



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Wednesday April 22, 2020 TIME: 6:00 p.m. ROOM: Virtual Meeting

PLACE: Virtual Remote GoToMeeting ADDRESS: On-Line Meeting

The Chelmsford School Committee intends to conduct a virtual remote meeting using the GoToMeeting electronic platform. All participation will take place remotely, not in-person. The meeting will be live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. Interested community members may submit comments through either the School Committee Chair, Mr. Dennis King, via e-mail to kingd@chelmsford.k12.ma.us, or Superintendent of Schools, Dr. Jay Lang, via e-mail to langj@chelmsford.k12.ma.us during the meeting. Comments submitted will be read under the public participation portion(s) of the agenda.

CALL TO ORDER

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of April 7, 2020
2. Approval of the minutes of the regular school committee meeting of April 13, 2020

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

PUBLIC COMMENTS: The School Committee will hear from members of the public on items listed under New Business on the posted agenda.

NEW BUSINESS

1. Ratification of Memorandum of Agreement: CFT Building Custodians
2. Vote to Approve Assistant Superintendent's Contract
3. Vote to Approve Non-Affiliated Staff Salary Schedules
4. Update on the Status of the Chelmsford Public Schools Closure
5. Vote to Accept MGL Ch. 41, Sec. 56 – Single SC Member Warrant Signing
6. Vote to Approve Student Opportunity Act (SOA) Submission
7. MSBA Vote: Vote to authorize the Superintendent to submit to the Massachusetts School Building Authority a Statement of Interest (SOI) for Chelmsford High School

8. Vote on School Choice Program: 2020/21 School Year
9. Vote to Approve Substitute Teacher Rate Increase – 2020/21 School Year
10. FY20 Financial Report – 3rd Quarter (January – March, 2020)
11. Recommended FY20 Budget Transfers
12. LanguageLine Interpreting Service
13. Personnel Report – March 2020
14. School Committee Policy Updates
15. Executive Session:

M.G.L. Ch. 30A, Section 21(a)(2) - The Chelmsford School Committee provides public notice of its intent to convene in executive session to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

M.G.L. Ch. 30A, Section 21(a)(3) - The Chelmsford School Committee provides public notice of its intent to convene in executive session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares.

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS: The School Committee will hear from members of the public on general matters of education interest.

ADJOURNMENT

CHELMSFORD SCHOOL COMMITTEE
All Members Attended Remotely by Logging on to
GoToMeeting.com
April 7, 2020
Meeting Minutes

Members Present: Mr. Dennis King (Chair), Mr. John Moses (Vice Chair), Ms. Maria Santos (Secretary), Mr. Jeffrey Doherty and Ms. Donna Newcomb. Attendance taken by roll call.

Also present: Dr. Jay Lang (Superintendent), Dr. Linda Hirsch (Assistant Superintendent) and Ms. Joanna Johnson-Collins (Director of Business and Finance)

Call to Order

6 p.m.

Chair Opening Statement

The Chair stated that this online meeting will be recorded and posted on the Chelmsford Public Schools' website. It will also be recorded and televised by Chelmsford Telemedia. The public is welcome to make comments by contacting either Dr. Lang or Chairman King via email. Comments emailed during this meeting will be addressed at the second "Public Comments" time. The Chair also previewed tonight's agenda for the viewing public.

Consent Agenda

1. **Approval of the minutes of the regular school committee meeting of March 20, 2020**
2. **Approval of the minutes of the regular school committee meeting of March 27, 2020**

Mr. Moses motioned to approve the minutes of The Committee for March 20, 2020, and March 27, 2020. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Public Comments

Ms. Santos received an email regarding ELL requesting that translations be available on the website. She responded that translation is available and then heard back that the family was all set.

Ms. Newcomb was contacted several times about the status of April vacation. Dr. Lang responded that he had been waiting to hear from The State. The State has decided this issue should be handled by the individual school districts. Dr. Lang was informed that the Teacher's Union did a survey of their members and 85% were in favor of teaching through the April vacation week. The Committee agreed with Dr. Lang's suggestion to send a survey to the parents about April vacation. Dr. Lang will take care of the survey and will have results by the end of this week. The Chair stated this will be brought up again tonight under "New Business". Several other Committee members have also been contacted about April vacation.

Ms. Newcomb wanted to remind the public that non-perishable food items may be dropped off at Harrington School on Wednesdays from 9:00 until noon. They are also in need of diapers and "pull-ups".

New Business

1. Update on the Status of the Chelmsford Public Schools Closure

District Communications:

Dr. Lang shared that the district has received very good feedback on “District Communications” from the public. The first two announcements received 6,500 and 5,000 hits respectively. Individual schools are using the SMORES format to communicate with families. Dr. Lang will continue to provide a district-wide update weekly which will be followed by updates from the different schools and departments. All communications through the website may be translated into several other languages.

Department Updates: Special Education and Technology:

A memorandum from Amy Reese, Director of Student Support Services, is included in tonight’s packet providing information on how special education services are being delivered. This includes how directives from the State and Federal governments are being addressed. Individual special educators are working directly with families to fulfill IEP requirements during the school closure. In addition, links are provided on the website to address special education concerns.

Bill Silver, Technology Director for the district, presented tonight sharing highlights of the way technology has been assisting our students and educators during this time of school closure. Mr. Silver shared that prior to our schools being closed only a couple of grade levels were using Google Classroom or doing any type of online learning. During the past few weeks, all the other grade levels and all classroom teachers have set up and used Google Classroom for teaching. Prior to the closure our district had only about 500 Google Classrooms in use. By April 2, 2020, nearly 1,300 Google Classrooms were in use. Posts to Google Classrooms were averaging 1,300 or 1,400 posts per day. As of the second of April, those posts reached a high of 2,700. This represents an enormous increase in file transfers of student work back and forth between students and teachers. Almost 77,000 new files have been added to the Google Classrooms docs. iReady is being widely used and provides a pathway to learning for individual students based on their specific needs and current standards. There were over 8,000 logins to iReady just in the past week. Other tools like Brain Pop and Brain Pop ELL are showing increased usage. Platforms for math, science and keyboarding are also in high use. Mr. Silver closed by thanking his department members for working hard and closing a new high level of “help desk” tickets. Committee members expressed receiving positive communications from parents and students on assistance from the technology department. Mr. Silver’s entire presentation may be viewed on Chelmsford Telemedia/YouTube.

Status of Events and Programming

Schools will remain closed up until May 4, 2020. Dr. Lang and other area superintendents are hoping to hear an update from the Commissioner of Education soon. Travel both in state and out-of-state is closed through June 30. Rental use of school facilities to outside groups are closed until May 17, 2020. The MIAA is hoping if schools reopen to have an abridged spring sports season through June 27th. No official decision has been made yet on MCAS testing. Dr. Lang expressed sadness for the graduating seniors who may not be able to hold the typical activities they had expected at the end of this year. He will be meeting with CHS staff later in the week to discuss what might be done for the seniors.

Expectations for learning/Operations/Staff

A guidance document was sent to staff this past Saturday which provides a framework for going forward through the next several weeks. Expectations for parents concerning their students' learning was also sent. This document will be a "living document" and changes will be made as needed. School counselors and psychologists continue to reach out to families. Parents who feel their children are struggling should reach out first to the classroom teacher. The staff continues to reach out to other members of the team concerning student support. Students should not be spending more than three or four hours a day (half the time of a regular school day) on school work. Staff should use their best professional judgment. Students at all grade levels will need to take breaks and be physically active. Art and music should also be incorporated into the schedule. Ms. Santos is concerned about the ELL students and Dr. Lang is going to speak with Kelly Rogers and Dr. Hirsch and suggest that ELL staff have direct contact with the parents and students.

Dr. Hirsch shared that term three grades have been closed for the secondary level. The term started on January 28, 2020, and the secondary principals and the teacher's union both felt the grades should be closed and posted. This will provide grades for at least three of the four terms to generate GPAs. The grades were posted this week after students were given the opportunity to make up any missed work. The last two weeks of term three occurred after the schools had been closed. For elementary schools the trimester two ended on March 10th and grades were posted for the parents. Currently for term four at secondary level grades will be reported as pass/fail or credit/no credit. The elementary final report cards will show the grades as "N/A."

Student Feeding/Meals Program

Meals are still being provided by the high school Monday through Friday. The program will be updated as the closure continues. The district will be able to submit for reimbursement for some of the costs of these meals. The program is running well and safety for all involved is being maintained. Additionally, packages of food continue to be delivered on Fridays to about 40 families to have enough food for the weekends. Dr. Lang will include a list of items needed in his weekly newsletter.

2. Strategic Plan Status – Adjusted Timeline

Dr. Lang hopes to have an updated draft of the Strategic Plan by late May or early June for staff and community feedback. During the summer modifications will be made. The public unveiling of the three to five-year plan will be launched in September.

Dr. Hirsch shared that prior to school closure, she and Dr. Lang were able to meet with students from CHS and McCarthy student councils to receive input for the strategic plan. Dr. Hirsch provided a slide show, which can be found in tonight's agenda packet, articulating student input by grade level. Her entire presentation, including slides, may be viewed by watching tonight's meeting on Chelmsford Telemedia You/Tube. The students at both CHS and McCarthy provided well-thought-out insights and suggestions. It is hoped a meeting may be set up for Parker's student council.

3. Student Opportunity Act (SOA) Status – Adjusted Timeline

The State has not yet provided a date by which this plan must be submitted. Dr. Lang will bring the plan up for review at the next Committee meeting on April 21, 2020. Once the final version is approved by The Committee, it will be ready to be forwarded to the DOE.

4. MSBA Statement of Interest Status – Adjusted Timeline

Dr. Lang will review the SOI with The Committee at the April 21st meeting. He will ask The Committee to vote to approve the SOI and then will schedule it to be reviewed by the Select Board in time for it to be submitted to the MSBA by May 6, 2020.

5. Update on CPS Website Redevelopment

A couple of groups have been reviewing the current website (through Blackboard). Different vendors have been approached to look at starting the website from scratch. One vendor will present information on building a new website using a different platform. Whether we stay with Blackboard or go with a different vendor, the new website should be completed by September.

6. Update on the FY2021 Budget Process

The recommended budget was presented to The Committee, which included a \$2,000,000 increase over last year. This budget was approved by The Committee in February and on March 12, 2020, Dr. Lang and Ms. Johnson-Collins met with representatives of the Town's Finance Committee. The next step is to meet with the entire TriCom Committee. Town Meeting is now scheduled for June 22, 2020.

Concerning the capital budget, which is normally approved in April, which allows us plenty of lead time to assure summer projects are scheduled in time to be completed by the opening of school. The two major projects which were to be done this summer: redevelopment and redesign of Parker School's kitchen and the renovation of McCarthy's auditorium. Elements of these projects need about twelve weeks of lead time to be ordered to arrive in time for the summer projects completion. The service lines for Parker and chairs for McCarthy need to be ordered soon. Dr. Lang is proposing to place those orders through existing funds. He feels that these projects would be supported by Town Meeting in June.

Concerning the operating budget, hiring for the next school year needs to begin now. He does not expect that the amount of aid we will receive through the state under Chapter 70 will change much. The financial issues which have arisen due to the pandemic may very well have an effect on State aide for the budget which will become effective in July of 2021. Ms. Newcomb expressed concern over placing the orders for McCarthy and Parker's project in case Town Meeting does not approve these. Dr. Lang feels that the risk of placing these orders needs to be taken so the projects may proceed as scheduled.

Reports

1. Liaison Reports

Ms. Santos shared that the two PTOs she meets with are still meeting remotely and planning for the upcoming school year. There is hope that the PTOs and their meetings will be able to provide more support for parents throughout school closure.

Action/New Items

The Committee agrees that the survey on April vacation should proceed. Dr. Lang will send out a one or two question survey tomorrow, requesting responses be received by the weekend. The Committee agreed to meet again on Monday at 6:00 p.m. to decide on April vacation week. The next regular Committee meeting will be on April 21, 2020.

People should also remember to fill out the 2020 Census.

Public Comments

Dr. Lang received word from a Center School teacher, who has 11 ELL students in her class, that staff has been doing an excellent job reaching out to them and technology use in their homes is going well.

Adjournment

At 7:42 p.m. Mr. Moses motioned to adjourn from regular session to executive session for the purpose of discussing strategy with respect to collective bargaining and to not return to regular session. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio*

CHELMSFORD SCHOOL COMMITTEE
All Members Attended Remotely by Logging on to
GoToMeeting.com
April 13, 2020
Meeting Minutes

Members Present: Mr. Dennis King (Chair), Mr. John Moses (Vice Chair), Ms. Maria Santos (Secretary), Mr. Jeffrey Doherty and Ms. Donna Newcomb. Attendance taken by roll call.

Also present: Dr. Jay Lang (Superintendent), Dr. Linda Hirsch (Assistant Superintendent) and Ms. Joanna Johnson-Collins (Director of Business and Finance)

Call to Order

6:03 p.m.

Chair Opening Statement

This meeting is taking place using the “GoToMeeting” electronic platform. It is being televised and recorded by Chelmsford Telemedia. Community members are encouraged to submit comments/questions to The School Committee or Superintendent Lang during the meeting by email.

Public Comments

Ms. Santos received an email concerning driver’s education classes. Ms. Newcomb did as well. The Chair received an email requesting that April vacation not be cancelled. The writer expressed hope that, if we do go back to school, the students and staff would have an additional week of actual in-school instruction. Hana Barker questioned that if schools reopened what would happen if some parents kept their children home due to health issues. The Chair stated that this question could be addressed at a future meeting.

New Business

1. Discussion and Decision on the Status of April School Vacation Week

Dr. Lang has sent a memorandum to The Committee and has also posted the memo online for the community to see. Prior to last Tuesday’s meeting the Teachers’ Union shared with Dr. Lang that 85% of their members preferred to continue with the momentum of online learning and would want to see April vacation cancelled. An online survey was sent on April 8, 2020, to the families of our students. Over 2,600 responses were received and 2,028 voted to cancel the April vacation week. About 15% or 403 responded in favor of keeping the vacation week. Monday, April 20th is a holiday so school will not be in session that day. Based on responses, Dr. Lang recommends that The Committee vote to officially cancel and work through the scheduled April school vacation week. This would mean that the last scheduled day for students will be Tuesday, June 16, 2020. Given that some families may already have commitments during April vacation week, Dr. Lang asks that staff be flexible and make accommodations where requested, keeping communications open as they have been since schools were closed.

Mr. Moses motioned to cancel April’s school vacation week and work through the week, therefore, the last scheduled day for students will be Tuesday, June 16, 2020. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Action/New Items

The next regular meeting will be held on Tuesday, April 21, 2020. Concerns should be sent to Committee members and Superintendent Lang. Dr. Lang hopes to have additional information from Governor Baker by the meeting on Tuesday. Mr. King and Ms. Newcomb will compose a letter to the teachers thanking them for all their work.

Public Comments

None

Adjournment

Mr. Moses motioned to adjourn tonight's meeting at 6:23. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio*

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: April 18, 2020

Re: Ratification of MOA: Chelmsford Federation of Teachers – Building Custodians

The negotiation subcommittee of the Chelmsford School Committee has reached a tentative agreement with the Chelmsford Federation of Teachers: Building Custodian bargaining unit pertaining to a successor 3-year contract for the period from July 1, 2020 through June 30, 2023. I will be seeking a formal ratification vote to approve this contract at the regular meeting on April 22, 2019. I have invited Town Manager Cohen to join us for the vote and have scheduled an executive session prior to our regular meeting to review the terms and conditions negotiated and agreed-upon by the negotiation subcommittee.

MEMORANDUM OF AGREEMENT
BETWEEN THE
CHELMSFORD SCHOOL COMMITTEE
AND THE
CHELMSFORD FEDERATION OF TEACHERS
LOCAL 3569, AFT MASSACHUSETTS, AFL-CIO
BUILDING CUSTODIANS
JULY 1, 2020 – JUNE 30, 2023

The Negotiating Subcommittee of the Chelmsford School Committee (hereinafter “the Committee”), acting subject to the ratification of this Memorandum of Agreement (hereinafter “the Agreement”), by the School Committee to whom the Subcommittee agrees to recommend acceptance, and the Negotiating Team of the Chelmsford Federation of Teachers, Local 3569, AFT Massachusetts, AFL-CIO, Building Custodians Unit (hereinafter “the Federation”), acting subject to the ratification of this Agreement by the membership of the Federation to whom the Negotiating Team agrees to recommend acceptance, hereby mutually agree to the following terms and conditions of settlement of the contract negotiations for the successor Collective Bargaining Agreement that will be in effect for the three-year period from July 1, 2020 through June 30, 2023.

- 1) All terms and provisions of the predecessor Collective Bargaining Agreement that was effective from July 1, 2017 through June 30, 2020 shall, except as modified by the terms of this Memorandum, be extended for a three-year period from July 1, 2020 through June 30, 2023.
- 2) All references to dates in the successor Collective Bargaining Agreement shall be changed to reflect the terms of the successor Agreement unless otherwise provided for in this document.
- 3) Unless otherwise specified herein, all modifications of non-economic working conditions will take effect as of the date of ratification of this Agreement. Any written interim agreements that have been entered into by the parties since the ratification of the predecessor Collective Bargaining Agreement and that require the modification of existing contract language shall be incorporated into the new Collective Bargaining Agreement.
- 4) Article 2.01. Delete section. Replace with “This contract shall be effective commencing July 1, 2020 and shall terminate on June 30, 2023.
- 5) Article 6.01. See Appendix A

Year One (July 1, 2020 through June 30, 2021) – Increase Step 1 of the salary schedules by two and a half percent (2.5%). Further, maintain a three (3%) differential (increase) between Step 1 and 2, Step 2 and 3, Step 3 and 4, Step 4 and 5, and Step 5 and 6 of the salary schedules.

Year Two (July 1, 2021 through June 30, 2022) – Increase Step 1 of the salary schedules by two and a half percent (2.5%). Further, maintain a three (3%) differential (increase) between Step 1 and 2, Step 2 and 3, Step 3 and 4, Step 4 and 5, and Step 5 and 6 of the salary schedules.

Year Three (July 1, 2022 through June 30, 2023) – Increase Step 1 of the salary schedules by two and a half percent (2.5%). Further, maintain a three (3%) differential (increase) between Step 1 and 2, Step 2 and 3, Step 3 and 4, Step 4 and 5, and Step 5 and 6 of the salary schedules.

- 6) Article 8.01. Delete second sentence. Replace with “Hours worked for the purpose of computing overtime shall include hours the employee actually worked, approved vacation, approved personal, and paid holidays defined in Article XXIII.”
- 7) Article 14.04. Delete section.
- 8) Article 16.01, Section G. Delete section.
- 9) Article 23.01. Amend to include “New Year’s Eve Day”.
- 10) Article 28.05. New language. Add “Employees shall be provided with a school department issued cellphone to conduct work-related business upon request.”

Appendix A: Salary Schedule

Year 3 2019-20

Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
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Junior Custodian	\$ 18.04
Lead Custodian	\$ 18.58
	\$ 19.14
	\$ 19.71
	\$ 20.30
	\$ 20.91

\$ 18.49	\$ 18.95	\$ 19.43
\$ 19.05	\$ 19.52	\$ 20.01
\$ 19.62	\$ 20.11	\$ 20.61
\$ 20.21	\$ 20.71	\$ 21.23
\$ 20.81	\$ 21.33	\$ 21.87
\$ 21.44	\$ 21.97	\$ 22.52

Senior Custodian (HS)	\$ 22.29
	\$ 22.95
	\$ 23.64
	\$ 24.35
	\$ 25.08
	\$ 25.83

\$ 22.84	\$ 23.41	\$ 24.00
\$ 23.53	\$ 24.12	\$ 24.72
\$ 24.23	\$ 24.84	\$ 25.46
\$ 24.96	\$ 25.58	\$ 26.22
\$ 25.71	\$ 26.35	\$ 27.01
\$ 26.48	\$ 27.14	\$ 27.82

This Agreement has been duly executed by the authorized representatives of the Committee and the Federation on the 22nd day of April, 2020.

Chelmsford School Committee

Chelmsford Federation of Teachers
Local 3569, AFT-Massachusetts, AFL-CIO
Building Custodians

Dennis F. King, II, Chairman

John W. Moses, Vice Chairman

Maria L. Santos, Secretary

Donna M. Newcomb

Jeffrey D. Doherty

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: April 18, 2020

Re: Approval of Assistant Superintendent's Employment Agreement

Attached please find a prior communication from Attorney Waugh pertaining to the approval of non-union personnel contracts. I recommend the committee members vote to approve a new contract of employment with Dr. Hirsch based upon the specific terms and conditions previously discussed by the Committee in executive session.

A second member should second the motion.

The Chair should take a roll call vote on the contract with each member present voting.

I have attached a copy of the negotiated employment agreement for reference.

I recommend the following motion by a committee member:

I move to approve the three-year employment agreement, covering the period from July 1, 2020 through June 30, 2023, with Dr. Linda Hirsch to continue to serve as Assistant Superintendent in accordance with the terms and conditions as outlined.

From: [Lang, Jay](#)
To: [Lang, Jay](#)
Subject: FW: Approval of non-union personnel contract
Date: Monday, December 04, 2017 8:43:02 AM

From: Andrew J. Waugh [mailto:awaugh@mhtl.com]
Sent: Wednesday, November 22, 2017 2:50 PM
To: Lang, Jay
Cc: Andrew J. Waugh
Subject: Re: Approval of non-union personnel contract

Hi Jay,

I am forwarding you an excerpt from the Attorney General's Office on the approval of non-union contracts. It is in a question and answer format.

May a public body approve a non-union personnel contract in executive session?

The final vote to execute a non-union personnel agreement must occur in open session. A public body may enter executive session under Purpose 2 to "conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct . . . contract negotiations with nonunion personnel." G.L. c. 30A, § 21(a)(2). This purpose allows a public body to meet in executive session to discuss its strategy with respect to negotiating a contract with non-union personnel, and to engage in direct negotiations with non-union personnel. However, the executive session purpose does not permit the public body to take a final vote to execute such a contract behind closed doors. While a public body may agree on terms with individual non-union personnel in executive session, the final vote to execute such agreements must be taken by the public body in open session. See OML 2011-56; OML 2011-44; OML 2011-28.

As you will see, the AG's office requires that individual employment contracts be approved in open session. I would put this on your agenda for the next session and vote it in open session.

If you have any questions on this, please contact me.

Thanks,

Andy

Andrew J. Waugh, Esq.
Tel: (617) 479-5000
Fax: (617) 479-6469
awaugh@mhtl.com

MURPHY, HESSE, TOOMEY & LEHANE, LLP
Crown Colony Plaza
300 Crown Colony Drive
Quincy, MA 02169

**CONTRACT OF EMPLOYMENT BETWEEN
LINDA HIRSCH AND THE CHELMSFORD SCHOOL DISTRICT
FOR THE POSITION OF ASSISTANT SUPERINTENDENT**

This Contract of Employment (hereinafter “the Contract”) is made as of April 22, 2020 by and between the Chelmsford School District (hereinafter “the District”), through its Superintendent of Schools (hereinafter “the Superintendent”), and Dr. Linda Hirsch (hereinafter “Dr. Hirsch” or “the Assistant Superintendent”).

In consideration of the promises set forth below, the parties hereto mutually agree as follows:

1. **Employment.** The District, through the Superintendent of Schools, employs Dr. Hirsch as the Assistant Superintendent and Dr. Linda Hirsch hereby accepts said employment on the following terms and conditions.
2. **Term.** Dr. Hirsch shall be employed under this Contract for a term of three years, from July 1, 2020 through June 30, 2023. Employment will be consistent with the provisions of applicable state law.
3. **Work Year.** Dr. Hirsch shall work a twelve-month year, less all state/national holidays recognized by the District, and contracted vacation days. For purposes of proration, Dr. Hirsch’s regular work year shall be 228 days.
4. **Evaluation.**
 - A. The Superintendent shall evaluate the performance of Dr. Hirsch in writing in accordance with the Department of Elementary and Secondary Education (ESE) and pursuant to the educator evaluation regulations, 603 CMR 35.00. The purpose of such evaluation is to review progress towards mutually established goals and form the basis for personnel decisions, including but not limited to, annual salary or compensation adjustments.
 - B. The Superintendent shall prepare an evaluation of Dr. Hirsch which shall be signed by Dr. Hirsch and placed in her personnel file. Such signature shall not necessarily indicate agreement with the contents thereof but rather acknowledgement of receipt of the document. Dr. Hirsch may respond to the evaluation in writing and may attach her response to the evaluation in her file in accordance with DESE regulations.

- C. The performance assessment shall be used for the following purposes:
1. to strengthen the working relationship between the Superintendent and Dr. Hirsch and to clarify for Dr. Hirsch the responsibilities the Superintendent relies on the Assistant Superintendent to fulfill;
 2. to discuss and establish goals for the ensuing year, including Statewide Performance Standards; and,
 3. to establish the basis for incremental salary adjustments in the annual salary rate for the Assistant Superintendent set forth in Section 5 should the Assistant Superintendent receive an overall rating of proficient or better in the annual evaluation.

5. **Compensation.** Dr. Hirsch shall be paid in the following manner:

A. Base Salary

For fiscal year 2021 (July 1, 2020 through June 30, 2021), the District shall pay the Assistant Superintendent an annual salary of One Hundred Fifty Three Thousand Dollars (\$153,000.00). The Assistant Superintendent shall be eligible for a performance bonus at the time of her annual evaluation in the amount of Five Thousand Dollars (\$5,000.00). For fiscal year 2022 (July 1, 2021 through June 30, 2022), the District shall pay the Assistant Superintendent an annual salary of One Hundred Fifty Six Thousand Sixty Dollars (\$156,060.00). The Assistant Superintendent shall be eligible for a performance bonus at the time of her annual evaluation in the amount of Five Thousand Dollars (\$5,000.00). For fiscal year 2023 (July 1, 2022 through June 30, 2023), the District shall pay the Assistant Superintendent an annual salary of One Hundred Fifty Nine Thousand One Hundred Eighty One Dollars (\$159,181.00). The Assistant Superintendent shall be eligible for a performance bonus at the time of her annual evaluation in the amount of Five Thousand Dollars (\$5,000.00). The Assistant Superintendent's annual salary rate shall be paid to the Assistant Superintendent in accordance with the schedule of salary payments in effect for other certified employees.

- B. The Assistant Superintendent shall receive an annual stipend of Three Thousand (\$ 3,000.00) Dollars in addition to their base salary upon attainment of a Certificate of Advanced Graduate Studies (CAGS) or an Education Specialist Degree (Ed.S.). The Assistant Superintendent shall receive an annual stipend of Four Thousand (\$ 4,000.00) Dollars in addition to their base salary upon attainment of a Doctor of Philosophy (Ph.D.) degree or a Doctor of Education

(Ed.D.) degree. Increments for an advanced degree shall be effective July 1st upon the Assistant Superintendent submitting an official transcript(s) from an accredited college or university to demonstrate successful completion of the degree attained. Increments are not cumulative and are based upon the highest degree attained by the Assistant Superintendent.

- C. At no time during the life of this Agreement, or any extension hereof, shall the Assistant Superintendent's salary be reduced.
- D. The Assistant Superintendent's salary, benefits and compensation shall be paid in equal installments in accordance with District practice unless otherwise agreed upon. All sums, including but not limited to all salary or benefits due under any provision of this Article, upon resignation, termination, or death shall be paid to the Assistant Superintendent or her estate in the pay period next following same or upon appointment of a fiduciary for the estate.

6. **Vacation, Sick Leave and Fringe Benefits.**

Vacation

The Assistant Superintendent shall be entitled to thirty (30) paid vacation days annually. The vacation days shall be accumulated equally on a quarterly basis. Use of vacation days are at the discretion of the Assistant Superintendent and may be used before they are accumulated. Should the Assistant Superintendent resign or retire from the District prior to the end of the school year, she will owe and agrees to repay the District for any used vacation time not yet accumulated.

Up to ten (10) days of unused vacation leave may be carried over from year to year, excluding vacation days that are "cashed out" for financial reimbursement. A maximum of ten (10) days of unused vacation days may be "cashed out" at the end of the fiscal year at the then effective per diem rate of pay. The maximum number of accumulated vacation days at any time shall be forty (40) days.

All accumulated vacation time will be paid to the Assistant Superintendent (or her estate) in the next pay period following resignation, retirement, termination or death at the then effective per diem rate of pay calculated based on the actual number of days in each year the Assistant Superintendent is required to work.

The Assistant Superintendent shall be entitled to all holidays and one-half days before holidays recognized by the Committee and made available to any other Committee employee.

Dr. Hirsch shall provide the Superintendent or his designee with advance notice of her intent to take vacation in order to allow the District to plan accordingly.

Sick Leave

Dr. Hirsch shall be entitled to receive eighteen (18) sick days per year, cumulative from year to year. Sick leave is for Dr. Hirsch to use during her own illness or injury, except that up to ten (10) days per Contract year may be used for illness in Dr. Hirsch's family.

Sick leave may be accumulated from year to year without limitation. Upon retirement and after ten (10) years of service to the Chelmsford Public Schools, unused sick leave may be bought back at the per diem rate, subject to a total cap not to exceed seven thousand five hundred dollars (\$7,500.00). The Assistant Superintendent will retain any accumulated sick time from her previous years of employment in the District.

Other Benefits

Dr. Hirsch shall be granted personal leave without loss of pay for time necessary with the advance approval of the Superintendent.

Dr. Hirsch also shall be entitled to receive insurance (health, dental, and life) benefits and such other fringe benefits as currently, or in the future, are provided to other non-unionized managerial staff in the District, exclusive of the Superintendent.

In addition to minimum statutory plans or life insurance plans available to other employees in the District, the Committee shall pay up to One Thousand Dollars (\$ 1,000.00) toward the cost of a life insurance policy selected by the Assistant Superintendent. Said payment will be made either directly as a premium payment to the company providing such coverage or as a reimbursement to the Assistant Superintendent for premium payments already made by the Assistant Superintendent to such company, in either event with appropriate tax, FICA and retirement withholdings. The beneficiary of such life insurance proceeds shall be selected by the Assistant Superintendent.

For purposes of this paragraph, a "year" for purposes of calculating benefits, shall run from July 1st of one year to June 30th of the next year.

Dr. Hirsch shall remain professionally current and meet the requirements to retain certification as a Superintendent/Assistant Superintendent under the state law as amended. The School Committee will support participation in conferences, membership to professional organizations associated with the position and course work to achieve the goals of professional development.

Reimbursement for courses, not to exceed seventy-five percent (75%) of the cost of any course, shall be subject to the advance approval of the Superintendent. Dr. Hirsch shall be limited to \$3,000.00 reimbursement for each fiscal year. With the approval of the Superintendent, Dr. Hirsch will be reimbursed for membership dues to organizations important to her work as Assistant Superintendent.

Dr. Hirsch will be reimbursed for travel, registration, lodging and other reasonable expenses directly connected with attendance at workshops, conventions or seminars approved in advance by the Superintendent or his designee. In addition, the District shall reimburse the Assistant Superintendent for expenses and travel within and outside the District in the amount of two hundred dollars (\$200.00) per month. A voucher shall not be required for this payment.

The District shall provide Dr. Hirsch with a cell phone, computer and any other reasonable technology to enable efficient time management and fluid communications, and the District shall pay for any monthly service fees.

7. **Duties.** Dr. Hirsch shall perform faithfully, to the best of her ability, the duties of Assistant Superintendent as specified in the job description, the General Laws of Massachusetts and the policy manual of the Chelmsford School Committee and such other duties as may reasonably be requested by the Committee from time to time. Dr. Hirsch understands that the job responsibilities of Assistant Superintendent will require attendance at night meetings and other obligations outside the normal workday.

8. **Termination of Employment and Other Personnel Actions.**

- A. **Voluntary Termination.** In case of voluntary termination of employment, Dr. Hirsch shall give the Superintendent at least three (3) months' written notice of her intent to terminate her employment with the District.
- B. **Layoff.** Nothing in this Contract shall bar the District or the Superintendent from implementing a layoff based upon a reduction in force resulting from declining enrollment or budgetary reasons or from a bona fide reorganization. The District will give written notice of such layoff at least six (6) months prior to the effective date of layoff.
- C. **Non-renewal.** If the District does not intend to renew this Contract, the Superintendent will provide Dr. Hirsch with written notice of such intention by no later than December 1, 2022. In the absence of notification of non-renewal, Dr. Hirsch's contract will be extended one full year of employment. This agreement,

may be extended for successive periods of time by mutual agreement of both parties, which agreement shall be reduced to writing.

- D. **Dismissal, Demotion and Suspension.** At any time during the term of this Contract, the Superintendent may dismiss, demote and/or suspend Dr. Hirsch from the position of Assistant Superintendent for good cause, consistent with the procedures set forth in MGL c. 71, § 41, MGL c. 71, § 42 and MGL c. 71, 42D.

The parties agree that the term “good cause” shall include, but shall not be limited to, any ground that is put forth in good faith that is not arbitrary, irrational, unreasonable or irrelevant to the efficient operation of the public schools, including but not limited to incompetence, incapacity, unbecoming conduct, or insubordination, failure to satisfy performance standards developed by the Superintendent and the School Committee, or other good cause.

9. **Indemnification.**

- A. The Committee shall at all times indemnify, hold harmless and defend the Assistant Superintendent to the maximum extent and in accordance with the terms of MGL c. 258. The Assistant Superintendent shall comply with all obligations to assist in any litigation instituted in which the statutory indemnification is applicable provided, however, that upon cessation of the employment relationship the Assistant Superintendent shall be compensated for such assistance in any day or part thereof during which such assistance is rendered at her then-effective per diem rate of pay.
- B. In the event that the Assistant Superintendent is personally named as a defendant in a civil action and has been acting within the scope of her employment, the Assistant Superintendent may retain, at the Committee’s expense and upon prior notice to the Committee, independent legal counsel to provide representation to her in any proceedings in state or federal court. In such cases, counsel for the Committee shall retain primary responsibility for preparation and presentation of the case. As a condition of retaining independent counsel, the Assistant Superintendent shall have a duty to cooperate fully and completely with the Committee and the Committee’s counsel and to engage in a joint defense of such action.
- C. These indemnification provisions, Article 9, A, B and C, shall survive expiration of this Contract or the cessation of the employment relationship by any means or cause.

10. **Agreement.** This Contract embodies the entire agreement between the parties and may not be changed except by written agreement, signed on behalf of the District by the Superintendent. This Contract shall be construed and interpreted in accordance with the laws of the Commonwealth of Massachusetts. If any provision of this Contract or any application of this Contract is found to be contrary to law, then such provisions or application shall not be deemed to be valid except to the extent permitted by law, and all other provisions and applications of this Contract will continue in full force and effect.

Dr. Linda J. Hirsch

Date

Dr. Roger J. Lang, IV
Superintendent of Schools

Date

Dennis F. King, II
Chair, Chelmsford School Committee

Date

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 18, 2020
Re: Approval of Non-Affiliated Staff Salary Schedules

I recommend the committee members vote to approve the attached salary schedules for non-affiliated staff members, including central office administrators and building principals previously discussed by the Committee in executive session.

A second member should second the motion.

The Chair should take a roll call vote on the salary schedules with each member present voting.

I have attached a copy of the non-affiliated staff salary schedules for central office administrators and building principals for reference.

