

Hopkinton Elementary Family Handbook



Center Elementary School
Principal: Ms. Lauren Dubeau

Elmwood Elementary School
Principal: Ms. Anne Carver

Hopkins Elementary School
Principal: Ms. Vanessa Bilello



Hopkinton Elementary Schools

Family Handbook Acknowledgement Form

Dear Family,

The 2016-17 Hopkinton Elementary Family Handbook provides important information related to student learning, expectations for student behavior, and other information related to student and parent rights.

Hopkinton Elementary Schools require that each student and his/her parent or guardian sign this form and return it to your student's teacher no later than September 30th, 2016.

If you have any questions about this handbook or anything described or discussed in it, please call or visit the school office for assistance.

By signing below, we acknowledge that we have received a copy of the 2016-17 Hopkinton Elementary Schools Family Handbook, that we have read this handbook in its entirety, and that we understand its content.

We further understand and acknowledge that additional detail of School Committee policy and procedures summarized in this handbook is available at <http://www.hopkinton.k12.ma.us> or by request from the Office of the Superintendent of Schools.

Please return this form to your child's teacher by September 30th. A separate Family Handbook Acknowledgement Form must be completed for each individual child enrolled in the Hopkinton Public Schools.

Sincerely,

Ms. Lauren Dubeau, Center School Principal
Ms. Anne Carver, Elmwood School Principal
Ms. Vanessa Bilello, Hopkins School Principal

Student Name _____ Date _____

Parent Signature(s) _____ Date _____

_____ Date _____



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Section 1: INTRODUCTION /GENERAL GUIDELINES

School Committee

<http://hopkinton.schoolwires.net/domain/92>

(first initial + last name @hopkinton.k12.ma.us)

Ms. Lori Nickerson, Chair
Ms. Jean Bertschmann

Mr. Jonathan Graziano

Ms. Kelly Knight, Vice Chair
Ms. Nancy Cavanaugh

School Administration – Central Office

<http://hopkinton.schoolwires.net>

Dr. Cathy MacLeod
Superintendent of Schools
(508) 417-9360

Mr. Ralph Dumas
Director of Finance
(508) 417-9360

Mr. Al Rogers
Director of Buildings &
Grounds
(508) 417-9870

Dr. Carol Cavanaugh
Assistant Superintendent
(508) 417-9360

Dr. Karen Zaleski
Director of Student Services
(508) 417-9850

Mr. Ashoke Ghosh
Director of Technology
(508) 417-9360

Ms. Kim Pulnik
Director of Human Resources
(508) 427-9360

School Administration – Elementary Schools

Ms. Lauren Dubeau
Principal, Center School
ldubeau@hopkinton.k12.ma.us
(508) 497-9875

Ms. Anne Carver
Principal, Elmwood School
acarver@hopkinton.k12.ma.us
(508) 497-9860

Ms. Vanessa Bilello
Principal, Hopkins School
vbilello@hopkinton.k12.ma.us
(508) 497-9824

Ms. Janeen Sheelen
Asst. to Princ., Center School
jsheelen@hopkinton.k12.ma.us
(508) 497-9875

Mr. Aidan McCann
Asst. Princ., Elmwood School
amccann@hopkinton.k12.ma.us
(508) 497-9860

Ms. Julie Babson
Asst. Princ., Hopkins School
jbabson@hopkinton.k12.ma.us
(508) 497-9824

Officer Phil Powers
School Resource Officer
ppowers@hopkinton.k12.ma.us
(508) 497-9820



Hopkinton Mission and Values

Mission Statement

The mission of the Hopkinton Public Schools is to learn, create, and achieve together.

Values

We accomplish our mission by embracing these values:

- continuous learning
- growth as individuals and as global citizens
- a safe and respectful environment that nurtures critical thinking, creativity, collaboration, and communication

District Vision

Our vision is that all Hopkinton Public Schools students and educators will:

- learn and continuously grow as independent, confident, resilient, and thoughtful individuals willing to explore new ideas, reflect on progress, and challenge themselves.
- collaborate and thrive in rigorous and differentiated instructional programs to accommodate the differences in styles, needs, and readiness to learn.
- self-evaluate success and opportunities for improvement in a safe and supportive environment that values the welfare and happiness of everyone.



Elementary Education

Dear Families of Elementary Students,

The mission of the Hopkinton Public Schools is to ***learn, create, and achieve together***. Toward this end, we have established a common elementary handbook that will provide families with a consistent set of expectations across schools. It outlines important information regarding school operations, expectations, and district policies and procedures. Parents and guardians are encouraged to share appropriate information from this document with their children in a manner that is best for your family.

Our vision is that all Hopkinton Public Schools students and educators will: learn and continuously grow as independent, confident, resilient, and thoughtful individuals willing to explore new ideas, reflect on progress, and challenge themselves, collaborate and thrive in rigorous and differentiated instructional programs to accommodate the differences in styles, needs, and readiness to learn. self-evaluate success and opportunities for improvement in a safe and supportive environment that values the welfare and happiness of everyone.

An important component of the home-school partnership is clear and timely two-way communication. To this end, we encourage parents to communicate directly and promptly with teachers to share important information or seek clarification.

The elementary administration, faculty, and staff look forward to providing every child outstanding opportunities for academic, physical, social, and emotional growth during the coming school year as we ***learn, create, and achieve together***.

Respectfully,

Ms. Anne Carver
Ms. Lauren Dubeau
Ms. Vanessa Bilello



Center School

Ms. Lauren Dubeau, Principal

Center School: <http://hopkinton.schoolwires.net/Domain/8>

Welcome to Center School!

Situated on the edge of the Town Common, our young learners continue to develop their skills and grow in an historic building that has educated several generations of Hopkinton's best and brightest. Center School is fortunate to have a well-rounded staff to address all areas of learning, the whole child.

Center School faculty members are committed to support the academic, social, and emotional needs of our students. By delivering high-quality core instruction in all classrooms, complemented by targeted or intensive instruction for students who need more, ALL children are provided with the opportunity to learn and achieve the grade-level standards. This collaborative effort is a hallmark of a professional learning community.

In addition to academics, we enrich the physical and social emotional skills of children. In-school lessons in health and wellness, participating in community service projects, and the *Responsive Classroom* approach have all contributed to strengthening the character and real-world skills that our students have learned at home.

The Center School parent community continues to support our students in many ways: mystery reading, supporting class projects, organizing books, helping Time for Teachers, joining our School Council, planning for cultural arts or other enrichment activities, and following-up with homework after-school.

The *Hopkinton Education Foundation* (HEF) and *Hopkinton Parent Teacher Association* (HPTA) provide generous support via grants and enrichment opportunities, which have contributed to curriculum and technology enhancement at Center School.

This collaborative approach to meeting the educational needs of our students is essential component of our school. We are a proud and enthusiastic learning community at Center School.

Sincerely,

Lauren Dubeau
Principal

Janeen Sheelen
Assistant to the Principal



Elmwood School
Ms. Anne M. Carver, Principal
Elmwood School [webpage](#)

Dear Families,

Welcome to Elmwood School where students learn, create, and achieve together, daily. Elmwood School is the “middle” elementary school and consists of Grade Two and Grade Three students and staff. At Elmwood, educators strive to meet the unique needs of our early learners. In addition to a focus on English Language Arts, Mathematics, Science and Social Studies, teachers use a variety of effective methods to teach character, support social and emotional learning and meet the unique needs of each second and third grade learner.

Through classroom communities and home-school partnerships, teachers at Elmwood foster communication, celebration and excitement for learning. Students enjoy opportunities to work together in polite, caring ways while learning to take care of themselves and others with respect. Students take responsibility for their decisions and are supported as they learn to take into consideration the feelings of other students and adults. Working with students in two grade levels means staff members can be experts on the unique needs, interests, and characteristics of this wonderful age group.

Second and third grades are hard workers; often perfectionists, who like their work to look good and may take a long time to create something. Students at this age love the routines and structure of school. They are often good listeners and most still want to be read to. Students in grades two and three like to work in groups and independently, and thrive on a sense of fairness at work and play. Teachers at Elmwood attend to these unique characteristics when teaching, to foster optimum student learning and growth.

Our goal at Elmwood is for students to reach their full potential through a partnership between home and school. The staff at Elmwood school are passionate and committed to fostering such a partnership and will work to create opportunities for families to share in the joy of learning.

Mr. McCann and I look forward to working with you and your child(ren) this year. We are proud of our school, and we hope that you will be, too!

Respectfully,

Anne Carver

Aidan McCann

Principal

Assistant Principal



Hopkins School

Ms. Vanessa Bilello, Principal

Hopkins School: <http://hopkinton.schoolwires.net/Domain/10>

Dear Parents and Students,

Welcome to Hopkins School and the 2016-2017 school year! It is an honor and a privilege to serve the community as we guide students to develop the respect, responsibility and resiliency they need to achieve success. We are excited to work in partnership with students, educators, and parents of Hopkins to provide an environment that supports growth and success for all. One of our priorities will be to foster a collaborative environment built through strong culture, clarity of vision, transparent communication, and commitment to excellence.

