents and students the right to confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law. To request records, please send a written request to your child's school and/or to the Student Support Services department.

A student's record is any information that is kept about the student in school that is organized on the basis of the student's name or in a way that such student may be individually identified (examples: grades, test scores, attendance). It is important for parents to keep the school apprised of any change in their student's information, whether it be address, phone number, etc. The student record is made up of the "permanent record" or "transcript" (e.g., name, address, courses taken, credits, and grades) and the "temporary record" (e.g., progress reports, test scores, class rank, extracurricular activities and any other relevant education information). Please be advised that the temporary student record may be reviewed by the principal or designee at the end of each academic school year, at which time misleading, outdated, or irrelevant information contained therein shall be destroyed. Parents and/or eligible students who wish to obtain a copy of their temporary student record prior to such destruction shall make sure to request to the school principal in writing prior to the end of the academic school year at issue. Note: this policy applies to student records generated during remote learning.

For students 14 years old or older, the rights below belong to the students and their parents or guardians. For students 18 years old or older, the rights below belong to the students alone if they request in writing that only they, and not their parents or guardians, should have these rights. For students under 14 the rights below belong only to their parents or guardians.

- a) Access of eligible students and parents - Parents/guardians have the right to access the record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). A reasonable fee, not to exceed the cost of reproduction, may be charged. As required by M.G.L. ch. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the law and Department of Education Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children

("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

- b) Privacy of a student's records - Certified staff members who work directly with a student may see a student's records when it is necessary to perform their duties. With very few exceptions, no one else may see these records without the written permission of a student/parent or guardian.
- c) Destroying a student's records - The school system must keep a student's transcript for at least 60 years after the student leaves the school system. Temporary records must be destroyed within seven years after the student leaves the system. Before any records are destroyed, the student/parent or guardian must be given notice and an opportunity to get a copy.
- d) Amending a Student's Record and Appealing it - A student/parent or guardian may add any relevant written material to the student's record. If there is information in the record which the student/parent or guardian feels is inaccurate, misleading, or irrelevant and the student wants it removed, the student may ask the Principal to remove it. If the request is denied, or if the student has any other objections to the school records, there is an appeals process, which is more fully set forth below.
- e) Notice is given that, under Massachusetts law, Sudbury will allow access to student records to authorized school personnel of the school to which a student seeks admission or intends to transfer. (603 CMR 23.00)

## Amending Your Child's Record

As stated above, 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 they deem 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 their designee to make the objections known.
2. The principal or their 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 their 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 their 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. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The parent has been denied visitation, or
3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

If you would like to file a complaint with the U. S. Department of Education concerning alleged failures by the 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

Complaints with regard to compliance with the Massachusetts Student Records regulations, 603 CMR 23.00 et seq., can be made as follows:

Problem Resolution System Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Main Telephone: 781-338-3700  
Fax: 781-338-3710  
Email: [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu)

## 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 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
- 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 of 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 school 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, gender identity, 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 does not exclude from participation, deny the benefits of SPS from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. It is the policy of SPS to comply with both state and federal laws.

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 race, color, national origin, religion, age, gender, gender identity, 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.

Sex-based harassment is a specific form of sex discrimination and means sexual harassment and other harassment on the basis of sex. Sex-based harassment may consist of 1) Quid pro quo harassment 2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity, and 3) Specific offenses, including sexual assault and dating violence. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.
- 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 Family 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.

Sexual Harassment complaints will be responded to in accordance with ACAB-R: Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972.

**For more specific information with regard to filing and processing of complaints of sexual harassment, including sexual harassment under Title IX of the Education Amendments of 1972, please refer to Sudbury School Committee Policy ACAB and/or contact the District's Title IX Coordinator as follows:**

Annette Doyle

Assistant Superintendent for Teaching & Learning

Title IX Coordinator

[annette\\_doyle@sudbury.k12.ma.us](mailto:annette_doyle@sudbury.k12.ma.us)

(978) 443-1058

## Anti-Bullying Policy for Students

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- 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.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic

- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

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 the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited 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 the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

#### Bullying Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community

representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

### Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

### Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed and may include a Safety/Support Plan.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a Safety Plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against

the perpetrator, the principal shall consult with the school's resource officer and the Superintendent. If it is determined that a potential crime has occurred, the local law enforcement agency shall be notified.

Generally, the investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies and state law.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

#### Retaliation

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

#### Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

#### Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all students.

#### Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended  
Federal Regulation 74676 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
603 CMR 26.00  
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's  
Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination  
ACAB, Sexual Harassment  
JBA, Student-to-Student Harassment  
JIC, Student Discipline  
JICFA, Prohibition of Hazing  
SPS Bullying Policy

## Due Process Procedures

### Eligibility to Participate in School Activities and Events

Extra-curricular activities and events are an important part of the inclusive educational experience for all students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive, and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Sudbury Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Sudbury Public Schools is limited to students who are currently enrolled in and attending Sudbury Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of M.G.L. ch. 71, § 37H¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is

suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

## **Suspensions**

The Sudbury Public Schools adheres to the Student Discipline Laws and Regulations as set forth in M.G.L. ch. 71, § 37H, 37H $\frac{1}{2}$  and 37H $\frac{3}{4}$  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 designee.

### **Notice of In-School Suspension**

The principal or the principal's 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 designee determines that the student committed the disciplinary offense, the principal or designee shall inform the student of the length of the student's in-school suspension. If the in-school suspension exceeds ten (10) days, cumulatively or consecutively, in a school year, the student shall have the right to appeal the suspension to the Superintendent or Superintendent's designee.

On the same day as the in-school suspension decision, the principal or 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 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 the principal's 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 meetings shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or 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 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 Under M.G.L. ch. 71, § 37H<sup>3/4</sup>**

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions under M.G.L. ch. 71, § 37H<sup>3/4</sup>. The principal or 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 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.

### **Alternatives to Suspension**

Consistent with **M.G.L. ch. 71, § 37H<sup>3/4</sup>**, any principal or designee acting as a decision-maker at a student hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

### **Notice for Any Out-of-School Suspension**

Prior to suspending a student, the Principal or 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 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 designee will document reasonable efforts to include the parent. The principal or designee is presumed to have made reasonable efforts if the principal or 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 designee to provide prior oral and written notice before removing a student from school. The principal or 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 designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or 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 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 under M.G.L. ch. 71, § 37H<sup>3</sup>/<sub>4</sub>**

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 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 with the following process:

#### **Principal Hearing - Short-Term Suspension**

- (a) The purpose of the hearing with the principal or 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 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 designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or 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 designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or 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 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 under M.G.L. ch. 71, § 37H<sup>3</sup>/<sub>4</sub>**

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 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 M.G.L. § 71, § 37H, or in M.G.L. § 71, § 37H<sup>1</sup>/<sub>2</sub>, 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 under M.G.L. ch. 71, § 37H <sup>3</sup>/<sub>4</sub> 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 designee with the following process

### **Principal Hearing - Long-Term Suspension**

- (a) The purpose of the hearing with the principal or 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 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 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; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  2. The right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  3. The right to cross-examine witnesses presented by the school district;
  4. 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 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 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 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 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 under M.G.L. ch. 71, § 37H<sup>3/4</sup>**

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.
6. 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.
7. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
8. 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.
9. 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 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.**

#### **Exclusion/Expulsion under M.G.L. ch. 71, § 37H**

In accordance with M.G.L. ch. 71, § 37H, a student may be excluded or expelled from school under the following circumstances:

- a. 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 § 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d. Any student who has been expelled (removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently) from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of the student's appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f. 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 or her removal.
- g. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

**Felony Complaint or Conviction Under M.G.L. ch. 71, § 37H½**

Pursuant to M.G.L. ch. 71, § 37H½, the following procedures shall be implemented for students charged with or convicted of a felony:

- a. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the

hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

- b. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- c. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.
- d. 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 or her removal.
- e. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

**Education Services and Academic Progress under M.G.L. ch. 71, § 37H, 37H<sup>1</sup>/<sub>2</sub> and 37H<sup>3</sup>/<sub>4</sub>**

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.

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

### **Procedures for suspension(s) not exceeding 10 school days**

- Any student with a disability may be suspended for up to ten (10) school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.
- The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

### **Procedures for suspension(s) exceeding 10 school days**

- If your child is suspended for more than 10 school days in a school year, this removal may be considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Federal law defines a “change of placement” as:
  - Removal for more than 10 consecutive school days; OR
  - A series of removals that constitute a pattern 1) because the series of removals total more than 10 cumulative days in a school year; 2) because the student’s behavior is substantially similar to that in previous incidents that resulted in the series of removals; and 3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. Please note that determination of whether a pattern of removals is a “change of placement” is made by the District.
- Prior to any removal that constitutes a change in placement, the school must convene a meeting within 10 days of the decision to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child’s disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the team will consider two questions:

- o Did the student's disability cause or have a direct and substantial relationship to the conduct in question?
- o Was the conduct a direct result of the district's failure to implement the IEP/Section 504 Plan?
- If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child's disability OR a direct result of the district's failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
- If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child's disability OR was NOT the direct result of the district's failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according to the school's code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention plan and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

**Special circumstances for exclusion**

Special circumstances exist if your child: 1) possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; 2) carries a weapon to school or a school-sponsored event; or, 3) inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights under Section 504 for students with disabilities prior to any suspension constituting a change in placement. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any

placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504).