I recommend the following motions by a committee member:

- 1) *I move to approve the FY21 through FY25 salary schedule for non-affiliated central administration staff members as outlined.*
- 2) *I move to approve the FY21 through FY25 salary schedule for non-affiliated elementary, middle and high school level principals as outlined.*

Non-Affiliated Staff Salary Schedule / Central Administration Staff

	FY20	FY21	FY22	FY23	FY24	FY25
		2%	2%	2%	2%	2%
Step 1	\$ 125,222	\$ 127,726	\$ 130,281	\$ 132,887	\$ 135,544	\$ 138,255
Step 2			\$ 133,538	\$ 136,209	\$ 138,933	\$ 141,712
Step 3			\$ 136,876	\$ 139,614	\$ 142,406	\$ 145,254
Step 4			\$ 140,298	\$ 143,104	\$ 145,966	\$ 148,886
Step 5			\$ 143,806	\$ 146,682	\$ 149,616	\$ 152,608

Central Administration Staff:

Director of Business and Finance

Director of Information, Communication and Technology Services

Director of Personnel and Professional Learning

Director of Student Support Services

Non-Affiliated Staff Salary Schedule / Elementary School Level Principals

	FY20	FY21	FY22	FY23	FY24	FY25
		2%	2%	2%	2%	2%
Step 1	\$ 115,484	\$ 117,794	\$ 120,150	\$ 122,553	\$ 125,004	\$ 127,504
Step 2			\$ 121,952	\$ 124,391	\$ 126,879	\$ 129,416
Step 3			\$ 123,781	\$ 126,257	\$ 128,782	\$ 131,357
Step 4			\$ 125,638	\$ 128,151	\$ 130,714	\$ 133,328
Step 5			\$ 127,522	\$ 130,073	\$ 132,674	\$ 135,328

Non-Affiliated Staff Salary Schedule / Middle School Level Principals

	FY20	FY21	FY22	FY23	FY24	FY25
		2%	2%	2%	2%	2%
Step 1	\$ 121,771	\$ 124,206	\$ 126,691	\$ 129,224	\$ 131,809	\$ 134,445
Step 2			\$ 127,957	\$ 130,517	\$ 133,127	\$ 135,789
Step 3			\$ 129,237	\$ 131,822	\$ 134,458	\$ 137,147
Step 4			\$ 130,529	\$ 133,140	\$ 135,803	\$ 138,519
Step 5			\$ 131,835	\$ 134,471	\$ 137,161	\$ 139,904

Non-Affiliated Staff Salary Schedule / High School Level Principal

	FY20	FY21	FY22	FY23	FY24	FY25
		2%	2%	2%	2%	2%
Step 1	\$ 139,190	\$ 141,974	\$ 144,813	\$ 147,710	\$ 150,664	\$ 153,677

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 18, 2020
Re: Vote: Accept MGL Ch. 41 § 56

In speaking with Chair King, in a recent School Finance FAQ published on April 9, 2020, the Massachusetts Association of Schools Committees (MASC), provides a reminder to school committees that they may vote to adopt a single-member signatory on accounts payable and payroll warrants in accordance with MGL Ch. 41 § 56. They advise as follows:

Many districts are finding this a good time to avail themselves of the provision of MGL Ch. 41, sec. 56 (for municipal districts) and MGL Ch. 71, sec. 16A (for regional districts) to appoint a single signatory for warrants. Note that this is done by a vote of the School Committee. Warrants so signed must still be made available on the next agenda, and, as the law notes such provision “shall not limit the responsibility of each member of the board in the event of a noncompliance with this section.”

There are also districts that have, after conferring with district counsel, moved to the use of electronic signatures for warrants.

While I do not believe moving to an electronic signature for warrants is necessary or required at this time, for practical purposes, at least during the school and operations closure due to the Coronavirus pandemic, I do believe it is worth a discussion and would recommend the Committee strongly consider voting in support of and adopting the provisions of MGL Ch. 41 § 56, thereby providing for a single-member signature on warrants. I look forward to discussing this recommendation at the regular meeting of the school committee on April 22, 2020. Please feel free to contact me with any questions or concerns regarding this recommendation.

If the committee agrees, I recommend a motion as follows:

I move the Committee adopt the provisions of MGL Ch. 41 § 56 and further authorize the Chair to appoint a single signatory for warrants.



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent
Members of the Chelmsford School Committee

From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*

Date: April 21, 2020

RE: Student Opportunity Act (SOA) Plan

The *Student Opportunity Act* (SOA), which provides an infusion of new funding to Massachusetts public schools, was signed into law on November 26, 2019. The law implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit public schools. Chelmsford Public Schools (CPS) is set to receive approximately \$ 150,000 in FY2021, which we are required spend in accordance with a plan developed by the district and approved by the MA DESE. The goal is for districts to close the learning gaps with targeted initiatives for identified sub-groups. The initiatives identified for Chelmsford's (SOA) are targeted to support the learning needs of Students With Disabilities (SWD) and Economically Disadvantaged (ED) students. These two subgroups were identified through the analysis of our accountability and assessment data from the Massachusetts Comprehensive Assessment System (MCAS).

In order to receive Chelmsford's allocated funding of \$ 150,000 in FY2021, we are required to provide a plan with the following four (4) Student Opportunity Commitments for the Commissioner's review:

- Focusing on Student Subgroups
- Using Evidence-Based Programs to Close the Gap
- Monitoring Success with Outcome Metrics and Targets
- Engaging All Families

Included in your packet is a draft of the Chelmsford Public Schools SOA plan that will require the school committee to vote to approve due to its budgetary implications for FY2021, prior to being submitted for the MA DESE Commissioner's review.

I recommend the school committee vote at their regular meeting of April 22, 2020 to approve the SOA plan as presented and authorize the superintendent to submit the SOA plan to MA DESE for review and approval.





CHELMSFORD PUBLIC SCHOOLS

STUDENT OPPORTUNITY ACT (SOA) DISTRICT PLAN

Commitment 1: Focusing on Student Subgroups

As stated in our district strategic plan, Chelmsford Public Schools (CPS) is committed to ensuring all our students achieve success in school and after graduation. Our mission statement highlights our PRIDE core values of Perseverance, Respect, Integrity, Determination, and Empathy, so we can ensure that our students are well-rounded, productive global citizens as students and as postgraduates.

Currently CPS is making significant progress towards meeting academic performance targets for the entire district with a cumulative criterion-referenced percentage of 66% on the state MCAS exam. This is a 12% increase from 2018. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our students with disabilities (SWD) and economically disadvantaged (ED) students are not experiencing the same level of outcomes as their peers on the MCAS exam. Although the achievement scores compared to state-set targets in each of these subgroups is not significantly high, it still stands out to us that attention should be placed on these groups to identify the gaps in learning for these students compared to their peers. It is important to note that students in these two subgroups are showing typical growth in English, mathematics, and science with either a year's or close to a year's growth in each subject.

Additionally, CPS is experiencing an increase in the level of support needed for students in the district presenting with social and emotional issues. Students present in crisis and many have a significant history of trauma. These issues have required an increase in staff needed to support students of trauma. The connection of social-emotional health and academic achievement and growth is clear and it is unreasonable to expect achievement and growth to increase until the health, safety and well-being of each student is addressed.

CPS is committing to providing academic programming and support to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take the efforts of staff, families, and the support of our community.

Commitment 2: Using Evidence-Based Programs to Close Achievement Gaps

CPS is committed to identifying gaps in achievement prior to state standardized testing results in order to support students learning throughout the year. CPS has been engaged in a variety of work-related staffing, professional development, programming, and instruction and assessment that is aligned with our district strategic plan and is intended to address many of the concerns outlined above. Below are four major focus areas that we intend to continue working on in the upcoming school years:

STAFFING:

In order to support SWD and ED students, the district has made a commitment to increase staffing in several areas to support both the academic and social-emotional needs of students, implement a 1:1 computer initiative to allow for additional access to technology and technology-related interventions, and to maintain desirable class size at the elementary, middle and high school level to provide support for all students. The following staff additions are as follows:

1. The FY2021 budget adds a 1.0 Instructional Technology Specialist position and 2.0 Technology Assistant positions to provide direct support services to students, and support and professional development to staff, as we enter year 2 of the 1:1 technology initiative to provide all incoming 5th grade students at McCarthy and Parker Middle Schools and 9th grade students at Chelmsford High School with a district-provided computer (Chromebook) for use at home and in school. At the start of the 2020/21 school year, over 1,500 students and staff will have district-issued devices under this initiative.





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2. The FY2021 budget adds a 1.0 Elementary School Teacher (4th Grade) at the Center Elementary School to reduce current/projected class size. The FY2021 budget also includes funding to support two (2) additional Kindergarten Teacher positions at the elementary school level to maintain desired class size, if after the registration process it is determined additional classes/sections beyond the current Kindergarten grade level configuration (4 classrooms per school) are necessary.
3. The FY2021 budget adds 3.0 Special Education Teacher positions at the elementary level (Byam, Center and Harrington Elementary Schools) to provide direct instruction, services, and support to students on Individual Education Plans (IEPs) reducing current student:staff ratios for special education students that are not within specialized (i.e. ASD, LifeSkills, STRIVE) programs.
4. The FY2021 budget adds a 1.0 Board Certified Behavior Analyst (BCBA) position and a 1.0 Special Education Teacher position at the McCarthy Middle School to establish a middle school level therapeutic program (STRIVE) to provide a continuum of programming at the middle school level from the elementary school level therapeutic program (STRIVE) located at the South Row Elementary School.
5. The FY2021 budget adds a 1.0 Board Certified Behavior Analyst (BCBA) position at the elementary school level (Center and Harrington Elementary Schools) to assist staff in developing strategies to support all learners to develop a proactive approach to social-emotional learning (SEL) and behavioral interventions.
6. The FY2021 budget adds a 1.0 School Psychologist position to support students at the McCarthy and Parker Middle Schools. The addition of a School Psychologist position will allow for clinical support of the middle school level therapeutic program (STRIVE) to be located at McCarthy Middle School in addition to alleviating the testing caseloads at the middle school level.
7. The FY2021 budget includes funding to support a tutoring support service model at the elementary and middle school levels to augment grant funding that supports interventionist positions providing small group, Tier II, instruction to students identified in need of targeted academic interventions and academic supports.

FY2021 Budget Item	Amount
Staffing Item No. 1	\$ 135,771
Staffing Item No. 2	\$ 175,923
Staffing Item No. 3	\$ 175,923
Staffing Item No. 4	\$ 117,282
Staffing Item No. 5	\$ 58,641
Staffing Item No. 6	\$ 73,317
Staffing Item No. 7	\$ 209,400
TOTAL	\$ 946,257





CHELMSFORD PUBLIC SCHOOLS

CURRICULUM ADOPTION:

After a review of our current curriculum programming, it became apparent that students had gaps in their foundational skills, specifically phonics. Additionally, the districts reading program has become obsolete and we are unable to purchase the materials needed, as the publishing company no longer prints the materials. The current reading program was adopted in 2011 with the publication of the first iteration of the MA Curriculum Standards. Since then, the standards and the standardize testing has changed, thus our curriculum materials need to be updated to reflect these changes. The district has launch a pilot of the phonics program Foundations to address the phonics gaps in students. Two reading programs are being piloted currently. One of the two reading programs will be adopted for the 2020/21 school year, in order to address all new standards. The district will adopt Foundations in grades K-2 in the 2020/21 school year and then for students in grade 3 in the 2021/22 school year. All programs address the standard and skill gaps that we are seeing on both our internal benchmarks and state standards in the subject of English language Arts.

FY2021 Budget Item	Amount
Elementary Reading Program	\$ 390,000
TOTAL	\$ 390,000

ONLINE ACCESS, ASSESSMENT AND LEARNING PLATFORMS:

CPS provides equitable access to several digital learning resources. Our 1:1 initiative increases the amount of access to these resources. CPS has committed continued access to our digital learning resources which offer appropriate grade level diagnostic, benchmarking, and scaffold lessons to support both students on and below grade level to close learning gaps for our identified subgroups as well as all students, and provide a blended learning environment. At present, we offer the following grade appropriate learning tools to all our schools:

iReady

iReady assesses students' academic skills in reading, helping teachers design individualized instruction for them based on their unique needs while setting a personalized pathway for students within the iReady Instruction.

IXL

IXL (from "I excel") is a math and language arts practice website for K-12 (subscription based). It has unlimited questions on thousands of math and English language arts state standards and a comprehensive reporting and assessment system.

LEXIA

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades Pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.





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Raz-Kids

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. ... Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading.

Language Live

LANGUAGE!® Live is a comprehensive, blended literacy solution. One portion of the program is face-to-face teacher-led instruction; the other portion is technology-based, independent learning.

These learning tools are correlated to our internal benchmarks including the Fountas and Pinnell Benchmark Assessment System (BAS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

FY2021 Budget Item	Amount
Instructional Technology	\$ 315,000
Total	\$ 315,000

MTSS INITIATIVE:

Our district is continuing with our MTSS initiative. In the previous strategic plan, a framework was organized that included building foundational support for our students' identified social emotional learning (SEL). This included the use of separate outside consultants at both the elementary and secondary level and the formation of a district MTSS team to oversee the entire plan and school level MTSS teams to implement changes in practice, create consultancy protocols to review concerns, and provide professional development. The district also provided the final resources necessary to create stipend facilitator positions for teachers at each of the schools to implement Tier I, II, and III SEL practices. These steps are necessary to implement and assess the fidelity of programming for each level.

As we create our new strategic plan we plan to continue and expand upon our MTSS initiative and have built a budget that continues to support the foundational plan with the necessary resources. Our district goal is to create a sustainable structure that promotes a positive school culture that keeps students safe, school accessible, and makes learning possible. The strategies from the MTSS initiative will be implemented within instructional practices to strengthen student-teacher relationships. In addition, the continuation and expansion of this initiative will drive the collaborations with families and community partners.

FY2021 Budget Item	Amount
MTSS Teacher Stipends	\$ 42,500
MTSS Consultants	Grant Funded
Total	\$ 42,000





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Commitment 3: Monitoring Success with Outcome Metrics and Targets

The District intends to use the following outcome metrics to measure the level of success in the above areas:

DESE outcome metrics:

- ELA achievement and SGP data (MCAS)
- Mathematics achievement and SGP data (MCAS)

District outcome metrics:

- iReady (K-8)
- IXL (5-12)
- Fountas and Pinnell Benchmark Assessment (BA) (K-6)
- Department Academic Internal Assessments (K-12)
- Second Step Assessments (K-4)
- Tiered Fidelity Assessment (TFI) (K-12)
- School Assessment Survey (SAS) (K-12)
- SWIS/Google Forms (K-8)

Commitment 4: Engaging All Students

The Chelmsford Public Schools has a variety of ways for all families to engage with the district about their children and to learn about the initiatives for our district. As part of the strategic planning, feedback was elicited from parents via a survey, and open session nights were parents could come meet and engage with the school committee, the superintendent, and other school leaders in the district. The school committee also hosts additional open sessions about important topics of interest for community members to provide a venue for questions to be asked and feedback to be provided. Another way parents are invited to engage is through the superintendent's community coffee sessions that are held bi-monthly throughout the school year so that parents can informally stop in to ask questions or listen about any topic they would like to share about our schools.

To specifically address the sub-groups identified as our focus, Chelmsford has partnered with our active Special Education Parent Advisory Council (SEPAC) who collaborates with the district to provide support for all parents by delivering programming on important and relevant topics, surveying parents for feedback to give input on school initiatives and concerns, present recommendations, and meets with various school leaders to gain understanding around the work that is performed in the schools. A goal of the working group is to provide parents with a venue where they can learn about special education and its impact on their child(ren) and a place to obtain information and support on how to navigate their child(ren)'s educational needs and the special education process.

Another way our district engages families of one of our sub-groups is through our Title I programming. As a Title I school district, Chelmsford hosts a variety of parent nights that invite parents to learn about our interventionist programming, the different instructional pedagogy and tools that their child(ren) uses daily, strategies to help support their child(ren) at home, and for general questions to school administrators to gather insight about our schools and their child(ren)'s learning.

Certification:

Our district benefits greatly from a community that values and supports education. Without organizations such as the PTOs, SEPAC, school councils, and school committee, as well as the support from our town manager, selectman, finance committee and of our community members, we would not be able to provide the same quality programs and/or materials that we do now. The District's SOA plan, has been developed based on feedback provided by many of these organizations in various ways including parent feedback, teacher surveys from the superintendent, feedback from student meetings, and the open sessions with the school committee, the results of which have been used to inform this Student Opportunity Act (SOA) Plan.



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: April 21, 2020

Re: MSBA Vote: Chelmsford High School Statement of Interest (SOI)

Below is the vote required by the Massachusetts School Building Authority to authorize the submission of a Statement of Interest by the May 6, 2020 deadline. I recommend the School Committee vote in the affirmative as follows:

Recommended/Required Vote:

Having convened in an open meeting on Wednesday April 22, 2020, prior to the closing date, the School Committee of Chelmsford, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 21, 2020 for Chelmsford High School located at 200 Richardson Road which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future, including the elimination of existing severe overcrowding; prevention of severe overcrowding expected to result from increased enrollments; replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility; and replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Chelmsford

District Contact Roger J Lang IV TEL: (978) 251-5100

Name of School Chelmsford High

Submission Date 4/21/2020

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

Massachusetts School Building Authority

School District Chelmsford

District Contact Roger J Lang IV TEL: (978) 251-5100

Name of School Chelmsford High

Submission Date 4/21/2020

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Chelmsford High

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 12/20/2016

Planning Firm: Dore & Whittier Architects, Inc.

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

A master plan study and facilities assessment for Chelmsford High School, Parker and McCarthy Middle Schools, Byam, Harrington, Center and South Row Elementary Schools, Westlands Pre-K School, and the District Administrative Offices was conducted by Dore and Whittier Architects, Inc, in 2016. The master plan included a comprehensive assessment of each of the facilities, educational visioning with the District and community, and consideration of multiple grade level configuration options.

After reviewing 16 different options, a new high school option was selected by the School Committee as its preferred option and priority project to be submitted to the MSBA in the Statement of Interest process. The high school option was selected because it provides the best opportunity for the District to resolve the greatest number of facility and educational issues with one project. This approach is particularly important in Chelmsford's case because so many of its facilities are overcrowded, outdated and in need of improvement in order to provide an appropriate environment for learning and delivering a 21st-Century education. Additionally, all of the elementary schools and both middle schools within the District are experiencing overcrowding and modular classroom spaces are in place as a temporary solution until a permanent solution can be achieved. For these reasons, the District took a holistic look at its building inventory and district-wide grade level configuration to determine what potential options might be available. As a result of this investigation, it was determined that a new high school accompanied by a grade level configuration would solve the most issues for the District in a "one project solution." There is an early childhood program at the current high school that, may be expanded if the project moves forward. This project would not only resolve the deficiencies at the existing high school but would also alleviate overcrowding at all of the other schools in the District. The District would like to explore a PK-3, 4-7, 8-12 grade level configuration and a 1-4, 5-8, and PK-K/9-12 grade level configuration. The District is also willing to explore other grade configurations not yet identified.

Adding a new high school, changing the grade configuration and "reshuffling" building inventory has the potential to alleviate the overcrowding that currently exists across the District.

In summary, the proposed priority project has the potential to:

- Create a new and modern high school facility capable of delivering a 21st Century education to its students;
- Alleviate current overcrowding at all schools across the District;
- Allow for the removal of temporary modular classroom spaces across the district;
- Take two school buildings off line

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 25 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

Chelmsford Public Schools Strategic Plan 2017 - 2020 The Strategic Plan is authored by Superintendent Jay Lang, Ed.D., the strategic planning committee, and the Chelmsford School Committee.

Is there overcrowding at the school facility? No

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does Not Apply

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The FY2020 budget was the most recent budget approved within the Chelmsford Public Schools. The FY2021 budget will be presented to Town Meeting on June 22, 2020. The FY2020 budget appropriated \$ 61 million of funding to support Pre-K-12 education within the Town of Chelmsford. The recommended FY2021 budget increases to \$ 63 million and incorporates all contractual obligations and enhances program at the elementary, middle, and high school levels of the district.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Chelmsford High School opened in 1974. A Performing Arts Center (PAC) was added to the building in 2008. The 1,000 seat auditorium includes a stage, dressing rooms, and scenery shop. The PAC is physically separated from the rest of the high school by a vestibule. The main portion of the high school is a 3-story building and includes a wood shop. The remaining industrial art spaces were converted into science classrooms in 2008. The remaining portions of the building have been left relatively untouched since 1974.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

305800

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Chelmsford High School is located at 200 Richardson Road, North Chelmsford, Massachusetts. The site is 106.5 acres in total. In addition to Chelmsford High School, the site is shared with the Harrington Elementary School and includes parking areas and a photovoltaic (solar) power resource area. The site contains an area of wetlands to the south of the high school building and a large wetlands resource area to the east. The site is within a Zone Two Wellhead Protection Area and abuts a FEMA Flood Zone A.

On-site athletic fields include two baseball diamonds, two softball fields, one synthetic gridded field with bleachers, one seven lane synthetic surface track with a grassed infield and event aprons (shot put, long and triple jump pits), eight gridded grass fields, five of which are in the baseball and softball outfields, one is within the track, six tennis courts, and three basketball courts are also located on site.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

Chelmsford High School
200 Richardson Road
North Chelmsford, MA 01863

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The building envelope is primarily built of split-face block, which is in good condition. Accent metal panels are located at the front entrance and at the theater addition as well. The aluminum-framed double paned windows are in good to fair condition. Most doors around the building have been replaced and are in good condition. The roof was replaced with an adhered PVC membrane system in 2006. In general, the building envelope is in good condition.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1974

Description of Last Major Repair or Replacement:

N/A

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 19284

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

PVC adhered membrane system

Age of Section (number of years since the Roof was installed or replaced) 14

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Roof Section B

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 23834

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

PVC adhered membrane system

Age of Section (number of years since the Roof was installed or replaced) 14

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Roof Section C

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 74150

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

PVC adhered membrane system

Age of Section (number of years since the Roof was installed or replaced) 14

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Roof Section D

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 15582

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

PVC adhered membrane system

Age of Section (number of years since the Roof was installed or replaced) 14

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 52

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Aluminum Framed Double Pane

Age of Section (number of years since the Windows were installed or replaced) 46

Description of repairs, if applicable, in the last three years. Include year of repair:

None

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

Chelmsford High School is predominantly served by rooftop air handlers which provide heating, ventilation and, for some areas, air conditioning. The general classrooms utilize unit ventilators for their heating and ventilation. The 2006 renovation included replacing all classroom unit ventilators and the original hot water rooftop units were replaced with gas fired roof top units. The art wing unit ventilators are in need of replacement. Exhaust air is provided throughout the building by roof mounted exhaust fans. There was also a complete control upgrade which occurred in 2015. This new temperature control system is handled with direct digital controls which are manufactured by Tridium Niagara Controls. This control system is part of a town wide building management system installed and serviced by FMC.

Most of Chelmsford High School's electrical systems are original to the building and have outlived their intended useful life. The power distribution system which is original to the building is in poor condition. Although, some of the lighting systems have been updated, most light fixtures are in fair condition and all the fixtures are served by the buildings original switches and wiring. The fire alarm system is obsolete; parts are no longer manufactured and it does not meet today's code requirements. The emergency generator and transfer switches were installed in 2005 and are in good condition, however the existing panels that it back feeds are in poor condition. The emergency lighting panels are also not in compliance with current codes as there is no electrical and physical separation from non-emergency systems.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Four of the five boilers were replaced in 2000 and are in fair/poor condition. The fifth boiler is original and in poor condition.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2006

Description of Last Major Repair or Replacement:

Major replacements have included the rooftop units, classroom ventilators and boilers.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1974

Description of Last Major Repair or Replacement:

N/A

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Corridor and partition walls are mostly painted concrete masonry unit (CMU) block walls. These walls are mostly in good condition with a few signs of step cracking and cracking at joints. Gypsum wall partitions exist in office and administration spaces and are also in good condition. Folding partitions are located between classrooms and are in very poor condition. Most are not operable and do not provide any acoustical barrier between classrooms.

The flooring conditions vary significantly throughout the building from good to poor and are in need of repair or replacement. Vinyl composite tile (VCT) is the most common flooring material and is located in most classrooms, corridors, and hallways. Most of these areas are in good condition. The kitchen area has quarry tile and most restrooms have ceramic tile. Both types of tile tend to be in fair to poor condition. The sports flooring system in the gymnasium has a faux wood finish and is in fair condition. The flooring in the auxiliary gym is wood covered with wrestling mats. The wood floor is in poor condition. Terrazzo floors in the corridors of the original building are in fair condition.

Most ceilings are acoustical lay-in tiles. Cupping of ceiling tiles has occurred due to humidity. Lighting throughout the building is in fair condition.

The school has a considerable number of built-in fixtures and furnishings. These are original to the building (circa 1974), are dated, and in fair to poor condition. Locker rooms are in poor condition. Many shower fixtures are not operable.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Chelmsford High School provides all students in grades 9 -12 with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. Teachers work from a rigorous curriculum that is aligned with state standards incorporating the common core. Chelmsford High School offers a full Program of Studies including courses for all grade levels in mathematics, English language arts, social studies, science, world languages, health, and physical education. It also offers a broad set of electives and courses in the Fine and Performing Arts. Every student feels safe, cared for, and appropriately challenged in a school that is fully staffed and technologically integrated.

The Department provides specially designed instruction and related services for students with disabilities who are eligible for services under an Individualized Education Program (IEP). The staff provide services needed to enable each student to access the general education curriculum and achieve success in school. Services include specially designed academic instruction and study skills support for instruction received in the general curriculum. In addition, related services such as speech therapy, occupational and physical therapy, counseling, and adaptive physical education are provided based on individual student needs.

While there are no program components that cannot be offered due to facility constraints, a new or renovated facility would offer opportunities for greater variety and breadth of instructional opportunities for our students. A high percentage of instructional spaces, particularly general education classrooms are below MSBA guidelines. These smaller classrooms limit the faculty's ability to engage students in movement activities, small group activities, and multiple activities occurring simultaneously.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

There are 61 general education classrooms which vary in size from 693 sq. ft. to 809 sq ft. Many special education and student service spaces are generally centralized and many are windowless. Similarly, some art rooms were enclosed as part of a renovation project and are, therefore, also windowless. The HVAC system in many of these spaces does not adequately heat them properly in the winter months.

Each of the fifteen science labs were renovated in 2008. However, eight of the fifteen are well below MSBA guidelines averaging only 1000 sq ft.

A new performing arts center was constructed as an addition in 2008 which exceeds MSBA guidelines for the population served.

Gymnasiums, locker rooms, student dining areas, and the library media center all meet or exceed the MSBA guidelines for net floor area. Each of these spaces, with the exception of the library media center, have not been renovated and are original to the building.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Dore & Whittier Architects, Inc. calculated the capacity of all our current facilities using two methodologies as part of their recently completed master plan study:

- overall gross square footage based on MSBA guidelines;
- and by classroom count and utilization.

They concluded that all four elementary schools and Parker Middle School were overcrowded by both

methodologies. McCarthy Middle School was overcrowded by the classroom count and utilization methodology only. Chelmsford High School was under-crowded by both methodologies.

Byam 2016-17 Enrollment = 473

Byam Capacity by GSF = 346 (37% Over Capacity)

Byam Capacity by Classroom Count & Utilization = 427 (11% Over Capacity)

Center 2016-17 Enrollment = 430

Center Capacity by GSF = 310 (39% Over Capacity)

Center Capacity by Classroom Count & Utilization = 404 (6% Over Capacity)

Harrington 2016-17 Enrollment = 465

Harrington Capacity by GSF = 346 (37% Over Capacity)

Harrington Capacity by Classroom Count & Utilization = 450 (3% Over Capacity)

South Row 2016-17 Enrollment = 392

South Row Capacity by GSF = 235 (37% Over Capacity)

South Row Capacity by Classroom Count & Utilization = 358 (9% Over Capacity)

McCarthy Middle School 2016-17 Enrollment = 864

McCarthy Middle School Capacity by GSF = 928 (7% Under Capacity)

McCarthy Middle School Capacity by Classroom Count & Utilization = 800 (8% Over Capacity)

Parker Middle School 2016-17 Enrollment = 717

Parker Middle School Capacity by GSF = 650 (10% Over Capacity)

Parker Middle School Capacity by Classroom Count & Utilization = 572 (25% Over Capacity)

Chelmsford High School 2016-17 Enrollment = 1508

Chelmsford High School Capacity by GSF = 1785 (16% Under Capacity)

Chelmsford High School Capacity by Classroom Count & Utilization = 1760 (14% Under Capacity)

Dore & Whittier, Inc. also examined our current daily schedules and concluded that they are not uncommon relative to other public school districts in the Commonwealth. Students in elementary schools vacate their classrooms for one or two specials each day yielding an average utilization rate of 71%. Our middle schools operate on a schedule where teaching stations are typically occupied by students five of seven periods per day – an average utilization rate of 71%. Chelmsford High School operates on a similar schedule where teachers deliver instruction five of seven periods on average, but unlike the middle schools, teaching stations are often shared by more than one teacher. On average, teaching stations are occupied by students six of seven periods per day, or an average utilization rate of 85%.

At the elementary school level, all available spaces have been converted to either serve as grade level classroom spaces or for student support services. In some cases, there are no longer dedicated spaces for art programs. Some student support services are delivered in former loading areas, hallways, stairwells and stairwell landings, as well as converted storage closets.

In order to address the severe overcrowding in the District, several modular classrooms already exist at the South Row Elementary School and the McCarthy and Parker Middle Schools. In order to provide full-day kindergarten and to alleviate as much of the overcrowding conditions at the elementary schools as possible, 22 additional modular classrooms were added to the four elementary schools during the summer of 2017.

As part of an MSBA feasibility study process, the District is interested in exploring a grade reconfiguration to better utilize its facilities and eliminate the need for all modular classrooms across the district.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Town of Chelmsford Public Facilities Department (DPW) is responsible for the maintenance and repairs at Chelmsford High School. As part of the maintenance practices, the Facilities employees (or an outside vendor) monitor, repair and inspect the following building components:

- Air compressors, drain water, belts, motors, grease – monthly
- Indoor air quality inspections – bi-monthly
- Alarm monitoring for elevator emergency phones - monthly
- Backflow prevention device testing and repairs - April & October
- Boiler water chemical treatment - monthly during heating season
- Boiler mainenance – July; Boiler inspections -- September
- Café fume hoods, science showers and eye wash - June
- Catch basin cleaning - August
- Ceiling tile replacement - June, July, August
- Doors and hardware - grease and tighten - July & August
- Doors and hardware repair and replacement - as needed
- Drains in art and science classrooms - August
- Electrical systems visual inspection - June, July, August
- Elevator inspections and permits -bi-monthly
- Emergency generator maintenance – monthly
- Fields – maintenance and markings -- seasonal
- Fire alarm inspections - 10% February, 90% July
- Fire extinguisher inspections, weight, retag - July
- Fire pump inspections - January & July
- Generator - run for 1/2 hour every Tuesday - monthly
- HVAC - change filters, belts, grease units - February & August
- Integrated pest management program - submit online - August
- Intrusion alarm monitoring – daily; Intrusion alarm testing - July
- Irrigation controllers - start up and shut down
- Irrigation repairs - as needed - summer months
- Lighting 20 mile per hour signs, repairs as needed
- Locker repairs - as needed
- Restroom fixtures - check for leaks and make repairs - March, June, September, December
- Roofs - clear debris, visual inspection of roof decking - March, June, September, December
- Rooftrac program - August
- Safety services - asbestos, pesticide, chemical - April & December
- Water flow test - August
- Windows and blinds - as needed
- High School, PAC & science prep room sprinkler inspection - July
- MIIA Inspections
- Self inspection - January, May & August
- Freeze-up prevention - February & December
- Roof inspection - March & November

Capital Projects:

- Roof replacement - 2006
- Chalkboard replacement - 2007
- Security - enclose stairwells - 2008
- Carpet, casework, furniture for library IDC's - 2008
- Lockers - 2008

- Building facade powerwash, repointed and sealed – 2009
- Stadium seating and press boxes – 2009
- Enclosed stairwells -- 2009
- Ceiling tile replacement and cafe upgrades - 2010
- Doors and hardware replacement – 2011
- Gymnasium upgrade – 2012
- Stadium lights – 2012
- Locker room renovation – 2012
- Walk-in cooler replacement – 2014
- Rest room renovations – 2015

Town Supported Debt Exemption Improvements (2007 and 2013):

2007:

- Fire alarm - technology upgrade to electrical
- Science wing renovation - 16 new science labs/classrooms
- 2 new computer labs
- 1 consumer science room
- New 1,000 seat auditorium
- New rooftop units with DDC controls
- New roof and exhaust fans
- Rebuild fire pump
- Ceiling replacement hallways

2013:

- ESCO performance contract (\$3,560,206): Lighting; winterization; bldg controls; heating system; renewable energy; water conservation; vending machine controls; energy efficient transformers.

The Town of Chelmsford has a 10 year Capital Plan in place that includes the following projects for Chelmsford High School in the coming years:

- Parking lot, curbs and sidewalks
 - Kitchen/cafeteria upgrade
 - Lecture hall upgrade
 - Renovate career center
 - Renovate tennis courts
 - Stairwell refurbishment
 - Renovate art rooms
 - Elevator upgrade
-

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

The existing conditions that constitute overcrowding, particularly in the District's elementary schools, can be expressed in several ways. As of fall 2016, 18 modular classrooms spread across the District at three facilities are serving as grade level classrooms, music rooms, and special education spaces. Ideally, every student would receive all of his/her instruction in permanent construction. Next, every conceivable space has already been converted into instructional space. Spaces originally designed to serve storage, circulation, or office functions are now serving as spaces for student support services. In the summer of 2017, 22 additional modular classrooms were added at our four elementary schools bringing the total number of modular classrooms to 40 districtwide.

In the fall of 2015, NESDEC prepared an enrollment projection for the District based on the District's October 2015 enrollment. Those projections indicated a relatively flat trajectory for the District as a whole. However, the District's K-4 enrollment is expected to increase by more than 200 students over the ten-year time horizon of the projection. That trajectory is offset by declines of 31 students at the middle school level and 153 students at the high school level over the same ten-year time horizon. Combined with the District's implementation of universal full-day kindergarten, the increase in elementary enrollment will result in a need for 19 or 20 more grade level classrooms by the 2025-2026 school year.

Priority 2

Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.

Modular classrooms have been added to both middle schools in 1996, 2000, 2001, and 2003. A total of 18 "old" modular classrooms are currently located at 3 different sites (McCarthy, Parker and South Row Schools) and 22 "new" modular classrooms were placed at the four elementary schools (Byam, Center, Harrington and South Row Schools) in the summer of 2017. The current middle school (McCarthy and Parker) modular classrooms have a seating capacity of 261 students and the elementary level modulares have a seating capacity of 552 students. Many of the existing modular classrooms have outlived their anticipated useful life of 15 years.

At the elementary school level many non-educational spaces, such as storerooms, have been converted to teaching spaces. Teaching also occurs in the hallways and vestibules of each of the elementary schools. The addition of the modular classrooms will reduce the need for the use of these types of spaces until a permanent solution can be achieved.

Priority 2

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Severe overcrowding does not exist at Chelmsford High School. However, severe overcrowding exists at the elementary and middle schools of the district. In order to address some of the overcrowding at the elementary level, the district added 22 modular classrooms at the four elementary schools during the summer of 2017 to allow the district to implement full-day kindergarten and address some of the short-term space needs at the elementary level.

Over the years, art and music have existed as traveling programs without dedicated space. Student support services are delivered in converted areas, and in some cases, windowless spaces.

The students educational experience is affected by these conditions because the optimal learning environment can not be provided. Many student support spaces are ad hoc areas in stairwells and corridors and, therefore, are not outfitted with access to digital display technology, proper artificial lighting, or access to natural daylight. Sound transmission from adjacent spaces or from other students in the corridors can not be controlled. Even many student support service spaces that are appropriate for their function, are not accessible directly from the corridor. Some of these spaces must be accessed through a classroom or other space.

For teachers, the severe overcrowding impacts their experience by needing to share space, by delivering programs and services from a cart, and by not having access to appropriate storage space as nearly all of it has been converted to serve instructional purposes. Teachers are unable to provide instruction with the appropriate pedagogy in small groups and access to additional support staff to provide services for students is limited. Additionally, technology access is limited as many of the spaces are not equipped with the proper or any technology limiting the teachers' ability to provide a 21st Century learning environment.

Please also provide the following:

Cafeteria Seating Capacity: 585

Number of lunch seatings per day: 3

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 21

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:

Byam ES: Loading dock/receiving area converted to BCBA home base, admin. office to reading specialist room, storage closet to 2 speech & language spaces, teacher lounge to serve ELL.

Center ES: Kindergarten classrooms to life skills classroom & ECC space, kindergarten small group rooms to OT/PT, Title I, and RTI spaces, grade level classroom to offices.

Harrington ES: Loading/receiving to student services resource room, library office to ELL, portion of kindergarten to special education learning center, closet to technology lab, closet to special education resource room, teacher's lounge to special education space, area under the main stair to student support services break

out area.

South Row ES: 2 closets to student support services spaces, egress corridors to courtyard to student support services break out spaces, general education classroom to ECC space.

Parker MS: Classroom spaces to technology classrooms and student support spaces, hallway to student support services.

Please explain any recent changes to the district's educational program, school assignment polices, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters).:

The Chelmsford Public Schools operated Westlands School until 2008. The District chose to discontinue the facility as an elementary school serving grades K-4 at that time. It currently houses the District's Pre-Kindergarten program in 8 classrooms and the Town's Community Education programs in the remainder of the building. Dore & Whittier explored the possibility of bringing this facility back on-line to serve as an active school, but its significantly undersized classrooms make doing so a challenge. Grade level classrooms would be well below MSBA guidelines, and the building would require a significant renovation to increase classroom sizes. Dore & Whittier concluded that both scenarios would result in a school approximately half the size of the other elementary schools and that returning this facility to an active elementary school would likely require redistricting.