At Hopkins, we believe that passionate learning is built on a foundation of compassion. Our dedication to this philosophy is at the forefront of our work as educators. We care deeply about the physical, emotional, and intellectual safety and the well-being of every student. Interactions between parents, students and teachers here at Hopkins emphasize these beliefs. Hopkins is a vibrant community of learners- students and adults!

To that end, our Family Handbook will help ensure Hopkins School is:

- **A physical environment where students and staff take care of one another, and the facilities provide for a secure and healthy setting.**
- **An emotional environment where respect, acceptance, empathy, and responsibility are among the shared values of the entire school community.**
- **An intellectual environment where every student is engaged in the work and learning at hand; every student has challenging learning goals and every student is held to high expectations in order to meet those goals; every student is provided timely, specific, and constructive feedback on how he/she is going to achieve those goals and meet expectations; and, academic risks and making mistakes are part of the learning process.**

A strong partnership between families and educators results in an environment conducive for growth and learning. Open communication and a relationship built on trust are essential components to a successful school-parent partnership. We encourage you to establish a positive relationship with your child's teachers and our Hopkins School community. Please feel free to contact us at any time should you have any questions or concerns. As Helen Keller so eloquently stated, "Alone we can do so little, together we can do so much."

Respectfully,

Vanessa Bilello
Principal

Julie Babson
Assistant Principal



General Information / Quick Glance

School Contact Information

	Center School	Elmwood School	Hopkins School
Main Office	(508) 497-9875	(508) 497-9860	(508) 497-9824
Principal	Ms. Lauren Dubeau (508) 497-9875	Ms. Anne Carver (508) 497-9860	Ms. Vanessa Bilello (508) 497-9824
Asst. Principal	Ms. Janeen Sheelen (508) 497-9875	Mr. Aidan McCann (508) 497-9860	Ms. Julie Babson (508) 497-9824
Secretaries	Ms. Concie Kniager Ms. Rosemary Tabakin (508) 497-9875	Ms. Joanne Lipocky Ms. Susan Napolitano (508) 497-9860	Ms. Kim Piquard Ms. Kathleen Reynolds (508) 497-9824
Nurse	Ms. Maureen Burns (508) 497-9876	Ms. Kathy Bain (508) 497-9861	Ms. Molly Steen (508) 435-0312
Guidance	Ms. Kelly Pickens (508) 497-9875	Ms. Nicole Robinson (508) 497-9860	Ms. Jayne Shea (508) 497-9824
Psychologist	Ms. Kaitlin Twomey (508) 497-9875	Ms. Connie Chagnon (508) 497-9860	Ms. Kaitlin Twomey (508) 497-9824
Absentee Call-in	(508) 497-9876	(508) 497-9861	(508) 435-0312
Fax	(508) 497-9878	(508) 497-9862	(508) 435-3014
Office E-mail / Dismissal	coffice@ hopkinton.k12.ma.us	eoffice@ hopkinton.k12.ma.us	hoffice@ hopkinton.k12.ma.us

School Hours

	Center School	Elmwood School	Hopkins School
Student Drop-Off	8:45	8:45	8:00
School Start Time	9:00 After this time, students are considered tardy.	9:00 After this time, students are considered tardy.	8:15 After this time, students are considered tardy.
Dismissal – Regular Day	3:15	3:15	2:30
Early Release	1:00	1:00	12:15
Early Dismissal (No Lunch)	12:10	12:10	11:25
School Office Hours	8:00-4:00	8:00-4:00	7:30-3:30

Absences

The Hopkinton Public Schools and parents share the same goal of ensuring all students are successful in school. Consistent attendance is key to making that happen. For the safety of your child, it is essential that you notify the school if your child will be absent due to illness or an appointment that cannot be scheduled at another time. Please call at any time to let us know that your child will not be in school. You will either speak directly with the School Nurse or be connected to voicemail. Please leave your child's full name, his/her homeroom teacher's name, and the reason for the absence. If you fail to call us, the School Nurse will need to call you to ascertain that your child is safe at home. Please refer to [ATTENDANCE](#) under Section 3 of this handbook for more detailed information.

Please call the school nurse at the following Absentee Call-in phone number to report student absences:

	Center School	Elmwood School	Hopkins School
Nurse	Ms. Maureen Burns (508) 497-9876	Ms. Kathy Bain (508) 497-9861	Ms. Molly Steen (508) 435-0312

Morning Drop-off (parents / non-bus)

Center	Children may be dropped off beginning at 8:45 AM at the middle entrance in the front of the school. Staff members are on duty between 8:45-9:00 AM. This is considered "live parking," meaning that drivers should remain in their cars during drop-off time. Please note the following: <ul style="list-style-type: none">• Students should be quickly dropped off at the middle entrance - directly in front of the school.• Please remain in your car during drop-off. Students can get out of the car and close the door unassisted. This is a good skill to practice with your child. Please have your child seated on the passenger side of the car so they may exit the car safely closest to the curb.• Please say your good-byes quickly - there is a steady stream of cars waiting to drop off their children.• After 9:00 AM, you must walk your child in to the office.• If you are entering the school for a specific reason at drop-off time, please park in a designated spot on Ash Street or around the Common. The few spaces in front of the school are for "live parking" drop-off.
Elmwood	Parents may drop-off their children to Elmwood's rear entrance near the playground by proceeding behind the gym wing in a one-way loop beginning at 8:45 AM. See directions/map here. We ask your cooperation in not arriving prior to 8:30 to line up as this has a negative impact on preschool arrival.
Hopkins	Parents may drop-off their children to Hopkins' front entrance beginning at 8:00 AM.

Forgotten Item Drop-Offs

In an effort to minimize disruptions, drop off hours for forgotten lunches, instruments, and other school materials occur between 8:30 AM and 10:30 AM at Hopkins School and between 9:00 and 11:00 at Center and Elmwood Schools.

Lockers

Hopkins School students will be using lockers for storage of their coats and lunches only. Hopkins does not permit students to lock their lockers. Students should **not** leave valuables in the lockers.

Toys and Valuables

Please leave toys, stuffed animals, electronics, and other important valuables at home unless specifically requested by the teacher or school as part of a project, assignment, or theme day. These objects are distracting to students and have occasionally been lost or broken. The school will not be responsible for lost, stolen or broken items. Students should come to school ready to learn - without items that will interfere with their ability to do so.

Dismissal – Bus and Pick-up

Regular student dismissal will begin at the times noted for each school. If you are picking your child up from school at the regular dismissal time, please note the following procedures:

	Pick-up Procedure (regular dismissal time)
Center	Students will gather inside the middle hallway just after the 3:15 PM dismissal. Parents wait (outside of their cars) in a line for their children on the front sidewalk at our middle door entrance . Parking is available on Ash Street and around the Common. You may not park in front of the school or in the school parking lot. Children are released as their parents arrive.
Elmwood	Parent pick-up of students takes place at the rear entrance of Elmwood School at 3:15 PM. See directions/map here . Once again, please be aware that lining up in the car pick-up area prior to 3:00 is disruptive to the preschool dismissal and to the educational program. We ask your cooperation in this regard.
Hopkins	Parent pick-up of students takes place at the front entrance of Hopkins, following the departure of all the buses. See directions/map here .

Early Dismissal of a Student

If your child needs to be dismissed early from school, please send a note in that day explaining the reason for dismissal. Check in with the office staff and they will notify the teacher that you have arrived. **Be prepared to show a photo ID for identification and safety purposes**. If an adult other than his/her parent is picking up a child, a note must be sent by the parent with your signature and contact information.

Dismissal Changes Requesti

All elementary school offices require **at least one hour's notice** prior to dismissal in order to safely process dismissal change requests **sent via e-mail**. Under extenuating circumstances of less than one hour to dismissal, a parent or guardian must call the

office and speak with school staff directly. See the School Committee policy on [Student Transportation](#). Families are discouraged from dismissing their child within the last 15 minutes of the school day. Late changes impact routines and open the opportunity for dismissal errors.

Emergency Closing

The Superintendent, in conjunction with the Department of Public Works Director, decides when to close Hopkinton Public Schools; generally by 5:30 AM. The Superintendent takes into consideration the road conditions and general safety when making a decision to cancel school. The decision applies to all of the Hopkinton Public Schools. The Superintendent's office activates the **Alert Now** telephone call system (an automated phone chain) to notify the parents of all students for whom we have a telephone number, that school will be either canceled or delayed. It is a recorded voice that will announce information in the event of an emergency or weather related school closing. In addition, a no-school notification will be posted online at <http://hopkinton.schoolwires.net> and broadcast over stations WRKO, WSRS, WTAG, WBZ, WBUR, and on channels 4, 5, 7, FOX, and WB from 7:00 AM to 8:00 AM. Choosing not to send your child to school when the weather is inclement is a parental decision.