### **Procedural requirements applied to students not yet determined to be eligible for Special Education or a 504 Plan**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent had expressed concern in writing; or
  - b. The parent had requested an evaluation; or
  - c. Specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible for an IEP or 504 Plan, then one receives all procedural protections subsequent to the finding of eligibility.

### **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 emergencies are authorized absences. The principal may approve other absences based on their discretion. 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 formal 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. A formal notification will be sent and further processes to follow the district's responsibility under M.G. L ch. 76, section 1B.

### Absence from School

If a child is to be absent for any reason, the parent/guardian should notify the school of the reason for the absence by submitting an absentee form online or sending 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 7:55 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 they 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 a period of at least fourteen (14) days, the Sudbury Schools will provide educational services with sufficient frequency to allow the student to continue the student's educational program, as long as such services do not interfere with the medical needs of the student. To receive these services, Parent/Guardian must submit a Physician's Affirmation of Need for Temporary Home or Hospital Services to the Student Services Office.

It is the student's responsibility to complete academic work assigned during their 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 their classmates, your child needs to remain home until

they have 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. Further, the principal reserves the right to implement discipline more severe or different from that set forth below with regard to each level of offense as/if determined appropriate based on the circumstances and information before the principal.

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

In cases where suspension or expulsion from school is determined to be the response to the misbehavior, all rights to due process will be offered/provided.

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 that 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, disability, 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 that 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, disability, ethnic origin, gender identity or sexual orientation; and
- Hazing.

### **Disciplinary Actions**

Misbehavior at Level 3 may 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
- Long-term Suspension/Expulsion: Repeated incidents of Level 3 behavior may result in long-term suspension or expulsion (if applicable).

## **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.
- Students will not use personal technology at school during school hours without the family receiving an explicit exception from school administration to support a medical need, assistive support, or learning accommodation (SPS Policy Manual, Section JICJ).

All aspects of Bullying Prevention Policy for Students (SPS Policy Manual, Section JICFB), 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.

## 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.

(<https://studentprivacy.ed.gov/ferpa>)

### **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. The main Google App in use by students is Google Drive, which includes Google Docs, Google Slides, etc.

Google requires that we also share with families a listing of any of their apps that are outside of the main Workspace educational suite that we use with students. We use several such apps:

Chrome Web Store: The web store is locked down by our management system and allows classes to download selected Chrome apps and extensions to their Chromebooks.

Google Play Store: The educational version of this product is locked down by our management system, and allows classes to download selected Android apps to their Chromebooks.

Google Translate: This tool is primarily used by some of our English Language Learners so that they can better access resources that are in English and connect with their peers.

Google Maps: While parents may be more familiar with this tool as a driving assistant, middle school classes use this tool in a variety of ways, particularly in social studies.

YouTube: Students in grades K-7 do not have direct access to YouTube, but do view teacher-selected YouTube content through a platform known as SafeShare. Students in grade 8 have YouTube access in order to support research in activities such as the Civics Action Project.

### **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](http://sudburystudents.org), is also different from the one used by faculty and staff, and only SPS students and staff can access the [sudburystudents.org](http://sudburystudents.org) domain and receive messages from it.

Although students do not normally have access to email or video conferencing tools, we will use these resources with students for instruction and communication during times when remote instruction is required. Google Mail would be 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 would only use the Mail product in Grades 2-5 in tandem with Google Classroom. Google Meet would be set up so that only teachers can start and manage online video conferences; student accounts would only be able to 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](http://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. As part of this, we ask that Parents/Guardians be considerate of what they post on social media, especially if it includes images or videos taken from public schools events that contain students other than your specific child/children. 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 deny permission for their child's image (e.g., photo or video) to be shared for publication in online or print materials in the annual Back to School Packet. Families may reverse this decision at any time by providing the school with a written notification.

### **Yearbook**

Denying permission to publish a child's photo as per above will not exclude them from appearing in the yearbook.

## 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 due to the student's disability.
- Kindergarten through 6th grade students who live 2 or more 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 \$420 per child, maximum of \$765 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 [Business & Finance / Forms](#).
- 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 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 and the transportation fee will also apply.
- Questions or concerns regarding bus passes or payment should be directed in writing to [transportation@sudbury.k12.ma.us](mailto:transportation@sudbury.k12.ma.us).