Dore & Whittier explored two other possibilities to increase the District's overall capacity: a change in the daily schedule at the middle schools and a grade reconfiguration. Modifying the middle school's daily schedule to utilize teaching stations more efficiently (closer to the MSBA's guideline of 85%) would increase the capacity for those two facilities. Our current daily schedule, however, is serving our middle school teaming model well and we would prefer to continue with it. A grade reconfiguration may also provide an opportunity to better utilize a slight surplus of square footage that appears to exist at the high school. According to Dore & Whittier's calculations, the high school does not currently have sufficient space to simply shift the eighth grade into that facility. However, there may be a possibility of moving 8th grade with a renovated or new facility.

What are the district's current class size policies (maximum of 500 characters)?:

The District does not currently have class size policies. It does, however, have class size guidelines as follows:

22 students in Kindergarten and Grade 1 for classrooms not serving students with severe learning needs

25 students in Grades 2-4 for classrooms not serving students with severe learning needs

25 students in Grades 5-8 and 9-12 classrooms not serving students with severe learning needs

Priority 4***Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.***

The Town of Chelmsford is considered a desirable community to live and raise a family. Located off of the Route 3 and I-495 corridors, Chelmsford's location provides for excellent commuting opportunities to the Greater Boston and Worcester Metropolitan Areas. Similarly, Chelmsford offers an attractive housing market adjacent to Lowell where people locate seeking improved educational and housing opportunities. Home prices are moderate compared to other towns that have similar commuting distances to larger metropolitan areas. Town services are considered above average, and the town is well served by public transportation and major roadways.

Based on NESDEC enrollment projections, elementary school enrollments (K-4) are expected to increase from 1,786 students in 2015-2016 school year to 1,976 students in the 2025-2026 school year or approximately a 10% increase. Enrollment projections are forecast for only a ten-year period however; they are trending upward at the end of that projection and are expected to continue increasing. This increased number of students would continue through the school system and would impact the middle schools and high school in the future beyond the current forecast period. Chelmsford's demographics show a higher than average age level as compared to other Massachusetts communities, which will increase housing stock turnover and potentially increase younger families with school-age children entering the community.

These positive demographics and opportunities for increased housing build out will continue to put pressure on the already overcrowded elementary school population and, in the future, at the middle and high school level once students work their way through the system.

Priority 4

Question 2: Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Chelmsford has recently supported an initiative to implement universal full-day kindergarten, has purchased and installed 22 new modular classrooms to provide enough classroom space to accommodate the curriculum change from half-day kindergarten to full-day kindergarten and to help mitigate overcrowding at all of the elementary schools in the District. The school district is also seeking to alleviate district-wide overcrowding by seeking approval of a new high school as its priority project in the MSBA Statement of Interest process.

After reviewing 16 different options, a new high school option was selected by the School Committee as its preferred option and priority project to be submitted to the MSBA in the Statement of Interest process. The high school option was selected because it provides the best opportunity for the district to resolve the greatest number of facility and educational issues with one project. This approach is particularly important in Chelmsford's case because so many of its facilities are overcrowded, outdated and in need of improvement in order to provide an appropriate environment for learning and delivering a 21st-Century education.

All of the elementary schools and both middle schools within the District are experiencing overcrowding and modular spaces are either in place or are being added as a temporary solution until a permanent solution can be achieved. For these reasons, the District took a holistic approach at its building inventory and district-wide grade configuration to determine what potential options might be available. As a result of this investigation, it was determined that a new high school accompanied by a grade configuration would solve the most issues for the District in a "one project solution." There is an early childhood program at the current high school that may be expanded if the project moves forward. This project would not only resolve the deficiencies at the existing high school but would also alleviate overcrowding at all of the other schools. The District would like to explore a PK-3, 4-7, 8-12 configuration and a 1-4, 5-8, and PK-K/9-12 configuration. The District is also willing to explore other grade configurations not yet identified.

Priority 4

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Should the District not have enacted a plan to place additional modular classrooms at the elementary schools, four impacts were possible. First, the average number of students per classroom may have risen significantly at all elementary schools. Second, the District may have been forced to place all art, music, and technology courses at the elementary schools on a cart. Next the District may have had to reopen the Westlands School facility as an elementary school facility despite its small classrooms. Finally, the District may have been forced to alter the grade configuration across the District, which would have negatively impacted the number of students per classroom across the entire District without the appropriate space to receive 8th grade students at the high school.

Please also provide the following:

Cafeteria Seating Capacity: 585

Number of lunch seatings per day: 3

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 21

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):.

Byam ES: Loading dock/receiving area converted to BCBA home base, admin. office to reading specialist room, storage closet to 2 speech & language spaces, teacher lounge to serve ELL.

Center ES: Kindergarten classrooms to life skills classroom & ECC space, kindergarten small group rooms to OT/PT, Title I, and RTI spaces, grade level classroom to offices.

Harrington ES: Loading/receiving to student services resource room, library office to ELL, portion of kindergarten to special education learning center, closet to technology lab, closet to special education resource room, teacher's lounge to special education space, area under the main stair to student support services break out area.

South Row ES: 2 Closets to student support services spaces, egress corridors to courtyard to student support services break out spaces, general education classroom to ECC space.

Parker MS: Classroom spaces to technology classrooms and student support spaces, hallway to student support services.

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :

The Chelmsford Public Schools operated Westlands School until 2008. The District chose to discontinue the facility as an elementary school serving grades K-4 at that time. It currently houses the District's Pre-

Kindergarten program in 8 classrooms and the Town's Community Education programs in the remainder of the building. Dore & Whittier explored the possibility of bringing this facility back online to serve as an active school, but its significantly undersized classrooms make doing so a challenge. Grade level classrooms would be well below MSBA guidelines, and the building would require a significant renovation to increase classroom sizes. Dore & Whittier concluded that both scenarios would result in a school approximately half the size of the other elementary schools and that returning this facility to an active elementary school would likely require redistricting.

Dore & Whittier explored two other possibilities to increase the District's overall capacity: a change in the daily schedule at the middle schools and a grade reconfiguration. Modifying the middle school's daily schedule to utilize teaching stations more efficiently (closer to the MSBA's guideline of 85%) would increase the capacity for those two facilities. Our current daily schedule, however, is serving our middle school teaming model well and we would prefer to continue with it. A grade reconfiguration may also provide an opportunity to better utilize a slight surplus of square footage that appears to exist at the high school. According to Dore & Whittier's calculations, the high school does not currently have sufficient space to simply shift the eighth grade into that facility. However, there may be a possibility of moving 8th grade with a renovated or new facility.

What are the district's current class size policies (maximum of 500 characters)?:

The District does not currently have class size policies. It does, however, have class size guidelines as follows:

22 students in Kindergarten and Grade 1 for classrooms not serving students with severe learning needs

25 students in Grades 2-4 for classrooms not serving students with severe learning needs

25 students in Grades 5-8 and 9-12 classrooms not serving students with severe learning needs

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

HVAC: The ventilation system that supplies the gym, locker rooms and team rooms requires upgrading to the diffusers to prevent the “short circuiting” of air flow which leads to heating issues within these spaces. Unit ventilators in the art wing need to be replaced. Automatic temperature controls and other energy conserving methods should be installed.

Electrical Distribution System: The original 1974 switchgear is in poor condition and there is no room for expansion. The switchgear should be replaced.

Lighting: Lighting in various areas should be replaced and new lighting should be equipped with automatic dimming where daylight is available. An automated lighting control system should be installed.

Fire Alarm System: The existing system should be upgraded to a voice evacuation system.

Fire Suppression: The existing building is not fully sprinklered. It is recommended that a sprinkler system be installed throughout the entire building.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The District has a comprehensive facility maintenance program and has developed a ten-year capital improvement plan to address major capital projects such as those noted above. Particular focus has been on energy efficiency, which has included the replacement of boilers and maintenance of the roof, windows and doors throughout the facility. The ten-year capital improvement plan includes upgrades to the art rooms, kitchen and cafeteria, lecture halls, and existing elevator. Improvements to the HVAC, electrical systems, lighting, and fire suppression systems will be upgrade in phases as improvements around the facility are identified.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Chelmsford High School is more than 40 years old. Its infrastructure and systems do not prevent the District from delivering its educational program, however they impair the District's ability to deliver its programs how and where they would prefer. For example, the building is at its electrical capacity making it impossible to add new technology or other electrical devices in service of the curriculum. In one specific case, infrastructure was installed original to the building to vent welding stations as part of the wood shop. At some point in the past, those hoods were walled off making it necessary now for students to weld outside.

While many classroom unit ventilators have been replaced, unit ventilators create acoustical challenges. Several still need replacing, including those in the art wing. Poorly performing unit ventilators create excessive acoustical challenges, irregularities in temperature control, and an unnecessary distraction to student learning.

The lack of access to technology inhibits students from fully accessing the curriculum. Many of our academic programs rely on the use of technology and the commitments we have made as a district to 21st Century skill and Universal Design for Learning (UDL) depend on technology use. Teachers' professional development is the center of these skills. Additionally, new standards in science require that students are digitally literate.

Chelmsford's philosophy of education includes a comprehensive curriculum and programming. Given that the facilities are beyond 40 years old, we find that many of our students are unable to access some of the new technologies in fine and performing arts and industrial arts. When students are unable to complete appropriate work within the building, they miss out on the opportunities to learn new skills.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Replacement of the electrical distribution system will allow for a greater use of technology throughout the building and provide a more energy efficient system overall. The upgrades to the HVAC system, specifically those located in the gym areas and in the art wing would allow a more functional use of these spaces and provide an improved learning environment for students. Lighting improvements will reduce facility operational costs and the installation of a fully automatic fire suppression system and upgraded fire alarm system will improve the health safety and welfare of all those who use the facility.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Garcia, Galuska, DeSousa, Inc.

The date of the inspection:

A summary of the findings (maximum of 5000 characters):

Their findings are summarized in the answers above; a full report can be found in the Chelmsford Public Schools Master Plan Study on the CPS website and is available upon request.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The Performing Arts Center (PAC) has been a tremendous asset since its completion in 2008, and upgrades to science spaces have served the school well; however, Chelmsford High School is more than 40 years old. It has some attractive and beneficial features, however was designed in a different time to address a different set of educational objectives. Its overall experience is tired, outdated, and communicates a sense of student and departmental isolation.

Nearly all core academic classrooms are below MSBA space guidelines. Approximately half of all science spaces are well below MSBA space guidelines. Nearly all spaces serving students with special needs are located near one another in the center of the building, some of them windowless. Most special education and student support service functions are housed in converted spaces that are not ideal for their use. The library media center represents the only location where students can gather in small groups to collaborate. Locker rooms are no longer used as originally designed as student behaviors and personal hygiene practices have evolved. These now underutilized spaces exist as attractive nuisances and create supervision and disciplinary challenges for school faculty, staff, and administrators.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The District will continue to execute its maintenance and capital improvement plans to address the deficiencies identified above over a multi-year time frame, however can do little to remedy square footage deficiencies or spatial relationships within the confines of the existing building.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Students, and the community in general, have reported a lack of pride in the existing facility due to its age, layout, and spatial deficiencies. While there are no explicit examples of the building preventing the delivery of required educational programs, the District believes a renovated or new facility would offer tremendous opportunity to improve the size and fit out of all educational spaces, to correct spatial relationships, to increase students' pride in their high school and their engagement in the learning process.

Educational space limitations include a lack of large and small group learning areas, maker space opportunities, and availability of new programming. The ability to create working spaces for students that meet new state standards, creates new programming, and would allow for multi-modal teaching is imperative to allow our students to be both locally and globally competitive.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____

[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town]*, in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ *[Name of School]* located at

_____ *[Address]* which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off on*

the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further specifically

acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * School Committee Chair Superintendent of Schools

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 18, 2020
Re: Vote on 2020/21 School Choice Program Participation

Each year the school committee is required to vote prior to June 1 indicating whether or not the district will participate in the Commonwealth's School Choice Program during the following school year. Further, the district must specify the number of students that will be accepted and may specify the school and grade level(s) to which it will accept new students.

As of February 21, 2020, the Chelmsford Public Schools enrolled a total of forty-one (41) students from other communities through the School Choice Program. Six (6) of the forty-one students will be graduating from Chelmsford High School this June. The grade level distribution for the remaining thirty-five students for the upcoming school year is provided in the table below:

2020 - 2021 School Year	
Grade	# Students
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	2
8	1
9	0
10	11
11	12
12	9
Total:	35

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Under state law, the students who are currently attending the Chelmsford Public Schools under the School Choice Program may continue in the Chelmsford schools until they graduate from high school. As we have limited educational space at the elementary and middle school levels of the district, I am concerned about significantly expanding the number of students accepted into the Chelmsford schools through the School Choice Program. Thirty-five (35) students currently enrolled in grades K-11 in the Chelmsford Public Schools will remain in the district for 2020/21 school year.

I recommend the school committee accept fifteen (15) additional/new students, two (2) at McCarthy/Parker Middle School in Grade 5, twelve (12) at Chelmsford High School in Grade 9, and one (1) at Chelmsford High School in Grade 10, to maintain the total school choice participation at fifty (50) students for the 2020/21 school year. \$ 250,000 in School Choice tuition is expected from enrolling fifty (50) students in the 2020/21 school year. If the school committee agrees with this recommendation, the following motion is recommended:

Motion to accept fifteen (15) additional/new students, two (2) at McCarthy/Parker Middle School in Grade 5, twelve (12) at Chelmsford High School in Grade 9, and one (1) at Chelmsford High School in Grade 10 under the Commonwealth of Massachusetts School Choice Program bringing the total School Choice participation in the Chelmsford Public Schools to fifty (50) enrolled students during the 2020/21 school year.

CHELMSFORD PUBLIC SCHOOLS

Office of Human Resources
230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100 Fax: (978) 251-5110

To: Jay Lang, Superintendent
From: Cheryl Kirkpatrick, Director of Personnel and Professional Learning
Re: Recommendation to increase teacher substitute rates
Date: April 15, 2020

The purpose of this memo is to recommend that the Chelmsford School Committee vote to increase the daily rate of teacher substitutes from \$ 75.00/day to \$ 90.00/day in FY2021 in order to compensate teacher substitutes at a rate that will be more competitive with surrounding districts and recent increases to the minimum wage rate in the Commonwealth of Massachusetts.

In January 2019, minimum wage increases voted by the MA legislature went into effect. In embracing this minimum wage increase, hourly wage rose from \$ 11.00/hour to \$ 12.00/hour in January 2019 and rose again to \$ 12.75/hour in January 2020. However, teacher substitutes, who are paid a daily rate rather than an hourly rate, did not experience an increase in their rate of compensation, and continue to earn \$ 75.00/day which calculates to approximately \$ 12.50/hour (using a 6-hour day to project this rate). Although this hourly rate is only slightly below the minimum wage, if no adjustment is made for FY2021, the rate will fall even further beneath minimum wage in January 2021 as minimum wage is scheduled to increase again. If teacher substitute rates continue to fall below other minimum wage earners, it is reasonable to expect that fewer people will be attracted to the job when faced with better paying alternatives.

Data collected on current teacher substitute rates in neighboring districts shows that Chelmsford's daily rate of \$ 75/day is among the lowest in the surrounding area (See Figure 1). Since Chelmsford stopped outsourcing the recruitment and compensation of substitute teachers in 2015, the \$ 75 /day rate has not increased. Based on our inquiries with other districts, most seem to be similarly analyzing their rates based on minimum wage increases and the need to remain competitive with surrounding communities seeking teacher substitutes. Since this data was collected, Littleton increased its rates to \$ 82.88 in order to keep in line with minimum wage. Wilmington and North Andover do not expect increases in FY2020, however are examining rate increases for FY2021. Adjusting the rate to \$ 90/day is recommended over a more modest increase to \$ 85/day since each January the minimum wage will again increase, and the teacher substitute rate will once again fall below minimum wage by January 2022.

Raising the rate to \$ 90/day now will provide Chelmsford with a competitive advantage in attracting teacher substitute candidates in comparison to most of our neighboring districts and allow us two (2) years without rate increases before minimum wage daily rates again impinge on our teacher substitute rates in FY2023.

I recommend the Committee vote to approve an increase in the substitute teacher rate from \$ 75/day to \$ 90.00/day effective at the start of the 2020/21 school year.

CHELMSFORD PUBLIC SCHOOLS

Office of Human Resources
230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100 Fax: (978) 251-5110

To: Jay Lang, Superintendent
From: Cheryl Kirkpatrick, Director of Personnel and Professional Learning
Re: Recommendation to increase teacher substitute rates
Date: February 4, 2020

The purpose of this memo is to recommend an increase in the daily rate of teacher substitutes to \$ 90.00/day in FY21 in order to compensate teacher substitutes at a rate that will be more competitive with surrounding districts.

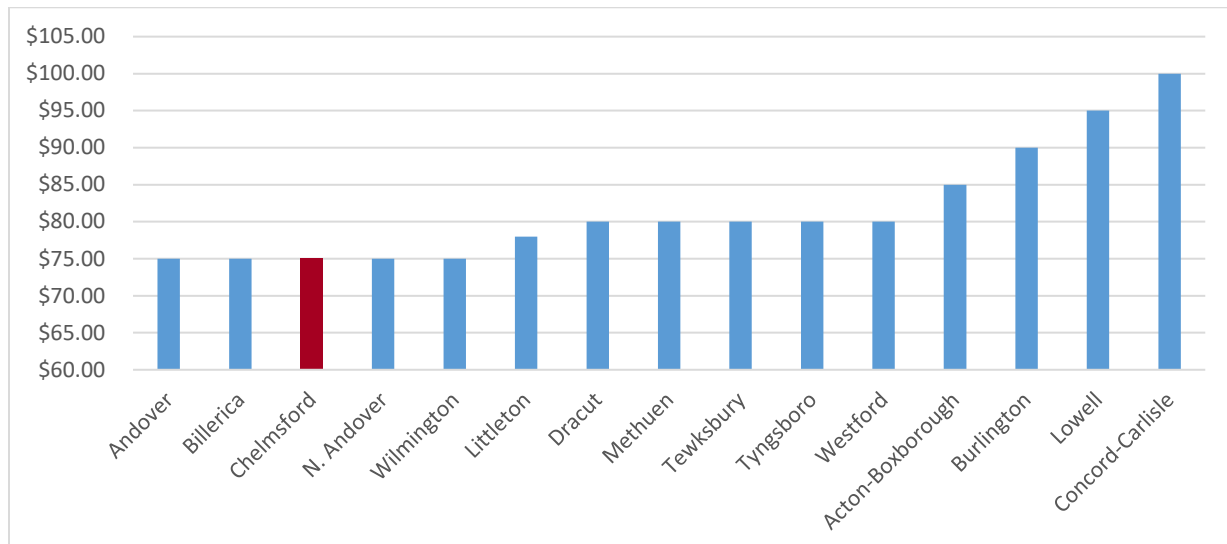
Context

In January 2019, minimum wage increases voted by the MA legislature went into effect. In embracing this minimum wage increase, the hourly wage of paraprofessional substitutes and recess aid substitutes rose from \$11.00/hour to \$12.00/hour in January 2019, and rose again to \$12.75/hour in January 2020. However, teacher substitutes, who are paid a daily rate rather than an hourly rate, did not experience an increase in their rate of compensation, and continue to earn \$75.00/day which calculates to approximately \$12.50/hour (using a 6-hour day to project this rate).

Chelmsford's substitute teacher rate in comparison to neighboring districts

Data collected on current teacher substitute rates in neighboring districts shows that Chelmsford's daily rate of \$75.00/day is among the lowest in the surrounding area (See Figure 1). Since Chelmsford stopped outsourcing the recruitment and compensation of substitute teachers in 2015, the \$75.00/day rate has not been increased.

Figure 1 – Daily Teacher Substitutes Rates in Surrounding Communities



CHELMSFORD PUBLIC SCHOOLS

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Based on our inquiries with other districts, most seem to be similarly analyzing their rates based on minimum wage increases and based on the need to remain competitive. Since this data was collected, Littleton increased its rates to \$82.88/day in order to keep in-line with minimum wage. Wilmington and North Andover do not expect increases in FY20, but are examining rate increases for FY21.

Rate increases may improve fill rates

Finding adequate substitutes to fill vacancies caused by absences is a challenge we address with continual recruitment efforts and onboarding new substitutes. Over the last 3 years the fill rate for teacher absences has stayed about the same, at about 85% on average, despite a slightly decreasing need and ongoing efforts to recruit new substitutes throughout the school year. We believe that increasing the daily rate will attract more substitute candidates and consequently increase fill rates. Meanwhile, the fill rate for paraprofessional absences has improved despite an increased need (See Table 1 below). We speculate this is due, in part, to the increased wages for paraprofessional substitutes making this position more attractive, and our recruitment efforts for this group more effective.

Table 1. Fill rates September – December of past 3 years

Substitutes type	Number of subs needed Sept.-Dec.	Number of assignments filled Sept.-Dec.	Fill Rate
Paraprofessional Substitutes 2017-2018	776	505	64.50%
Paraprofessional Substitutes 2018-2019	829	586	71.25%
Paraprofessional Substitutes 2019-2020	991	711	72.25%
Totals/Average	2596	1802	69.30%
Teacher Substitutes 2017-2018	2097	1820	87.50%
Teacher Substitutes 2018-2019	2076	1787	87.50%
Teacher Substitutes 2019-2020	1991	1649	82.50%
Totals/Average	6164	5256	85.83%

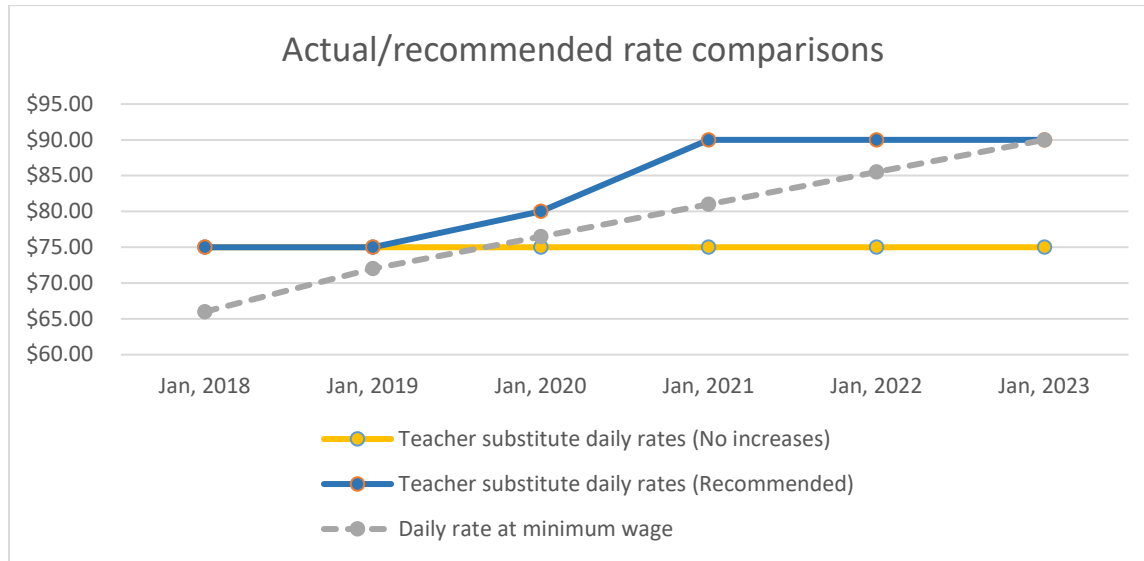
How teacher substitute daily rates will compare to other minimum wage earners through 2023

With current teacher substitute daily rates, as of January 1, 2020, teacher substitute rates fell below what minimum wage earners would earn for a 6-hour work day (See Figure 2). Although the differences in daily rates are minimal this year, over time without an adjustment to the rate, the difference would increase. If teacher substitute rates continue to fall below other minimum wage earners, it is reasonable to expect that fewer people will be attracted to the job when faced with better paying alternatives. Additionally, Chelmsford will risk signaling to teacher substitutes that it does not value them as much as other minimum wage earners. As a result, keeping the teacher substitute rate at \$75.00/day does not seem reasonable or appropriate.

CHELMSFORD PUBLIC SCHOOLS

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Figure 2. Actual and projected Rate Comparisons for Teacher Substitutes



My recommendation, (visible in the dark blue line on Figure 2), includes an increase in the teacher substitute rate for FY 21 and beyond to \$90.00/day. Adjusting the rate to \$90.00/day is recommended over a more modest increase to \$85.00/day since each January the minimum wage will again increase and the teacher substitute rate will once again fall below minimum wage by January 2022. Raising the rate to \$90.00/day now will provide Chelmsford with a competitive advantage in attracting substitute candidates in comparison to most of our neighboring districts, and allow us 2 years without rate increases before minimum wage daily rates again impinge on our teacher substitute rates in FY23. Table 2 below projects the cost difference with the rate adjustment.

Table 2. Projected cost differences with rate increase to \$90/day

Academic Year	Expenditures September-December	Expenditures January -June	FY expenditures	Budgeted	Surplus
2016-2017	\$111,069	\$170,943	\$282,012	\$388,000	\$105,988
2017-2018	\$81,393	\$165,383	\$246,777	\$300,000	\$53,223
2018-2019	\$86,117	\$168,750	\$254,867	\$300,000	\$45,133
2019-2020 (\$75/day)	\$87,735	\$168,359	\$256,094	\$320,000	\$63,906
2020-2021 (\$90/day)			\$307,313	\$320,000	\$12,687

- Green numbers indicate projection

CHELMSFORD PUBLIC SCHOOLS

Memorandum

TO: Jay Lang, Ed.D., Superintendent of Schools
Members of the School Committee

FROM: Joanna Johnson-Collins, Director of Business & Finance

DATE: April 17, 2020

RE: FY2020 Financial Report – 3rd Quarter (July 2019 through March 2020)

Attached please find a Year-to-Date Budget Report from MUNIS detailing the school department's financial activity through March, 2020 for the \$ 61M annual operating budget. Further, attached please find a summary of the school department's grant and revolving fund balances for the same reporting period. Also included is a summary of the balances, by club or team (as of February 2020), for the student activity accounts at Chelmsford High School, McCarthy and Parker Middle Schools.

I have summarized a few of the larger budget variances below. Overall the labor and non-labor accounts are favorable and special education out-of-district tuitions are on target at this point of the fiscal year.

Page 5-7 Instruction – Classroom Teachers: \$ 518,716 variance

This category contains the budget and actuals for general education classroom teachers, the salary reserve for Cost of Living Adjustments (COLA) and lane changes. Overall this category is favorable by \$ 518,716.

The FY2020 local budget has one line item (account) for the salary reserve for COLA totaling \$ 827,574. The new collective bargaining agreements for teachers and professional support personnel (PSP) have been settled and two separate budget transfers were presented and approved by the committee totaling \$ 755,601 (\$ 663,109 for teachers and \$ 92,492 for PSPs), moving budget funds to the many accounts where teacher and PSP labor costs are recorded. After these two budget transfers, the salary reserve account had a favorable variance of \$ 71,973. Due to the favorable variance and all contractual COLA items being quantified and paid, this account was also selected for budget transfers related to the one-time purchase of copiers since the five-year lease of all the copiers in the district had come to an end. After those budget transfers, this still leaves a favorable balance in this account of \$ 5,013.

The FY2020 local budget also has one line item (account) for the lane changes for employees who achieved a higher degree (e.g. Bachelors to Masters) totaling \$ 110,096. The committee approved two budget transfer of \$ 83,545 and \$ 3,000 to move funds from this account into the various labor accounts associated with employees who received their lane change increase. After these transfers, the lane change account has a favorable variance of \$ 23,551.

The remaining labor accounts have some favorable and unfavorable variances. In the cases where the account is favorable, this is due to the variance between the hired teacher (i.e. an internal transfer or a new hire) salary and what was budgeted. For example, if a classroom teacher retired, we budgeted the vacant position salary at Masters Step 3. If a new teacher was hired at Bachelors Step 1, there would be a favorable variance. Conversely, where an account is unfavorable, this is due to the salary of the teacher filling an open position being greater than what was budgeted. In the same scenario, if an internal transfer teacher at Masters Step 11 is now in that position, the account is unfavorable. The differences in salaries result in a favorable variance of approximately \$ 243,000. Another contributing factor to the favorable variance in salaries is approved unpaid leaves of absence for various employees.

Page 7 – 8 Specialist Teachers: \$ 52,095 variance

This category contains the budget and actuals for special education classroom teachers and other specialists (i.e. reading, and ELL). The category is favorable at this point of the fiscal year for similar reasons outlined above in the classroom teacher category. This category has a budgeted offset of \$ 115,000 to the CHIPS revolving fund for the CHIPS teacher’s salaries. We will make this offset journal entry in the fourth quarter of FY2020 if needed, and the category will be even more favorable.

Page 8 Substitutes: \$ 254,519 variance

This category contains the budget and actuals for day to day substitutes for teachers and paraprofessionals as well as long term substitutes for teachers. This category will remain favorable, primarily from the day to day substitute categories due to the physical school closures and transitioning to the remote learning environment for part of March and all of April.

Page 19 Tuition Non-Public Schools: (\$ 2,739,731) variance

The special education out-of-district tuitions are budgeted in a few accounts - the local account (1930), the Circuit Breaker Revolving Fund (310), and the School Choice Revolving Fund (510). At this time, all of the encumbrances and YTD actual expenditures are coded to the local budget account (\$ 6.297M total of the \$ 6.650M originally estimated/budgeted). A few journal entries will be made at the end of FY2020 transferring YTD actuals from the local operating budget account to the revolving fund, while not bringing the revolving fund into a deficit balance at any time. No journal entries have been made to date, showing the total picture of special education out-of-district tuitions in one account. Below is a summary of the accounts/funds involved in funding out-of-district tuitions.

	7/1/19 Balance (carry over)	3/31/20 Receipts (Revenue) YTD	Current Balance	Estimated Receipts Apr -June 2020	Total carry over and new (budget)	Total SPED OOD Tuitions	6/30/2020 Estimated Balance
Local Account *					3,557,653	6,650,000	
Circuit Breaker	1,994,905	2,333,203	4,328,108	1,496,284	5,824,392	(2,750,000)	3,074,392
School Choice Original Offset					175,000	(175,000)	
Original Valley Collab credit**					167,347	(131,468)	
Total						3,593,532	

	7/1/19 Balance (carry over)	3/31/20 Receipts (Revenue) YTD	Current Balance	Estimated Receipts Apr – June 2020	Total carry over and new (budget)	Less SPED OOD Tuitions and 1:1 initiative	6/30/2020 Estimated Balance
School Choice	1,629,340	187,303	1,861,643	62,697	1,879,340		1,578,476
Offset for SPED OOD						(175,000)	
Offset for 1:1 init (5&9)						(63,364)	
Offset for 1-1 init (6&10)						(62,500)	

*The original budget amount of \$ 3,557,653 reflects the offset from circuit breaker funds in the amount of \$ 2,750,000, school choice funds in the amount of \$ 175,000, and the Valley Collaborative tuition credit/refund in the amount of \$ 167,347 to match the spring 2019 Town Meeting appropriated budget of \$ 61,000,000 for the Chelmsford Public Schools. Since the time of finalizing the FY2020 budget, the circuit breaker figures have been released by MA DESE, with an annual FY2020 total payment of \$ 2,992,566 and a supplemental payment from FY2019 of \$ 21,524 (received March 9, 2020). This is \$ 264,090 higher than previously anticipated/budgeted.

The FY2019 4th quarter circuit breaker revenue from MA DESE in the amount of \$ 815,397 was received July 2, 2019, therefore was not recorded as revenue in FY2019, rather, recorded as revenue in FY2020. If all four (4) quarterly circuit breaker revenue payments of \$ 748,141 are received in FY2020, totaling \$ 2,992,566, plus the supplemental payment from FY2019 of \$ 21,524 (received March 9, 2020 noted above) the total circuit breaker balance (before any offsets) will be \$ 5,824,392. After the offset of \$ 2,750,000 (transferring actuals from the local budget account to the circuit breaker fund), the reserve balance in the circuit breaker fund will be \$ 3,074,392 on June 30, 2020, the FY2020 fiscal year end. The difference between the estimated circuit breaker revenue

CHELMSFORD PUBLIC SCHOOLS

(\$ 2.750M) and the actual revenue (\$ 3M) creates another surplus as described above. These amounts are all prior to the Valley Collaborative credit described below.

**As presented in the FY2020 approved local operating budget, the District planned for receiving a credit from Valley Collaborative in FY2020, as Valley has earned revenue in excess of the amount they are able to retain at fiscal year end. The amount above the allowable retainable limit must either be returned or credited to Valley's partner districts in proportion to the amount paid over the fiscal year. Chelmsford is to receive a credit of \$ 131,468.01. While this funding should be considered "one time" revenue, the original budget reflected \$ 167,347 to be used to offset the FY2020 local operating budget as it directly relates to special education tuition. Since the credit was less by \$ 35,879, a greater offset to circuit breaker may be recommended. We'll continue to monitor the SPED OOD tuitions to determine the appropriate offset, also keeping in mind the level of reserve that may be held in the circuit breaker fund at fiscal yearend.

After this third quarter financial update, I will provide the school committee with a projection of the spend by category for FY2020 at the first school committee meeting in May. The trend has been consistent this school year and several categories will continue to be favorable. This financial information may then be referenced as we present one-time purchase recommendations in alignment with the district's goals.

Thank you for the opportunity to provide this update.