Transportation

[Bus routes](#) will be posted on the District's website in late August. Please visit the [Hopkinton Public School's Transportation website](#) for bus routes. Please take a moment to review the [Bus Conduct Rules](#) posted on the district transportation website as well. Any items that need to be brought to school must comply with the published [Bus Conduct Rules](#).

Bus changes are not permitted. See School Committee policy on [Student Transportation](#). Students must have their bus ID affixed to their coat or backpack. Staff is assigned to supervise our students during dismissal.

Neither Hopkinton Public Schools nor its employees are responsible for students participating in authorized bus switching. That is, if your student is not boarding or disembarking at their home bus stop, you accept responsibility for your student's care, well-being, and whereabouts.

Please notify the office if your child will be walking or riding a bike to school.

School Lunch

Elementary students eat lunch daily in the cafeteria. They have a 25-30 minute lunch period and a 20-minute recess. Students have the opportunity to purchase the school lunch or to bring their own lunch from home. Milk may be purchased separately.
Lunch - \$2.50 Milk - \$0.50

The elementary school [lunch menu](#) and prices can be found on the schools' websites. School lunches may be *pre-paid*. It works like a debit account with a "PIN" (personal identification number). To pre-pay, send a check payable to "Hopkinton School Lunch" to school with your child or mail the check to: Food Service Director, 89 Hayden Rowe

Street, Hopkinton, MA 01748. Pre-payment may **only** be used for lunches and milk. Another payment option is to use the [online food services payment](#) website. Information on the [Free and Reduced Lunch](#) program can be found on our website.

General School Communication

The Hopkinton Public Schools provides information and announcements via SchoolWires e-mail communication, a paperless notification system. Parents must [sign up](#) for school e-mail notifications via the district website. E-mail communications from the schools include newsletters, school events, general announcements, and early release/school vacation reminders.

If you would like to email a staff member, the Hopkinton email convention for most staff members is the "first letter of the first name + last name @hopkinton.k12.ma.us". For example, "John Smith" would have an address of: jsmith@hopkinton.k12.ma.us. In addition, contact information for all staff members is located on each school's website.

Websites and Additional Online Information

Teachers will send electronic memos to families. Please be sure to update your e-mail information in iParent so that you will continue to receive information from your child's teacher and school. Furthermore, parents are encouraged to regularly check school websites for updated information.

[Center School website](#)
[website](#)
[HPS District website](#)

[Elmwood School website](#)

[Hopkins School](#)

[SchoolWires E-mail Communication Sign-up](#)

Open House and Curriculum Nights

Parents are invited to learn more about our schools, teachers, and curriculum each fall. Center School hosts an Open House from 6:00-7:30 PM whereas Elmwood and Hopkins Schools host Curriculum Nights from 6:30-8:00 PM. Parents and students are welcome for Kindergarten and Grade 1. Curriculum Nights (Grades 2-5) are for parents only.

Kindergarten: September 28 (Parents and students)

Grade 1: September 27 (Parents and students)

Grade 2: September 13 (Parents only)

Grade 3: September 14 (Parents only)

Grade 4: September 21 (Parents only)

Grade 5: September 20 (Parents only)

School Resource Officer (SRO)

The SRO is a community liaison who works with students, parents, schools, courts and others to develop working relationships and partnerships. The SRO is viewed as:

- o A visible, active law enforcement figure on campus dealing with any law-related issue
- o A classroom resource for instruction in the following areas: law related education, violence diffusion, safety programs, alcohol and drug prevention and crime prevention
- o A member of the faculty and administrative team working hand in hand to solve problems in the school community

- o A resource for students who will enable them to be associated with a law enforcement figure in the student's environment
- o A resource to teachers, parents and students for conferences on an individual basis, dealing with problems and questions
- o A resource to assist in supervision of hallways, parking lots and bathrooms
- o A positive role model to students and the school community

Volunteer Opportunities

There are opportunities for parents to volunteer in Hopkinton. Some of the opportunities are in your child's classroom, but please note that the type/amount of volunteer opportunities varies by class, as well as by teacher need and parent interest. Other areas in which volunteers may be needed include: in the library, during grade level events, during field days, as room parents, or as mystery readers. Sometimes, parents with special hobbies, talents, or interests may come into the classroom to share their interests with the children, and when appropriate, this would be set up individually with your child's classroom teacher. Volunteering can also take the form of working on important projects at home or donating - sending in a roll of paper towels or other items that the teachers may request is another important way you can support your child's class, and is often a viable option for parents whose work schedules prohibit "in person" volunteering. Information will be sent home with your child at the beginning of the school year.

Volunteers must be [CORI cleared via the Hopkinton Public Schools](#) prior to volunteering. The CORI application must be completed in person and can be done at school offices as well as Central Office. A picture ID is required to complete the process.

Hopkinton Parent-Teacher Association

The Hopkinton Parent-Teacher Association (HPTA) provides students at our elementary schools with a variety of enrichment programs during the school year to enhance and support classroom instruction. Enrichment programs are previewed for their appropriateness and reviewed by the faculty for content and presentation. These programs are high quality educational presentations and may vary from year to year.

Extracurricular, or after school programs, are offered to the students throughout the school year. These programs provide opportunities for students to participate in activities that can range from writing workshops, to science experiments, to sports. Notification and sign-up procedures will be sent using the HPTA Listserv. There is a fee to participate and the one fee includes all the materials for that particular session. The HPTA is able to provide these programs through the generous community support of HPTA fundraisers.

The HPTA counts on your membership to support activities in the schools that are enjoyed by all. For more information, please visit the [HPTA website](#).

After School Activities

Students who are planning to remain after school beyond the typical dismissal procedures must provide a note to the office on the morning of the same day, or by prior

notice for a regularly scheduled after school activity. In addition, ***it is the responsibility of parents to arrange after school transportation for students.***

Before and After School Daycare Program

School's Out is a before/after school program run by the MetroWest YMCA. Programs are open to students in grades K-5. For more information about the School's Out program, contact YMCA directly via email at schoolsout@metrowestymca.org or by calling 508-879-4420 ext. 46.

[Schools Out MetroWest YMCA](#)



Section 2: ACADEMIC INFORMATION

School Improvement Plans

Hopkinton Elementary Schools share a common School Improvement Plan. It can be found on each of the following school websites.

[Center School](#)

[Elmwood School](#)

[Hopkins School](#)

Homework Guidelines

The purpose of homework is to provide meaningful opportunities to help students grow as individuals while balancing the importance of family, extra-curricular and social time. As a community we recognize the many factors that contribute to the social-emotional wellness of students.

These guidelines were informed by contributions from students, parents and faculty resulting in the following recommendations regarding the purposes of homework:

- Establish independent work habits
- Practice developing skills
- Build background knowledge
- Provide formative feedback to teachers to inform instruction

Teachers, students, and parents each play a role in the homework process. It is the teacher's responsibility to provide meaningful and appropriate assignments. Parents can be helpful in the process by displaying an interest in their child's work, reviewing assignments, and giving encouragement and praise to help students persevere. Parents can assist by providing a quiet work place and the necessary supplies. It is also helpful for parents and the child to plan together a specific time and place each day for the child to complete the assignments.

As students progress through the grades, the homework expectations are increased. Listed below is the recommended amount of homework for students at each grade level.

If your child is consistently spending more or significantly less than the recommended amount of time indicated for the grade level, please contact your child's homeroom teacher. Please remember that teachers may be unaware of problems unless notified.

Kindergarten Total time 10-15 minutes of reading, Monday - Thursday

Grade 1 Total time 15-20 minutes of reading and math facts, Monday - Thursday

Grade 2 Total time 20-25 minutes, including reading, Monday - Thursday

Grade 3 Total time 25-30 minutes, including reading, Monday - Thursday

Grade 4 Total time 30-40 minutes, including reading, Monday – Thursday

Grade 5 Total time 40-50 minutes, including reading, Monday - Thursday

Communication

The vehicles for communication are many: notes, letters, e-mail, phone calls, newsletters, websites, and meetings. At the beginning of each year, your child's classroom teacher will explain his/her preferred method of communication and we ask that parents respect the preferred method. Of course, in the case of an immediate emergency a call to the school office is indicated.

Please refer to the School Communication Matrix for more information about the types of communication that happen at our elementary schools. You may also reference the School Committee Policy on [School-Related Problems and Concerns](#).