## Cameras on Buses and Vans

The School Committee authorizes the use of security cameras on district buses/vans to ensure the health, welfare, and safety of students and drivers and to deter vandalism and other negative behavior. Parents and students should expect that all buses/vans will be equipped with security cameras that record both video and audio. Consent forms are provided to families to consent to the use of audio recording on district buses/vans. Transportation video recordings used for security purposes shall be the sole property of the school district. Access to video and audio recordings from security cameras shall be limited to school administrators.

## 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](mailto: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 ½ 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](mailto: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 Transportation

- 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 School Transportation

- 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 their legs or on their 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 and may differ from that set forth below as determined appropriate. 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, their 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 their designee who shall then send it home for signature. Copies of the signed report will be retained by the Principal or their designee, the driver and the bus company.
- The Principal or their 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 their 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 their 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 they belong, 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 or through the principal. Specific details can be provided by your individual school regarding requirements for health and safety, confidentiality 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 and interior video cameras have been installed at all five schools.

## WELLNESS: NUTRITION AND PHYSICAL ACTIVITY

The Sudbury Public Schools are committed to providing an environment that promotes and protects each child's health, well-being, and ability to learn by supporting healthy eating and physical activity during the school day. Schools, along with caregivers and the larger community, play an important role in addressing childhood health and diet-related concerns.

The District is committed to providing healthy meals to its students and to meeting the nutritional needs of its students within the current USDA guidelines. The District program supports the well-being of students by encouraging a healthy diet, modeling healthy eating, and accommodating cultural food preferences and special dietary needs to the extent possible.

The District provides nutrition and physical education as part of a developmentally appropriate and standards-based Wellness program. The primary objective is to prepare students for lifelong wellness practices. Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health.

The physical education program includes age-appropriate instruction and activities consistent with national and state standards. The curriculum is designed to promote the benefits of a physically active lifestyle and supports students in developing skills to engage in lifetime physical activity. All students will be provided equal opportunities to participate in physical

education classes. Appropriate accommodations are made to allow for equitable participation for all students.

## 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.

### 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 they 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 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 to be distributed by the medically appointed designee. 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. The District has a School Committee policy for use of Narcan.

## Substance Use

### **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, sesame, 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](http://www.sudbury.k12.ma.us).

### **Voluntary Co-Curricular Activities**

Students participating in voluntary co-curricular activities, including but not limited to intra-mural or interscholastic athletics, are required to return a signed release of liability to the director of the event/activity prior to engaging in the activity, event, or the

commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intra-mural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and compliance with these laws, policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

## 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
Assistant 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
Early Childhood Education	978-639-3204
METCO Program	978-639-3220

## Programs and Services

### 978-443-1058

Special Education	Stephanie Juriansz	978-639-3202
Section 504	Stephanie Juriansz	978-639-3202
Title I	Annette Doyle	978-639-3216
ELL	Annette Doyle	978-639-3216
Homeless Education	Stephanie Juriansz	978-639-3202
Foster Care	Stephanie Juriansz	978-639-3202
Civil Rights/Title IX	Annette Doyle	978-639-3216
Amer. w/Disabilities	Stephanie Juriansz	978-639-3202
NCLB	Brad Crozier	978-639-3211
METCO	Leslie Smart	978-443-3220
Early Childhood	Stephanie Juriansz	978-639-3202
Drug Free Schools	Betsy Grams	978-443-1085

## Ephraim Curtis Middle School

### 978-443-1071

Principal's Assistant	x7502
Front Office Assistant	x7503
Health Office - Nurse	x7509
Absentee Call-In	x1
Grade 6 Assistant Principal	x7120
Grade 7-8 Assistant Principal	x7301

Guidance - Grade 6	x7511
Guidance - Grade 7	x7512
Guidance - Grade 8	x7513
Library	x7518
Special Education Team Chair	x7514/7515

## Josiah Haynes School

### 978-443-1093

Principal's Assistant	x1201
Front Office Assistant	x1200
Health Office - Nurse	x1204
Absentee Call-in	x1204
Guidance	x1504
Library	x1128
Special Education Team Chair	x1205

## 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	x4244

## General John Nixon School

### 978-443-1080

Principal's Assistant	x2001
Front Office Assistant	x2000
Health Office - Nurse	x2003
Absentee Call-in	x1
Guidance	x2005
Library	x2101
Special Education Team Chair	x2102

## 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