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2020 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
0001 GENERAL FUND							
000 UNDEFINED							
1110 SCHOOL COMMITTEE							
11110000 51070 SC SEC SAL	5,200	0	5,200	3,170.00	.00	2,030.00	61.0%
11110000 54000 SC SUPPLIES	200	-25	175	45.00	.00	130.00	25.7%
11110000 57130 SC CONFERENCE	2,000	46	2,046	2,046.16	.00	.00	100.0%
11110000 57800 SC OTHER EXPENSE	22,500	-21	22,479	23,478.71	.00	-999.87	104.4%*
TOTAL SCHOOL COMMITTEE	29,900	0	29,900	28,739.87	.00	1,160.13	96.1%
1210 SUPERINTENDENT							
11210000 51003 ADMINISTRATOR	18,918	0	18,918	6,000.00	.00	12,918.00	31.7%
11210000 51050 SUPT SALARY	196,350	0	196,350	151,038.40	45,311.52	.08	100.0%
11210000 51060 COMMUNICATIONS-M	60,000	0	60,000	36,923.06	13,846.14	9,230.80	84.6%
11210000 51070 SUPT SECRETARY S	55,586	0	55,586	44,834.44	.00	10,751.56	80.7%
11210000 54000 SUPPLIES	10,000	-8,000	2,000	364.93	216.12	1,418.95	29.1%
11210000 57800 OTHER CHARGES/EX	38,049	8,000	46,049	40,653.63	.00	5,395.37	88.3%
TOTAL SUPERINTENDENT	378,903	0	378,903	279,814.46	59,373.78	39,714.76	89.5%
1220 ASST. SUPERINTENDENT							
11220000 51003 ADMINISTRATOR	11,579	0	11,579	.00	.00	11,579.00	.0%
11220000 51050 ASST. SUPT. SALA	150,000	0	150,000	115,384.60	34,615.38	.02	100.0%
11220000 51070 ASST. SUPT. SEC.	54,205	0	54,205	41,695.80	12,508.74	.46	100.0%
11220000 54000 ASST SUPT SUPPLI	4,000	0	4,000	3,965.41	.00	34.59	99.1%
11220000 57800 ASST SUPT OTH EX	15,000	0	15,000	7,498.83	.00	7,501.17	50.0%
TOTAL ASST. SUPERINTENDENT	234,784	0	234,784	168,544.64	47,124.12	19,115.24	91.9%
1230 DISTRICT WIDE							
11230000 53140 COPIER - ADMINIS	325,000	66,960	391,960	415,660.93	38,325.45	-62,026.38	115.8%*

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2020 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>11230000 53420 POSTAGE</u>	36,200	0	36,200	10,801.50	968.52	24,429.98	32.5%
<u>11230000 53990 ADVERTISING</u>	1,500	0	1,500	252.56	.00	1,247.44	16.8%
<u>11230000 54206 SOFTWARE</u>	195,000	0	195,000	152,819.22	3,197.00	38,983.78	80.0%
<u>11230000 57100 COOR. TRAVEL & C</u>	6,500	0	6,500	5,489.46	230.00	780.54	88.0%
<u>11230000 57800 COOR. DUES</u>	6,500	0	6,500	2,134.00	80.00	4,286.00	34.1%
TOTAL DISTRICT WIDE	570,700	66,960	637,660	587,157.67	42,800.97	7,701.36	98.8%
<hr/> 1410 BUSINESS AND FINANCE							
<u>11410000 51050 SAL/BUSINESS MAN</u>	125,222	0	125,222	96,324.60	28,897.38	.02	100.0%
<u>11410000 51070 BUS OFFICE- SECR</u>	242,878	0	242,878	182,573.76	57,951.66	2,352.58	99.0%
<u>11410000 53990 BUS OFFICE-CONTR</u>	15,000	0	15,000	735.00	.00	14,265.00	4.9%
<u>11410000 54000 BUSINESS OFFICE-</u>	3,100	0	3,100	662.39	.00	2,437.61	21.4%
<u>11410000 57800 BUSINESS OFFICE-</u>	11,716	0	11,716	6,398.12	169.80	5,148.08	56.1%
TOTAL BUSINESS AND FINANCE	397,916	0	397,916	286,693.87	87,018.84	24,203.29	93.9%
<hr/> 1420 HUMAN RESOURCES							
<u>11420000 51050 SAL/HR/DIRECTOR</u>	128,222	0	128,222	96,324.60	28,897.38	3,000.02	97.7%
<u>11420000 51060 H/R SUBSTITUTES</u>	30,308	0	30,308	23,314.00	6,994.18	-.18	100.0%*
<u>11420000 51070 HR SEC SALARY</u>	85,746	0	85,746	66,423.17	19,787.46	-464.63	100.5%*
<u>11420000 53990 CONTRACTED SERVI</u>	45,000	0	45,000	41.99	.00	44,958.01	.1%
<u>11420000 54000 HR SUPPLIES</u>	2,000	0	2,000	600.40	.00	1,399.60	30.0%
<u>11420000 57800 HR OTHER EXPENSE</u>	10,531	0	10,531	2,264.10	.00	8,266.90	21.5%
TOTAL HUMAN RESOURCES	301,807	0	301,807	188,968.26	55,679.02	57,159.72	81.1%
<hr/> 1430 LEGAL SERVICES							
<u>11430000 53040 LEGAL FEES</u>	75,000	0	75,000	68,207.38	.00	6,792.62	90.9%
<u>11430076 53040 LEGAL FEES - SPE</u>	45,000	-10,358	34,642	9,631.65	.00	25,009.91	27.8%
TOTAL LEGAL SERVICES	120,000	-10,358	109,642	77,839.03	.00	31,802.53	71.0%
<hr/> 1435 LEGAL SETTLEMENTS							
<u>11435076 53990 SPED - LEGAL SET</u>	20,000	10,358	30,358	30,358.44	.00	.00	100.0%

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TOWN OF CHELMSFORD
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FOR 2020 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL LEGAL SETTLEMENTS	20,000	10,358	30,358	30,358.44	.00	.00	100.0%
1450 DISTRICTWIDE MIS							
11450000 51050 MIS DIR SALARY	125,222	0	125,222	96,324.60	28,897.38	.02	100.0%
11450000 51060 SALARIES	188,977	0	188,977	145,855.98	28,916.46	14,204.56	92.5%
11450000 52470 TECHNOLOGY SERVI	60,000	0	60,000	24,002.99	19,512.01	16,485.00	72.5%
11450000 54000 SUPPLIES & MATER	10,000	0	10,000	10,000.00	.00	.00	100.0%
11450000 54204 SCHOOL SECURITY	75,000	0	75,000	48,262.38	1,615.11	25,122.51	66.5%
11450000 57100 TRAVEL IN STATE	9,000	0	9,000	3,917.03	1,320.00	3,762.97	58.2%
11450000 57800 OTHER CHARGES/EX	7,500	0	7,500	.00	.00	7,500.00	.0%
11450000 58510 EQUIPMENT- TECHN	40,000	0	40,000	30,043.16	2,171.63	7,785.21	80.5%
14400000 51056 SAL/NETWORK	357,048	0	357,048	238,652.20	71,595.66	46,800.14	86.9%
14400000 52472 COMPUTER SERVICE	389,000	-12,250	376,750	218,654.90	35,699.32	122,395.78	67.5%
TOTAL DISTRICTWIDE MIS	1,261,747	-12,250	1,249,497	815,713.24	189,727.57	244,056.19	80.5%
2110 CURRICULUM DIRECTORS							
12110000 51050 SAL/SYS/CURR	1,144,290	0	1,144,290	884,862.15	259,428.62	-.77	100.0%*
12110000 51070 SAL/SYS/SEC	36,048	721	36,769	28,283.80	.00	8,485.20	76.9%
12110000 51310 CURRICULUM STIPE	9,000	-4,000	5,000	1,000.00	.00	4,000.00	20.0%
12110000 53170 STAFF DEVELOPMEN	10,000	0	10,000	8,219.62	.00	1,780.38	82.2%
12110000 53990 CONTRACTED SERVI	35,000	0	35,000	23,992.12	1,725.00	9,282.88	73.5%
12110000 54000 SUPPLIES - CURR	1,500	0	1,500	526.33	108.51	865.16	42.3%
12110000 57140 COURSE REIMBURSE	10,000	0	10,000	.00	.00	10,000.00	.0%
12110000 58510 EQUIPMENT	5,000	0	5,000	4,982.67	17.33	.00	100.0%
12110023 53990 ELL CONTRACTED S	7,000	0	7,000	1,017.04	.00	5,982.96	14.5%
12110076 51003 SALARIES ASSISTA	104,560	0	104,560	80,430.80	24,129.24	-.04	100.0%*
12110076 51050 SALARIES SUPERVI	125,222	3,000	128,222	96,324.60	28,897.38	3,000.02	97.7%
12110076 54000 PARENT ADVISORY	750	0	750	468.13	.00	281.87	62.4%
12110076 54200 SUPPLIES SUPERVI	4,500	9,355	13,855	12,984.23	332.92	537.85	96.1%
12110076 54204 COMPUTER EQUIPME	3,500	-1,342	2,158	2,157.95	.00	.00	100.0%
12110076 57100 TRAVEL IN STATE	3,000	1,842	4,842	4,413.53	.00	428.52	91.2%
12110076 57310 DUES/OTHER	15,000	-9,855	5,145	4,875.00	169.99	100.01	98.1%
12110176 51050 SALARIES PROFESS	407,174	-5,635	401,539	306,400.87	93,378.00	1,760.13	99.6%
12110176 51070 SALARIES SECRETA	84,250	689	84,939	61,548.40	9,843.78	13,546.82	84.1%
12110976 51050 SAL/CHIPS/SUPERV	107,861	0	107,861	82,970.00	24,891.00	.00	100.0%
TOTAL CURRICULUM DIRECTORS	2,113,655	-5,225	2,108,430	1,605,457.24	442,921.77	60,050.99	97.2%

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2020 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
2210 SCHOOL LEADERSHIP-BUILDING							
12210100 51003 DEANS	331,410	0	331,410	255,853.60	75,556.08	.32	100.0%
12210100 51050 SAL/CHS/PRINCIPA	139,191	0	139,191	107,069.20	32,120.76	1.04	100.0%
12210100 51060 SALARIES - CLERK	89,131	1,194	90,325	62,452.62	5,219.28	22,653.10	74.9%
12210100 51070 SAL/CHS/CLER/SEC	125,694	2,514	128,208	89,654.73	.00	38,553.27	69.9%
12210100 53920 HS GRADUATION	24,234	0	24,234	4,000.00	17,669.00	2,565.00	89.4%
12210100 53990 PRINTING HIGH SC	8,153	0	8,153	5,093.55	.00	3,059.45	62.5%
12210100 54000 SUPPLIES HIGH SC	9,025	0	9,025	4,387.86	423.02	4,214.12	53.3%
12210100 54205 COMPUTER SUPP CH	10,000	0	10,000	9,205.23	.00	794.77	92.1%
12210100 54206 SOFTWARE HIGH SC	31,000	0	31,000	20,226.17	2,500.00	8,273.83	73.3%
12210100 57310 PRINCIPAL DUES C	16,940	0	16,940	8,654.00	.00	8,286.00	51.1%
12210100 57810 PRINCIPAL CONFER	9,300	0	9,300	4,453.09	.00	4,846.91	47.9%
12210200 51003 ASSISTANT PRINCI	101,477	0	101,477	78,059.20	23,417.76	.04	100.0%
12210200 51050 SAL/McCARTHY/PRI	121,771	0	121,771	93,670.00	28,101.00	.00	100.0%
12210200 51051 SALARIES - COPY	17,278	346	17,624	12,588.60	.00	5,035.40	71.4%
12210200 51060 SALARIES - CLERK	21,929	439	22,368	13,358.81	.00	9,009.19	59.7%
12210200 51070 SAL/McCARTHY/SEC	73,013	1,460	74,473	51,670.35	.00	22,802.65	69.4%
12210200 53990 PRINTING MCCARTH	5,000	0	5,000	2,933.00	372.00	1,695.00	66.1%
12210200 54000 SUPPLIES MCCARTH	3,250	0	3,250	221.00	2,599.33	429.67	86.8%
12210200 54205 COMPUTER SUPPLIE	3,000	0	3,000	2,191.40	.00	808.60	73.0%
12210200 57310 DUES/CONFERENCES	4,250	0	4,250	925.00	.00	3,325.00	21.8%
12210300 51003 ASSISTANT PRINCI	111,456	0	111,456	86,428.00	25,028.40	-.40	100.0%*
12210300 51050 SAL/PARKER/PRINC	124,771	0	124,771	96,670.00	28,101.00	.00	100.0%
12210300 51051 SALARIES - COPY	16,427	0	16,427	9,922.37	.00	6,504.63	60.4%
12210300 51060 SALARIES - CLERK	21,679	434	22,113	12,756.90	.00	9,356.10	57.7%
12210300 51070 SAL/PARKER/SEC	73,013	1,460	74,473	55,447.47	.00	19,025.53	74.5%
12210300 53990 PRINTING PARKER	5,800	0	5,800	1,046.07	40.00	4,713.93	18.7%
12210300 54000 SUPPLIES PARKER	3,500	990	4,490	3,704.19	434.64	351.17	92.2%
12210300 54205 COMPUTER SUPPLIE	3,000	-990	2,010	2,010.00	.00	.00	100.0%
12210300 57310 DUES/CONFERENCES	4,250	0	4,250	1,205.65	.00	3,044.35	28.4%
12210400 51003 ASSISTANT PRINCI	101,477	0	101,477	78,059.20	23,417.76	.04	100.0%
12210400 51050 SAL/BYAM/PRINCIP	117,484	0	117,484	90,833.80	26,650.14	.06	100.0%
12210400 51060 SALARIES - CLERK	18,125	363	18,488	13,499.46	.00	4,988.54	73.0%
12210400 51070 SAL/BYAM/CLER/SE	36,635	733	37,368	26,690.70	.00	10,677.30	71.4%
12210400 53990 PRINTING BYAM	550	0	550	550.00	.00	.00	100.0%
12210400 54000 SUPPLIES BYAM	2,000	0	2,000	1,191.83	376.30	431.87	78.4%
12210400 54205 COMPUTER SUPPLIE	3,000	0	3,000	2,199.44	.00	800.56	73.3%
12210400 57310 DUES/CONFERENCES	2,000	0	2,000	1,090.00	250.00	660.00	67.0%
12210500 51003 ASSISTANT PRINCI	100,208	0	100,208	77,083.20	23,124.96	-.16	100.0%*
12210500 51050 SAL/CENTER/PRINC	117,484	0	117,484	90,833.80	26,650.14	.06	100.0%
12210500 51060 SALARIES - CLERK	17,786	334	18,120	14,707.06	.00	3,412.94	81.2%

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FOR 2020 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12210500 51070 SAL/CENTER/CLER/	36,635	733	37,368	21,557.85	.00	15,810.15	57.7%
12210500 53990 PRINTING	765	-257	508	389.20	.00	118.70	76.6%
12210500 54000 SUPPLIES	2,000	257	2,257	1,365.89	891.21	.00	100.0%
12210500 54205 COMPUTER SUPPLIE	3,000	0	3,000	2,301.41	.00	698.59	76.7%
12210500 57310 DUES/CONFERENCE	1,500	0	1,500	389.00	275.00	836.00	44.3%
12210600 51003 ASSISTANT PRINCI	100,208	0	100,208	77,083.20	23,124.96	-.16	100.0%*
12210600 51050 SAL/HARR./PRINCI	117,484	0	117,484	90,833.80	26,650.14	.06	100.0%
12210600 51060 SALARIES - CLERK	17,265	345	17,610	13,357.35	.00	4,252.65	75.9%
12210600 51070 SAL/HARR./CLER/S	35,835	733	36,568	21,601.37	.00	14,966.63	59.1%
12210600 53990 PRINTING HARRING	750	0	750	532.46	.00	217.54	71.0%
12210600 54000 SUPPLIES HARRING	2,700	0	2,700	1,887.40	199.74	612.86	77.3%
12210600 54205 COMPUTER SUPPLIE	3,000	0	3,000	2,249.43	.00	750.57	75.0%
12210600 57310 DUES/CONFERENCE	1,500	0	1,500	.00	239.00	1,261.00	15.9%
12210700 51003 ASSISTANT PRINCI	101,477	0	101,477	78,059.20	23,417.76	.04	100.0%
12210700 51050 SAL/SO.ROW/PRINC	118,484	0	118,484	91,833.80	26,650.14	.06	100.0%
12210700 51060 SALARIES - CLERK	17,062	341	17,403	12,565.85	.00	4,837.15	72.2%
12210700 51070 SAL/SO.ROW/CLER/	35,035	701	35,736	25,765.01	.00	9,970.99	72.1%
12210700 53990 PRINTING SOUTH R	525	0	525	.00	124.83	400.17	23.8%
12210700 54000 SUPPLIES SOUTH R	2,000	0	2,000	2,143.44	.00	-143.44	107.2%*
12210700 54205 COMPUTER SUPPLIE	3,000	0	3,000	2,199.40	.00	800.60	73.3%
12210700 57310 DUES/CONFERENCE	1,000	0	1,000	300.00	425.00	275.00	72.5%
12210976 51060 SALARIES - CLERK	23,886	0	23,886	15,323.36	.00	8,562.64	64.2%
TOTAL SCHOOL LEADERSHIP-BUILDING	2,650,802	12,130	2,662,932	1,954,334.97	444,049.35	264,547.68	90.1%
2300 INSTRUCTION-TEACHING SERVICES							
12300000 51310 SALARIES-OVERTIM	7,362	0	7,362	3,609.00	.00	3,753.00	49.0%
12300000 51311 SALARIES - STIPE	29,449	0	29,449	14,436.00	.00	15,013.00	49.0%
12300000 51312 SALARIES - STIPE	26,995	0	26,995	13,233.00	.00	13,762.00	49.0%
TOTAL INSTRUCTION-TEACHING SERVICES	63,806	0	63,806	31,278.00	.00	32,528.00	49.0%
2305 CLASSROOM TEACHERS							
12305000 51450 LONGEVITY	39,280	0	39,280	39,857.50	.00	-577.50	101.5%*
12305000 51455 SALARY RESERVE -	827,574	-822,561	5,013	.00	.00	5,013.00	.0%
12305000 51460 SALARY RESERVE -	110,096	-86,545	23,551	.00	.00	23,551.00	.0%
12305039 51050 SAL/DIST.WIDE/TE	76,361	1,527	77,888	44,935.41	32,952.59	.00	100.0%
12305102 51050 SAL/CHS/ART	316,092	5,127	321,219	150,854.85	110,627.00	59,737.15	81.4%

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12305106 51050 SAL/CHS/BUS.	214,144	-53,823	160,321	103,039.63	57,281.32	.05	100.0%
12305124 51050 SAL/CHS/ ENGLISH	1,305,339	26,107	1,331,446	805,291.40	526,153.66	.94	100.0%
12305128 51050 SAL/CHS/F. LANG.	691,195	12,967	704,162	415,393.47	288,768.46	.07	100.0%
12305134 51050 SAL/CHS/HLTH. ED	239,079	4,782	243,861	140,689.06	103,172.08	-.14	100.0%*
12305136 51050 SAL/CHS/FAM. SCI.	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12305139 51050 SAL/CHS/TECH. ED	226,312	4,526	230,838	133,175.89	97,662.29	-.18	100.0%*
12305156 51050 SAL/CHS/MATH	1,454,355	-29,960	1,424,395	814,159.77	537,967.55	72,267.68	94.9%
12305158 51050 SAL/CHS/MUSIC	332,138	6,643	338,781	195,450.70	143,330.55	-.25	100.0%*
12305174 51050 SAL/CHS/PHYS. ED	303,347	6,067	309,414	179,508.57	130,906.49	-1,001.06	100.3%*
12305178 51050 SAL/CHS/SCIENCE	1,249,903	30,421	1,280,324	794,706.62	492,790.36	-7,172.98	100.6%*
12305184 51050 SAL/CHS/SOC. ST.	1,208,274	-33,885	1,174,389	679,131.00	498,029.73	-2,771.73	100.2%*
12305202 51050 SAL/McCARTHY/ART	161,707	2,888	164,595	84,986.29	62,323.47	17,285.24	89.5%
12305224 51050 SAL/McCARTHY/ENG	350,333	7,071	357,404	202,639.70	157,548.80	-2,784.50	100.8%*
12305228 51050 SAL/McCARTHY/F. L	218,564	4,371	222,935	128,616.85	94,319.17	-1.02	100.0%*
12305234 51050 SAL/McCARTHY/HLT	163,804	3,276	167,080	96,392.42	70,687.76	-.18	100.0%*
12305239 51050 SAL/McCARTHY/TEC	141,640	2,833	144,473	82,558.08	61,123.15	791.77	99.5%
12305256 51050 SAL/McCARTHY/MAT	359,318	9,872	369,190	211,314.14	155,060.34	2,815.02	99.2%
12305258 51050 SAL/McCARTHY/MUS	275,023	5,436	280,459	175,211.83	102,017.24	3,229.93	98.8%
12305274 51050 SAL/McCARTHY/PHY	250,236	5,005	255,241	159,364.44	95,876.60	-.04	100.0%*
12305278 51050 SAL/McCARTHY/SCI	338,627	9,566	348,193	213,579.25	136,973.63	-2,360.38	100.7%*
12305284 51050 SAL/McCARTHY/SOC	361,632	6,743	368,375	183,316.05	145,490.13	39,568.82	89.3%
12305296 51050 SAL/McCARTHY/GRA	662,973	13,259	676,232	401,610.24	274,623.94	-2.18	100.0%*
12305297 51050 SAL/McCARTHY/GRA	640,135	17,922	658,057	394,034.51	288,958.78	-24,936.29	103.8%*
12305302 51050 SAL/PARKER/ART	108,123	2,412	110,535	83,085.68	39,938.85	-12,489.53	111.3%*
12305324 51050 SAL/PARKER/ENGLI	307,344	6,957	314,301	181,327.85	132,973.94	-.79	100.0%*
12305328 51050 SAL/PARKER/F. LAN	174,157	3,483	177,640	102,485.03	75,155.74	-.77	100.0%*
12305334 51050 SAL/PARKER/HLTH.	152,859	3,057	155,916	89,951.63	65,964.47	-.10	100.0%*
12305339 51050 SAL/PARKER/TECH.	140,693	2,814	143,507	82,675.43	29,365.82	31,465.75	78.1%
12305356 51050 SAL/PARKER/MATH	332,626	16,329	348,955	192,959.83	142,180.94	13,814.23	96.0%
12305358 51050 SAL/PARKER/MUSIC	224,925	10,802	235,727	130,084.28	82,864.80	22,777.92	90.3%
12305374 51050 SAL/PARKER/PHYS.	157,177	3,144	160,321	92,492.85	67,828.20	-.05	100.0%*
12305378 51050 SAL/PARKER/SCIEN	301,228	6,025	307,253	187,369.58	119,883.46	-.04	100.0%*
12305384 51050 SAL/PARKER/SOC. S	312,744	6,255	318,999	216,381.25	102,617.92	-.17	100.0%*
12305396 51050 SAL/PARKER/GRADE	655,216	13,104	668,320	361,176.65	247,407.16	59,736.19	91.1%
12305397 51050 SAL/PARKER/GRADE	623,022	12,460	635,482	366,624.61	268,857.93	-.54	100.0%*
12305400 51050 SAL/BYAM/CLASSRO	1,448,040	30,527	1,478,567	786,635.72	535,025.54	156,905.74	89.4%
12305402 51050 SAL/BYAM/ART	70,957	1,419	72,376	34,220.40	30,620.59	7,535.01	89.6%
12305458 51050 SAL/BYAM/MUSIC	72,145	1,443	73,588	42,454.63	31,133.41	-.04	100.0%*
12305474 51050 SAL/BYAM/PHYS. E	84,863	1,966	86,829	59,165.66	31,941.47	-4,278.13	104.9%*
12305491 51050 SAL/BYAM/KINDERD	319,724	64,288	384,012	195,967.13	175,390.32	12,654.55	96.7%
12305500 51050 SAL/CENTER/CLASS	1,204,277	25,540	1,229,817	765,144.05	536,393.58	-71,720.63	105.8%*
12305502 51050 SAL/CENTER/ART	87,226	1,745	88,971	63,550.54	25,420.26	.20	100.0%
12305558 51050 SAL/CENTER/MUSIC	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12305574 51050 SAL/CENTER/PHYS.	87,226	1,745	88,971	51,329.32	37,641.56	.12	100.0%

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12305591 51050 SAL/CENTER/KINDE	236,483	4,730	241,213	139,160.83	102,051.18	.99	100.0%
12305600 51050 SAL/HARR./CLASSR	1,357,092	88,879	1,445,971	781,334.08	575,702.27	88,934.65	93.8%
12305602 51050 SAL/HARR./ART	56,967	1,085	58,052	31,910.60	23,401.18	2,740.22	95.3%
12305658 51050 SAL/HARR./MUSIC	60,715	1,214	61,929	35,728.28	26,200.68	.04	100.0%
12305674 51050 SAL/HARR./PHYS.	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12305691 51050 SAL/HARR./KINDER	315,515	64,309	379,824	216,031.05	158,422.88	5,370.07	98.6%
12305700 51050 SAL/SO. ROW/CLAS	1,225,259	28,949	1,254,208	723,124.72	530,627.24	456.04	100.0%
12305702 51050 SAL/SO. ROW/ART	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12305758 51050 SAL/SO. ROW/MUSI	70,957	1,419	72,376	41,755.42	30,620.59	-.01	100.0%*
12305774 51050 SAL/SO. ROW/PHYS	68,049	1,361	69,410	40,044.27	29,365.82	-.09	100.0%*
12305791 51050 SAL/SO. ROW/KIND	269,426	4,945	274,371	145,504.20	106,703.08	22,163.72	91.9%
TOTAL CLASSROOM TEACHERS	23,370,124	-421,408	22,948,716	13,262,278.08	9,167,721.49	518,716.43	97.7%
2310 SPECIALIST TEACHERS							
12310000 51050 TUTORING	15,000	0	15,000	5,159.03	.00	9,840.97	34.4%
12310076 51054 SALARIES SPECIAL	1,065,499	21,310	1,086,809	657,122.25	420,256.60	9,430.15	99.1%
12310076 51110 BOARD CERTIFIED	242,936	9,479	252,415	145,624.52	106,791.41	-.93	100.0%*
12310076 51120 OTHER SALARIES -	96,500	0	96,500	96,500.00	.00	.00	100.0%
12310123 51050 SAL/CHS/ELL	59,738	1,195	60,933	35,153.65	25,779.38	-.03	100.0%*
12310176 51054 SALARIES SPECIAL	820,770	15,834	836,604	479,503.45	323,876.47	33,224.08	96.0%
12310177 51050 SAL/CHS/READING	81,902	6,259	88,161	50,862.07	37,298.91	.02	100.0%
12310223 51050 SAL/McCARTHY/ELL	59,738	1,195	60,933	35,153.65	25,779.38	-.03	100.0%*
12310276 51054 SALARIES SPECIAL	793,323	15,645	808,968	469,317.89	329,219.78	10,430.33	98.7%
12310277 51050 SAL/McCARTHY/REA	170,799	3,416	174,215	100,508.67	73,706.38	-.05	100.0%*
12310323 51050 SAL/PARKER/ELL	62,508	1,250	63,758	45,541.51	18,216.60	-.11	100.0%*
12310376 51054 SALARIES SPECIAL	679,559	22,932	702,491	390,897.95	286,658.46	24,934.59	96.5%
12310377 51050 SAL/PARKER/READI	169,128	3,383	172,511	99,525.53	72,985.44	.03	100.0%
12310423 51050 SAL/BYAM/ELL	74,018	1,480	75,498	43,556.65	31,941.47	-.12	100.0%*
12310476 51054 SALARIES SPECIAL	539,057	10,781	549,838	317,214.72	232,624.26	-.98	100.0%*
12310477 51050 SAL/BYAM/READING	138,869	3,325	142,194	109,318.11	60,276.07	-27,400.18	119.3%*
12310523 51050 SAL/CENTER/ELL	79,132	1,583	80,715	46,566.24	34,148.62	.14	100.0%
12310576 51054 SALARIES SPECIAL	365,322	7,306	372,628	211,445.14	160,319.97	862.89	99.8%
12310577 51050 SAL/CENTER/READI	163,804	7,897	171,701	99,058.28	72,642.79	-.07	100.0%*
12310623 51050 SAL/HARR./ELL	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12310676 51054 SALARIES SPECIAL	269,854	5,342	275,196	168,644.18	103,781.95	2,769.87	99.0%
12310677 51050 SAL/HARR./READIN	155,719	3,114	158,833	91,634.85	67,199.00	-.85	100.0%*
12310723 51050 SAL/SO.ROW/ELL	59,738	1,032	60,770	30,362.25	22,265.65	8,142.10	86.6%
12310776 51054 SALARIES SPECIAL	422,013	7,781	429,794	236,159.55	160,694.48	32,939.97	92.3%
12310777 51050 SAL/SO.ROW/READI	163,804	3,276	167,080	96,392.42	70,687.76	-.18	100.0%*
12310976 51054 SALARIES- SPECIA	465,552	11,500	477,052	314,356.33	215,772.26	-53,076.59	111.1%*

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL SPECIALIST TEACHERS	7,296,184	167,953	7,464,137	4,423,775.10	2,988,266.97	52,094.93	99.3%
2320 MEDICAL/THERAPEUTIC SERVICES							
<u>12320076 51053 SAL MEDICAL/THER</u>	270,025	5,401	275,426	158,899.92	116,526.96	-.88	100.0%*
<u>12320076 51054 SALARIES- PHYSIC</u>	102,772	2,055	104,827	64,135.64	40,691.36	.00	100.0%
TOTAL MEDICAL/THERAPEUTIC SERVICES	372,797	7,456	380,253	223,035.56	157,218.32	-.88	100.0%
2325 SUBSTITUTES							
<u>12325000 51004 DTD SUBSTITUTE P</u>	136,000	0	136,000	79,450.50	.00	56,549.50	58.4%
<u>12325000 51005 DTD SUBSTITUTE T</u>	320,000	0	320,000	147,405.01	.00	172,594.99	46.1%
<u>12325000 51006 LTS SUBSTITUTE T</u>	125,000	0	125,000	99,625.00	.00	25,375.00	79.7%
TOTAL SUBSTITUTES	581,000	0	581,000	326,480.51	.00	254,519.49	56.2%
2330 PARAPROFESSIONALS/ INST ASST							
<u>12330076 51060 SPED - PSP'S - S</u>	11,600	0	11,600	.00	.00	11,600.00	.0%
<u>12330100 51060 SAL/CHS/PSP</u>	13,772	275	14,047	10,034.40	.00	4,012.60	71.4%
<u>12330176 51060 SPED PSP SALARY</u>	510,846	11,547	522,393	396,005.69	.00	126,387.31	75.8%
<u>12330200 51060 SAL/McCARTHY/PSP</u>	79,875	1,354	81,229	48,493.68	.00	32,735.32	59.7%
<u>12330276 51060 SPED PSP SALARY</u>	487,829	8,889	496,718	306,693.65	.00	190,024.35	61.7%
<u>12330300 51060 SAL/PARKER/PSP</u>	67,672	1,516	69,188	49,045.11	.00	20,142.89	70.9%
<u>12330376 51060 SPED PSP SALARY</u>	451,137	9,407	460,544	327,511.65	.00	133,032.35	71.1%
<u>12330400 51060 SAL/BYAM/PSP</u>	66,269	1,302	67,571	45,851.57	.00	21,719.43	67.9%
<u>12330476 51060 SPED PSP SALARY</u>	610,682	10,176	620,858	389,007.40	.00	231,850.60	62.7%
<u>12330500 51060 SAL/CENTER/PSP</u>	66,434	1,299	67,733	46,444.34	.00	21,288.66	68.6%
<u>12330576 51060 SPED - PSP SALAR</u>	342,577	7,613	350,190	249,747.94	.00	100,442.06	71.3%
<u>12330600 51060 SAL/HARR./PSP</u>	66,104	1,296	67,400	46,360.07	.00	21,039.93	68.8%
<u>12330676 51060 SPED PSP SALARY</u>	322,777	6,003	328,780	219,798.24	.00	108,981.76	66.9%
<u>12330700 51060 SAL/SO.ROW/PSP</u>	65,940	1,296	67,236	43,949.18	.00	23,286.82	65.4%
<u>12330776 51060 SPED - PSP SALAR</u>	365,457	6,094	371,551	233,500.27	.00	138,050.73	62.8%
<u>12330976 51060 PSP/CHIPS</u>	425,989	7,910	433,899	258,027.94	.00	175,871.06	59.5%
TOTAL PARAPROFESSIONALS/ INST ASST	3,954,960	75,977	4,030,937	2,670,471.13	.00	1,360,465.87	66.2%
2340 LIBRARIANS MEDIA CENTER DIRECT							

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12340100 51050 SAL/CHS/LIBRARY	86,432	1,729	88,161	50,862.07	37,298.91	.02	100.0%
12340100 51060 SAL/CHS/PSP/LIBR	49,362	987	50,349	32,224.80	.00	18,124.20	64.0%
12340200 51050 SAL/McCARTHY/LIB	62,918	6,492	69,410	40,044.27	29,365.82	-.09	100.0%*
12340300 51050 SAL/PARKER/LIBRA	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12340400 51051 TECHNOLOGY ASSIS	50,334	1,007	51,341	36,672.07	14,668.86	.07	100.0%
12340400 51060 SAL/BYAM/PSP/LIB	50,334	1,007	51,341	30,446.02	21,721.15	-826.17	101.6%*
12340500 51051 TECHNOLOGY ASSIS	50,334	741	51,075	18,083.33	15,995.65	16,996.02	66.7%
12340500 51060 SAL/CENTER/PSP/L	50,334	1,007	51,341	36,672.07	14,668.86	.07	100.0%
12340600 51051 TECHNOLOGY ASSIS	50,334	1,007	51,341	29,619.68	21,721.15	.17	100.0%
12340600 51060 SAL/HARR./PSP/LI	50,334	1,007	51,341	28,353.74	21,721.15	1,266.11	97.5%
12340700 51050 SAL/SO.ROW/LIBRA	47,897	958	48,855	28,185.56	20,669.44	.00	100.0%
12340700 51051 TECHNOLOGY ASSIS	50,334	1,007	51,341	36,672.07	14,668.86	.07	100.0%
TOTAL LIBRARIANS MEDIA CENTER DIRECT	680,849	18,587	699,436	416,031.89	247,843.73	35,560.38	94.9%
2357 PROFESSIONAL DEVELOPMENT STIPE							
12357000 51310 MENTOR STIPENDS	28,000	0	28,000	17,177.50	.00	10,822.50	61.3%
12357000 57130 TEACHERS CONFERE	10,000	0	10,000	5,460.00	425.00	4,115.00	58.9%
12357000 57140 TEACHERS COURSE	75,000	0	75,000	23,278.52	.00	51,721.48	31.0%
12357000 57800 SEC/PARA COURSE	5,000	0	5,000	800.00	.00	4,200.00	16.0%
12357100 57130 CHS - TEACHER CO	16,175	0	16,175	14,018.72	814.00	1,342.28	91.7%
12357200 57130 MCCARTHY TEACHER	4,750	0	4,750	873.00	984.00	2,893.00	39.1%
12357300 57130 PARKER TEACHER C	3,000	0	3,000	2,584.00	200.00	216.00	92.8%
12357400 57130 BYAM TEACHER CON	4,000	0	4,000	430.00	1,995.00	1,575.00	60.6%
12357500 57130 CENTER TEACHER C	4,000	0	4,000	2,496.63	758.00	745.37	81.4%
12357600 57130 HARRINGTON TEACH	4,000	0	4,000	193.50	326.50	3,480.00	13.0%
12357700 57130 SOUTH ROW TEACHE	4,000	0	4,000	1,788.70	490.00	1,721.30	57.0%
TOTAL PROFESSIONAL DEVELOPMENT STIPE	157,925	0	157,925	69,100.57	5,992.50	82,831.93	47.5%
2410 TEXTBOOKS & MEDIA MATERIALS							
12410000 53990 REBINDING	4,000	0	4,000	262.50	.00	3,737.50	6.6%
12410000 54000 TEXTBOOK ADOPTIO	155,000	-12,821	142,179	114,762.01	3,828.66	23,588.33	83.4%
12410023 54000 TEXTS/ELL/GENERA	3,000	0	3,000	416.52	2,385.00	198.48	93.4%
12410076 54000 SUPPLIES/CURRICU	35,000	0	35,000	19,088.94	1,073.44	14,837.62	57.6%
12410100 54000 TEXTS/CHS/GENERA	11,000	0	11,000	.00	.00	11,000.00	.0%
12410106 54000 TEXTS/CHS/BUS.	4,000	0	4,000	4,000.00	.00	.00	100.0%

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12410124 54000 TEXTS/CHS/ENGLIS	12,800	0	12,800	7,964.87	4,834.55	.58	100.0%
12410128 54000 TEXTS/CHS/F. LAN	8,000	0	8,000	5,980.83	674.68	1,344.49	83.2%
12410156 54000 TEXTS/CHS/MATH	2,000	0	2,000	1,903.26	.00	96.74	95.2%
12410177 54000 TEXTS/CHS/READIN	1,750	0	1,750	362.95	.00	1,387.05	20.7%
12410178 54000 TEXTS/CHS/SCIENC	5,000	0	5,000	4,058.72	924.00	17.28	99.7%
12410184 54000 TEXTS/CHS/SOC. S	4,000	0	4,000	3,846.96	149.95	3.09	99.9%
12410224 54000 TEXTS/McCARTHY/E	5,000	0	5,000	4,999.93	.00	.07	100.0%
12410228 54000 TEXTS/McCARTHY/F	1,900	0	1,900	540.94	376.46	982.60	48.3%
12410256 54000 TEXTS/McCARTHY/M	7,500	0	7,500	7,481.69	.00	18.31	99.8%
12410277 54000 TEXTS/McCARTHY/R	2,000	0	2,000	1,961.24	.00	38.76	98.1%
12410278 54000 TEXTS/McCARTHY/S	5,000	0	5,000	4,863.52	130.00	6.48	99.9%
12410284 54000 TEXTS/McCARTHY/S	4,000	0	4,000	4,000.00	.00	.00	100.0%
12410324 54000 TEXTS/PARKER/ENG	5,000	0	5,000	5,000.00	.00	.00	100.0%
12410328 54000 TEXTS/PARKER/F.	1,900	0	1,900	423.81	430.34	1,045.85	45.0%
12410356 54000 TEXTS/PARKER/MAT	7,500	0	7,500	7,176.80	81.00	242.20	96.8%
12410377 54000 TEXTS/PARKER/REA	2,000	1,297	3,297	746.24	.00	2,550.88	22.6%
12410378 54000 TEXTS/PARKER/SCI	5,000	0	5,000	4,988.51	.00	11.49	99.8%
12410384 54000 TEXTS/PARKER/SOC	4,000	-41	3,959	3,801.81	151.55	5.28	99.9%
12410451 54000 TEXTS/BYAM/LANG.	4,000	3,252	7,252	6,510.40	.00	741.16	89.8%
12410456 54000 TEXTS/BYAM/MATH	19,300	703	20,003	19,892.30	.00	110.70	99.4%
12410478 54000 TEXTS/BYAM/SCIEN	5,000	1,577	6,577	6,576.75	.00	.00	100.0%
12410484 54000 TEXTS/BYAM/SOC.	3,000	-653	2,347	2,346.82	.00	.00	100.0%
12410551 54000 TEXTS/CENTER/LAN	4,000	2,359	6,359	5,059.97	.00	1,299.14	79.6%
12410556 54000 TEXTS/CENTER/MAT	19,300	0	19,300	19,296.30	.00	3.70	100.0%
12410578 54000 TEXTS/CENTER/SCI	5,000	0	5,000	4,788.33	.00	211.67	95.8%
12410584 54000 TEXTS/CENTER/SOC	3,000	-700	2,300	1,898.10	401.90	.00	100.0%
12410651 54000 TEXTS/HARR./LANG	4,000	3,514	7,514	7,321.16	184.00	8.84	99.9%
12410656 54000 TEXTS/HARR./MATH	19,300	703	20,003	19,968.18	.00	34.82	99.8%
12410678 54000 TEXTS/HARR./SCIE	5,000	3,220	8,220	7,382.77	246.98	590.25	92.8%
12410684 54000 TEXTS/HARR./SOC.	3,000	-700	2,300	1,898.12	394.07	7.81	99.7%
12410751 54000 TEXTS/SO. ROW/LA	4,000	1,239	5,239	3,356.30	.00	1,882.41	64.1%
12410756 54000 TEXTS/SO. ROW/MA	18,100	0	18,100	17,867.96	.00	232.04	98.7%
12410778 54000 TEXTS/SO. ROW/SC	5,000	-410	4,590	3,278.39	.00	1,311.86	71.4%
12410784 54000 TEXTS/SO. ROW/SO	3,000	-700	2,300	1,924.01	375.99	.00	100.0%
TOTAL TEXTBOOKS & MEDIA MATERIALS	420,350	1,838	422,188	337,997.91	16,642.57	67,547.48	84.0%
2415 OTHER INSTRUCTIONAL MATERIALS							
12415000 53990 CURRICULUM DEVEL	50,000	0	50,000	48,170.00	.00	1,830.00	96.3%
12415058 54000 SUPPLIES/MUSIC	8,000	0	8,000	6,068.75	1,910.00	21.25	99.7%
12415100 53990 CONTRACTUAL SERV	11,000	0	11,000	4,479.44	3,000.00	3,520.56	68.0%