School Communication Matrix

Newsletters	Website	E-mail	Phone	Conference
<p>A school newsletter is used to inform parents of school events, important dates, and issues.</p> <p>Teachers may also utilize a newsletter to inform parents of events in their child's classroom.</p>	<p>Each school maintains a website that provides parents with a wealth of school based and academic information.</p> <p>Teachers may also utilize a classroom website to inform parents of events in their child's classroom.</p>	<p>Teachers have e-mail accounts, which provide a tool to support home- school communication.</p> <p>E-mail may be a quick way to send a message, but this does not imply an immediate response. Please allow teachers 48 hours to respond.</p>	<p>All teachers and staff have access to phone and voice mail.</p> <p>Phone calls before/after school or during a break in classroom activities can be scheduled at a mutually convenient time.</p>	<p>Parent-teacher conferences are scheduled for all students during November and December.</p> <p>Additional conferences can be scheduled directly with the teacher, as needed.</p>
When to use:				
<ul style="list-style-type: none"> • General classroom information not specific to any one child or topic 	<ul style="list-style-type: none"> • Classroom expectations, policies, homework links, class schedule, photo gallery, student work/projects 	<ul style="list-style-type: none"> • When an immediate response is not required and the issue is not of a serious nature 	<ul style="list-style-type: none"> • When an immediate response is needed 	<ul style="list-style-type: none"> • Student work, performance, or a persistent issue or concern

<ul style="list-style-type: none"> • Parental reminders (early release dates) 	<ul style="list-style-type: none"> • Teacher “wish lists” or classroom supplies 	<ul style="list-style-type: none"> • Class activities, volunteer opportunities, special events 	<ul style="list-style-type: none"> • Student performance, discipline, personal information 	<ul style="list-style-type: none"> • Discipline issues
<ul style="list-style-type: none"> • Curriculum activities 	<ul style="list-style-type: none"> • Homework links 	<ul style="list-style-type: none"> • Curriculum questions, deadlines 	<ul style="list-style-type: none"> • Question on grades 	<ul style="list-style-type: none"> • Social issues
<ul style="list-style-type: none"> • Principal’s letter 	<ul style="list-style-type: none"> • Links to parent resources 	<ul style="list-style-type: none"> • To arrange a telephone call or meeting to discuss a more serious issue 		
<p>EXAMPLE “Wear your favorite team jersey on Wednesday.” “How to Prepare Your Child for MCAS”</p>	<p>EXAMPLE “Snack and Drink Policy: Please be aware our classroom is designated NUT AWARE.” “Tissues needed in Room 18.”</p>	<p>EXAMPLE “I would like to volunteer on Friday the 14th for the science project.” “I would like to talk to you about Annie’s last science test. Please e-mail me with a time we can talk.”</p>	<p>EXAMPLE “I need to discuss the issue of the fight on the playground.” “There is a family matter I need to bring to your attention.”</p>	<p>EXAMPLE A conference to discuss a potential learning disability and resources that may be helpful A conference to discuss progress with math skills and concepts</p>

Parent-Teacher Conferences

Elementary parent conferences are scheduled for the Early Release dates in November and December. Please refer to the [district calendar](#) for specific dates. Teachers *may* schedule other appointments before or after school on other dates at their discretion. If you feel the need for an additional conference or just have some questions, please contact your child’s teacher directly.

Report Cards

Elementary report cards (grades 1-5) are scheduled to be released on December 9, 2016, March 24, 2017, and the last day of school. Kindergarten students will receive report cards on March 24, 2017 and the last day of kindergarten. Report cards are accessed online through a family’s iParent account. Students receiving Special Education services or reading services will receive a printed Progress Report on the above dates as well.

Learning Support Team (LST)

The Hopkinton Public School System is committed to providing an excellent education to all students. We recognize that students have diverse learning styles and needs. Instruction needs to be varied according to these diverse learning styles and needs. For some students, particular instructional styles or classroom accommodations can be identified as helpful or an important support.

The Learning Support Team (LST) at each school is a group of professional staff members that come together to identify strategies and accommodations that will assist a teacher or teachers and a student when a learning or school difficulty has been identified that cannot be sufficiently addressed by the teacher alone. The team may consist of teachers, administrators, specialists, counselors, or any staff member who either knows

the student or has expertise in the suspected area of difficulty or knowledge of the types of regular education assistance available.

Learning Support Team is a name adopted by the school system in February 2002 to represent a process that has changed in order to encompass Massachusetts law (Ch. 71, Section 38Q1/2 and Ch. 71, Section 59C). These laws require each school district to identify how it will make regular education accommodations and resources available to students with diverse learning needs who do not qualify for services or accommodations under special education law or §504 of the Rehabilitation Act of 1973. Similar processes have existed in this district and in other districts for many years. These programs have been named Pre-referral, Child Study, Building-Based Support Teams, Student-Teacher Assistance Teams and, in Hopkinton, TACT Team and STEP Process.

Learning Support Teams (LST) are part of a program that includes a District Accommodation Plan and a Building Accommodation Plan in each school. The laws cited above require these plans. These plans detail the regular education resources, programs, and accommodations available to students at each school. The plans also describe how the District is providing continuous training to teachers and other staff in the art and skills of teaching students with diverse learning styles and needs. The School Council must be an active partner of the school in developing the Curriculum Accommodation Plan, reviewing it regularly, and helping to match it to the needs of students.

The LST Process is a framework that:

1. Provides an opportunity to differentiate between students who can be helped through accommodations, strategies, and resources in the regular classroom and those who require the more comprehensive evaluation provided by special education or the accommodations and modifications required by a §504 plan.
2. Provides strategies and resources necessary to reduce or avert learning difficulties or behavioral problems, lessening their impact and preventing them from becoming a disability to the student.
3. Provides needed accommodations and strategies to students who have learning needs and do not qualify under Special Education or §504 laws.
4. Helps to identify learner characteristics, learning strengths and weaknesses, and helpful accommodations that will be valuable when the student needs to be evaluated for a suspected disability.
5. Supports parent/school communication and collaboration around learning and school difficulties by sharing school and home observations and other information.
6. Makes effective referrals for evaluation of disabilities under the special education laws or §504 when needed and strengthens these evaluations by contributing information, observations and the results of collaboration among staff and parents around the learning or school issues.

Special Education

Within our inclusive model of service delivery, we provide many programs, instructional approaches, and a wide spectrum of structures to address the range in severity of our students with special needs. At each school and at each grade level the way students

receive support and Individualized Education Plans (IEP) drive remediation. Most often students receive Special Education services within the general education classroom by special education teaching assistants and special education teachers, in cooperation with the classroom teachers. Modifications, accommodations, and direct instruction can occur within the grade level curriculum and instruction is best delivered in the classroom environment.

When the TEAM decides that an individual student's needs are best addressed in pullout services, these are scheduled either in small groups or on a 1:1 basis. Examples of pullout services include speech and language therapy, occupational therapy, physical therapy, specialized reading instruction, or counseling sessions.

At all three elementary schools, students with IEPs are placed in inclusive classrooms across the grade level with special education personnel providing services according to the IEPs. There are currently two classrooms at each grade level that cluster a higher number of students with language learning disabilities in a somewhat smaller classroom size with one teacher and one teaching assistant. These are referred to as "integrated" classrooms.

On a very limited basis, we provide 1:1 teaching assistants with students with intensive special needs. Our intensive special needs teachers work with the assistant and the classroom teacher to develop academic and educational programs within the classroom environment to the maximum degree possible.



Section 3: BEHAVIOR EXPECTATIONS, CODE OF CONDUCT AND DISCIPLINE PROCEDURES

BEHAVIOR EXPECTATIONS

This handbook contains important information about our expectations for student behavior and student rules. Please be sure to review this information. **The Family Handbook Acknowledgement Form at the front of the handbook must be signed and returned to school by October 1st.** The contract must be completed for ***each individual child*** enrolled in our schools. The Code of Conduct that follows does not cover each and every possible situation. It applies to school activities both during the school day and after regular school hours. The administration has the discretion to apply appropriate and fair consequences in all situations.

In the Hopkinton Elementary Schools, our mission is to "learn, create, and achieve together." If we keep this in mind at all times, our expectations and rules will support an environment that honors the individual and groups' academic, social, and physical

achievements. As a school community, we expect that all members will be responsible and treat each other with tolerance, respect, and kindness.

If we accept the importance of our individual contributions and influence in creating a positive school climate, we must also understand the effect of an individual's decision to overlook the accepted expectations of behavior. When an individual chooses to interfere with the mission and atmosphere of the school, he/she must acknowledge this and take responsibility for his or her actions, out of respect to his/her peers and teachers.

We want our schools to be communities of responsible and happy citizens. We are all here to support, honor, and protect each other, our work, our possessions, and our emotional well-being. When you walk down the hallways, we expect the mood to be calm, productive, and peaceful. Actions and attitudes that interfere with this overall atmosphere of focused attention, creativity, and exploration are unacceptable. This sense of commitment will be observed and practiced in every aspect of the school day: in the classrooms, cafeteria, gym, and on the playground, buses, and field trips.

We are all here to bring out the very best in each other. We must accept and respect our individual differences. We are all here to participate in our learning. Learning comes in many forms, but it often comes from making mistakes, stepping outside our comfort zone, and learning from each other.