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12415100 54000 LIBRARY SUPPLIES	10,000	0	10,000	9,731.66	15.31	253.03	97.5%
12415200 54000 LIBRARY SUP/MCCA	4,500	0	4,500	4,439.45	42.27	18.28	99.6%
12415300 54000 LIBRARY SUPPLIES	4,500	0	4,500	4,464.05	35.95	.00	100.0%
12415400 54000 LIBRARY GENERAL	3,500	0	3,500	3,500.00	.00	.00	100.0%
12415500 54000 LIBRARY GEN SUPP	3,500	0	3,500	3,495.44	.00	4.56	99.9%
12415600 54000 LIBRARY GENERAL	3,500	0	3,500	3,283.14	.00	216.86	93.8%
12415700 54000 LIBRARY GENERAL	3,500	0	3,500	3,446.00	.00	54.00	98.5%
TOTAL OTHER INSTRUCTIONAL MATERIALS	102,000	0	102,000	91,077.93	5,003.53	5,918.54	94.2%
2420 INSTRUCTIONAL EQUIPMENT							
12420000 58510 EQUIP/CENT/GENER	40,000	0	40,000	21,651.94	13.53	18,334.53	54.2%
12420002 53990 CONTRACTED SERVI	1,500	0	1,500	.00	1,500.00	.00	100.0%
12420074 58510 EQUIPMENT MAINT/	30,000	-426	29,574	25,510.05	3,534.41	529.82	98.2%
12420100 58510 EQUIP/CHS/GENERA	6,000	0	6,000	5,696.24	.00	303.76	94.9%
12420138 52460 MACHINE MAINT/IN	0	1,750	1,750	.00	1,750.00	.00	100.0%
12420138 58510 EQUIP/CHS/INDUST	0	10,000	10,000	9,731.51	259.99	8.50	99.9%
12420139 52460 MACHINE MAINT/TE	11,200	-10,000	1,200	631.58	.00	568.42	52.6%
12420139 58510 EQUIP/CHS/TECH.E	10,750	-1,750	9,000	2,402.38	.00	6,597.62	26.7%
12420174 58510 EQUIP/CHS/PHYS.E	4,000	760	4,760	3,381.37	1,378.30	.00	100.0%
12420178 52460 MACHINE MAINT/SC	1,500	0	1,500	.00	1,500.00	.00	100.0%
12420178 58510 EQUIP/CHS/SCIENC	11,000	0	11,000	9,952.45	716.43	331.12	97.0%
12420200 58510 EQUIP/McCARTHY/G	2,000	0	2,000	1,916.38	.00	83.62	95.8%
12420274 58510 EQUIP/McCARTHY/P	2,500	-150	2,350	2,157.07	170.10	22.83	99.0%
12420278 52460 MACHINE MAINT/SC	600	0	600	.00	600.00	.00	100.0%
12420278 58510 EQUIP/McCARTHY/S	7,500	0	7,500	3,181.49	4,318.51	.00	100.0%
12420300 58510 EQUIP/PARKER/GEN	2,000	0	2,000	1,916.38	.00	83.62	95.8%
12420374 58510 EQUIP/PARKER/PHY	2,500	-294	2,206	2,205.56	.00	.00	100.0%
12420378 52460 MACH MAINT/SCIEN	7,500	-6,118	1,382	381.20	1,000.80	.00	100.0%
12420378 58510 EQUIP/PARKER/SCI	5,000	6,118	11,118	3,733.61	7,384.39	.00	100.0%
12420400 58510 EQUIP/BYAM/GENER	5,000	0	5,000	97.30	.00	4,902.70	1.9%
12420474 58510 EQUIP/BYAM/PHYS.	750	0	750	750.00	.00	.00	100.0%
12420500 58510 EQUIP/CENTER/GEN	5,000	0	5,000	.00	.00	5,000.00	.0%
12420574 58510 EQUIP/CENTER/PHY	750	-70	680	679.51	.00	.00	100.0%
12420600 58510 EQUIP/HARR./GENE	6,000	0	6,000	5,303.52	.00	696.48	88.4%
12420674 58510 EQUIP/HARR./PHYS	1,800	-113	1,687	1,686.54	.00	.00	100.0%
12420700 58510 EQUIP/SO. ROW/GE	5,000	0	5,000	.00	.00	5,000.00	.0%
12420774 58510 EQUIP/SO. ROW/PH	1,800	294	2,094	2,094.44	.00	.00	100.0%
TOTAL INSTRUCTIONAL EQUIPMENT	171,650	0	171,650	105,060.52	24,126.46	42,463.02	75.3%
2430 GENERAL SUPPLIES							
12430000 54200 COPIER PAPER	77,000	-2,674	74,326	37,108.40	3,971.98	33,245.91	55.3%

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12430023	54000	SUPP./SYSTEMWIDE	2,500	0	2,500	2,173.96	128.56	197.48	92.1%
12430058	57800	OTHER EXPENSE/MU	15,117	0	15,117	7,661.26	7,409.40	46.34	99.7%
12430076	54000	SUPPLIES SPECIAL	42,500	0	42,500	30,858.40	.00	11,641.60	72.6%
12430100	54000	SUPP./CHS/GENERA	40,725	0	40,725	31,315.34	1,911.97	7,497.69	81.6%
12430102	54000	SUPP./CHS/ART	23,750	0	23,750	23,467.67	274.09	8.24	100.0%
12430106	54000	SUPP./CHS/BUS.	7,500	0	7,500	1,217.06	6,191.99	90.95	98.8%
12430124	54000	SUPP./CHS/ENGLIS	800	0	800	798.93	.00	1.07	99.9%
12430128	54000	SUPP./CHS/F. LAN	5,000	2,952	7,952	7,759.15	193.13	.00	100.0%
12430134	54000	SUPP./CHS/HLTH.	2,400	0	2,400	2,398.19	.00	1.81	99.9%
12430138	54000	SUPP./CHS/INDUST	0	5,500	5,500	5,407.83	.00	92.17	98.3%
12430139	54000	SUPP./CHS/TECH.	11,000	-5,500	5,500	5,500.00	.00	.00	100.0%
12430156	54000	SUPP./CHS/MATH	3,350	0	3,350	1,554.10	1,245.40	550.50	83.6%
12430158	54000	SUPP./CHS/MUSIC	8,933	0	8,933	7,847.91	1,025.33	59.76	99.3%
12430177	54000	SUPP./CHS/READIN	1,250	0	1,250	459.82	119.99	670.19	46.4%
12430178	54000	SUPP./CHS/SCIENC	20,500	0	20,500	19,580.30	864.65	55.05	99.7%
12430184	54000	SUPP./CHS/SOC. S	2,000	102	2,102	2,102.00	.00	.00	100.0%
12430200	54000	SUPP./McCARTHY/G	15,500	0	15,500	10,859.20	3,281.22	1,359.58	91.2%
12430202	54000	SUPP./McCARTHY/A	7,300	0	7,300	6,662.09	623.57	14.34	99.8%
12430224	54000	SUPP./McCARTHY/E	600	0	600	600.00	.00	.00	100.0%
12430228	54000	SUPP./McCARTHY/F	900	-105	795	790.56	3.98	.00	100.0%
12430234	54000	SUPP./McCARTHY/H	800	0	800	774.21	.00	25.79	96.8%
12430239	54000	SUPP./McCARTHY/T	8,500	0	8,500	8,500.00	.00	.00	100.0%
12430256	54000	SUPP./McCARTHY/M	2,500	0	2,500	1,818.38	466.85	214.77	91.4%
12430258	54000	SUPP./McCARTHY/M	6,750	-1,106	5,644	5,156.03	472.77	15.68	99.7%
12430274	54000	SUPP./McCARTHY/P	100	0	100	100.00	.00	.00	100.0%
12430277	54000	SUPP./McCARTHY/R	2,000	0	2,000	1,679.21	.00	320.79	84.0%
12430278	54000	SUPP./McCARTHY/S	10,500	-174	10,326	6,190.86	3,587.11	548.27	94.7%
12430284	54000	SUPP./McCARTHY/S	4,000	0	4,000	3,989.76	10.24	.00	100.0%
12430300	54000	SUPP./PARKER/GEN	11,500	0	11,500	7,779.91	2,267.48	1,452.61	87.4%
12430302	54000	SUPP./PARKER/ART	6,500	0	6,500	6,224.32	237.11	38.57	99.4%
12430324	54000	SUPP./PARKER/ENG	600	0	600	600.00	.00	.00	100.0%
12430328	54000	SUPP./PARKER/F.	900	1	901	900.65	.00	.00	100.0%
12430334	54000	SUPP./PARKER/HLT	800	0	800	798.08	.00	1.92	99.8%
12430339	54000	SUPP./PARKER/TEC	8,500	0	8,500	8,070.06	369.36	60.58	99.3%
12430356	54000	SUPP./PARKER/MAT	2,500	0	2,500	2,299.38	200.62	.00	100.0%
12430358	54000	SUPP./PARKER/MUS	6,750	1,106	7,856	6,805.51	1,040.33	9.68	99.9%
12430374	54000	SUPP./PARKER/PHY	100	0	100	100.00	.00	.00	100.0%
12430377	54000	SUPP./PARKER/REA	2,000	-1,297	703	296.28	.00	406.60	42.2%
12430378	54000	SUPP./PARKER/SCI	10,500	0	10,500	5,400.06	3,600.23	1,499.71	85.7%
12430384	54000	SUPP./PARKER/SOC	4,000	-61	3,939	3,939.36	.00	.00	100.0%
12430400	54000	GENERAL SUPPLIES	25,000	0	25,000	19,725.33	1,414.91	3,859.76	84.6%
12430402	54000	SUPP./BYAM/ART	3,300	0	3,300	3,263.66	31.94	4.40	99.9%
12430439	54000	SUPP./BYAM/TECH.E	3,000	0	3,000	1,923.75	324.00	752.25	74.9%
12430451	54000	SUPP./BYAM/LANG.	3,000	-741	2,259	2,072.93	185.91	.00	100.0%

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12430456 54000 SUPP./BYAM/MATH	2,500	0	2,500	1,087.88	598.68	813.44	67.5%
12430458 54000 SUPP./BYAM/MUSIC	1,100	0	1,100	1,089.99	.00	10.01	99.1%
12430478 54000 SUPP./BYAM/SCIEN	3,500	0	3,500	1,839.50	850.97	809.53	76.9%
12430484 54000 SUPP./BYAM/SOC.	2,000	653	2,653	2,644.63	8.55	.00	100.0%
12430500 54000 SUPP./CENTER/GEN	20,400	8,610	29,010	27,745.70	282.37	981.93	96.6%
12430502 54000 SUPP./CENTER/ART	3,248	0	3,248	3,146.80	99.00	2.20	99.9%
12430539 54000 SUPP./CENTER/TECH	3,000	0	3,000	1,759.00	.00	1,241.00	58.6%
12430551 54000 SUPP./CENTER/LAN	3,000	-1,297	1,703	1,639.48	.00	63.41	96.3%
12430556 54000 SUPP./CENTER/MAT	2,500	0	2,500	858.49	598.69	1,042.82	58.3%
12430558 54000 SUPP./CENTER/MUS	1,100	0	1,100	1,034.33	.00	65.67	94.0%
12430578 54000 SUPP./CENTER/SCI	3,500	0	3,500	1,909.90	770.20	819.90	76.6%
12430584 54000 SUPP./CENTER/SOC	2,000	700	2,700	2,644.63	55.37	.00	100.0%
12430600 54000 SUPP./HARR./GENE	23,000	8,610	31,610	29,664.93	140.00	1,805.07	94.3%
12430602 54000 SUPP./HARR./ART	3,400	0	3,400	3,234.77	165.23	.00	100.0%
12430639 54000 SUPP./HARR./TECH.	3,000	0	3,000	1,759.00	.00	1,241.00	58.6%
12430651 54000 SUPP./HARR./LANG	3,000	0	3,000	2,834.01	44.60	121.39	96.0%
12430656 54000 SUPP./HARR./MATH	2,500	0	2,500	1,020.65	586.17	893.18	64.3%
12430658 54000 SUPP./HARR./MUSI	1,100	0	1,100	993.18	106.82	.00	100.0%
12430678 54000 SUPP./HARR./SCIE	3,500	0	3,500	2,811.86	686.53	1.61	100.0%
12430684 54000 SUPP./HARR./SOC.	2,000	700	2,700	2,644.63	55.37	.00	100.0%
12430700 54000 SUPP./SO. ROW/GE	20,700	0	20,700	18,478.91	969.43	1,251.66	94.0%
12430702 54000 SUPP./SO. ROW/AR	3,052	0	3,052	2,980.22	10.94	60.84	98.0%
12430739 54000 SUPP./SO.ROW./TEC	3,000	0	3,000	1,759.00	.00	1,241.00	58.6%
12430751 54000 SUPP./SO. ROW/LA	3,000	-1,297	1,703	1,369.91	.00	332.98	80.4%
12430756 54000 SUPP./SO. ROW/MA	2,500	0	2,500	1,394.39	673.30	432.31	82.7%
12430758 54000 SUPP./SO. ROW/MU	900	0	900	794.00	106.00	.00	100.0%
12430778 54000 SUPP./SO. ROW/SC	3,500	0	3,500	2,147.10	1,132.77	220.13	93.7%
12430784 54000 SUPP./SO. ROW/SO	2,000	700	2,700	2,657.62	42.38	.00	100.0%
TOTAL GENERAL SUPPLIES	540,725	15,382	556,107	428,474.41	49,437.49	78,195.14	85.9%
2440 OTHER INSTRUCTIONAL SERVICES							
12440076 53981 TUTORING/INSTRUC	28,000	0	28,000	8,315.75	958.75	18,725.50	33.1%
12440076 53990 CONTRACTUAL SERV	142,150	0	142,150	10,059.60	8,679.00	123,411.40	13.2%
12440076 54000 CONTINGENCY EXPE	45,000	0	45,000	17,036.89	5,070.00	22,893.11	49.1%
TOTAL OTHER INSTRUCTIONAL SERVICES	215,150	0	215,150	35,412.24	14,707.75	165,030.01	23.3%
2451 CLASSROOM INST TECHNOLOGY							
12451100 54204 INSTR TECH/CHS	75,000	0	75,000	69,312.31	.00	5,687.69	92.4%

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12451128 54205 INSTR TECH/CHS/F	10,000	0	10,000	10,000.00	.00	.00	100.0%
12451200 54204 INSTR TECH/MGC	55,000	0	55,000	37,692.36	7,500.00	9,807.64	82.2%
12451300 54204 INSTR TECH PARKE	55,000	0	55,000	46,681.08	7,500.00	818.92	98.5%
12451414 54204 COMPUTER/EQUIP/B	18,000	-2,617	15,383	9,019.08	.00	6,363.92	58.6%
12451514 54204 COMPUTER EQUIPME	18,000	-2,617	15,383	12,828.94	.00	2,554.06	83.4%
12451614 54204 INSTR TECH/HARR/	18,000	-2,617	15,383	15,379.80	.00	3.20	100.0%
12451714 54204 INSTR TECH/SROW/	18,000	-2,617	15,383	15,370.90	.00	12.10	99.9%
TOTAL CLASSROOM INST TECHNOLOGY	267,000	-10,468	256,532	216,284.47	15,000.00	25,247.53	90.2%
2455 INSTRUCTIONAL SOFTWARE							
12455000 54000 INSTRUCTIONAL SO	245,000	22,718	267,718	255,467.23	.00	12,250.77	95.4%
TOTAL INSTRUCTIONAL SOFTWARE	245,000	22,718	267,718	255,467.23	.00	12,250.77	95.4%
2710 GUIDANCE COUNSELORS							
12710000 51310 MTSS/SEL STIPEND	45,000	0	45,000	21,250.00	.00	23,750.00	47.2%
12710100 51050 GUID SALARIES /C	504,398	14,266	518,664	309,599.94	209,064.19	-.13	100.0%*
12710100 51070 SAL/SEC/GUID	75,786	1,515	77,301	56,136.04	.00	21,164.96	72.6%
12710100 51310 STIPEND - GUIDAN	10,800	0	10,800	7,316.31	.00	3,483.69	67.7%
12710100 54000 SUPP./CHS/GUID	21,024	0	21,024	13,658.86	1,537.23	5,827.91	72.3%
12710200 51050 GUID SALARIES /M	217,921	4,358	222,279	128,238.39	94,041.53	-.92	100.0%*
12710200 54000 SUPP./McCARTHY/G	8,552	0	8,552	1,030.64	1,705.00	5,816.36	32.0%
12710300 51050 GUID SALARIES /P	161,244	3,225	164,469	94,885.97	69,583.03	.00	100.0%
12710300 54000 SUPP./PARKER/GUI	7,493	0	7,493	532.77	268.05	6,692.18	10.7%
12710327 51050 SAL/PARKER/S.W.	56,967	-2,215	54,752	39,485.72	15,794.28	-528.00	101.0%*
12710400 51050 GUID SALARIES/BY	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12710400 54000 SUPP./BYAM/GUID	5,303	0	5,303	336.23	2,024.26	2,942.51	44.5%
12710500 51050 GUID SALARIES /C	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
12710500 54000 SUPP./CENTER/GUI	4,726	0	4,726	1,001.04	1,853.62	1,871.34	60.4%
12710600 51050 GUID SALARIES /H	56,967	1,139	58,106	33,522.81	24,583.35	-.16	100.0%*
12710600 54000 SUPP./HARR./GUID	5,177	0	5,177	734.74	1,891.95	2,550.31	50.7%
12710700 51050 GUID SALARIES /S	91,491	1,830	93,321	53,838.98	39,481.97	.05	100.0%
12710700 54000 SUPP./SO.ROW/GUI	4,202	0	4,202	1,059.03	1,843.02	1,299.95	69.1%
TOTAL GUIDANCE COUNSELORS	1,440,855	27,394	1,468,249	859,019.89	534,359.24	74,869.87	94.9%
2800 PSYCHOLOGICAL SERVICES							
12800100 51050 SAL/CHS/PSYCH	256,675	5,134	261,809	151,043.53	110,765.38	.09	100.0%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12800200 51050 SAL/McCARTHY/PSY	91,491	1,830	93,321	53,838.98	39,481.97	.05	100.0%
12800300 51050 SAL/PARKER/PSYCH	91,491	1,830	93,321	53,838.98	39,481.97	.05	100.0%
12800400 51050 SAL/BYAM/PSYCH	70,726	1,415	72,141	51,529.16	20,611.74	.10	100.0%
12800500 51050 SAL/CENTER/PSYCH	70,726	1,415	72,141	41,619.66	30,521.15	.19	100.0%
12800600 51050 SAL/HARR./PSYCH	70,075	1,402	71,477	41,236.64	30,240.32	.04	100.0%
12800700 51050 SAL/SO.ROW/PSYCH	91,491	1,830	93,321	44,123.30	39,481.97	9,715.73	89.6%
TOTAL PSYCHOLOGICAL SERVICES	742,675	14,856	757,531	437,230.25	310,584.50	9,716.25	98.7%
3200 MEDICAL/HEALTH SERVICES							
13200000 51007 NURSES/SUB	38,000	-1,640	36,360	31,595.00	.00	4,765.00	86.9%
13200000 51060 TOWN HEALTH EDUC	23,979	0	23,979	.00	.00	23,979.00	.0%
13200000 53170 DOCTOR SALARY	2,500	0	2,500	.00	.00	2,500.00	.0%
13200000 53990 CONTRACTUAL SERV	9,300	2,423	11,723	10,723.33	1,000.00	.00	100.0%
13200000 57140 COURSE REIMBURSE	4,000	0	4,000	2,703.00	270.00	1,027.00	74.3%
13200100 51050 SAL/CHS/NURSE	129,501	2,485	131,986	73,110.45	53,614.33	5,261.22	96.0%
13200100 54000 SUPP/CHS/NURSE	2,100	0	2,100	1,579.93	.00	520.07	75.2%
13200100 57100 HEALTH TRAVEL/HI	700	0	700	.00	.00	700.00	.0%
13200100 58510 EQUIP/CHS/NURSE	2,600	-885	1,715	.00	.00	1,715.00	.0%
13200200 51050 SAL/McCARTHY/NUR	81,902	1,638	83,540	46,136.23	35,343.88	2,059.89	97.5%
13200200 53990 INSUR./McCARTHY/	1,375	0	1,375	656.00	.00	719.00	47.7%
13200200 54000 SUPP/McCARTHY/NU	1,599	756	2,355	1,376.98	605.82	372.02	84.2%
13200263 51050 SAL/McCARTHY/NUR	35,234	705	35,939	20,733.86	15,204.86	.28	100.0%
13200300 51050 SAL/PARKER/NURSE	81,902	1,638	83,540	48,196.21	35,343.88	-.09	100.0%*
13200300 54000 SUPP/PARKER/NURS	1,342	-48	1,294	1,237.79	.00	55.88	95.7%
13200363 51050 SAL/PARKER/NURSE	33,528	671	34,199	19,729.89	14,468.63	.48	100.0%
13200400 51050 SAL/BYAM/NURSE	79,132	1,583	80,715	46,566.24	34,148.62	.14	100.0%
13200400 54000 SUPP/BYAM/NURSE	1,100	0	1,100	924.68	.00	175.32	84.1%
13200500 51050 SAL/CENTER/NURSE	75,275	1,506	76,781	54,001.98	21,937.44	841.58	98.9%
13200500 54000 SUPP/CENTER/NURS	1,100	0	1,100	684.36	.00	415.64	62.2%
13200600 51050 SAL/HARR./NURSE	81,902	1,638	83,540	28,260.98	13,383.24	41,895.78	49.8%
13200600 54000 SUPP/HARR./NURSE	1,100	-606	494	433.52	.00	60.66	87.7%
13200700 51050 SAL/SO.ROW/NURSE	56,857	1,137	57,994	33,458.14	24,535.94	-.08	100.0%*
13200700 54000 SUPP/SO.ROW/NURSE	1,000	0	1,000	734.91	.00	265.09	73.5%
13200976 51050 SAL/CHIPS/NURSE	43,216	864	44,080	25,431.11	18,649.46	-.57	100.0%*
TOTAL MEDICAL/HEALTH SERVICES	790,244	13,865	804,109	448,274.59	268,506.10	87,328.31	89.1%
3300 TRANSPORTATION							
13300000 51060 SALARIES PSP	10,800	0	10,800	2,714.48	.00	8,085.52	25.1%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13300000 51070 SALARIES -TRANSP	46,818	0	46,818	36,013.80	10,804.14	.06	100.0%
13300000 53988 REGULAR TRANSPOR	1,596,840	0	1,596,840	1,058,466.50	454,062.00	84,311.50	94.7%
13300000 53990 LATE BUSES/HIGH-	52,080	0	52,080	22,443.07	19,236.93	10,400.00	80.0%
13300000 53996 FOSTER TRANS	10,000	0	10,000	5,289.54	44,717.56	-40,007.10	500.1%*
13300000 53997 TRANSPORTATION S	4,995	0	4,995	4,995.00	.00	.00	100.0%
13300000 53999 HOMELESS TRANS	45,000	0	45,000	1,250.00	26,175.00	17,575.00	60.9%
13300076 53990 SPED TRANSPORTAT	1,949,000	0	1,949,000	831,192.21	900,513.00	217,294.79	88.9%
TOTAL TRANSPORTATION	3,715,533	0	3,715,533	1,962,364.60	1,455,508.63	297,659.77	92.0%
3400 FOOD SERVICES							
13400000 51110 SALARIES-FULL TI	92,512	0	92,512	71,163.00	21,348.90	.10	100.0%
13400000 53990 CAFE CONT SERVIC	25,000	0	25,000	6,214.25	7,905.75	10,880.00	56.5%
TOTAL FOOD SERVICES	117,512	0	117,512	77,377.25	29,254.65	10,880.10	90.7%
3510 ATHLETIC SERVICES							
13510100 51040 SAL/ATHLETIC STU	12,344	0	12,344	6,700.91	.00	5,643.09	54.3%
13510100 51050 SAL/CHS/AD/TRAIN	102,745	0	102,745	79,034.40	23,710.32	.28	100.0%
13510100 51060 SAL/ATHLETICTRAI	49,113	0	49,113	37,778.80	11,333.64	.56	100.0%
13510100 51070 SAL/SEC/ATHL	23,712	473	24,185	17,275.65	.00	6,909.35	71.4%
13510100 51310 SAL/ATHLETIC/COA	21,180	0	21,180	.00	.00	21,180.00	.0%
13510100 52110 ATH DEPT STADIUM	2,000	0	2,000	751.32	248.68	1,000.00	50.0%
13510100 52400 POOL & ICE	74,000	0	74,000	61,400.50	5,109.00	7,490.50	89.9%
13510100 53989 OFFICIALS/POLICE	95,000	0	95,000	46,871.98	1,782.68	46,345.34	51.2%
13510100 53990 RECONDITIONING	18,963	0	18,963	.00	18,000.00	963.00	94.9%
13510100 53995 TRANSPORTATION	107,000	0	107,000	56,760.95	.00	50,239.05	53.0%
13510100 54000 SUPP/CHS/ATHL	60,000	0	60,000	42,782.68	6,807.63	10,409.69	82.7%
13510100 54310 MEDICAL	6,000	0	6,000	4,673.10	.00	1,326.90	77.9%
13510100 57400 INSUR./CHS/ATHL	27,935	0	27,935	26,860.00	.00	1,075.00	96.2%
13510100 57800 OTHER EXPENSES	38,600	0	38,600	24,694.50	1,842.00	12,063.50	68.7%
TOTAL ATHLETIC SERVICES	638,592	473	639,065	405,584.79	68,833.95	164,646.26	74.2%
3520 OTHER STUDENT ACTIVITIES							
13520064 54000 DESTINATION IMAG	2,300	0	2,300	1,524.00	.00	776.00	66.3%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>13520100 51050 SAL/CHS/ADVISORS</u>	73,190	0	73,190	55,009.90	.00	18,180.10	75.2%
<u>13520145 54000 SUPP/CHS/VOICE</u>	1,000	0	1,000	.00	.00	1,000.00	.0%
<u>13520154 53990 MATH TEAM TRANSP</u>	2,750	0	2,750	1,292.06	595.40	862.54	68.6%
<u>13520160 54000 NAT'L HONOR SOC/</u>	4,900	0	4,900	1,663.23	.00	3,236.77	33.9%
<u>13520178 53910 SCIENCE CLUB/HIG</u>	2,000	0	2,000	1,106.00	829.05	64.95	96.8%
<u>13520194 51465 NIGHT SCHOOL HS</u>	5,000	0	5,000	2,450.00	.00	2,550.00	49.0%
<u>13520200 51050 SAL/McCARTHY/ADV</u>	29,900	0	29,900	26,478.22	.00	3,421.78	88.6%
<u>13520200 51310 SAL/McCARTHY/K.B</u>	1,500	0	1,500	.00	.00	1,500.00	.0%
<u>13520300 51050 SAL/PARKER/ADVIS</u>	29,900	0	29,900	24,546.68	.00	5,353.32	82.1%
<u>13520300 51310 SAL/PARKER/K.B.A</u>	1,500	0	1,500	.00	.00	1,500.00	.0%
TOTAL OTHER STUDENT ACTIVITIES	153,940	0	153,940	114,070.09	1,424.45	38,445.46	75.0%
3600 SCHOOL SECURITY							
<u>13600100 51060 STCH SCHOOL SECU</u>	91,611	1,748	93,359	56,625.52	32,523.43	4,210.05	95.5%
<u>13600100 51310 COURT LIAISON</u>	9,000	0	9,000	6,428.55	2,571.42	.03	100.0%
<u>13600200 51060 MCC PSP - SECURI</u>	50,334	1,007	51,341	36,672.07	14,668.86	.07	100.0%
<u>13600300 51060 PARKER - PSP - S</u>	50,334	1,007	51,341	29,619.68	21,721.15	.17	100.0%
TOTAL SCHOOL SECURITY	201,279	3,762	205,041	129,345.82	71,484.86	4,210.32	97.9%
4110 CUSTODIAL SERVICES							
<u>14110000 51040 SALARIES - CUSTO</u>	412,965	0	412,965	312,287.36	.00	100,677.64	75.6%
<u>14110000 51050 SALARIES - PROFE</u>	106,832	0	106,832	82,178.40	24,653.52	.08	100.0%
<u>14110000 51070 FACILITIES - SEC</u>	12,989	0	12,989	9,991.60	2,997.50	-.10	100.0%*
<u>14110000 51110 SALARIES-CUST OT</u>	10,000	0	10,000	3,348.54	.00	6,651.46	33.5%
<u>14110000 51310 SALARIES- CUST O</u>	15,000	0	15,000	4,201.96	.00	10,798.04	28.0%
<u>14110000 53990 CONTRACTUAL SERV</u>	851,761	0	851,761	575,157.18	219,635.57	56,968.25	93.3%
<u>14110000 54000 SUPPLIES</u>	232,200	0	232,200	96,509.45	88,140.23	47,550.32	79.5%
<u>14110000 55960 UNIFORM ALLOWANC</u>	6,000	0	6,000	4,975.00	.00	1,025.00	82.9%
<u>14110000 57800 OTHER CHARGES/EX</u>	6,500	0	6,500	.00	.00	6,500.00	.0%
<u>14110119 54000 SUPP/CHS/PERFORM</u>	12,000	0	12,000	12,000.00	.00	.00	100.0%
TOTAL CUSTODIAL SERVICES	1,666,247	0	1,666,247	1,100,649.49	335,426.82	230,170.69	86.2%
4120 HEATING OF BUILDINGS							
<u>14120000 52130 FUEL</u>	6,500	0	6,500	3,471.55	2,928.45	100.00	98.5%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
14120100 52130 FUEL/HIGH	126,000	0	126,000	68,056.24	48,064.53	9,879.23	92.2%
14120200 52130 FUEL/MCCARTHY	65,000	0	65,000	33,996.29	24,798.71	6,205.00	90.5%
14120300 52130 FUEL/PARKER	54,000	0	54,000	27,608.36	23,641.64	2,750.00	94.9%
14120400 52130 FUEL / BYAM	34,500	0	34,500	14,238.48	14,491.52	5,770.00	83.3%
14120500 52130 FUEL - CENTER SC	28,500	0	28,500	14,343.00	11,700.96	2,456.04	91.4%
14120600 52130 FUEL-HARRINGTON	19,000	0	19,000	1,292.73	17,143.14	564.13	97.0%
14120700 52130 FUEL-SOUTH ROW	31,000	0	31,000	18,924.97	10,975.03	1,100.00	96.5%
TOTAL HEATING OF BUILDINGS	364,500	0	364,500	181,931.62	153,743.98	28,824.40	92.1%
4130 UTILITY SERVICES							
14130000 52110 ELECTRIC	19,500	0	19,500	12,190.81	5,523.19	1,786.00	90.8%
14130000 53410 TELEPHONE/SUPT O	60,000	0	60,000	44,577.86	18,447.87	-3,025.73	105.0%*
14130100 52110 ELECTRICITY/HIGH	197,500	0	197,500	126,567.95	57,796.25	13,135.80	93.3%
14130100 52310 WATER/HIGH	7,500	0	7,500	5,698.87	2,986.13	-1,185.00	115.8%*
14130100 53410 TELEPHONE/HIGH	41,000	0	41,000	26,923.15	12,589.80	1,487.05	96.4%
14130200 52110 ELECTRICITY/MCCA	88,500	0	88,500	57,344.11	31,037.89	118.00	99.9%
14130200 53410 TELEPHONE/MCCART	25,000	0	25,000	16,732.83	7,782.84	484.33	98.1%
14130300 52110 ELECTRICITY/PARK	87,000	0	87,000	53,286.02	35,621.98	-1,908.00	102.2%*
14130300 53410 TELEPHONE/PARKER	25,000	0	25,000	16,889.24	7,980.76	130.00	99.5%
14130400 52110 ELECTRICITY/BYAM	52,000	0	52,000	29,195.36	19,759.33	3,045.31	94.1%
14130400 53410 TELEPHONE/BYAM	15,000	0	15,000	9,639.88	4,500.07	860.05	94.3%
14130500 52110 ELECTRIC - CENTE	55,000	0	55,000	32,460.06	14,042.94	8,497.00	84.6%
14130500 52310 WATER CENTER SCH	750	0	750	297.00	99.00	354.00	52.8%
14130500 53410 TELEPHONE - CENT	14,000	0	14,000	8,948.15	4,201.05	850.80	93.9%
14130600 52110 ELECTRICITY/HARR	48,500	0	48,500	23,214.19	19,378.81	5,907.00	87.8%
14130600 52310 WATER/HARRINGTON	3,000	0	3,000	1,722.13	1,082.87	195.00	93.5%
14130600 53410 TELEPHONE/HARR	14,000	0	14,000	8,960.18	4,202.02	837.80	94.0%
14130700 52110 ELECTRICITY/SO R	42,500	0	42,500	24,884.95	15,391.08	2,223.97	94.8%
14130700 53410 TELEPHONE/SO ROW	13,000	0	13,000	8,074.86	3,806.34	1,118.80	91.4%
TOTAL UTILITY SERVICES	808,750	0	808,750	507,607.60	266,230.22	34,912.18	95.7%
4210 MAINTENANCE OF GROUNDS							
14210000 59238 GENERAL MAINT	30,000	0	30,000	14,035.88	9,648.23	6,315.89	78.9%
14210100 59238 GROUNDS/HIGH	24,000	0	24,000	13,697.28	754.76	9,547.96	60.2%
TOTAL MAINTENANCE OF GROUNDS	54,000	0	54,000	27,733.16	10,402.99	15,863.85	70.6%
5150 EMPLOYEE SEPERATION COSTS							

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>15150000 51140 RETIREMENT/SICK</u>	228,486	0	228,486	232,486.26	.00	-4,000.26	101.8%*
TOTAL EMPLOYEE SEPERATION COSTS	228,486	0	228,486	232,486.26	.00	-4,000.26	101.8%
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9300 TUITION NON-PUBLIC SCHOOLS							
<u>19300076 53990 TUITIONS</u>	3,557,653	0	3,557,653	3,859,375.12	2,438,009.64	-2,739,731.76	177.0%*
TOTAL TUITION NON-PUBLIC SCHOOLS	3,557,653	0	3,557,653	3,859,375.12	2,438,009.64	-2,739,731.76	177.0%
TOTAL UNDEFINED	61,000,000	0	61,000,000	39,258,897.77	20,004,426.26	1,736,675.97	97.2%
GRAND TOTAL	61,000,000	0	61,000,000	39,258,897.77	20,004,426.26	1,736,675.97	97.2%

** END OF REPORT - Generated by Joanna Johnson-Collins **

CHELMSFORD PUBLIC SCHOOLS
 FY20 GRANT AND REVOLVING FUND SUMMARY
 AS OF MARCH 31, 2020

MUNIS #	DESE #		FY20 Award	Balance 7/1/2019	Receipts	Expenditures	Encumbrances	Current Ending Balance (ties to Munis)	Remaining Revenue	Ending Balance with Remaining Revenue
Federal & State Grants										
140	140	Title IIA Teacher Quality - FY19	90,941	0.00	90,941.00	90,941.00		0.00	-	-
180	180	Title III - FY19	29,011	0.00	29,011.00	29,011.00		0.00	-	-
240	240	SPED Entitlement Allocation - FY19	1,225,683	0.00	1,225,683.00	1,224,846.85		836.15	-	836.15
251	251	Puerto Rico Relief - State Alloc - FY9	144	0.00	143.80	144.00		(0.20)	0.20	-
262	262	SPED Early Childhood - FY19	36,618	0.00	36,618.00	36,618.00		0.00	-	-
305	305	Title I - FY19	175,314	0.00	175,314.00	175,314.00		0.00	-	-
309	309	Title IVA - FY19	11,930	0.00	11,930.00	11,930.00		0.00	-	-

140	140	Title IIA Teacher Quality - FY20	89,348	0.00	57,403.00	57,402.86		0.14	31,945.00	31,945.14
180	180	Title III - FY20	29,559	0.00	14,514.00	14,754.26		(240.26)	15,045.00	14,804.74
240	240	SPED Entitlement Allocation - FY20	1,229,116	0.00	203,055.00	212,440.58	277,247.77	(286,633.35)	1,026,061.00	739,427.65
262	262	SPED Early Childhood - FY20	37,381	0.00	29,522.00	29,522.61		(0.61)	7,859.00	7,858.39
305	305	Title I - FY20	378,199	0.00	212,163.00	212,413.79	7,404.65	(7,655.44)	166,036.00	158,380.56
309	309	Title IVA - FY20	11,809	0.00	7,200.00	7,200.00		0.00	4,609.00	4,609.00

Other Grant Funds										
237	---	ATEF Grant	3,492		3,492.28	2,591.31		900.97		900.97
250	---	Essential School Heath Grant (State)	5,000		5,000.00	2,108.75		2,891.25		2,891.25
254	---	Terraponics Science Grant (Energy Conserv Comm)		800.00				800.00		800.00
273	---	E-rate	34,795		34,794.72	34,794.72		0.00		-
273	---	E-rate - Digital Connections Grant	144,318		144,318.31			144,318.31		144,318.31
301	---	Lowell General Hospital Circle Health (Private Grant 10K)		846.41				846.41		846.41
301	---	Project Lead the Way (Private Grant) 5,000 c/o		1,289.40		1,252.50		36.90		36.90
301	---	Project Lead the Way (Private Grant)	15,500		15,500.00	4,747.79		10,752.21		10,752.21
301	---	Science Eco Rise (Private Grant) 2,852 c/o		83.02				83.02		83.02
301	---	Science Eco Rise (Private Grant)	1,469		1,469.00			1,469.00		1,469.00
301	---	Analog Robotics (Private Grant) 5,000 c/o		4,655.05		4,655.05		0.00		-
301	---	MA School Mental Health Consort. (Private)	500		500.00			500.00		500.00
310	---	Circuit Breaker	-	1,994,904.55	2,333,203.00			4,328,107.55		4,328,107.55
313	---	Lockhead Martin Robotics (Private Grant) 2,500 c/o		1,083.57		936.50		147.07		147.07
313	---	Lockhead Martin Robotics (Private Grant)	2,500		2,500.00	330.00		2,170.00		2,170.00
335	---	Safe & Supportive Schools (State)	60,000		60,000.00	60,000.00		0.00		-

Revolving Accounts										
			Estimated Receipts	Balance 7/1/2019	Receipts	Expenditures	Encumbrances	Current Ending Balance	Estimated Revenue	Ending Balance with Estimated Revenue
501	---	Café (School Nutrition)	1,057,000.00	694,123.31	867,437.64	835,192.89	247,220.66	479,147.40		479,147.40
502	---	Athletic	367,000.00	8,507.41	251,902.36	271,038.25		(10,628.48)		(10,628.48)
503	---	Gifts & Donations	0.00	27,806.48	18,551.21	8,361.66		37,996.03		37,996.03
504	---	Lost / Damaged Books	0.00	4,952.77	426.82	0.00		5,379.59		5,379.59
505	---	Musical Instrument Repair	0.00	0.00	0.00	0.00		0.00		-
506	---	Adult Education/Music/Guidance	185,000.00	140,346.06	157,926.00	149,125.37	1,978.00	147,168.69		147,168.69
507	---	Childcare	2,146,000.00	1,839,206.84	1,757,870.78	1,411,411.40	185,288.43	2,000,377.79		2,000,377.79
508	---	Out of Town Tuition Reimbursement		59,988.70				59,988.70		59,988.70
509	---	Summer School		12,116.29	1,291.87	2,000.00		11,408.16		11,408.16
510	---	School Choice	250,000.00	1,629,339.63	187,303.00	125,864.15		1,690,778.48		1,690,778.48
511	---	Civic Activities	0.00	207,179.53	179,674.04	166,282.61	59,393.21	161,177.75		161,177.75
516	---	Transportation	320,000.00	369,928.14	276,235.62	255,915.22	105,923.07	284,325.47		284,325.47
517	---	Student Activity		117,380.61	91,047.50			208,428.11		208,428.11
518	---	Turf Fields		48,260.72	64,912.50	15,481.30		97,691.92	14,722.50	112,414.42

Chelmsford High School Student Activities

Balance Sheet New

04/14/20

As of February 29, 2020

Cash Basis

	<u>Feb 29, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
CHS Enterprise Checking	60,032.29
Enterprise Agency Account	208,131.50
Total Checking/Savings	<u>268,163.79</u>
Total Current Assets	<u>268,163.79</u>
TOTAL ASSETS	<u>268,163.79</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Equity - Athletics	8,353.39
Equity - ATWE	2,479.51
Equity - Badminton	0.54
Equity - Band	3,815.49
Equity - Basketball Girls	2,310.57
Equity - Best Buddies	446.90
Equity - Career Center	1,422.58
Equity - Cheerleading	554.83
Equity - Chorus	2,315.53
Equity - Class of 19	15,076.30
Equity - Class of 20	41,625.98
Equity - Class of 21	6,388.02
Equity - Class of 22	1,035.25
Equity - Class of 23	391.01
Equity - Cross Country	1,150.00
Equity - Dance Team	2,742.41
Equity - DECA	3,610.68
Equity - ECO Club	871.46
Equity - Field Hockey	7,268.24
Equity - Field Trips	8,780.00
Equity - Fine Arts	4,683.70
Equity - Football	25,796.20
Equity - French Enrichment	2,290.50
Equity - Gen. Student Body Fund	7,739.64
Equity - Golf	447.05
Equity - Ice Hockey Boys	1,591.54
Equity - Ice Hockey Girls	440.85
Equity - International Relation	444.06
Equity - Key Club	729.05

Chelmsford High School Student Activities

Balance Sheet New

04/14/20

As of February 29, 2020

Cash Basis

	<u>Feb 29, 20</u>
Equity - Lacrosse Boys	317.16
Equity - Lacrosse Girls	1,566.33
Equity - LIME	1,327.51
Equity - Lion Yearbook	903.05
Equity - Melting Pot Club	443.72
Equity - Mme Queenan Boutique	387.42
Equity - Mock Trial	255.50
Equity - National Business HS	436.78
Equity - National Honor Society	1,162.63
Equity - National Science HS	1,445.00
Equity - NEHS	787.85
Equity - Orchestra	735.22
Equity - PAVE Program	583.78
Equity - Reality Check	698.32
Equity - Resiliency	0.00
Equity - SAGA	857.04
Equity - Ski Team	1,062.75
Equity - Soccer Boys	4,766.51
Equity - Soccer Girls	7,072.75
Equity - Softball	7,970.78
Equity - Speech & Debate Team	1,040.95
Equity - Student Council	1,645.20
Equity - Student Trainers	403.50
Equity - Swim Team Boys	791.31
Equity - Swim Team Girls	286.76
Equity - Tennis Boys	416.15
Equity - Tennis Girls	909.32
Equity - Theatre Guild	51,507.14
Equity - TJF (GIVE)	580.66
Equity - Track	1,709.41
Equity - Tri-M	89.40
Equity - Unidentified Deposit	5,863.25
Equity - Voice Student News	365.00
Equity - Volleyball Boys	825.76
Equity - Volleyball Girls	7,712.91
Equity - World Language HS -LFS	1,733.80
Equity - Wrestling	4,701.89
Total Other Current Liabilities	<u>268,163.79</u>

11:27 AM
04/14/20
Cash Basis

Chelmsford High School Student Activities
Balance Sheet New
As of February 29, 2020

	<u>Feb 29, 20</u>
Total Current Liabilities	<u>268,163.79</u>
Total Liabilities	<u>268,163.79</u>
TOTAL LIABILITIES & EQUITY	<u><u>268,163.79</u></u>

McCarthy Middle School
Balance Sheet
As of February 29, 2020

	Feb 29, 20
ASSETS	
Current Assets	
Checking/Savings	
McCarthy Agency Account	11,294.15
McCarthy Principal Account	20,178.55
Total Checking/Savings	31,472.70
Total Current Assets	31,472.70
TOTAL ASSETS	31,472.70
LIABILITIES & EQUITY	
Equity	
Band	4,045.35
Chorus	1,478.64
Cross Country	117.93
Drama	16,139.75
General Student Body Fund	
Interest - Agency Account	475.34
Interest - Principal Account	165.25
General Student Body Fund - Other	765.92
Total General Student Body Fund	1,406.51
Grade 5 and Field Trips	890.05
Grade 6 and Field Trips	326.82
Grade 7 and Field Trips	1,813.95
Grade 8 and Field Trips	1,256.77
Orchestra	1,003.49
Project 300	275.64
Student council	1,906.99
Year Book	810.81
Total Equity	31,472.70
TOTAL LIABILITIES & EQUITY	31,472.70

Parker Middle School
Balance Sheet
As of February 29, 2020

	Feb 29, 20
ASSETS	
Current Assets	
Checking/Savings	
Parker Agency Account	39,711.07
Parker Principal Account	20,038.85
Total Checking/Savings	59,749.92
Total Current Assets	59,749.92
TOTAL ASSETS	59,749.92
LIABILITIES & EQUITY	
Equity	
Band	6,229.55
Chorus	1,560.20
Cross Country	10.00
Drama	28,119.42
General Student Body Fund	
Interest - Agency Account	298.66
Interest - Principal Account	127.50
General Student Body Fund - Other	1,541.61
Total General Student Body Fund	1,967.77
Grade 5 and Field Trips	346.06
Grade 6 and Field Trips	1,985.54
Grade 7 and Field Trips	1,719.74
Grade 8 and Field Trips	3,986.21
Orchestra	2,581.00
School Store	151.81
Student Council	8,753.50
Yearbook	2,339.12
Total Equity	59,749.92
TOTAL LIABILITIES & EQUITY	59,749.92

CHELMSFORD PUBLIC SCHOOLS

Memorandum

TO: Jay Lang, Ed.D., Superintendent of Schools
Members of the School Committee

FROM: Joanna Johnson-Collins, Director of Business & Finance

DATE: April 17, 2020

RE: Recommended FY20 Budget Transfers

I am writing to request two (2) budget transfers for FY2020 totaling \$ 88,000.

The first budget transfer request is shifting budget funds from the day to day substitute teacher account to the textbook adoptions account. This is to purchase the Foundations phonics program. Our plan at the elementary level is to transition from the Lively Letters program and purchase this phonics program as part of the new comprehensive elementary literacy program. Foundations is a multi-sensory and systematic phonics, spelling and handwriting program that benefits all grades K-3 students. These funds will be used to purchase curriculum for grades K-2 at this time, our plan to implement grade three will be in a future budget. This curriculum also includes a supplemental activity set for pre-K students which we plan to purchase as well, funded through Community Education and Special Education budget funds.

The second budget transfer request is shifting budget funds from the special education contracted services account to the special education curriculum account to purchase the special education component of the Foundations program described above. The special education curriculum account has most of the funds for the purchase currently available, however this small budget transfer is required to meet the total quote.

From		To			Amount
12325000-51005	Day to Day Substitute Teachers	12410000	54000	Textbook Adoptions	\$ 86,000
12440076-53990	SPED Contracted Services	12410076	54000	SPED Supplies / Curriculum	\$ 2,000

I recommend the school committee vote at the regular school committee meeting on April 22, 2020 to approve these FY2020 local operating budget transfers for the Chelmsford Public Schools as presented.



CHELMSFORD PUBLIC SCHOOLS

Kelly Rogers, Literacy, ELL, and Title I Department Coordinator

MEMORANDUM

To: Jay Lang, Superintendent
Members of the School Committee

From: Kelly Rogers, Literacy, ELL, and Title I Department Coordinator

Date: April 16, 2020

RE: LanguageLine Update

The Chelmsford Public Schools is contracting with LanguageLine Solutions, an on-demand phone interpreting service to better communicate with families whose first language is not English. The support will be especially helpful as we continue to reach out to families during our current school closure.

The features of the service include:

- Live audio interpreters in 240+ languages
- Available from any phone 24/7
- Custom call routing and Direct ResponseSM available
- Ideal anchor for on-demand interpreting programs
- App available for download on Smartphone

The administrative staff participated in a virtual training session that focused on developing effective interactions with interpreters and managing cultural diversity. Building principals, nurses, guidance counselors, psychologists, and EL teachers will utilize the service to communicate with families in response to a myriad of topics that provide the appropriate language support needed.

I am confident that utilizing LanguageLine will help bridge language and cultural barriers to ensure positive partnerships and communications with families/caregivers moving forward. Attached is a copy of the PowerPoint presentation we received and reviewed during the initial training last week to provide an example of how the service will work with our families and staff. As this is a great, new resource for our families, I wanted to share this information with you and the members of the school committee.



Chelmsford Public Schools

Alisa V. Smith
Premier Account Executive
LanguageLine Solutions
March, 2020



Agenda

- Why language access is important.
- Why LanguageLine Solutions.
- Managing cultural difference.
- Identifying the preferred language.
- Working with an interpreter.
- How to access an interpreter.
- Client and Customer Service

Why Language Access Services?

It's the Right Thing to Do

- Improves customer service and builds loyalty by communicating in the customer's preferred language.
- Improves staff efficiency by streamlining the communication process.
- Mitigates the risk and reduces the expense associated with a lack of communication.

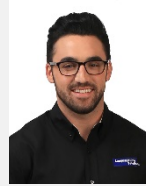


The Industry's Most Dependable Provider

THE PREMIER PARTNER

Quality Linguists

- Must meet LanguageLine's demanding standards
- Ongoing training and support
- Quality assurance and monitoring
- Average annual investment in our linguists exceeds many of our competitors annual earnings



Systems Safety and Security

- Complete hundreds of security and business continuity client audits annually in Finance, Insurance, Healthcare, Utilities, Government sectors
- True global comprehensive Insurance and Liability Policy
- PCI and GDPR compliant and ISO certified



Financial Stability

- 3rd largest language services provider in the world*
- Sustained growth with annual revenue increases



Technological Innovation

- Pioneering cloud-based, multi-modal platform
- Faster, clearer, secure connections to interpreters
- Industry leader in solutions for client satisfaction



THE TRUSTED PARTNER

Experienced



Clients

28,000

Client Retention

98%

THE PROVEN PARTNER

13 of the top 14
Medical Facilities



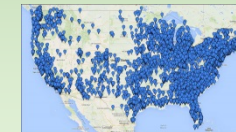
18 of the top 20
Insurance Companies



8 out of the top 10
Commercial Banks



1000s of
Government Agencies



Proudly serving **74%** of Fortune 100 companies

* 2019 Common Sense Advisory

Being Understood is Empowering

Language Access at All Touch Points

WRITTEN

Translation and Localization

LanguageLine® TranslationSM

- 240+ languages available
- LanguageLine® ClaritySM improves translation efficiency, accuracy and meaning
- Ideal for documents and marketing materials

LanguageLine® LocalizationSM

- 240+ languages available
- Ideal for adapting digital and multi media content to target markets

TESTING AND TRAINING

LanguageLine® TestingSM

- Test English and target language fluency
- Ideal for staff and recruits

LanguageLine® TrainingSM

- Develop staff interpreter skills
- Ideal for in-house interpreters



SPOKEN AND SIGNED

On-Demand Solutions

LanguageLine InSight Video Interpreting®

- Live video and audio interpreters
- One touch access via LanguageLine interpreting app
- 36 video languages including American Sign Language
- 240+ audio only languages
- Available for smartphones, tablets, PCs and MACs
- Ideal when facial expressions and visual cues enhance understanding

LanguageLine® PhoneSM Interpreting

- Live audio interpreters in 240+ languages
- Available from any phone 24/7
- Custom call routing and Direct ResponseSM available
- Ideal anchor for on demand interpreting programs

Scheduled Solution

LanguageLine® OnSiteSM Interpreting

- Live interpreters at your location, by appointment
- 100+ languages including American Sign Language
- Ideal for complex, critical, sensitive situations

Bridge Language and Cultural Barriers

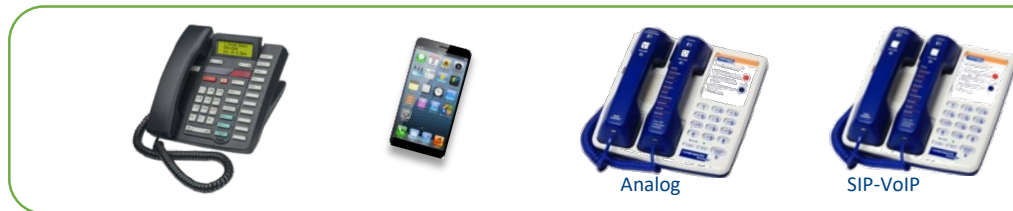
Improve Productivity, Organizational Image, Customer Experience

Maximize Revenue, Decrease Expense


LanguageLine® PhoneSM Interpreting

Phone Interpreting provides on-demand, cost effective, easy access to interpreters for outstanding customer care and business growth.


- Connect in seconds to tested, trained, professional interpreters, 24/7/365 in over 240 languages
- Custom call routing and reporting
- Use any phone or the LanguageLine 1Solution dual handset phone



- Also access interpreters using:
 - Direct ResponseSM
 - Handle in bound calls with an interpreter already on the line



LanguageLine
Over-the-Phone Interpreting
Bridge language and cultural barriers



Being Understood is Empowering



[Video Available](#)

Simply the Best Interpreters in the Industry

Professional, qualified, interpreters facilitate accurate and efficient communications between you and your customers.

- Highest Standard of Excellence
 - Fully tested and vetted interpreters, ready to assist you
 - Strict and demanding hiring profile
 - Ongoing training, monitoring, and coaching
- Quality Assurance Process
 - Regular service observations
 - Voice of the Customer Program (VOC)
 - Service Observation Analysis Program
 - LanguageLine comprehensive insurance policy
- Customized Access to Interpreters



Trustworthy Risk Management Protocols And Policies

The privacy and security of your information is handled with the utmost care.

- Safety and Security of Information
 - Employee requirements
 - Drug and background screenings, as required
 - Strict Code of Conduct/employee compliance training
 - Clean Desk Policy
 - Secure Building Access
 - Regulated Interpreter call note taking and work environment
 - System Requirements
 - No customer call content stored on LanguageLine systems
 - Interpreter system access limited to what is needed for performance via an MPLS circuit or secure encrypted tunnel
- Safety and Security of Systems
 - Carrier grade, cloud based technology infrastructure
 - Redundancy within the voice and data centers
 - Geographical redundancy
 - Dispersed interpreter workforce
- Operational Audits
 - Consistently adhere to most stringent security and operational client audits



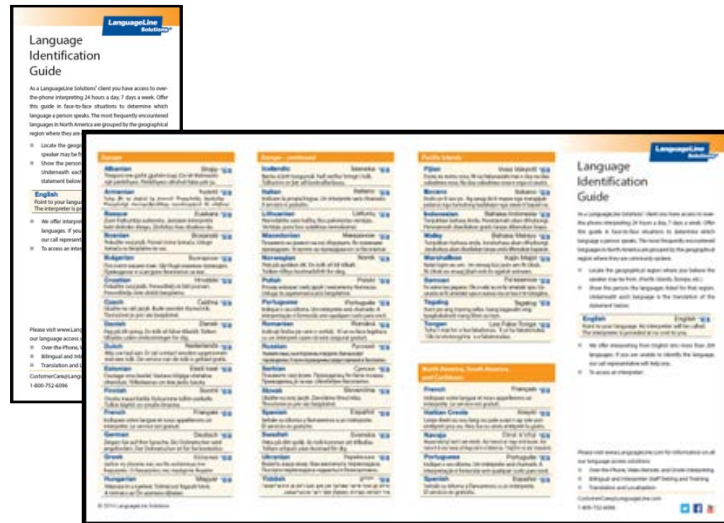
Managing Cultural Difference

Interpreters help overcome language and cultural barriers. When working with LEP persons keep in mind:

- **Cultural Sensitivity.** An LEP's culture, traditions and experiences may be very different from our own. Understand differences exist. Be non-judgmental.
- **Indirect Communication.** English is a direct language. In other languages and cultures, it often takes longer to get to the point—even during emergencies. Understand this issue and be patient.
- **Education.** LEP persons may not be familiar with practices common to us. To improve communication and reduce confusion, offer explanations when possible to bring LEP customers into the mainstream.
- **Simple Language.** To improve understanding, use simple language and ask for clarification if needed.
- **Your Manner.** Be respectful and speak in a neutral tone.

How to Identify a Language Preference

Language identification tools are available to enable limited English speakers to point to their preferred language. If a language still cannot be identified, call an interpreter for language identification assistance.




Language ID Card



Desktop Display



Language ID Poster

English English 

Point to your language. An interpreter will be called.
The interpreter is provided at no cost to you.



This phrase is translated into various languages for limited English speakers self-identification.

Working with the Interpreter

- Brief and update the interpreter
 - Introduce yourself and state the goal of the encounter.
- Communicating with the customer
 - Retain control of the call. The interpreter will assist with communication, but you drive the conversation.
 - Use direct speech (first person) at all times. “How are you today?”
 - Speak in short sentences, using 3-5 sentence segments and pause at the end of a thought.
 - Avoid jargon, slang and complicated technical terminology.
 - If you sense that the customer does not understand, try to rephrase or explain in a different manner or repeat what you have heard.
 - Remember, whatever the interpreter hears will be interpreted. Avoid private conversations.
- Closing the conversation
 - Check with the customer for understanding.
 - Document that you worked with an interpreter, include the interpreter name and ID #. This is especially important in healthcare situations.



Accessing an Over-the-Phone Interpreter

When Receiving a call:

1. Use your phone's conference feature to place the Limited English Proficient (**LEP**) speaker on hold.
2. Dial **1-866-874-3972**
3. Provide your Client ID: **X X X X X X**
4. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for All Other Languages & State the name of the Desired Language

*** Press 0 for agent assistance if you do not know the language*
5. Provide your **Location Code**
6. Brief the interpreter. *Summarize what you wish to accomplish and provide any special instructions.*
7. Add the LEP onto the call.
8. Say "End of Call" to the interpreter when your call is completed.

Receiving an INBOUND Call From an LEP

1. Place the LEP on hold using the conference hold button.
2. Dial the LanguageLine toll free service number or hit the pre-programmed button to connect with LanguageLine.
3. Follow the IVR prompts or supply the information requested by the call agent.
4. An interpreter will be connected to the call.
5. Brief the interpreter. Summarize what you wish to accomplish and give any special instructions.
6. Add the LEP caller on the line.
7. Say “end of call” to the interpreter to complete the call.

Helpful Tip: If you are unable to identify the language, call LanguageLine call agents for help.



Placing an OUTBOUND Call to an LEP

1. Dial the LanguageLine toll free service number or hit the pre-programmed button to connect with LanguageLine.
2. Follow the IVR prompts or supply the information requested by the call agent.
3. Brief the interpreter. Summarize what you wish to accomplish and give any special instructions.
4. Ask the interpreter to dial the LEP or place the interpreter on hold and conference in the LEP.
5. Say “end of call” to the interpreter to complete the call.

Helpful Tip: If you are unable to identify the language, call LanguageLine call agents for help.



When You Are Face-to-Face With an LEP

You may pass the phone handset back and forth, use a speakerphone, or use the LanguageLine Dual Handset phone.

1. Dial the LanguageLine toll free service number or hit the pre-programmed button to connect with LanguageLine.
2. Follow the IVR prompts or supply the information requested by the call agent.
3. Brief the interpreter. Summarize what you wish to accomplish and give any special instructions.
4. Say “end of call” to the interpreter to complete the call.



LanguageLine Dual Handset Phone

Helpful Tip: If you are unable to identify the language, call LanguageLine call agents for help.



Comprehensive Client Services

Optimizing your language access solution drives efficient and easy access to interpreters to ensure customer satisfaction.

- Implementation and Training Assistance
- Complimentary Materials
 - Badges/Quick Reference Guides
 - Language ID Guide
 - Interpretation Services Available signage
- Optimization Hardware and Equipment
- Reporting and Analysis Resources
 - MyLanguageLine.com
 - e-Bills, scheduled reports and more
- Compliance Support
 - Attestations of interpreter quality
 - Implementation Team analysis
- Customer Care
 - Call or Live Chat
 - Online Voice of the Customer
- Account Executive Partnership



LanguageLine Customer Service

Customer Service:

LanguageLine is available for assistance for all services. If you need help with product information or support:

- By Email: customercare@languageline.com
- By Phone: 1-800-752-6096, option 2 - 24/5 (Monday – Friday)
- By Live Chat : 6AM - 5PM PST Monday – Friday (via MyLanguageLine™ Portal)

Voice of the Customer:

If you wish to submit a comment or feedback to LanguageLine, visit their website at www.languageline.com and mouse over Customer Service and click on Provide Feedback. You may submit a Voice of the Customer (VOC). They welcome your communication.

Thank You!



CHELMSFORD PUBLIC SCHOOLS

*Office of Human Resources
230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100 Fax: (978) 251-5110*

TO: Dr. Jay Lang, Superintendent

FROM: Dr. Cheryl Kirkpatrick, Director of Personnel and Professional Learning

DATE: APRIL 13, 2020

RE: **Personnel Report – March 2020**

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes. Thank you for sharing this report with the members of the Chelmsford School Committee.

Personnel Report – March 2020

New Hires

None

Resignations:

Hagar, Alicia

Grade 4 Teacher

Byam Elementary School

Effective date: 6/30/2020

Wyman, Joseph

ICTS Service Manager

Central Office

Effective date: 3/20/2020

Retirements:

Dunbar, Denise

Paraprofessional

CHIPS

Effective date: 3/6/2020

Assignment Changes:

None

CHELMSFORD PUBLIC SCHOOLS

Memorandum

TO: Jay Lang, Superintendent
Members of the School Committee

FROM: Cheryl Kirkpatrick, Director Personnel & Professional Learning

DATE: April 17, 2020

RE: Recommended policy and handbook changes based on DESE's Office of Public School Monitoring, Tiered Monitoring Review

The purpose of this memo is to share with the School Committee several observations made by DESE's Office of Public School Monitoring during their Tiered Monitoring Review process, in which Chelmsford Public Schools is currently participating. These observations require adjustments to some of our current policies, handbooks and trainings, and therefore, require School Committee approval. Below, I summarize the observations and present recommendations for changes to these documents for your review and presentation to the School Committee.

Observation 1: District policy that addresses access to a full range of educational programs for ELs (Criterion #3)

DESE noted that the district's current policies need to explicitly state that it does not segregate English Learners (ELs) from their English-speaking peers except when programmatically necessary to implement an ELE program, and that ELs participate fully with their English-speaking peers and are provided support in non-core academic courses. Additionally, policy needs to explicitly state that the district provides ELs access to the full range of academic opportunities afforded non-ELs. Our legal team reviewed current policy and made revision suggestions in, "Proposed Revision of School Committee Policy IHBEA English-Language Learners."

- To address this observation please ask the School Committee to vote to approve "Proposed revisions to School Committee Policy IHBEA English-Language Learners."

Observation 2: Student handbooks and codes of conduct require clarifications to language referring to discipline (Criterion #10)

DESE indicated that policy and handbooks need to explicitly state that an opportunity to make academic progress will be afforded to any student who is suspended or expelled. Additionally,

CHELMSFORD PUBLIC SCHOOLS

policy and handbooks must explicitly state the types of disciplinary measures that may be imposed if harassment or discrimination is determined to have occurred. Our legal team suggested revisions to CPS Discrimination and Harassment Grievance Procedures to address this. We also made minor revisions to the Student Handbook to reflect these changes.

- To address this observation please ask the School Committee to vote to approve “Proposed revisions to Student Handbook,” (Sections on Codes of Conduct and Due Process) and “Proposed revisions to CPS Discrimination and Harassment Grievance Procedures.”

Observation 3: Policy regarding use of physical restraint needs to meet current regulations (Criterion #7A)

DESE noted that CPS policy on physical restraint does not currently meet regulations. Our legal team revised our existing policies based on DESE guidance which are provided for your review and School Committee approval.

- To address this observation please ask the School Committee to vote to approve, “Proposed revisions to Physical Restraint Policy.” This policy needed major editing so that document includes the new policy, followed by the policy in tracked changes, followed by the old policy.

Proposed Revision of School Committee Policy IHBEA English-Language Learners

File: IHBEA - ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

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SCREENING PROCESS & INITIAL ENGLISH PROFICIENCY TESTING

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The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language ~~is~~ other than English, observations, intake assessments, and recommendations of parents, teachers and other persons. When it appears that a student's primary or home language is not English, the student will be assessed by trained ELL staff with ESL license. Initial English proficiency testing will be instituted using an appropriate instrument as recommended by the Massachusetts Department of Elementary and Secondary Education (DESE), assessing reading, writing, speaking and listening skills. The student will be classified as an English Language Learner (ELL) based on assessment results.

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PLACEMENT AND INSTRUCTION

Sheltered English Immersion (SEI) means an English acquisition process for students in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for students who are learning the language. Books and instructional materials will be in English and all reading, writing and subject matter will be taught in English. Additional curriculum materials appropriate to the needs of ELL students will be provided, as needed.

Students classified as ELL will be educated through SEI for a temporary transition period not normally intended to exceed one school year. However, kindergarteners classified as ELL shall be educated either in SEI or English language mainstream classrooms with assistance in English language acquisition, including but not limited to, English as a second language.

Upon identification of a student as ELL, and annually thereafter, a notice will be mailed to the parents or guardians written in the primary/home language that informs the parents of:

- 1. The reasons for identification of the student as ELL;
- 2. The child's level of English proficiency;
- 3. Program placement and/or the method of instruction used in the program; and
- 4. The Parents' right to apply for a waiver or to decline to enroll their child in an English Language Education (ELE) program.

The requirement to educate ELL students in SEI may be waived with prior written informed consent, to be provided annually, of the student's parents or legal guardian. Informed consent requires that the parents or legal guardian visit the school to apply for the waiver and that they be

provided a full description (in a language they understand) of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. If a parental waiver is granted, the student may be transferred to classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. If 20 students in the same grade at the same school are granted waivers, the district will offer such a class. Circumstances in which a waiver may be applied for are described in G.L. c. 71A §5.

Schools may place in the same classroom ELL students of different ages but whose degree of English proficiency is similar.

The District does not segregate ELL students from their English speaking peers, except where programmatically necessary to implement an ELL education program. Additionally, the District ensures that ELL students participate fully with their English-speaking peers and are provided support in non-core academic courses. Students whose parents have opted out of an ELE program will continue to be monitored to ensure that they have an equal opportunity to have his or her English language and academic needs met.

ELL students, regardless of their placement, will be taught to the same academic standards and curriculum frameworks as all students. ESL curriculum is based on the WIDA English Language Development (ELD) Standards and Common Core curriculum, as well as other applicable factors.

ELL students will also have access to all support services, including but not limited to special education, 504 Accommodation Plans, district curriculum accommodation plans, and Title I services, as well as all nonacademic, vocational and technical, and extracurricular activities provided by the Chelmsford Public Schools according to the same eligibility or selection criteria as all other students. Information about extracurricular activities and school events is provided to ELL student in a language they understand. Additionally, the District ensures that ELL students have the opportunity to receive guidance and counseling in the student's primary language.

Chelmsford shall send report cards and progress reports including, but not limited to, progress in becoming proficient in using the English language and other school communications to the parents or legal guardians of ELLs in the same manner and frequency as report cards and progress reports to other student enrolled in the district. To the extent possible, such communication shall be written in a language understandable to the parents and legal guardians of such students and will be maintained in the student's file.

Once an ELL student acquires a good working knowledge of English and is able to do regular school work in English, he/she shall no longer be classified as ELL and shall be transferred to English language mainstream classrooms.

ONGOING TESTING

Identified students shall be assessed annually to determine their level of proficiency in the English language. Annual testing will consist of, at minimum, the ACCESS for ELLs and the MCAS, as appropriate for the student's grade, and as directed by DESE. Students classified as

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ELL or who had formerly been so classified will be allowed to use an approved bilingual word-to-word dictionary during MCAS testing. Other MCAS accommodations are also provided to ELL students, as appropriate and in compliance with DESE guidelines. Copies of all student data will be placed in the student's file.

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RECLASSIFICATION

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Students will be reclassified by the principal or ELL Coordinator from ELL to English proficient when they can read, write, speak and comprehend English well enough to participate meaningfully in their educational program without the use of adapted or simplified English materials. The determination as to whether to reclassify a student and exit him/her from English Language Education is based on:

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- ACCESS for ELLs Test Results;
- The student's scores on locally-administered reading and other academic assessments, such as DIBELS;
- The student's scores on locally-administered diagnostic language assessments;
- The student's academic grades;
- The written observations and recommendations of the student's teachers;
- The WIDA Performance Definitions and the CAN DO Descriptors; and
- The student's performance on MCAS content area tests.

POST-SERVICE MONITORING

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The progress of students who have exited an ELE program ("former ELLs" or "FELs") will be monitored for four years following their reclassification through progress reports, report cards, standardized test scores and teacher observation. In the event that progress is not sustained, interventions will be implemented promptly and parental consent to re-classify the FEL as an ELL will be sought.

REPORTING REQUIREMENTS

The District shall certify to ~~DESE the Massachusetts Department of Elementary and Secondary Education~~ each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by ~~the Massachusetts Department of Elementary and Secondary Education~~ DESE to comply with state and federal law.

LEGAL REFS.: P.L. 114-95 Every Student Succeeds Act

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

G.L. c. 71A

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Student Parent Handbook

2019-2020

Chelmsford Public Schools

www.chelmsford.k12.ma.us

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Communication

If there is a situation at home that might affect your child, please let the teacher, school counselor or administrator know. Adjustments and extra consideration can be given to your child if we understand what he/she is experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc. We want to support your child, so please keep us informed. If parents are concerned with any school-related issues, they should first discuss the matter with the teacher involved.

X2 Family Portal is the student information system used by the Chelmsford Public School System. Families will have a unique login to access their children's information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent's responsibility to maintain accurate contact information at all times.

Blackboard ConnectEd is our Community Outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.

Calendar

The Chelmsford Public School calendar is set each year by the Chelmsford School Committee and is found on the district's website. We encourage you to go to the individual school calendars which can be found on the district website, <http://www.chelmsford.k12.ma.us>. School events, early release days, field trips, and additional information will be posted on a regular basis.

Attendance

Massachusetts has a Compulsory Attendance Law. It is the responsibility of a parent or guardian to ensure his/her child attends school regularly in order to obtain the maximum benefits from the educational program.

A parent or guardian (Pre-School through Grade 8) is to telephone the school office within 30 minutes from the start of school to report a student's absence. Parents/Guardians who

do not telephone the school will be contacted regarding the child's whereabouts. For parents/guardians of students in grades 9-12 who do not telephone the school will be contacted within 3 school days (Chapter 222 of Acts of 2012).

When a student is absent, he/she will not be allowed to participate in any athletic or other extra-curricular activity on that day.

Types of Absences:

1. Unexcused absences include absences such as truancy, class cuts, and/or frivolous excuses for being out of school or class. When a student returns to class, makeup work will be given but credit for the makeup work will not be awarded until the absence is marked as excused. Typically, unexcused absences might include family trips not previously approved by the Principal, truanancies from school, class cuts, etc.
2. Excused absences include absences such as illness (documented by doctor's note); family emergencies, funerals, and other absences approved by the Dean/Principal. The school office must be notified within 24 hours of the absence in order for it to be considered by the administration for an excused absence.
3. Exempt absences, such as the following, are exempt from the school attendance policy and, as exempt, do not count toward the total number of absences per semester:
 - a. Religious holidays
 - b. School-sponsored field trips
 - c. College visitations for high school juniors and seniors
 - d. Out-of-school suspensions
 - e. Court ordered appearances
 - f. Death in the family

Parents are strongly discouraged to take vacations outside the district's planned vacation times. A written request for trip absences must be submitted to the Principal two weeks before the absence. That request must state the reasons and dates of the proposed absences. Time out of school can be harmful to a child's progress, growth, and success in school. When a student accompanies his/her parents on a business and/or vacation trip, the student, upon return, is responsible for contacting his/her teacher to discuss missed work and make-up procedures. **The teacher is not obligated to provide assignments while the student is not in school.** Upon return to school from an absence, a student is required to present to the attendance teacher or Dean a dated note signed by a parent or guardian indicating the **REASON** for the absence. If a note is not presented within two (2) school days, the absence will be recorded as unexcused.