Values and Expectations

Throughout the buildings we will have the same values and expectations for all, including:

- Mutual respect between students, teachers, staff, and all visitors
- Pride and care for our schools
- Respectful and appropriate behavior
- Respect for others' physical space
- Focus on learning
- Active listening and cooperation with teachers and classmates
- Encouragement among peers to do their best
- Appropriate group actions that reflect positively to the outside community. Bus rides and field trips are extensions of the school day.

We expect students to...

- Be active and respectful participants in all aspects of the school day
- Behave in a respectful and appropriate manner in the bathrooms and on the buses
- Store hats, coats, and lunch boxes in the appropriate places during the school day
- Leave toys, and valuables at home
- Enjoy your teachers, your classmates, and yourselves!

Rights and Responsibilities

Expression

All of us have certain rights as members of the Hopkinton School Community. However, each right carries a responsibility. There are responsibilities regarding what you say and do in school:

- You may not disrupt the work of others or school operations.
- Obscene or inappropriate language will not be tolerated.
- You may not say or write things about another person that damage that person's reputation and are not true.
- You may not use racial, sexual, ethnic, or religious slurs, or other words that are likely to produce a strong negative reaction.

Safety

Every member of the Hopkinton School Community should feel safe while at school. The following are strictly forbidden as they jeopardize the safety of others:

- Possession of weapons – knives, guns, toy weapons (including toy guns or knives, “Nerf” guns, and water pistols), or other potentially dangerous items (firecrackers, cigarettes, matches, or other incendiary objects)
- Setting off a false fire alarm
- Fighting
- Sexual harassment
- Verbal, written, or physical intimidation
- Bullying or harassment
- Extortion

CODE OF CONDUCT

Respect is at the heart of Hopkinton Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Hopkinton Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students.

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

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will

exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Conduct Definitions

Bullying	Bullying is unfair and one-sided. It happens when someone <u>repeatedly</u> hurts, frightens, teases, harasses, threatens, or excludes a person on purpose. For further explanation, see Bullying Prevention and Intervention.
Cheating	To turn in work as one's own work after having obtained improper access to answers.
Cyberbullying	Bullying that takes place on the computer, cell phone, text messages, or other electronic device.
Dangerous Behavior	Any behavior deemed dangerous and/or unsafe by the school administration. These behaviors include, but are not limited to: threatening notes or statements, and/or intimidating gestures toward any member of the school community. This includes threats made on a computer dealing with the safety of students.
Defiance of Authority or Non-Compliance	Refusing to follow reasonable requests by staff, or rude and disrespectful behavior.
Destruction/Defacement/Stealing of Property	Destroying, defacing (graffiti, etc.), damaging, or taking school or personal property.
Disruptive Behavior	Behavior that disrupts any part of the school day or after school activity.
Fighting	Fighting between two or more individuals in which the purpose is to harm or injure the other.
Forgery	Writing or using the signature or initials of another.
Harassment, Threats, Verbal Abuse, or Intimidation	Participating in or threatening to participate in behavior that could cause physical or emotional harm. This includes online threats made on a computer dealing with the safety of students.
Inappropriate Language	Using inappropriate language, swears, unkind words, and put-downs; or using inappropriate gestures.

Overdue Obligations	Late homework, library books, and parental communications.
Plagiarism	To steal and use the ideas or writing of another as one's own work.
School Resource Officer (SRO)	Hopkinton Police Department liaison to the school system who works with the entire K-12 school community.
Tardiness	Arriving late in class or school.
Unauthorized Absence during school day	Any absence that has not been excused by the appropriate school official.
Unsafe Behaviors	Engaging in behavior that could cause physical harm; running, throwing articles, shoving, rowdiness, and roughhousing.

Consequences for Violations of the Code of Conduct

HPS faculty, staff, and administrators work with our students to explain the reasons behind our rules and expected behaviors. We spend time with children who have broken rules, helping them to understand the impact of their choices, and teaching them how to make better choices in the future. We consider these situations “teachable moments.” However, part of teaching children about making good choices is helping them to realize that sometimes choices bring consequences. Consequences vary, depending upon the severity of the situation.

Logical consequences, both positive and negative, help us maintain a safe and respectful school community. Consequences for disregarding the rules in our community include but are not limited to:

- Make-up or supervised time before school or after school
- Compensation for or repair of damaged or destroyed property
- Individual student behavior contract
- Confiscation of inappropriate material(s) or object(s) by an adult
- Written or verbal apology
- Assigned seating in group situations
- Removal from an activity to an alternate setting
- Student-family-staff meeting or conference
- Disciplinary report
- **In-school or at-home suspension**

ATTENDANCE

School Attendance Policy

The schools recognize that regular and punctual school attendance is essential for success, and that the school shares responsibility with parents in ensuring that students attend school regularly in accordance with Massachusetts General Law. Parents or guardians are responsible for ensuring that their children attend school regularly and punctually, and the parents or guardians are responsible for reporting any absence of their child (Ch. 76 §1A). The school is responsible for inquiring about any unreported

absences or notifying the parents or guardians of a student who has 5 or more unexcused absences in a school year (Ch. 76 §1A & 1B).

Absences

Schools are required by Massachusetts General Law (see Chapter 76: School Attendance) to address consistent school attendance with families. When a student reaches 7 unexcused absences in any six month period, the parent or guardian will be contacted by the school. This may include a phone call, letter, email, and/or meeting with the parents.

Per Massachusetts General Law, any student who has 7 or more unexcused absences within a sixth month period will be reported to the School Resource Officer or the appropriate legal authorities (Ch. 76 §2). Please note, a doctor's note may excuse an absence if it is for an ongoing, chronic or long-term illness. In addition, celebration of a religious holiday is an excused absence.

Please refer to the School Committee policy regarding [Student Attendance](#).

Family Vacations and Non-Medical Absences:

Students miss valuable learning experiences when they are not in school. Scheduling vacations, trips, and sporting events during school time makes it difficult for your child when he/she returns. Only a minor segment of the work can be done when not at school because most learning involves discussions, explanations, cooperative group activities, and hands-on science projects, to name a few. Please be aware introductions to new concepts and instruction will continue while your child is away. For this reason we **strongly discourage** non-attendance *unless your child is ill*.

Please do not ask your child's teacher to prepare assignments prior to your vacation. The pace of instruction is difficult to determine in advance and varies with the composition of the class and students' readiness for the concepts taught. There may also be specific tests or assignments that need to be made up once your child returns to school.

Students who will be out of school for extended periods of time (one month or more) should contact their building principal(s) regarding withdrawal and re-enrollment procedures.

Excused Absence

Religious Holidays

The Hopkinton Public Schools [Religious Holiday Observance and Religious Expression Policy](#) provides families valuable guidance regarding the observance of religious holidays as excused absences. Families are required to inform their child's homeroom teacher of missed classes or absences by completing an [Elementary Religious Observation Notification Form](#) if they intend for the absence to be unexcused.

Tardiness

The beginning of school sets the tone for the day and it is disrupting to the entire class when students arrive late. Any student not in homeroom by the official start of school is tardy and that student must report to the Main Office for a tardy slip to be given to the teacher. Because there can be, on occasion, circumstances that cause tardiness, the school's administration will confer with families in cases where tardiness causes ongoing disruption and a negative start to the school day for the child.

BEHAVIOR EXPECTATIONS

Acceptable Use Policy/Technology

iPads, tablets, smart phones, and other electronic devices have become a part of our daily lives. However, they can create distractions or problems when brought to school without approval. Objects of this nature need to have approval from school personnel in order to be brought to school. The school will not be responsible should a device become lost, stolen, or broken. Approved devices must remain in students' backpacks/lockers during the day.

Behavior at School

On Arrival

- Enter the building quietly, walking, and remove hats
- Go directly to your classroom (and lockers at Hopkins)
- Put away your belongings neatly
- Be in your classroom on time

In the Classroom

- Arrive to class on time
- Follow the classroom rules
- Be prepared with all the necessary materials
- Be respectful to all students, adults, and property
- Give your best effort each and every day
- Treat others the way you wish to be treated

Hall Transitions

- Stay to the right side of the hallway
- Leave space in the hall so that others can pass
- Use a quiet voice and appropriate language
- Get what you need from outside the classroom quickly and quietly
- Use the restroom or water fountain quickly and return to class without delay
- Respect others' personal space
- Pick up trash or anything else that you drop

In the Cafeteria / Dining Room

- Use appropriate tone and volume (level 1 voice)
- Walk at all times
- Do not "save seats". Remain seated until dismissed by the supervising teachers.
- Respect others' personal space
- Respond and request in a polite manner – "please" and "thank you"
- Take responsibility for your own trash and area around you before leaving the table
- Do not share food

On the Playground

- Play safely. Understand that certain games may not be acceptable in large groups or in certain play spaces.
- Play within view of teachers on the playground
- Share playground equipment provided by the school
- Report dangerous or destructive issues such as fighting, wrestling, tackling, etc. to an adult on duty as soon as possible – don't wait to tell a teacher about a serious problem!
- Sticks, stones, sand, and snow must stay on the ground

During Dismissal

- *Walk* in the hallways, and *walk* out of the building
- Listen to the teachers on duty and follow their directions
- Board your bus in a safe and orderly manner
- Use the crosswalks and sidewalks

Dress Code

Clothing should be appropriate for the various types of learning activities that can happen throughout the school day – from recess and Physical Education, to sitting and working at a desk or on the floor. Clothing should not have inappropriate words or graphics and should be age appropriate.

Considerations:

- Sneakers are required for physical education classes and are recommended as “everyday” shoes. Flip flops, open-toe sandals, and Crocs are discouraged.
- Hats may not be worn in the building.
- The children will go outside for recess most days unless there is inclement weather. Dress for the weather! Coats, hats, gloves, and other appropriate outdoor gear are recommended.
- Dress in layers to maintain comfort both inside and outside the building. It's easier to take off extra layers if a student is warm.

Eligibility to Participate in School Activities and Events

Extra-curricular activities and events are an important part of the educational experience for our 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 Hopkinton 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 Hopkinton Public Schools is limited to students who are currently enrolled in and attending Hopkinton Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school-sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H^{3/4} (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.

Fire/Emergency Drills

When the fire alarm sounds, students are to go quickly and quietly with their teacher to the nearest exit as directed by their teacher. Once outside, students must remain, with their teacher, at least two hundred feet from the building until the signal to return has been sounded.

Food/Drink – Classroom Celebrations

Food items served in our schools will be safe and nutritious. There are a number of students in our elementary schools with food allergies. In addition, childhood obesity has become a nation-wide concern. As a result of both of these issues, birthdays and other moments are celebrated with non-edible alternatives. The only food items served are those that have been approved by the principal and school nurse. For further information, please refer to the School Committee policy on [Wellness](#).

Harassment

The Hopkinton Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Further, the Hopkinton Public Schools will also not tolerate retaliation against persons who take action consistent with this policy.

Physical harassment includes pushing, hitting, punching, or other unwanted contact between students. It also includes any case of one student not permitting another student freedom of movement by blocking the way or otherwise hampering passage.

Verbal harassment includes, but is not limited to: threats, negative remarks based on another's race, color, gender, gender identity, physical appearance, sexual orientation, religion, national origin or disability, verbal, written or drawn abuse of a student, teacher or staff member.

Sexual harassment includes, but is not limited to: display or circulation of written materials or pictures derogatory to a gender or sexual orientation, writings or drawings placed on school properties, uninvited remarks and gestures, unwanted sexual comments, unwanted physical contact such as touching, pinching, patting, rubbing, etc.

Transportation

The behavior and actions of a child while at a designated bus stop and walking to and from the bus stop are subject to the parent's/guardian's supervision and are not the responsibility of the school district. The district's responsibility begins when the child boards the bus at the pick-up location and disembarks at the drop off location. Please refer to the [District's bus policy](#) for additional information.

<http://www.hopkinton.k12.ma.us/newweb2/departments/transportation.php>

Bus Rules

- **A goal of our schools is to ensure that the children have safe bus transportation. The understanding and cooperation of students, bus drivers, parents, and school personnel is needed in order to achieve this goal. A parent/guardian or an adult designated by the parent/guardian must be at the bus stop for the drop-off of all kindergarten students. Kindergartners will not be dropped off otherwise and will be transported back to the school.**

Riding the bus to and from school is considered part of the school day. All school rules are in effect. The bus driver will notify the school regarding any student who violates the safety rules or is uncooperative or inconsiderate of others. When a written report is received by the administration, the student's parents will be notified by a school administrator. Parents are expected to sign the written bus report and return it promptly. **Parents should address any concerns directly with a school administrator rather than engaging the bus driver** with issues that might arise. It is the responsibility of the school administration, and not the bus driver, to investigate all bus conduct reports, investigate alleged infractions, and assign appropriate consequences.

Consequences depend upon the nature of the offense and the number of previous misconduct reports a child has received. If a student receives a written misconduct report from the bus driver, consequences may include: a warning, a written apology or reflection, assigned seating, or a bus suspension.

In the event of bus suspension, the parents and/or guardians are responsible for transporting their child safely to and from school. Students must realize they are responsible for their own behavior. The responsibility could include the obligation to pay for any damages and to correct any situation that might result from a student's destructive or improper behavior.

General Guidelines for Bus Transportation

Please take a moment to familiarize yourself with the Hopkinton Public School [Bus Conduct Rules](#). Below are a few additional general guidelines for school bus transportation.

- The bus driver is in full charge of the bus and students. Students are expected to obey the driver promptly and respectfully.
- Students are expected to be at their bus stop 5 minutes before the scheduled pick-up time and to conduct themselves in a controlled, safe manner. (ex., no running or playing, keeping a safe distance from the road, being considerate of others, etc.)
- Students must wait for the bus to come to a **full** stop and for the driver to signal before moving toward the bus.
- After boarding the bus, students are expected to remain in the same seat for the entire ride (no standing allowed). Students may be assigned a specific seat for safety or efficiency.

- Students are expected to keep the noise level reasonable by talking only to other students seated near them. No shouting, screaming, or inappropriate language.
- Any items that need to be brought to school must comply with the published [Bus Conduct Rules](#).

Students are expected to avoid any actions that may impact safety or the cleanliness of the bus (ex. no throwing things, no putting heads or arms out of the windows, no pushing others, no eating, drinking, or gum chewing).

DISCIPLINE PROCEDURES

DISCIPLINE GUIDELINES – GENERAL

Situations will almost always be managed by the teachers, but occasionally there is the need to bring in others to resolve negative or disruptive events. When a student's behavior is brought to the attention of the principal or assistant principal it is due to the serious nature of the offense, repeated offenses, or resistance to teacher-directed consequences. We will always attempt to resolve these incidents through discussion and written and/or verbal apologies.

For instances involving bullying, please refer to the section titled ["Bullying Prevention and Intervention"](#).

DISCIPLINE GUIDELINES – STUDENTS WITH DISABILITIES

Although all students are expected to meet requirements of the Student Discipline Code as set forth in this handbook, if the TEAM has determined that a student cannot be expected to meet this Code, it shall be documented in the student's Individualized Education Program (IEP), or a §504 Plan. All alternative approaches to the Code must be listed in the student's IEP, or a §504 Plan. The Hopkinton Public Schools adheres to nondiscrimination in the student disciplinary process.

A student who has an IEP, or has been considered to be in need of special education, may be disciplined and/or suspended in the same manner as a non-eligible student for any period if it does not exceed ten (10) cumulative days in the school year. Before a suspension of a special education student that goes beyond ten (10) cumulative days, a Manifestation Determination shall be made at a TEAM meeting; a Functional Behavioral Assessment may be completed as well by a Student Service staff person.

If all the process requirements set forth for the Manifest Determination have been met, then the TEAM has one of two choices to make based on the answers to two (2) questions. These questions are: (a) "Was the conduct in question caused by, or did it have a direct and substantial relationship to the student's disability?"; and (b) "Was the conduct in question the direct result of the school's failure to implement the student's IEP?" The TEAM may determine that the conduct was not a manifestation of the student's disability, and the student may be disciplined in the same manner as a non-eligible special education student, such as being excluded for more than ten (10) days. In cases involving removals for behavior not found to be a manifestation of the student's disability, the IEP TEAM shall also establish how the special education services will be provided when the student is excluded.

If the IEP TEAM determines that the behavior creating the need for exclusion is a manifestation of the student's disability, the TEAM must take immediate steps to remedy those deficiencies in the student's IEP, or placement, and/or in their implementations in order to better address the behaviors and prevent them from recurring. The above rights also apply to students who have §504 Plans, and whose behavior may be a manifestation of their disability.

Whether or not the student's conduct/behavior is a manifestation of the disability, the student may be placed in an intermediate alternative educational setting if there is documentation of carrying or possessing a weapon at school, on school premises, or at a school function, of knowingly possessing, using, selling, or soliciting the sale of a controlled substance while at school, on school premises, or at a school function; or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

The above rights also apply to students who have been referred for special education services, even if it has not been determined if the student is eligible of special education services at the time of the infraction of the Code. If it is deemed that the school knew, or should have known, that the student was in need of special education services at the time of misconduct under consideration, then the same protections may apply to those students.

All appeals about discipline cases can be made directly to the Bureau of Special Education Appeals. Contact information is as follows: Bureau of Special Education Appeals, Mass. Dept. of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148 (781) 338-6400.

Students identified as having special needs:

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the Mass. General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Educational Plan (IEP). Students with Special Needs may be suspended for up to ten(10) days under current state and federal laws and may also be suspended in excess of ten (10) days as fully outlined under M.G.L., Ch. 71B, and the Individuals with Disabilities Education Improvement Act Amendments of 2004 or IDEA-04, Sec.615. The due process procedures, in addition, will reflect all state and federal laws as they come into effect.
2. The IDEA-04 allows school personnel to move a student with disabilities to an interim alternative educational setting for up to 45 days, if that student has brought a weapon to school or a school function, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.