Families wishing to return with their children to their native country for personal or family business during the school year must adhere to the provisions of School Committee policy 6112. The policy is posted on the website.

Excessive Absenteeism/Truancy

Parents will be notified if their child has 5 or more unexcused absences in a year or if the child has missed 2 or more classes due to absence for 5 days or more. The principal will make a reasonable effort to meet with the parents of a child who has 5 or more unexcused absences for the purposes of developing action steps to improve the student's attendance. (Chapter 222 of Acts of 2012)

Excessive Absenteeism/Truancy at the Elementary and Middle School Levels

A child who is chronically and habitually absent, truant, dismissed, or tardy **with or without** valid cause (excused or unexcused) from school for 10% or more of the attendance days will be subject to the following non-exclusive list of consequences:

- a. Parent or guardian conference
- b. All future absences must be verified by a physician
- c. Restriction or prohibition on the participation of extracurricular or intramural activities, field trips, or other activities
- d. Filing of a "Failure to Send your Child to School" with the court

- e. Filing of a 'Child Requiring Assistance' (CRA) with the court
- f. Department of Children and Families (DCF) filing
- g. The student and parent may be reported to the Chelmsford Public Schools Truancy Officer who may file with Lowell District Court

Excessive Absenteeism/Truancy at the High School Level

For High School attendance procedures, please refer to the Chelmsford High School Addendum document located at <https://www.chelmsford.k12.ma.us/Domain/10>

Exceptions

There may need to be exceptions to this student attendance policy for disability-related absences. When appropriate, the Section 504 or IEP Team will convene to determine whether absences were related to the disability, whether any consequences or policies should be waived, and whether absences may trigger a significant change in placement that would suggest a need for reevaluation or modifications to an IEP or 504 Plan.

Disenrollment

An administrator will need to send notice within a period of 5 school days from the students 10th consecutive absence to the student and his or her parent (M.G.L. c.76, §18).

College Visits

For High School procedures, please refer to the Chelmsford High School Addendum document located at <https://www.chelmsford.k12.ma.us/Domain/10>

Early Dismissal

Elementary and Middle Schools

Students should be dismissed before the end of the day only in cases of emergency. It is extremely important that students attend school for the entire school day. In cases of requests for early dismissal, it is essential that students present a written note to their elementary teacher and middle school office in the morning indicating the date and time for dismissal. Students will not be allowed to go to anyone's home or with anyone else without a note from their parent or guardian. Parents who need to have students

dismissed early should come to the office. **All students will be dismissed directly from the office.** No student is allowed to leave the building without checking out from the office first.

Registration Procedures

All students new to Chelmsford Public Schools must register at the Central Administration Building located at 230 North Road, Chelmsford. Please refer to the website for more detailed information.

Children entering kindergarten must be five years of age on or before August 31st of the year in which he/she is to enter kindergarten. Children entering grade one must be six years of age on or before August 31st of the year in which he/she is to enter grade one.

To register a child, parents need to present the following before attending school:

1. Completed Registration Packet
2. Proof of residence – To include:
 - A utility Bill
 - Mortgage Statement or a Signed Lease Agreement
3. Birth certificate
4. Completed immunization record
5. Proof of a current physical
6. Parent ID – MA Driver’s License or MA ID Card

Students transferring out of school should notify the office and the classroom teacher as soon as possible so that forms can be promptly processed. Once a withdrawal form has been signed, student records are forwarded by mail to the new school.

Health Services

A nurse is in attendance during academic school hours. The nurse attends to ill or injured students and notifies parents when necessary. It is the responsibility of the parents to inform the nurse of your child’s illness/injuries and surgeries. Parents provide all appropriate equipment for treatments and medications. It is also

responsibility of the parents to notify the school nurse annually of any condition that affects a child's well-being and safety (e.g. allergic reaction to insect bites, medications, or foods; asthma; diabetes; and/or seizures, etc.).

Illness

For public health and safety, we request you keep your child home if he/she has a severe cold, rash with other symptoms, and or if they have a steady cough, hacking cough or coughing fits with fever 100 or above. Your child needs to stay home with:

- **Strep Throat**- if you suspect he/she has strep throat. The child should remain home until the child either has had a negative throat culture or has been on antibiotics and fever free for a full 24 hours without the use of fever reducing medication.
- **A fever 100 or above**- may return to school when he/she is fever free for 24 hours without medication (e.g. Tylenol, Advil, Motrin Alieve Ibuprofen or acetaminophen).
- **Vomiting and/or diarrhea**- may return to school 24 hours after his/her last vomiting and/or diarrhea episode.
- **Red or pink itchy eyes with crusty and or green/yellow drainage**- may return to school the day after treated for 24 hours or has no further eye discharge.
- **Head Lice or nits (eggs)**- a student will be sent home from school if live lice are found and an information sheet will be provided. A student may return after being treated and the School Nurse confirms no live lice are present.
- **A rash medically undiagnosed**- may require MD clearance at the discretion of the school nurse.
- **If a student is out for an illness or dismissed due to illness they may not return for school sponsored activities/sports that day.**

If a child is too ill to remain in school, the nurse will call parent/guardian and or emergency contact numbers for dismissal. The student should not place the call from a school phone or cell phone.

Parents are required to notify the school if your child contracts any contagious diseases (e.g. Chicken Pox, Strep Throat, Whooping Cough, Fifth's Disease, Conjunctivitis, Scabies,

Impetigo, Ringworm or Head Lice, etc.). If a child has been absent due to a communicable disease, a physician's release may be required before returning to school.

Injuries

It is the parent's responsibility to notify the school nurse of all injuries (i.e., fractures, sprains, stitches, etc.) Guidelines regarding injuries and non-participation in physical education (P.E.) classes and recess as follows:

1. Students with casts, stitches, or splints may not participate in P.E. class, sports or outdoor recess without written consent from the attending physician. All injury notes from the doctor should include the type of injury, any activity limitations or allowance to participate in such activities and the date the child may return to full participation in PE, sports and recess. Parents' wishes may not supersede this medical prescription. At the school nurses' discretion some P.E. activities may require non-participation for the safety of the student or others.
2. Students need a subsequent doctor's note when it is safe to resume normal activity in P.E. and/or recess.
3. Students using non prescribed/ over the counter support items and ACE wraps may be restricted from certain activities at the school nurse's discretion.
4. If a student is to come to school with a cane, crutches, wheelchair or an assistive device, a doctor's note is required before returning to school. If applicable, such doctor's notes need to indicate if the student can or cannot use stairs. An example of this would be a student with the need to wear a brace that would immobilize a knee.

Medications

It is the policy of Chelmsford Public Schools to administer medications during the school day only when necessary.

Medications in School

1. Before the school nurse can administer any medication (prescription or non-prescription) complete signed doctor's orders and parental consent must be received by the health office. Medication orders must be submitted every new school year or at the start or restart of any medication treatment.) Medication consent forms are located on the school website under Health Services. Short-term antibiotics are the only prescription medications that do not require a separate signed physician medication order. The instructions on the bottle will be

sufficient if the current label is intact, and a parent or guardian signed consent is provided for the short-term antibiotics.

Note- Students who have had surgery, dental procedures, or injuries and are taking any type of narcotic pain reliever (i.e. Percocet, Vicodin, Tylenol#3,) are not allowed to return to school until their pain can be managed with a non-narcotic analgesic such as Ibuprofen or Tylenol. Narcotic pain relievers will not be administered in school.

Medication Delivery/Pick-up Requirements

All medications must be delivered to the school and picked up from the school by a responsible adult. All medications can be picked up from the nurse's office anytime during the school day. All medications will be disposed of if they are not picked up within one week following termination of the order or if they are not picked up by the last day of school.

All prescription medications must be in a pharmacy labeled container that includes the child's name, name and correct dose of the medication, physician's name, and current date. Please ask your pharmacy to provide separate bottles for school and home. Not more than a thirty-day supply of medicine should be delivered to the school. **All nonprescription medications must be in the original manufacturer's container.**

Additional Medication Information

- **Students are not permitted to have medicine in the classroom or on their person** without authorization from the parent and school nurse.
- **No medications that are scheduled to be given after the early release dismissal time will be given on school half-days** unless specifically requested in writing by a parent and or guardian.
- **In order for your child to receive any medications on a field trip or for any medications to be sent on a field trip, the medication field trip consent must be completed before your child goes on a field trip.**
- **It is important for the school nurse to be informed of any medication that your child might be taking even if your child does not need to receive these medications during the school day.** It is also important for the school nurse to be informed of any medication changes in a timely manner.

As noted on the emergency form, the school physician, Dr. Eric Kaplan, has approved after a nurse's assessment and if deemed appropriate for the safety and welfare of a student, the use of Acetaminophen/Tylenol, Caladryl, Benadryl, Oragel, Vaseline, Sting Relief Wipes,

saline eye solutions, Bacitracin, Silvadene cream, Hydrocortisone cream, Ibuprofen/Motrin, Tums and First Aid cream. Students showing signs of a life threatening allergic reaction or anaphylaxis may be given EpiPen or Narcan and Emergency Medical Services will be summoned. Guardians must note on their child's annual medical information form if they do not want any of the listed medications or ointments used.

Students with Life Threatening Allergies, Asthma, and Seizures

For the well-being and safety of students with asthma, seizures and allergies, guardians should submit a medical plan of care for that student even if you as guardian do not send in a related medication to the school. Plans of care are available on the school's website.

The Chelmsford Public Schools cannot guarantee to provide an allergen-free environment for all students with life-threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and to maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system. For more information on protocols for students with life threatening allergies, please go to:

<http://www.chelmsford.k12.ma.us/wellness>

Health Examinations, Immunizations, and Exclusions of Students

Students entering Chelmsford Public Schools are required at the time of student registration to provide a copy of a physical examination dated within one year of entrance to school or within 30 days after school entry and at intervals of either three or four years thereafter. A student transferring from another school district shall be examined as an entering Chelmsford Public Schools student. In compliance with the Massachusetts Department of Public Health state laws, our district requires physicals for students in kindergarten, third grade, sixth grade, and ninth grade.

We follow Massachusetts General Law with regard to the vaccination and immunization of students. An up-to-date physician-signed vaccination and immunization record must be provided at the time of student registration. Failure to have proper documentation of mandated immunizations will result in the student's exclusion from school. Please see reference below.

Chapter 76: Section 15. Vaccination and Immunization

No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized

against diphtheria, pertussis, tetanus, measles and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department of Public Health.

A child shall be admitted to school upon certification by a physician that they have personally examined such child and that in their opinion the physical condition of the child is such that their health would be endangered by such vaccination or by any of such immunizations. If the physician in charge of the school health program does not agree with the opinion of the child's physician, the matter shall be referred to the Department of Public Health, whose decision will be final.

In the absence of an emergency or epidemic of disease declared by the Department of Public Health, no child whose parent or guardian states in writing that vaccination or immunization conflicts with their sincere religious beliefs shall be required to present said physician's certificate in order to be admitted to school. This must be submitted annually to the nurse.

Emergency Medical Information Forms

Emergency Medical Information forms must be completely filled out and returned to the Nurses' Office each year. Forms provide important phone numbers and contact persons for dismissals, emergencies, and signed permission for some over the counter medications including Tylenol. Forms will be sent home at the beginning of each school year and are available online or at your school nurse's office.

Sports Physical and Screenings

All students who are candidates for interscholastic athletic teams at Chelmsford High School, must have a physical examination on file within 12 months of and before participating in any try-outs or practice.

Hearing/Vision/Postural Screenings and Height and Weight Checks

Vision and hearing screening, postural screening and height/weight checks will be conducted on students as mandated by the Massachusetts Department of Health.

Bus Transportation

An essential component of a quality education is safe transportation for all students to and from school each day. Each year we experience a variety of parent questions concerning our transportation program. The purpose of this section is to present responses to the most

commonly asked questions. This is a resource for parents. Please read the document carefully and reread the document with your child. If questions remain, please feel free to communicate directly with the principal of your child's school or our transportation supervisor in the superintendent's office. Your willingness to adhere to these guidelines will be greatly appreciated.

QUESTIONS AND ANSWERS

Q: Does the Chelmsford Public Schools provide transportation for all students?

A: It is the policy of the Chelmsford School Committee to provide bus transportation for all students living beyond a minimum walking distance to school.

Q: Will my child be assigned to a particular bus?

A: Yes. Bus assignments are published on the school website. Individual student bus assignments are available in the X2 Family Portal.

Q: Will my child be assigned to a particular seat?

A: No, however, the bus driver or school administrator has the authority to direct students to sit in specific seats, particularly when there is a disciplinary concern.

Q: Will my child be permitted to ride other buses throughout the school year?

A: Students must ride only on their assigned bus. Bus swapping or riding to a friend's house is not permitted. Students are only permitted to change from their assigned bus when there the student is employed in a particular location or to visit the Town Library. In both instances, a written request must be given to the building principal three days before the need for such transportation. A response to the request can be expected one day before the request. Requests will be granted only in those instances where there is space available on the desired bus.

Q: Can I expect transportation to my child's day care facility?

A: Students may only change from their assigned bus to attend a day care facility within the school's attendance area five days a week.

Q: Can I expect the bus to stop directly in front of my house?

A: No. We try to minimize bus stops in order to promote efficient bus routing. Door to door service should not be expected.

Q: What responsibilities do parents or guardians have in providing safe transportation for students?

A: Parents or guardians have a number of important responsibilities. They include:

- Parents or guardians of elementary and middle school students should read or review this document with their children.
- Parents or guardians should support the bus regulations and inform their children that they too have the same expectations for behavior and procedures. Parents need to work with the school in setting appropriate expectations.
- Parents or guardians should supervise children waiting for the bus at the bus stop.
- Parents or guardians should instruct their child to be at the bus stop three to five minutes before the expected arrival time of the bus.

Q: What should a student do if the bus does not arrive at the stop on time?

A: If the bus does not arrive at the stop in a timely manner, e.g. 10-15 minutes past the expected arrival time, the student should return home directly. The parent should call the school to inform the school office of the non-arrival of the bus and make other arrangements for transportation to school. If a parent or guardian is not present upon the child's return to home, it is recommended that the child go to the home of a pre-determined family. It is recommended that each family speak with their children in the event of this rare occurrence.

Q: Are parents of kindergarten students expected to meet their child at the bus stop upon returning home from school?

A: Yes. No kindergarten student will be permitted to exit the bus unless there is a responsible adult at the bus stop charged with the responsibility of escorting the child safely home. If no responsible adult is present at the bus stop, the kindergarten child will be returned to the school. The parent will be contacted, and the parent will be responsible for transporting the child home.

Q: What will happen if the bus is unable to reach a bus stop because of inclement weather or some other unusual circumstance?

A: Bus drivers have been instructed to never let a child out at a stop other than his/her designated stop. All children will return to the school building and parents will be contacted to arrange safe transportation home.

Q: Will my child receive special training on bus safety?

A: Yes. The school system is required to have training sessions at each school location. There will be a training session in the beginning of the year to review the expectations detailed in this document; introduce all students to bus drivers, thereby reinforcing the importance of following his/her directions at all times; and answers any student's questions or respond to student concerns. Training sessions will focus on procedures for exiting a bus during an emergency situation. Training sessions will reinforce the importance of rules and procedures.

Q: As a parent, what should I do if I have a question or concern about the transportation of my child?

A: Simple problems or student conflicts on the bus can be resolved by contacting the building principal. For other transportation issues, you may want to file a "Bus Issue Identification Form" online. Problems that may require the use of the Bus Issue Identification Form include: a request to change a bus route, a request to change the location of a bus stop, or a concern with a bus driver's adherence to bus regulations. The Bus Issue Identification Form can be found on the school website under Transportation.

Q: Is it ever appropriate for parents to communicate directly with the management of the transportation company regarding a bus problem?

A: No. The Chelmsford Public Schools transports in excess of 5000 students each day. We have a commitment to safe and efficient transportation. School officials, the Transportation Company and parents need to work together to provide a quality transportation program. Parent support of all messages embedded in this document will be appreciated.

Bus Fees

Chelmsford Public Schools assess a fee for student bus transportation. Transportation fees are assessed as follows:

Kindergarten through grade 6 students will ride free if the distance from the end of their driveway to their school's driveway is beyond 2 miles. All other students in grades K-6 and all students in grades 7-12 will pay the fee to ride the bus. Students qualifying for free or reduced lunch receive free transportation and those receiving special education services with an IEP requiring special transportation .

Bus Rules

Parents should be aware that students' opportunity to ride the school bus is conditional on their behavior and observance of school rules pertaining to proper conduct. Drivers have the daily responsibility of enforcing student rules and regulations for all students and ensuring their safety. Buses are equipped with video monitoring devices. In the event of a problem impacting the safety of students or the failure of students to comply with rules and regulations, the driver will contact the principal for further administrative action.

Please review the following rules so that you can help your child have a positive bus riding experience:

- a. Students are to observe all rules and regulations established by the bus driver.
- b. Each student is to take a seat and remain in that seat until his or her bus stops. It is expected that students will share seats with their peers. Kindergarten students have assigned seats in the front of the bus. Students in grades 1 through 12 may be assigned seats at the discretion of the bus driver or school administrator.
- c. Students are not permitted to throw anything on the bus or out of the window.
- d. All talking and noise must be kept at a minimum.
- e. No smoking (i.e. including e-cigarettes) is permitted on the bus; this is in accordance with State law.
- f. Students and parents are responsible for any physical damage to the bus.
- g. Inappropriate behavior, including physical contact, is not allowed on or around any bus, or while waiting for the bus.

- h. Riders must keep hands and head inside the bus at all times.
- i. No pets or animals are allowed on the bus.
- j. Students must ride only their assigned bus. At the middle and high school levels, bus swapping for employment purposes, or to go to the library is allowed, providing there is space on the bus. The school bus will not change its routing to accommodate students swapping buses.
- k. Only small musical instruments are permitted on the buses, instruments that can be kept in a child's lap or within the area of a child's seat. Large musical instruments will not be permitted on the bus due to safety concerns. Specific information relative to approved instruments allowed on buses will be given to students and parents when they enroll in the instrumental program.
- l. Students are not allowed to take any photo or video on buses.
- m. All the rules that apply at school apply on the bus.

Students who fail to follow bus rules face the possibility of losing the opportunity of riding any bus to and from school. If a student is referred to the office by a bus driver for breaking a bus rule, this is what may happen depending on the severity of the offense.

FIRST OFFENSE – At the minimum a parent or guardian will be contacted.

SECOND OFFENCE AND SUBSEQUENT OFFENSES – A student may be suspended from riding the bus.

- **Please note a serious infraction of the rules may result in an immediate bus suspension at the discretion of the building administrator.**

Additional infractions of the rules may result in permanent suspension from riding the bus. Restitution will not be made for bus fees due to student suspension and/or expulsion.

Special note to parents: For the sake of the safety of your children, it is a criminal offense to pass a bus whose lights are flashing whether on the road or at the school. There is a substantial fine per bus passed.

Code of Conduct/Consequences

Student Expectations

The Chelmsford Public Schools is committed to providing a safe and nurturing environment which embraces a respect for self and others. Students are responsible to school administrators and teachers for their behavior to and from school, on school grounds, on buses, and during any school-sponsored activity or field trip.

1. Students are expected to report to each class with all their necessary materials, books, writing implements, the day's assignment, and the Reminder Binder (if applicable).
2. Each student should treat the teacher and all members of the class with respect and allow others to participate equally in the lesson.
3. Students will use moderate voices at all times.
4. Students are expected to keep to the right and to avoid blocking other students' movement in the hallways.
5. Running, wrestling, and roughhousing are not allowed at anytime.
6. During an emergency drill, students must follow directions, stay with their class, use the proper exits, exit quickly, and refrain from talking.
7. Objects must never be thrown in school.
8. Gum chewing is not allowed in school (elementary & middle school).

Teachers and all school personnel are expected to enforce these behavior expectations at all times. Repeated infractions will be handled using the individual school's discipline procedures.

Dress Code

The dress code is based upon the premise that all students attending school may wish to dress and groom themselves appropriately with due consideration to popular convention. Any clothing, jewelry, etc. that denotes drugs, weapons, sex, gambling, alcohol, or gangs is not allowed in school.

Good grooming and appropriate dress should be based on health, safety, cleanliness, and the avoidance of suggestive clothing and clothing injurious to school property. Students

should not wear chains in school. Jackets, coats, hats, caps, kerchiefs, bandannas, visors, and sunglasses are not allowed to be worn in elementary and middle schools. Kerchiefs, bandannas, visors, hoods which are in the “up” position, and sunglasses are not allowed to be worn in the high school. For more detail regarding your child’s grade level, please see your child’s grade addendum.

If jewelry, hair color, clothes or manner of dress are determined by the school administration to be so extreme that they are disruptive or deemed to pose a health or safety hazard, then they are unacceptable.

Students who violate these dress standards must:

1. find alternate clothing in your locker or from a friend;
2. receive alternate clothing from the nurse/office;
3. ask a parent bring in alternate clothing or go home to change clothes.

Items Not Allowed During School

The following items are not allowed during school hours at school without permission:

Electronic games or devices, laser pens or pointers, personal music systems, cameras, video cameras. **(Taking pictures or videos of students and staff is not permitted in school or on buses.)**

1. Squirt guns, water guns, etc.
2. Skateboards/sneakers with built-in wheels. (You may only use the skateboard park after you have gone home or been picked up by your parent/guardian).
3. Lighters, matches or other lighting devices, alcohol, illegal drugs, counterfeit drugs, drug paraphernalia, tobacco (chewing or smoking, such as cigarettes), any weapons, knives (including pocket or utility knives), fireworks, stink bombs. Bringing any of these items to school will result in suspension or expulsion, and in some cases reported to the police and/or fire department.
4. Other devices that may create a disruption or potentially be a safety risk (i.e. shock delivering devices).

Items located in your locker are considered to be in your possession and may be confiscated by school administration. Lockers are school property. There is no expectation of privacy for items contained in school lockers.

Phone Usage

If students need to contact home they should see their teacher/administrator to receive permission to use the phone in the classroom or office. Conversely, if a parent needs to speak with a student, the parent should call the school office. All cell phones should be off while in school, unless in use for instructional purposes. Any student using a cell phone for non-instructional purposes while school is in session will have that cell phone confiscated by administration. A first offense will lead to a warning and the administrator will return the phone to the student at the end of the day. Second and subsequent offenses will result in the phone being returned only to the parent and/or further disciplinary actions.

Personal Computing Devices

Students using their own personal computing devices as a part of their instructional program, please refer to the Bring Your Own Device (BYOD) Guidelines and FAQs on the Technology Department Web Page.

Unauthorized Recordings, Photos and Video

The unauthorized distribution of voice recordings, photographs, or videos of staff or students, at school, on buses, or at a school function, will result in a suspension of up to five (5) days and possible notification to the proper authorities.

Behaviors Not Allowed

Participation in any of the following will result in student discipline. This list is not an exhaustive list, but is meant to be illustrative.

1. Throwing objects.
2. Stealing.
3. Threats, acts of intimidation, aggressive behavior (including pushing and shoving), fighting.
4. Borrowing or exchanging money (Items for sale will be confiscated and parents will be notified. Students should not bring large sums of money to school.)
5. Damage to, defacing, or tampering with school property or the property of others. (Students may be expected to pay for all damages before final grades are issued. Additional consequences may also be enforced, including the option of suspension from school).

6. Cheating in any form. Cheating is a serious breach of trust and is never acceptable. (See Academic Honor Code)
7. Unauthorized leaving of school grounds. In the event a student leaves the school grounds during the school day, the parent will be notified and will be expected to return the student to school immediately. If a parent cannot be reached, the School Attendance Officer and Police Department will be notified in an effort to locate and return the student to school.
8. The use of or possession of tobacco products, drugs/counterfeit drugs within the school building, on school grounds, or on school buses.
9. Harassment, hazing, or bullying.
10. Sexual harassment.
11. Distribution of sexual paraphernalia.
12. Inappropriate use of technology and social media (see Technology, Internet and Email).

Forms of Consequences:

1. Withholding privileges - A student may not be allowed to attend a special program within the school, or school-sponsored events. For example, if a student acted poorly in the cafeteria, the privilege of eating in that setting might be withheld. A student may be required to eat lunch in the school office or in a supervised alternative location.
2. Detention - A student might be required to serve detention at recess time or after school. The parent will be notified in advance if a detention is to take place after school hours so that parents can provide transportation from school.
3. Exclusion - A student may be excluded from extra-curricular activities or teams. A student might be suspended or excluded from school.

Due Process

MGL Chapter 71 Section 37 H - Policies relative to conduct of teachers or students; student handbooks

Section 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(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 or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(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 said hearing before the principal.

After said hearing, a principal may, in his 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 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) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student and an opportunity to make academic progress during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable

format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H1/2.

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a 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 substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

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Section 37H 3/4

Suspensions

A violation of the school rules may result in the suspension of you/your child from school. A suspension may be served in three ways: an in-school suspension, a short-term suspension, or a long-term suspension. Depending on circumstances, your child may also be removed for not more than two (2) school days on emergency grounds.

Below are definitions for the terms to be used during school suspension procedures. The procedures are pursuant M.G.L. c. 71 §37H ¾ and 603 CMR 53.00, and effective July 1, 2014.

You/your

These words means the student if more than 18 years of age and where contextually inappropriate the student's parents, guardian or person authorized to make educational decisions if the student is less than 18 years old.

In-School Suspension

An in-school suspension is defined as removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or fewer, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process and appeal purposes.

Short-Term Suspension

A short-term suspension is defined as the removal of a student from the school premises and regular classroom activities for ten (10) or fewer consecutive school days. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension

A long-term suspension is defined as 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. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Except for students who are charged with offenses under M.G.L. c. 71 §37H or §37H^{1/2} *i.e.*, with possession of drugs or weapons on school grounds, assault on a staff member, or are charged with or convicted of a felony or felony delinquency, 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. Offenses under §§37H or 37H^{1/2} are not subject to §37H^{3/4} as to the duration of your child's removal from school, and may result in an expulsion for longer than 90 days.

No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Expulsion

Expulsion is defined as the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H1/2 for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) felony conviction, or adjudication or admission of guilt with respect to such felony, if it is determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H 1/2.

School Wide Education Plan

If you or your child is to be suspended for more than ten (10) consecutive days, you/your child may be eligible to continue to receive educational services under a school-wide education plan, a document developed by the building principal, in accordance with G.L. c. 76, §21. The plan includes a list of education and services available to students who are expelled or suspended from school for any reason, or under any law including M.G.L. c. 71 §§ 37H & 37H1/2, for more than 10 consecutive days. **These plans are intended to allow eligible students to continue to access academic opportunities while suspended or excluded for any reason.**

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NOTICE OF HEARING RIGHTS & PROCEDURES

PROCEDURES FOR SHORT-TERM SUSPENSION

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

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;

- v. The date, time, and location of the hearing;
- vi. The right of the parent and student to interpreter services at the hearing; and
- vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 - 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 - 2. The right to appeal the principal's decision to the superintendent.

2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

3.3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

4.5. 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.

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PROCEDURES FOR EMERGENCY REMOVAL

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

decision regarding the student's continued suspension or other removal shall be rendered the same way as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

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

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal 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. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.

~~5-2.~~ 2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

~~2-3.~~ 3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.

~~3-4.~~ 4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.

~~4-5.~~ 5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.

~~5-6.~~ 6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.

~~6-7.~~ 7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall

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notice the student and parent in writing of his/her decision, including the following information:

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

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- vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

DISCIPLINING A STUDENT WITH A DISABILITY - 34 CFR 300.530

Any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Once a special education student has been removed from the school placement for more than 10 cumulative days during the school year the student must receive a free and appropriate public education. For students on 504 Plans or on an IEP, the Team must meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "manifestation determination," the IEP Team will determine if the misbehavior was caused by or had a direct relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP or 504 Plan.

If the Team determines that the student's behavior was caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then the student must be returned to the last approved placement unless the Team decides on a different placement. It must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary).

If the team determines that the student's behavior was not caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense.

Note that if your student possessed or used a weapon or drugs, or caused serious bodily injury to another person on school property or at a school event your student may be placed by the principal in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

If a parent disagrees with any decision regarding placement of his or her student under the disciplinary provisions or disagrees with the manifestation determination, or if the school district believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may appeal the decision by requesting a hearing with the BSEA.

Sexual Harassment Code of Conduct for Students

I. Code

The purpose of a sexual harassment code for students is to define sexual harassment, establish appropriate standards of conduct, and set guidelines for recognizing and dealing with sexual harassment.

The Chelmsford Schools are committed to maintaining an educational atmosphere in which each student can pursue scholastic achievement and personal fulfillment. Sexual harassment is a destructive behavior, which interferes with the educational process and will not be tolerated.

The Chelmsford Schools maintain a neutral position regarding students' interpersonal relationships. However, actions such as, embraces and touching, and other intimate physical actions showing a personal relationship are inappropriate in an educational setting. Students who engage in such actions on school grounds or during school activities violate school policy.

II. Definition

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when such conduct unreasonably interferes with school performance or creates an intimidating, hostile, or offensive educational environment.

Sexual harassment may include, but is not limited to:

- Assault, inappropriate touching, intentionally impeding movement, continuing verbal comments, gestures, written or electronically posted communications of a suggestive or derogatory nature;
- Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction between peers is not considered sexual harassment);
- Leering or voyeurism;

- Displaying or posting lewd or sexually explicit photographs or materials.

Sexual harassment is described by the victim. The individual's feelings and reactions determine whether behavior such as that described above is inappropriate and sexual harassment has taken place.

III. Standards of Conduct

Sexual harassment is a violation of an individual's right to privacy and personal dignity. Anyone who engages in sexual harassment violates school policy. Students displaying intimate physical actions, which reflect a personal relationship within school facilities, school grounds, on school buses, or during school-related activities violate school policy.

The Chelmsford Schools believe that knowing and willful false allegations regarding sexual or other forms of harassment or intimidation are also demeaning and destructive to the victim and will treat issues of knowing and willful false allegations seriously.

Student conduct on school grounds and during school activities will be monitored and violations of school policy will result in disciplinary proceedings.

IV. General Guidelines

- A. Problems and complaints regarding sexual discrimination and harassment should be resolved in a prompt and equitable manner. When possible, such problems and complaints should be resolved in an informal manner. Students who need help or wish to talk about harassment should see their, Teacher, Guidance Counselor, the School Nurse, the School Psychologist, or the Principal/Assistant Principal/Dean.
- B. Staff members who observe conduct, which violates this policy, are to report the conduct to the Principal or Assistant Principal/Dean.
- C. This complaint procedure may be invoked even if other appeal and adjudication procedures have been provided by state law or other specific Chelmsford Public School policies and directives.
- D. Retaliation in any form for the filing of a complaint or reporting of sexual harassment is prohibited and will result in appropriate disciplinary action.

E. Reports of sexual harassment should be kept as confidential as possible. It is the intent of the Chelmsford Schools to protect both parties and stop the behavior rather than to punish anyone unless the behavior is found to be so blatant and severe that the victim has suffered severe emotional and/or physical harm.

V. Procedure for Dealing with Sexual Harassment

The Principal shall be responsible for the execution of this policy. Faculty and staff who need assistance in the interpretation or execution of the policy should contact either the Principal or Assistant Principal/Dean. Procedure for Dealing with Sexual Harassment

Any faculty or staff member who receives a complaint verbally or in writing concerning sexual harassment or who observes conduct, which he/she believes, may constitute sexual harassment is required to document the complaint and report it in writing to the Principal and to the Coordinator of Title IX within two school days.

A. Personal Confrontation

Any individual subjected to sexual harassment may, if he or she chooses, confront the harasser informally in order to resolve the complaint on a personal level.

B. Informal Resolution

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 their Guidance Counselor, the School Nurse, the School Psychologist, or their Principal/Assistant Principal. Every report of sexual harassment must be taken seriously. It must be responded to immediately. In appropriate circumstances, the person receiving the report may offer to the complainant the option to sit down with the alleged harasser and the complainant together or the alleged harasser alone to work out an informal resolution.

C. Formal Resolution

If the complainant does not choose to meet with the harasser, the complainant can choose one of the following options:

1. Write a Letter

The complainant may choose to write a letter to the harasser listing the following:

- a) An exact description of the behavior, including when and where it happened
- b) Description of how the behavior made the complainant feel (embarrassed, humiliated, angry, etc.)
- c) The letter should contain a request that the behavior stop because it is sexual harassment and is against the law
- d) A promise that if the behavior stops, nothing further will be said and no further action will be taken
- e) The person receiving the complaint (guidance or adjustment counselor, school nurse, school psychologist, or principal/ assistant principal) should assist the complainant in drafting the letter.
- f) The letter should be signed and dated by the complainant. The complainant or the person assisting the complainant should deliver the letter to the harasser. A copy of the letter must be submitted to the principal.
- g) If the behavior does not stop, the complainant may request a formal investigation.

2. Complete an Incident Form to Initiate Formal Investigation

The complainant may choose to complete and sign an incident form with assistance from the principal/assistant principal which begins the formal investigation process conducted by the principal of the school.

3. Formal Investigation

In the case of serious or repeated incident- of sexual harassment or other cases requiring a formal investigation, the principal shall implement the following:

- a. Have a supportive faculty member or other person present with the complainant at all discussions regarding the case;
- b. Keep the investigation group as small as possible to protect the rights of both parties and to prevent the investigation from becoming overly publicized and protect the complainant from retaliation;
- c. Complete the investigation promptly or as soon as possible from the date the incident is reported. The investigation will include interviewing the complainant, the person alleged to have made the harassing conduct or communication, and such other person(s) named by complainant or person accused who may have witnessed or have information pertaining to the incident. An opportunity for all parties to be heard will be provided consistent with school committee policies and procedures.
- d. Within 5 school days after the completion of the investigation, conclude whether a violation of the policy has occurred or not; complete the written investigation report form, send copies of the report to:
 - e. Coordinator of Title IX/622
 - f. Superintendent of Schools.
 - g. The complainant and the person(s) against whom the complaint was made.

VII. Resolution

- A. If the complaint is not supported, carefully explain the decision to the complainant and alleged harasser. Unresolved investigations will be reported as such.
- B. If the complaint is supported, such action as is necessary shall be taken to admonish the harasser, alleviate the complainant's concerns, and prevent further harassment. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension,

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termination/expulsion, exclusion from extracurricular activities or teams, and/or other sanctions.

VIII. Appeal Procedure

Level I: The complainant or person accused has the right to appeal the decision of the principal to the Coordinator of Title IX/622 in writing within two school days

after the decision is formally made. The Coordinator of Title IX/622 will respond in writing to the grievant within ten school days.

Level II: The grievant may appeal in writing to the Superintendent of Schools within two school days of the receipt of the decision of the Coordinator of Title IX/622. The Superintendent of Schools will respond in writing within 10 school days to the grievant.

Level III: The grievant may appeal in writing to the Superintendent of Schools within two school days of the receipt of the decision of the Coordinator of Title IX/622. The Superintendent of Schools will respond in writing within 10 school days to the grievant.

IX. Other

- A. In serious cases, or in cases where harassment does not stop after warning, appropriate disciplinary sanctions shall be imposed as set out in the Student Handbook. These disciplinary sanctions range from verbal warning to removal from the school setting.
- B. If the conduct involves a violation of law, the matter will immediately be reported to the appropriate authorities.
- C. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, section 51 A. The staff of the Chelmsford Schools, who are mandated reporters, will report the suspected child abuse to the Department of Social Services according to school policy and procedure.
- D. Retaliation in any form - written and/or electronic- for the filing of a complaint, the reporting of sexual discrimination including harassment, or participating in an investigation is prohibited. Retaliation includes, but is not limited to, any form of

intimidation, reprisal, or harassment. If it occurs, it can be considered grounds for removal from the educational setting for a student. Any allegations of reprisal will be subject to the same kind of investigation and disciplinary actions as are described in Section 5A through section VIII.