3. The IDEA-04 also allows school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 days, if they are substantially likely to injure themselves or others in their current placement.
4. When a special needs student has been suspended for more than ten (10) days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination.
6. The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Students identified as having a disability and provided with a §504 plan:

Students are expected to meet the expectations for behavior identified in this handbook. A student on a §504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination shall be done.

POLICIES RELATED TO CODE OF CONDUCT

Alcohol

Use, possession, distribution, purchasing, having consumed, or being under the influence of alcohol are all strictly prohibited in school, on school grounds at any time, prior to or at any school sponsored event or trip.

Bullying Prevention and Intervention

It is the goal of the Hopkinton School Committee and the Hopkinton Public Schools to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by the Hopkinton Public Schools.

“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 him/herself, or of damage to his/her 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;**
- **an 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 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 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.**

Prevention and Intervention Plan:

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, 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 /guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall apply to students and members of school staff, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors, and paraprofessionals. 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 his or her school.

The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The District’s bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. [Bullying Prevention and Intervention Plan](#)

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. Please refer to the [Bullying Reporting Form on the school or district website.](#)

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.

On an annual basis, the District will report bullying incident data to the Department of Elementary and Secondary Education (DESE).

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.

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 he/she 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 to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians of the perpetrator(s) and the victim(s) 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, whether disciplinary action has or shall be taken, and to the extent consistent with state and federal law, notified of the action taken to prevent any further act of bullying or retaliation. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

When a determination is made that bullying has occurred, the school Principal will inform the parents/guardians of the victim about DESE's problem resolution and the process for seeking assistance or filing a claim.

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

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 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.

The District's plan will include provisions for informing parents/guardians about the bullying prevention curriculum as well as ways that parents/guardians can reinforce the curriculum at home. Parents/guardians will also be informed about the dynamics of bullying and online safety and cyber-bullying.

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.

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.

Hopkinton Public Schools' [Bullying Prevention and Intervention Plan](#) is posted on the school and district websites along with the [Bullying Reporting Form](#).

Nothing in this policy is designed or intended to limit the school's authority to discipline or take action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct.

Drugs

Use, possession, distribution, purchasing, having used/consumed, or being under the influence of a controlled substance are strictly prohibited in school, on school grounds at any time, prior to or at any school sponsored event.

Harassment

Hopkinton Schools are committed to safeguarding the right of all students to learn in an environment that is free from all forms of harassment. Therefore, the administration

condemns and prohibits all unwelcome behavior that interferes with school performance and creates an intimidating, hostile and/or offensive educational environment. The consequences for physical, verbal or sexual harassment may include anything from a warning to suspension for up to ten days, depending on the severity of the offense.

1. Physical Harassment includes pushing, hitting, punching, or other unwanted contact between students. It also includes any case of one student not permitting another student freedom of movement by blocking the way or otherwise hampering passage.

2. Verbal Harassment includes, but is not limited to:

- Threats
- Negative remarks based on another's race, color, gender, gender identity, physical appearance, sexual orientation, religion, national origin, or disability
- Verbal, written or drawn abuse of a student, teacher or staff member

3. Sexual Harassment: Hopkinton Middle School is committed to safeguarding the right of all students to learn in an environment that is free from all forms of sexual harassment. Therefore, the administration condemns and prohibits all unwelcome behavior of a sexual nature because such conduct interferes with school performance and creates an intimidating, hostile and/or offensive educational environment. The range of behaviors includes, but is not limited to:

- Display or circulation of written materials or pictures derogatory to a gender or sexual orientation.
- Writings or drawings
- Uninvited remarks and gestures.
- Unwanted sexual comments.
- Spreading sexual gossip.
- Pressure for sexual activity.
- Unwanted physical contact such as touching, pinching, patting, rubbing, etc.
- Homophobic behavior, e.g., gay harassment.

Procedures in cases of harassment based upon sex, race, color, religion, national origin and sexual orientation:

- a) Any student subjected to harassment may, if she/he chooses, confront the harasser informally in order to resolve the complaint on a personal level.
- b) If the complainant does not want to deal directly with the harasser, or if the matter is not resolved informally, the complainant should immediately report the conduct to a teacher, counselor, or the assistant principal in person or in writing. The staff member becomes the student's advocate.

- c) The advocate must always take every report of harassment seriously, and respond immediately. In appropriate circumstances, the advocate may choose to sit down with the harasser and complainant together to work out an informal resolution.
- d) Complaints will be documented and pursued even if a written statement is not provided. Also, parental/guardian contact will be made to encourage the identification of the perpetrator when there is a reluctance to do so. All complaints will be thoroughly investigated within a reasonable time. Both the complainant and the subject of the complaint will be interviewed and given an opportunity to state their case. Witnesses, if any, will also be interviewed. A record will be kept of each investigation.
- e) Both the complainant and the subject of the complaint (and their parents) will be informed of the results of the investigation in writing. If the complaint is substantiated, the investigator will refer the matter to the proper administrator for appropriate disciplinary action. For students, discipline may include a range of disciplinary consequences from warning or reprimand to exclusion from school. Discipline of school staff will be consistent with collective bargaining procedures and may include reprimand, suspension from employment, or discharge.

Complaints of harassment will be promptly investigated and immediate action will be taken to resolve complaints. Depending on the circumstances, the consequences for harassment may include anything from a warning to expulsion. The Administration reserves the right to contact law enforcement officials when and where appropriate.

No individual will suffer reprisals for reporting incidents of harassment or making complaints in good faith. The Hopkinton Middle School administration does not tolerate retaliation by an employee or student against a person who has made complaints about harassment in good faith. Full and complete copies of the School Committee's Harassment/Discrimination Policies are available for review on the district's website ([AC](#), [ACAB](#), [ACE](#)).

SUSPENSIONS

The Hopkinton Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37H½, and 37H¾ and 603 CMR 53.00 et seq.

In-School Suspension Procedures

In-school suspension may be used as an alternative to short-term, out-of-school suspension. A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up

assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

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

Notice of In-School Suspension

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

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

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

Parent Meeting

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

No Right to Appeal

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

Out-of-School Suspension Procedures

Due Process

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term

suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Out-of-School Suspension

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

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08(3)(b); and
 - 2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, e-mail 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 a Student

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

reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

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

Short-Term Suspension Procedures

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

Principal Hearing – Short-Term Suspension

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

- (b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or his/her designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination, which describes the student's alleged misconduct to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

No Right to Appeal

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

Long-Term Suspension Procedures

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, § 37H, or in Massachusetts General laws Chapter 71 § 37H¹/₂, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing – Long-Term Suspension

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

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

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

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

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

Superintendent's Appeal Hearing – Long-Term Suspension

(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 or designee may proceed with a hearing without a parent or guardian of the student, if the superintendent or designee makes a good faith effort to include the parent or guardian. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

(6) The student shall have the right to present oral and written testimony, cross-examine witnesses, and shall have the right to counsel,

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the

superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

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

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

EXCLUSION/EXPULSION

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion include but are not limited to the following:

- 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 Chapter 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 his/her 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 from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her 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 make academic progress toward meeting state and local requirements, through the school-wide education service plan.

FELONY COMPLAINT OR CONVICTION

Pursuant to Massachusetts General Laws Chapter 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 this right to appeal and the reasons for such suspension taking effect. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student shall also receive written notification of this 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.

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 make academic progress toward meeting state and local requirements, through the school-wide education service plan.

STUDENT RIGHTS DURING SUSPENSION OR EXPULSION

In accord with M.G.L. C 71 §37H, 37H½ and 37H¾, any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.



Section 4: GENERAL POLICIES & PROCEDURES

HOMELESS STUDENT

The McKinney Homeless Assistance Act is a federal law that requires all homeless youth to have access to the same free and appropriate public education that is provided to all

other children. McKinney states that homelessness alone is not sufficient reason to separate students from the mainstream school environment.

The Massachusetts Educational Plan provides services aimed at preventing homeless children from experiencing further instability in their lives.

Students who actually reside in Hopkinton and who qualify as homeless students under the federal McKinney-Vento Act will be immediately enrolled in Hopkinton Public Schools in accordance with federal law. Further information and assistance may be obtained from the Homeless Liaison for the Hopkinton Public School District.

NON-DISCRIMINATION/CIVIL RIGHTS PROTECTION

It is the role of the Hopkinton Public Schools to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, gender identity, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

Because of the importance of this issue, the Hopkinton School Committee has adopted policies that require zero tolerance for discriminatory behavior and policies that provide for specific responsibilities for school staff in ensuring a discrimination free learning environment (Policy AC) summarized below.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or to violate the civil rights of any pupil, teacher, administrator, or other school personnel. A failure of such personnel to address conduct, which violates this policy, also constitutes a violation of civil rights. For students, discipline may include a range of disciplinary consequences from warning or reprimand to exclusion from school. Discipline of school staff will be consistent with collective bargaining procedures and may include reprimand, suspension from employment, or discharge. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

Any student or employee of the Hopkinton Public Schools who believes that he/she has been excluded from participation, denied benefits, or subjected to discrimination because he/she is an otherwise qualified handicapped individual, in regard to any program or activity of the Hopkinton Public Schools, shall bring any complaint to the attention of the school principal when such complaint arises from an alleged discriminatory practice occurring in a school or related to a school program or policy. The principal or the principal’s designated civil rights administrator will investigate the complaint and respond, in writing, within seven calendar days.

If the complaint is not satisfactorily resolved, a written complaint may be forwarded to the Hopkinton Public Schools’ Coordinator for Nondiscrimination Compliance. To be considered, the written complaint must fully set out the circumstances that gave rise to the alleged grievance and must be filed within seven calendar days of the receipt of a response from the school principal or designee.

The district's Coordinator for Nondiscrimination Compliance will conduct a hearing and respond in writing within fourteen calendar days.

If the parent, student, or employee disagrees with the decision or proposed resolution made by the Coordinator for Nondiscrimination Compliance, the grievant may appeal, in writing, to the Superintendent of Schools or to the Hopkinton School Committee. Such appeal must be received by the Superintendent or by the School Committee chairman within seven calendar days of the response from the Coordinator for Nondiscrimination Compliance. Complaints not originating from school-based programs, policies, or practices should be brought to the attention of the administrator in charge of the work or policy unit. This administrator will act as the principal does in school-based complaints and will adhere to the same timelines. As with school-based complaints, if the complaint is not satisfactorily resolved, a written complaint may be forwarded to the Hopkinton Public Schools' Coordinator for Nondiscrimination Compliance. The procedure from there is the same as with a school-based complaint.

Non-Discrimination Compliance Coordinator
Superintendent
Hopkinton Public Schools
89 Hayden Rowe Street
Hopkinton, MA 01748
Phone: 508-417-9360

A complaint may also be made to:
U.S. Department of Education
Office for Civil Rights
Edward McCormack Bldg, Room 701
Post Office Square
Boston, MA 02109

NURSE AND MEDICATIONS

The school nurse will contact a child's parent if their child is injured or becomes ill. Parents must complete emergency forms that include emergency telephone numbers and should ensure that these phone numbers are kept current both online and in the school office.

Students who become ill or hurt are urged to tell their teacher or the nearest teacher immediately. Do not allow a minor problem to become a major one by not bringing it to the attention of an adult.

Fever:

- Students should remain home until fever free for 24 hours without use of medication (Tylenol or Motrin)

Gastro-Intestinal Illness:

- Students should remain home for 24 hours after vomiting or diarrhea

Strep Throat:

- Students may return to school after 24 hours of antibiotics having been administered

Head Lice (Pediculosis):

- Students may return to school after treatment and removal of live lice and eggs
- Students need to check in with the nurse for clearance to return to school

Medications must be in their original pharmacy labeled containers. No medication may be dispensed without written authorization from a physician, on the appropriate medication administration form, which may be obtained from the school nurse or online. An adult must deliver medications to school. No medications can be brought to school by a student. All medications must be picked up by a parent or guardian at the end of the school year. Those not picked up, will be disposed of properly on the last day of school.

PHYSICAL RESTRAINT

Massachusetts General Laws provide for the adoption of a physical restraint policy by all public education programs. The purpose of this regulation (603 CMR 46.00) is to ensure that every student is free from the unreasonable use of physical restraint. A full copy of the Hopkinton Public Schools Physical Restraint Policy is available for parental information and inspection at the Principal's Office.

PUBLICATION OF NAMES/IMAGES

During the year, we often take images including still photographs or live videos of students, parents, teachers, and school activities. We may include these images on school bulletin boards, in school and HPTA publications, in newspapers, newscasts, and/or on our school and district websites. (Students' addresses and phone numbers **are not** included with any information posted on the website.)

If you DO NOT want your student's image to appear in these public places, please complete the [form](#) found on each school's website, sign it, and return it to school by October 1st. This form does not need to be returned if you wish to allow your student's/your image to appear in school and HPTA publications including the website, newspapers, newscasts, and bulletin board displays and websites.

If you wish to indicate a partial or qualified restriction, please state specifics in a separate, signed letter to the Principal.

This policy shall not limit the right to publish images of any student participating in school sports, school plays or concerts or other activities in the public domain.

STUDENT RECORDS

Please refer to School Committee policy on [Student Records](#).

VOLUNTEER/VISITORS

All visitors must ring the bell to gain admittance to the building and will likely need to identify themselves and their purpose for visiting. Visitors must report directly to the office to sign in and pick up a visitor's identification badge. Please help keep your children safe by following this simple procedure. Many times visitors are in the building during emergency drills and they need to be accounted for just like our teachers and students. Visitors receive a badge through the office. This alerts the staff and students that the individual has permission to be in the building. If students or staff observes a non-staff person in the building without identification, the staff member will politely redirect the visitor to the office where the visitor will go through the proper procedure.

All volunteers must complete a Criminal Offender Record Information (CORI) form prior to being allowed to volunteer and work with students. CORI forms may be obtained in any of the five schools or in the Central Administrative Building. Picture identification is required. Please be aware that the CORI process can take up to a month—so if you are hoping to volunteer or chaperone a field trip, take care of this far in advance. Do not forget that anyone working with a child must have a CORI on file.

Volunteers are expected to act professionally and responsibly. Please remember that every child needs to feel safe and secure in order to learn effectively. All volunteers should respect each student's rights and privacy. ***What you see and hear in the school stays in the school.*** If you have a concern about what you have seen or heard, contact the teacher or principal.



Section 5: FORMS & LINKS

HOPKINTON PUBLIC SCHOOLS

Student Image (Photo/Video) Restriction Form

During the year, we often take images including still photographs or live videos of students, parents, teachers, and school activities. We may include these images on school bulletin boards, in school and HPTA publications, in newspapers, newscasts, and/or on our school and district web sites. (Students' addresses and phone numbers are not included with any information posted on the web site.)

If you DO NOT want your student's image to appear in these public places, please complete the form below, sign it, and return it to school by October 1st. This form does not need to be returned if you wish to allow your student's/your image to appear in school and HPTA publications including the web site, newspapers, newscasts, and bulletin board displays and web sites.

If you wish to indicate a partial or qualified restriction, please state specifics in a separate, signed letter to the Principal.

This policy shall not limit the right to publish images of any student participating in school sports, school plays or concerts or other activities in the public domain.

I do not want my student's image to appear on school bulletin boards, in school and HPTA publications, in newspapers, newscasts, and on web sites.

School Year: _____ **Date:** _____

Student's Name: _____ **School:** _____

Home Address: _____

Parent Signature: _____

For Students 18 Years Old or Older:

I do not want my picture to appear on school bulletin boards, in school and HPTA publications, in local newspapers, and on web sites.

Your Name (Please print): _____

Your Signature: _____ **Date:** _____

For more information on this School Committee policy, please see policy JRD (www.hopkinton.k12.ma.us/schoolcommittee/policies.html) or obtain a copy of this policy and additional information from the Principal.

RETURN ONLY TO STOP PUBLICATION OF PHOTOS

ELEMENTARY SCHOOL LEVEL

Religious Observation Notification Form

(Please complete one form for each child and each recognized religious holiday and return to the homeroom teacher.)

Student Name: _____ Date: _____
(print only)

Parent Name: _____ Parent Email: _____
(print only)

Parent Phone: _____
primary number secondary number

Date(s) child will miss for a Religious Observance: _____, _____

Teacher's Name: _____

SIGNATURES: _____ Date: _____
(Parent Signature)

SIGNATURES: _____ Date: _____
(Teacher Signature)

SCHOOL COMMITTEE POLICIES AND FORMS

Policies can be found on the District website under [School Committee/Policies](#). Some of the more relevant policies and forms for our elementary schools can be found below.

[Administering Medication](#)

[Bullying Prevention](#)

[Field Trip Consent Form](#)

[Financial Assistance Determination Application](#)

[Financial Assistance Policy](#)

[Financial Assistance Program](#)

[Gifts to Employees and School Committee](#)

[Internet Acceptable Use](#)

[Non-Discrimination](#)

[Photo Restriction Form](#)

[Physical Restraint of a Student](#)

[Publication of Student Photographs and Images](#)

[Religious Holiday Observance and Religious Expression Policy](#)

[Religious Observation Notification Form](#)

[School Attendance](#)

[School Councils Policy](#)

[School Related Problems and Concerns](#)

[Smoking and Use of Tobacco Products](#)

[Student Drug/Alcohol Abuse Prohibited](#)

[Student Conduct on Buses](#)

[Student Records](#)

[Student Transportation](#)

[Wellness](#)