PRIDE and Bullying Prevention and Intervention

We believe that there are certain personal characteristics that need to be cultivated within children in order for them to reach their potential throughout their formal education and position themselves for a lifetime of success. Chelmsford Public Schools will provide support for students to grow in these areas as they move through our system Pre-K through Grade 12 in a consistent and purposeful manner by unifying our successful academic and nonacademic programming that identifies and promotes pro-social and healthy behaviors. Therefore, we have developed our district-wide program, PRIDE.

This program is modeled after the Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan and includes the years of professional development and bullying rubrics and procedures created by the staff of the Chelmsford Public Schools. It is designed to satisfy the requirements of by M.G.L. c. 71, § 370, added to chapter 92 of the Acts of 2010, entitled An Act Relative to Bullying in Schools as signed by the Governor in May 2010. It has been revised and submitted to the state as the amendments to the law has required. To review the bullying prevention and intervention plan, please visit www.chelmsford.k12.ma.us/pride.

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying as articulated in the Bullying Intervention Plan. It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional to engage in bullying or cyberbullying or for any employee of the Chelmsford Public Schools to condone or fail to report acts of bullying or cyberbullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school sponsored or school-related activities, functions or programs whether on or off school grounds; (iii) at school bus stops; (iv) on school

buses or other vehicles owned, leased or used by the school district; (v) through the use of technology or an electronic device owned, leased or used by the school district and (vi) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district, (vii) if the bullying creates a hostile environment at school for the victim, infringes on the

rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

It is the responsibility of every employee, student and parent/guardian to recognize acts of bullying, cyberbullying and retaliation against students and take every action necessary to ensure that the applicable policies and procedures of the Chelmsford Public Schools are implemented. Any student who believes that he or she has been subjected to bullying and/or cyber bullying has the right to: (i) file a complaint to his/her teacher or principal and to (ii) receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any and all

information received. A report of bullying or retaliation may be made anonymously, provided that no disciplinary action shall be taken against the student solely on the basis of such report.

Students, parents and Chelmsford Public Schools' employees (including but not limited to educators, administrators, school nurses, paraprofessionals, cafeteria workers, custodians, van drivers, van monitors), who witness or become aware of bullying, cyber bullying or retaliation should immediately report it to the principal. The Chelmsford Public Schools will not tolerate retaliation against a person who reports bullying or cyberbullying, provides information during an investigation of bullying or cyberbullying, or witnesses or has reliable information about bullying or cyberbullying.

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whomever is conducting the investigation) will remind the alleged aggressor,

target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

If the school principal or a designee determines that bullying or retaliation has occurred, the principal or designee shall inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

The Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the rubrics developed for each level. The rubrics are developed as a guide for principals or designees and do not prohibit them from using their judgment when assigning consequences. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act, which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Title IX and Chapter 622

It is the policy of the Chelmsford Public Schools not to discriminate on the basis of sex, race, religion, color, and national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Educational Amendments and Chapter 622 of the Acts of 1971. Inquiries regarding compliance with Title IX may be directed to the Coordinator of Title IX and Chapter 622, 230 North Road, Chelmsford, MA 01824. Telephone (978) 251-5100, extension 6904. Any student or school employee who feels that he/she has been discriminated against for any of the reasons cited above should use the following procedure to register a grievance:

1. Students or employees should submit any allegations of discrimination in writing to their building principal for consideration.
2. The principal will investigate the allegations and respond to the complainant through personal interview and in writing promptly.
3. If the matter is not resolved, the complainant may appeal in writing to the Title IX Coordinator. The Title IX Coordinator will meet with the complainant and respond in writing promptly.
4. If, at the end of ten (10) school days following the written response from the Title IX Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools. All allegations of discrimination are to be communicated to the Superintendent of Schools in writing.
5. The Superintendent shall investigate the complaint and respond in writing to the complainant promptly.
6. If the matter still remains unresolved for the complainant, he/she has the right to invoke the complaint procedure for Title IX and Chapter 622 by contacting:

Massachusetts Commission against Discrimination (MCAD),
One Ashburton Place, Boston, MA 02108
Telephone: (617) 727-3990

And/or

Office for Civil Rights
1W McCormack Post Office and Court House,
Boston, MA 02109
Telephone: (617) 223-9662

Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act which prohibits discrimination against a person with a handicap in any program receiving federal financial assistance. The act defines a person with a handicap as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities including activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working)

2. has a record of such an impairment; or
3. is regarded as having such an impairment.

The Chelmsford Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parents or guardian disagrees with the determination of the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

Parents and/or guardians of a student should contact the Coordinator of Section 504: Director of Student Services at 230 North Road, Chelmsford, MA 01824.

Transgender and Non-Conforming Students

The Chelmsford Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Chelmsford Public Schools prohibits discrimination (policy P5303) on the basis of race, color, sex, gender identity, religion, disability, national origin, age, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior.

Gender expression: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender identity: a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.

Gender nonconforming: a term used to describe people whose gender expression differs from stereotypic expectations. The terms “gender variant” or “gender atypical” are also used.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Transition: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes.

STUDENT TRANSITIONS

A student chooses when to transition. In order to maintain privacy regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student’s transition, the school shall act in accordance with the following age-appropriate rules.

ELEMENTARY SCHOOL: Generally, it will be the parent or guardian that informs the school of the impending transition or if the student has already transitioned. However, it is not unusual for a student’s desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is presenting itself and creating difficulty for the child at school, approaching parents about the issue is appropriate at the elementary level,

after discussion with the student to ensure the prospect of such a conversation with the parent does not provoke fear in the child. Together, the family and school can then identify appropriate steps to support the student.

SECONDARY SCHOOL: Generally, notification of a student’s parent about his or her gender identity, expression or transition is unnecessary, as they are already aware and may be supportive. In some cases, however, notifying parents carries risks for the student. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the guardian will be

involved in the process and must consider the physical and mental health, well-being, and safety of the transitioning student.

When a student is transitioning or notifies the school of a plan to transition or if the student has already transitioned, the school shall offer to meet with the student (and parents if they are involved in the process) to ascertain desires and concerns, and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the student. This plan may include items such as: the student's chosen name and pronoun; a plan to initiate the use of the student's chosen name and pronoun within school; communication between the school and the parent/guardian; name and gender markers in the student record; and the student's right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

PRIVACY

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Protecting the privacy of transgender and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential medical information. Disclosing this information to other students, the student's parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. Also, to prevent a breach of confidentiality, *unless the student, parent, or guardian has specified otherwise*, school staff should use the

student's legal name and the pronoun corresponding to the student's gender assigned at birth when communicating with the parent or guardian of a transgender student.

OFFICIAL RECORDS

Changes of a student's name and/or gender marker within the student records should be made upon request of the student and/or parent/guardian, depending on the student's age/grade, as set out in the student records regulations. 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old, only the parent/guardian may request the change. For

students who are 14-17 years old, or who have entered ninth grade, the parent and the student may either alone or together make decisions about the student record. Any student 18 years or older who is not under guardianship may make the request. Massachusetts recognizes common law name changes, which means that anyone can use their chosen name for an honest purpose. Therefore, when requested to do so, the school will record the

student's chosen name and gender marker on all records, whether or not the student, parent or guardian provides the school with a court order formalizing a name change. If a change is made to the student's name and/or gender marker in the student record, the school should seal all prior records that contain the student's birth name and/or gender in a separate, confidential file.

NAMES AND PRONOUNS

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. It is strongly recommended that a trained staff member privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.

FACILITIES

With respect to all restrooms, locker rooms or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools shall allow students to access the restroom, locker room or changing facilities consistent with their gender identity.

In any gender segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, requiring a transgender or gender nonconforming student to use a separate, nonintegrated space threatens to publicly identify and marginalize the student as

transgender and should not be done. Under no circumstances may students be required to use sex segregated facilities that are inconsistent with their gender identity.

Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender, and to incorporate such single user facilities into new construction or renovation. However, under no circumstances may a student be required to use such facilities because they are transgender or gender nonconforming.

PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including but not limited to classroom activities, extra-curricular activities, school ceremonies, school photos, and documentation requests, such as field trip permission forms, and maintain only those that have a clear and sound pedagogical purpose and do not violate anti-discrimination law. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

DRESS CODE

Schools may enforce dress codes pursuant to district policy. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

PROFESSIONAL DEVELOPMENT

The administration shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. The administration shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination that may result from gender identity issues.

The content of such professional development shall include, but not be limited to:

- (i) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- (ii) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy and safety;

References

Massachusetts General Law Chapter 4 Section 7 – Definitions of Statutory Terms
Massachusetts General Law Chapter 76, § 5 – School Attendance: Discrimination
603 CMR 26.00 – Access to Equal Education Regulations
Massachusetts Department of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools: Creating a Safe and Supporting School Environment – Nondiscrimination on the Basis of Gender Identity*
P5303 – [Anti-discrimination policy]

Special Education Program

Student Study Team

Parents, Guardians, and/or staff may initiate a referral of any Student to the Student Study Team at any time. The Student Study Team is comprised of both regular education and special education staff. Once a referral has been made to the Student Study Team, staff will collaborate to ensure that any student experiencing difficulty in school will receive any needed regular education services or classroom modifications that the Student Study Team deems necessary to address the student’s needs.

Referrals to the Student Study Team are considered as a regular education initiative. Such referrals do not preclude any parent, guardian, or other person in a care-giving or professional position concerned with the Student’s development, from initiating a referral for special education evaluation and services. Further information regarding the special education referral and evaluation process may be obtained from the office of the Director of Student Services.

Student Records

The Massachusetts Student Record Regulations address all issues associated with parents’ and eligible students’ rights of confidentiality, inspection, amendment, and destruction of

student records, as well as the District's responsibilities with regard to the maintenance of such records. The following information is a basic summary of those regulations and should not be considered as providing any rights or imposing any responsibilities in excess of the actual Student Record Regulations; such regulations may be found at 603 CMR 23.00.

The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the student record into two sections: the transcript and the temporary record. The transcript includes only the minimal information necessary to reflect the student's educational progress and to assist the District in operating its educational system. This information may include the student name, address, phone number(s), and date of birth; name, address, and phone number(s) of the parents or guardian; course titles, grades, course credits, grade level completed, and the year completed. The transcript is kept by the District for at least sixty years after the student leaves the school system.

By contrast, the temporary record contains all of the information in the student record that is not in the transcript. This may include such things as standardized test results, class rank, extra-curricular activities, and evaluation and comments by teachers, counselors, and other persons, as well as other similar information. The temporary record is destroyed no later than seven years after the student leaves the school system.

1. Inspection of Records

A parent, or a student who has entered the ninth grade or is at least fourteen years old (eligible student), has the right to inspect the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request, unless the parent or eligible student consents to a further delay. The parents or eligible student has the right to receive copies of any part of the student record. The District may charge a reasonable fee for such copying, not to exceed the costs of reproduction, unless the charging of such fee would effectively prevent the parents or eligible student from exercising their federal rights to inspect and review the records. Finally, the parents or eligible student may request to have the record interpreted by a professionally qualified school employee or a 3rd party of their choosing, who may thereafter inspect and interpret the records following their production of specific written consent from the parent or eligible student.

2. Confidentiality of Records

Subject to specific exceptions enumerated in the regulations, no individuals or organizations are allowed to have access to information in the student record

without the specific, written consent of the parent or eligible student. In addition, subject to specific exemptions enumerated in the regulations, any person inspecting or releasing information contained in the student record must note in a log kept as part of the temporary record, which portion of the record was inspected or released, and for what purpose. Authorized school personnel are allowed to have access to the information without consent. Authorized school personnel includes school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions. Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record.

3. Amendment of Records

The parent and the eligible student have the right to add relevant comments, data, information, or other relevant written materials to the student record. In addition, the parent and eligible student have the right to request that certain information in the record be amended or deleted. Parents or eligible students should refer to the specific requirements contained within the Student Record Regulations with regard to the appropriate procedure to follow with regard to any such requested amendment or deletion of a student record.

4. Destruction of Records

The regulations require that the student record and transcript be destroyed within a certain period of time after the student leaves the school system. In addition, school authorities are allowed to destroy misleading, outdated, or irrelevant information in the student record from time to time while the student is enrolled within the school system. Before any such information may be destroyed, the parent and eligible student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

Protection of Pupil Rights Amendment Act

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student

survey, analysis, or evaluation that concerns one or more of the following seven areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents; or
7. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Chelmsford Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law).

Parents Right to Know - Teacher Qualifications

Several schools in Chelmsford receive Title I funds from the federal government. These funds support funding for the early intervention reading program providing supportive reading services to grade 1 students. Federal law has established the right of parents at schools served by Title I funding to know the professional qualifications of the classroom teachers who instruct your child. Please be assured however, that the Chelmsford Public Schools have been very successful in obtaining highly qualified certified teachers for teaching positions.

In compliance with federal regulations, we would like you to be aware that federal law allows you to ask for certain information about your child’s classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

1. Whether the Massachusetts State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
2. Whether the Massachusetts State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
3. The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call the Director of Human Resources at 978-251-5100, ext. 6904.

Internet and Email – Acceptable Use

The Technology and Information Department will provide Internet access to all school buildings and users in the Chelmsford Public Schools. The Internet is to be used for educational purposes. The Technology Department has the right to place restrictions on the Internet to ensure that all use is in accordance with its educational purpose.

- a. Students may not use the system for personal or commercial purposes, including offering or purchasing products or services.
 - b. Students may not use the system for non-educational activities.
 - c. Students may not engage in any behavior that could be considered “cyber-bullying” or inappropriate for an educational environment.
1. Student use of the Internet will be governed by this policy, related policies and regulations of the Technology Department.
 2. When the Chelmsford Public Schools provides school-owned instructional computing devices, students are to treat all school-owned equipment properly, in accordance with the rules set up by the classroom, school and district.
 3. Students have the option to use school-owned devices or to bring personally owned computing devices to access the wireless network. A variety of devices including but not limited to school-owned laptops, Chromebooks and tablets are available for in-class instructional activities that require them. Students will find that in addition to

using their devices for specific instructional activities, they may also use their personal computing devices to increase their efficiency at note taking, organizing, and managing projects. Students may use their personal computing devices to access the available wireless network in classrooms where teachers have allowed personal computing devices. **For more information on Bring Your Own Device, please refer to the Technology Department Guidelines and FAQs for Bring Your Own Device (BYOD). BYOD information can be found on the Technology Department Website.**

4. In the event that there is suspicion or evidence of inappropriate use of the Internet by students, due process rights of students will be respected. Students have no expectation of privacy in the contents of their files and/or online activity. The Technology Department reserves the right to examine all data stored on district machines or accessed using district devices and/or accounts to insure that all users are in compliance with this policy.
5. The Technology Department makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the Internet will be error-free or without defect.
 - a. The Technology Department will not be responsible for any damage users may suffer, including but not limited to, loss of data, or interruption of service.
 - b. The Technology Department is not responsible for the accuracy or quality of the information obtained through the Internet.
 - c. The Technology Department will not be responsible for financial obligations arising through the unauthorized use of the Internet.

This policy represents the Technology Department's good faith efforts to promote the safe, ethical, responsible, and legal use of the Internet. This policy supports the effective use of the Internet for educational purposes, protects students against potential dangers in their use of the Internet, and ensures accountability of all users. All Internet documents that appear on school web sites will be prescreened for appropriate and educationally relevant material.

- a. Students will receive instruction regarding the safe, ethical, legal, and responsible use of the Internet, as well as their rights and responsibilities under this policy.

- b. Student use of the Internet will be structured and supervised by staff in a manner that is appropriate to the age and skills of students.
 - c. A CIPA compliant firewall will monitor student use of the Internet.
6. The Technology Department will protect against access to Internet documents that are considered inappropriate for students. Inappropriate documents will be designated into three categories: prohibited, restricted and limited access.
- a. Prohibited documents are documents containing material that is harmful to minors, as defined by the Children's Internet Protection Act. Students may not access prohibited materials at any time, for any purpose.
 - b. Restricted documents are documents that contain objectionable material but have a limited educational purpose in the context of the student's educational program. Restricted documents may not be accessed by students at any time.
 - c. Many social media sites are blocked on the school network. Students found trying to circumvent the block on social media will be subject to disciplinary measures.

Use of Social Media

The Chelmsford Public Schools respects the right of students to use social networking sites (e.g., Instagram, Facebook), personal Web sites, Weblogs, Wikis and other web tools (collectively "Internet Postings") as a medium of self-expression. However, inappropriate Internet Postings by students can cause substantial disruptions to the school environment. Accordingly, the Chelmsford Public Schools requires that students observe the following guidelines for Internet Postings, regardless of the location of the internet access.

Prohibited Behaviors:

1. Students shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics in Internet Postings that could cause a substantial disruption to the school environment.
2. Students shall not use Internet Postings/pictures/videos to libel or defame the school committee, school system, school employees, or other students or anyone else.
3. Students shall not use Internet Postings to harass, bully, or intimidate employees or other students. Behaviors that constitute harassment and bullying include, but are

not limited to, comments that are derogatory with respect to race, religion, gender, sexual orientation, color, age or disability; sexually suggestive, humiliating, or demeaning comments; and threats to stalk, haze, physically injure or damage the property of another student, employees or anyone else.

4. Students shall not falsely represent themselves as an employee or another student of the Chelmsford Public Schools.

Consequences

A student shall be disciplined for creating and/or distributing written or electronic material, including Internet Postings that causes substantial disruption to school operations and/or interferes with the rights of other students or staff members. Violations shall result in disciplinary action.

1. Use of Student CPS Lions Email

The Chelmsford Public Schools established official student email addresses to enable faculty, staff and administrators to communicate more effectively and efficiently with students, and to allow students a safe and effective way to move documents from home to school. Appropriate use of email is essential to the success of this mode for contacting students. Email is a mechanism for official communication within the Chelmsford Public Schools. The Chelmsford Public Schools has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the public school community.

2. Assignment of Student Email Accounts

Official Chelmsford Public Schools student email accounts are available for all enrolled students. The addresses are accessed using the following convention: networkID@cpslions.com. Students begin using email to communicate with teachers in middle school.

3. Redirecting of Student Email

If a student wishes to have email redirected from their official cpslions.com address to another email address (e.g., aol.com, gmail.com) they may do so, but at their own risk. The Chelmsford Public Schools will not be responsible for the handling of email by outside vendors. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her cpslions.com account.

4. Expectations of Student Email

Students are expected to check their email on a frequent and consistent basis in order to stay current with Chelmsford Public Schools communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't

check my email", error in forwarding mail, or email returned to the Chelmsford Public Schools with "Mailbox Full" or "User Unknown" are not acceptable excuses for missing official Chelmsford Public Schools communications via email.

5. Authentication

It is a violation of Chelmsford Public Schools policies, including the acceptable use policy, for any user of official email addresses to impersonate a Chelmsford Public Schools office, faculty/staff member, or student.

6. Privacy

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence avoiding reply all unless required.

7. Educational Uses of Student Email

Faculty will determine how electronic forms of communication will be used in their classes, and will communicate their requirements to students. This will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can assume that students' official cpslions.com accounts are being accessed, and faculty can use email for their classes accordingly.

Video Surveillance

The Chelmsford Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment.

Search and Seizure

The Supreme Court of the United States of America has ruled:

1. A warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute.
2. Probable cause is not required before a student may be searched; rather before conducting a search, the teacher must have “reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.”
3. The search must be reasonable in its scope as well as its inception.

The Principal, Deans or the principal’s designee are entitled to conduct a search of a student’s person, and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the school relating to drug and/or alcohol/tobacco and/or student safety.

Regarding lockers and desks:

1. Master keys and copies of combinations for lockers are retained by the school administration.
2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
3. All students should be aware that the school administration will permit specially trained “search dogs” to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.
4. All students should also be aware that school lockers and desks assigned to individual students by the school’s teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any

locker or desk and its contents at any time, even without a reasonable suspicion. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.

Academic Integrity

Academic Integrity is Chelmsford Public Schools' commitment to responsibility, honesty, trust, and respect. Academic Integrity essentially means being responsible for one's own work, it is held in high regard in our schools. Students can take pride in work they have produced from their own efforts; they have worked honestly and fairly.

Academic Integrity also means upholding values and beliefs that are considered important, not just by our schools, but also by society, including sports teams, employers, friends and family. Violating our policy on Academic Integrity is cheating. For more specific Middle School Information on the Academic Honor Code, please visit the McCarthy or Parker School Website. For more specific High School Information on the Academic Honor Code, please see the High School Handbook Addendum.

What are some examples of cheating?

- Copying another student's answers on a test or quiz, with or without their permission
- Sharing questions from an exam with another student who has not yet taken the exam
- Copying another student's answers on a homework assignment
- Copying some other student's work and claiming it as your own
- Allowing another student to copy your work or giving your work to them to turn in as their own
- Forging (signing) your parent's/guardian's name on a note or permission slip
- Plagiarism (copying another's words/work without giving credit)
- Changing grades on midterm or report card

- Use of electronic devices for unauthorized sharing of information.

Why is cheating wrong?

- It breaks a bond of trust — we become suspicious of others
- It is against the rules and there are serious penalties. People have been thrown out of college, lost jobs, and ruined their careers over cheating.

What is Plagiarism?

Plagiarism is a form of cheating. Alexander Lindey has defined plagiarism as: “...the wrongful act of taking the product of another person’s mind and presenting it as one’s own...To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft.” (Lindey, Alexander. Plagiarism and Originality)

The following will be considered plagiarism:

1. Buying or downloading a paper from a research service or a term-paper mill and offering it as your own.
2. Turning in another student’s work, with or without that student’s knowledge, as your own.
3. Copying any portion of another’s work without proper acknowledgement.
4. Paraphrasing ideas and language from a source without proper documentation.

Consequences for Cheating or Plagiarism

1. The student will receive a zero for the entire assignment/assessment. A student will not be allowed the opportunity for make-up of any kind.
2. A conference may be held with the student, teacher, and the student’s Dean.
3. Parents/guardians will be notified of the offense.
4. Students will be required to attend an after school session on cheating and plagiarism.

Exception: The definition of plagiarism given above includes “Paraphrasing ideas and language from a source without proper documentation” (definition number 4). In violations that pertain to this type of plagiarism, the teacher, in consultation with the student’s administrator, will determine the consequences. The purpose of the consequence in this case will be to teach the proper way to attribute sources in academic work. The teacher will use his or her professional expertise to determine whether or not the offense relates to definition number 4.

Directory Information

(603 CMR 23.07 (4) (a))

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school

plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

Incident Management

The Chelmsford Public School District has a comprehensive Incident Management Plan. It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

There are four types of drills that are required for all staff and students in all school buildings during the school year:

Evacuation Drill – is used when it is important to move away from the building to a secure location away from the building. This drill will take place at least three times per year under the direction of the Chelmsford Fire Department.

Safety Drill – is used when a bomb-type threat is made to the safety of building. These drills will take place at least two times per year.

Hold in Place – is used to protect staff and students from incidents and/or distractions that are taking place in the hallway. A hold in place implies that instruction should continue within the classroom, and that students should remain in the classroom until further notice. These drills will take place at least two times per year.

Lockdown – is used to protect staff and students from a threat inside the building. It is to be used when it may be more dangerous to evacuate the building than it is to stay in a secure classroom within the school. These drills will take place at least two times per year. Emergencies are unexpected, unpredictable, and take many forms. No one can ever be fully prepared for everything that may happen as each situation happens in its own unique context. However, the district Incident Management Plan is designed to provide a proven framework within those unique situations on which leaders and staff can rely. When a school’s procedures are well rehearsed and automatic, the opportunity for a school leader to assess the situation and make appropriate immediate decisions is greater.

Delayed Openings and School Cancellations

In cases of inclement weather or other emergency necessitating the closing or delaying of school, the Superintendent will make the decision. Central administration personnel then notify the radio and television stations between 5:00 AM and 5:45 AM. A Blackboard ConnectEd message will be sent to all families and staff. Delayed Openings will be posted on the district and school websites.

School openings will be delayed by 2 hours. All activities in the schools will continue as usual including the same dismissal time. Morning Kindergarten and CHIPS Preschool classes will be cancelled when the start of school is delayed. Please see the school website for a complete listing of school start and dismissal times.

There will be no change in afternoon Kindergarten or Preschool hours on delayed opening days. Dismissal for afternoon Kindergarten will be at the regular time.

Emergency Closings

On a rare occasion school may be closed due to a weather-related event. In this case, all children must be sent home, with the exception of those children scheduled to attend the Community Education Extended Day Childcare program. Elementary children enrolled in

the Extended Day Childcare program will remain at their school and parents will pick them up as soon as possible, but no later than 6 p.m. McCarthy Childcare students will be bussed as usual to Parker, and parents should pick up Parker and McCarthy students at Parker as soon as possible, but no later than 6 p.m.

1. The Superintendent would notify the school that busses would be arriving to take children home at a specified time.
2. A Connect-Ed call would be used to notify parents of dismissal procedures.

It is important that parents keep their home, business and emergency numbers current with the school as these are the numbers, which will be called through Connect-Ed.

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed.

It is imperative that each child knows where to go in the event that a parent cannot be notified. For parent peace of mind, this would also help in those rare cases when an emergency arises and a parent cannot get home to meet their child.

Hazing

Section 17

Whoever is a principal organizer or participator in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in the house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully and recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

Section 18

Whoever knows that another person is the victim of hazing defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself/herself or others, report such crime to an appropriate law enforcement official as soon as is reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Vehicle Idling

Buses and vehicles are not to be left idling at schools. Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

McKinney-Vento

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. There are similar protections under Title I of the Every Student Succeeds Act for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison coordinator. For information regarding foster care students, please contact the DCF liaison of the Chelmsford Public Schools.

The Chelmsford Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the Chelmsford Public Schools' non-discrimination procedures.

Chelmsford Public Schools

Discrimination and Harassment Grievance Procedures

The Chelmsford Public Schools is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Chelmsford Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions

For the purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.

- B. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

- C. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

- D. “Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Chelmsford Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

- A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
- B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

- D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172

or

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to

provide relevant information and identify witnesses for the investigator's consideration.

3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:
1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/ or other sanctions as determined by the school administration and/or School Committee;

2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
 3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above.
- E. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.
- F. If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

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CHELMSFORD PUBLIC SCHOOLS

Restraint Prevention and Behavior Support Policy and Procedures

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- VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
- IX. TRAINING REQUIREMENTS
- X. SPECIFIC PROCEDURES

I. OVERVIEW

The Chelmsford Public Schools (“District”) seeks to promote a safe and productive workplace and educational environment for its employees and students and to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: instructional leader of a public school education program or his or her designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"*Inclusionary time-out*": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of “inclusionary time-out” functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. “Inclusionary time-out” includes practices used by teachers as part of their classroom behavior support tools, such as “planned ignoring,” asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student’s environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not “separated from the learning activity” or the classroom, the student will be in “inclusionary time-out” and the requirements that accompany the use of “exclusionary time-out,” listed below, do not apply. A student is not “separated from the learning activity” if the student is physically present in the classroom and remains fully aware of the learning activities.

“Inclusionary time-out” does not include walled off “time-out” rooms located within the classroom; use of those is considered to be “exclusionary time-out.”

“Exclusionary time-out”: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of “exclusionary time-out”:

- “Exclusionary time-out” may be used only for the purpose of calming;
- During “exclusionary time-out,” the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for “exclusionary time-out” must be clean, safe, sanitary and appropriate for calming;
- Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- Students must never be locked in a room;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE's *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that "brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students."

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety

To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. **For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval.** This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone

restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in injury to either a student or a staff member within three (3) working days of the restraint. The District will also send DESE a copy of the record of restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the thirty (30) day period prior to the date of the reported restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regard to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted regarding any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and behavior management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

X. SPECIFIC PROCEDURES

The District has developed and implemented the following specific procedures regarding appropriate responses to student behavior that may require immediate intervention:

Alternatives to Physical Restraint

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, and/or self-injurious behavior and/or to de-escalate potentially dangerous behavior occurring among groups of students or with an individual student. Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include, but are not limited to: verbal prompts; partial or full physical cuing; physical escort; inclusionary time-out; exclusionary time-out; and de-escalation techniques.

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include:

Remain calm - To help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.

Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

Remove Student if Possible – When feasible and as appropriate, have the student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate.

Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

Description of Physical Restraints Used in Emergency Situations

In the event when a student engages in behavior that is a danger to him/herself or others the school's crisis team will follow procedures outlined by the Crisis Prevention Institute (CPI) training. There are four types of CPI restraints: seated holding, standing holding, standing hold team control position, and children's control position. Each of the physical restraints used to maintain safety fall into three categories: low, medium and high intensity.

Restraint Information and Complaint Procedure

Parents/guardians are welcome to contact the principal of their child's school at any time to discuss the District's Restraint Prevention and Behavior Support Policy and Procedures. Additionally, any individual with a concern or complaint regarding the use of a physical restraint may use the informal resolution and/or formal complaint procedure below.

Informal Resolution

Before initiating a formal complaint, a student or their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written restraint report. The principal shall attempt, within their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or their parent/guardian is not satisfied with the resolution, or if the student and/or their parent/guardian do not choose to use informal resolution, then the student and/or their parent/guardian may proceed with the formal complaint process.

Formal Complaint

A student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written restraint report. The written complaint should include: (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the date of the restraint; (d) the basis of the complaint or concern; and (e) the corrective action sought.

The Office of the Superintendent, through its designees, shall investigate the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different, but the complaint will be responded to promptly. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation.

Legal Authority:

603 C.M.R. § 46.00

DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015

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CHELMSFORD PUBLIC SCHOOLS

Physical Restraint Prevention and Behavior Support Policy, and Procedures and Guidelines

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- XIX. TRAINING REQUIREMENTS

I. GENERAL INFORMATION

XX. SPECIFIC PROCEDURES

XI. OVERVIEW

~~The Chelmsford Public Schools ("District") seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R., 46.00), the law governing the use of physical restraint on students in public schools, the Chelmsford Public Schools seeks and to ensure that every student in the Chelmsford Public Schools is free from the unreasonable use of physical restraint.~~

~~PHYSICAL RESTRAINT SHALL ONLY BE USED IN EMERGENCY SITUATIONS, AFTER OTHER LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE, AND WITH EXTREME CAUTION. See that is inconsistent with the requirements of 603 C.M.R., 46.01(3).~~

~~School Personnel shall only administer a physical00. Physical restraint with two goals in mind:~~

- ~~(a) To administer a physical restraint is an emergency measure of last resort. It may be administered only when needednecessary, to protect a student and/or a member of the school community member from assault or imminent, serious, physical harm.~~
- ~~(b) To When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of the physical restraint. 603 C.M.R., 46.01(3)(a)&(b)~~

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~~Further nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00) or the Chelmsford Public Schools Physical Restraint Policy, Procedures and Guidelines; the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.~~

~~Further nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00) or the Chelmsford Public Schools Physical Restraint Policy, Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to all District staff, and make it available to receive special education services. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Additionally, nothing in the Code of Massachusetts Regulations parents of enrolled students, (603 C.M.R. 46.00) or the Chelmsford Public Schools Physical~~

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XII. DEFINITIONS

Mechanical Restraint Policy, Procedures and Guidelines; the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: instructional leader of a public school education program or his or her designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

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DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

XIII. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

XIV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of a public education program the District from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detention of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

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XV. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"Inclusionary time-out": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;

- During “exclusionary time-out,” the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for “exclusionary time-out” must be clean, safe, sanitary and appropriate for calming;
- Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- Students must never be locked in a room;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

XVI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student’s property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE’s *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that “brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander onto a busy road, grabbing a student who is about to fall, or breaking up a fight between students.”

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety

To ensure student safety, staff will review and consider a student’s medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

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During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. **For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval.** This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

XVII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the

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Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting - See to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in injury to either a student or a staff member within three (3) working days of the restraint. The District will also send DESE a copy of the record of restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the thirty (30) day period prior to the date of the reported restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

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XVIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regard to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted regarding any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and behavior management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

XIX. TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

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H. INTERVENTIONS AND ALTERNATIVE METHODS THAT MAY PRECLUDE THE NEED FOR THE USE OF PHYSICAL RESTRAINT

XX. SPECIFIC PROCEDURES

The District has developed and implemented the following specific procedures regarding appropriate responses to student behavior that may require immediate intervention:

Alternatives to Physical Restraint

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, and/or self-injurious behavior and/or to de-escalate/escalate, potentially dangerous behavior occurring among groups of students or with an individual student. ~~Physical restraints only should be used in emergency situations after these other less-intrusive alternatives have failed or been deemed inappropriate.~~

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Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include ~~but are not limited to, the following:~~, but are not limited to: verbal prompts; partial or full physical cuing; physical escort; inclusionary time-out; exclusionary time-out; and de-escalation techniques.

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- A. Verbal Prompt A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
- B. Full or Partial Physical Cue A full or partial physical cue is anytime an adult needs to place their hands on a child or physically redirect a child. These are used at increasing levels as needed to return a child safely back to task. See Physical Redirection, Physical Escort and Physical Containment below.
- C. Physical Escort A physical escort is utilized if a child inappropriately wanders away from the task at hand or does to comply to walk to a specific location, an adult "escorts" them back to the task. A physical escort is done by standing just behind the child, grasping the child immediately above the elbow with one hand and placing the other hand between the child's shoulder blades and then "escorting" the child in a firm and brisk manner to the task.
- D. Physical Redirection When a child inappropriately gets out of his or her seat, the child should be physically "redirected" back to his or her chair. A physical redirection is done by placing one hand on each of the child's shoulders and returning the child back to his or her chair.

~~E. Physical Containment Physical containment should be used when a child runs away from adult supervision (i.e., running around classroom, building, etc.) or when an adult anticipates that a child is at risk of darting. If the child moves more than one arm's length away from the supervising adult, the adult "contains" the child by grasping the child's arm just below the armpit and bringing the child immediately to the adult's side. The child is firmly "contained" at the supervising adult's side for approximately three seconds, then ask the child, "Why am I holding your arm ... I am holding your arm because you cannot run here." The supervising adult then should release the child but be prepared to "contain" the child again, if necessary.~~

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General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include ~~the following:~~

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A. Remain calm- To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.

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B. Obtain Assistance- Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a

potentially dangerous situation and to obtain additional assistance.

One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

C. Remove Student if Possible - ~~The feasibility of having a~~ When feasible and as appropriate, have the student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate ~~should be considered~~.

D. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

Description of III. DISTRICT'S PHYSICAL RESTRAINT PROCEDURES

A. Definitions

"Physical restraint" shall mean Restraints Used in Emergency Situations

In the use of bodily force event when a student engages in behavior that is a danger to limit a student's freedom of movement him/herself or others the school's crisis team will follow procedures outlined by the Crisis Prevention Institute (CPI) training. There are four types of CPI restraints: seated holding, standing holding, standing hold team control position, and children's control position. Each of the physical restraints used to maintain safety fall into three categories: low, medium and high intensity.

"Physical escort" shall mean the touching or holding of a student without the use of force for the purpose of directing the student.

"Extended restraint" shall mean a physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 C.M.R. 46.06.

"Mechanical restraint" shall mean the use of physical device to restrict the movement of the student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian of the student.

"Seclusion restraint" shall mean physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered a seclusion restraint. The use of a seclusion restraint is expressly prohibited.

"Chemical restraint" shall mean the administration of medication for the purpose of restraint. The use of chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian of the student.

Determining When to Use a Physical

B. Restraint Information and Complaint Procedure

If all other less-intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of

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students or with an individual student, a physical restraint may be used. In other words, a physical restraint can only be used when non-physical interventions would not be effective, and the student's behavior poses a threat of imminent, serious physical harm to himself or herself or others. Any physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

C.—Prohibitions on Use of a Physical Restraint

The use of a physical restraint as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm is expressly prohibited.

D.—Proper Administration of a Physical Restraint: Only trained school personnel shall administer physical restraints.

Trained school personnel are those individuals who have received either the in-depth training detailed below in Section IV(B), or who have received the required basic training detailed below in Section IV(A).

Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below in subsection E and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited unless the school personnel administering the restraint has received in-depth training, and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present.

It should be noted, however, that the training requirements of the Chelmsford Public Schools Physical Restraint Procedures and Guidelines, which are detailed below, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Parents/guardians are welcome to contact the principal of their child's school at any time to discuss the District's Restraint Prevention and Behavior Support Policy and Procedures. Additionally, any individual with a concern or complaint regarding the use of a physical restraint may use the informal resolution and/or formal complaint procedure below.

E. ~~Safety~~ Requirements: No restraints shall be administered in such a way that a student is prevented from breathing or speaking.

During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

School personnel should remember that at any time during the administration of a physical

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restraint, school personnel may seek to contact the Office of Special Education behavioral specialists, or the Crisis Intervention Team, or take other steps to seek medical assistance if it appears that the student is demonstrating significant physical distress.

F. Follow-up Procedures and Reporting Requirements

1. Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below:

- A. review the restraint with the student to address the behavior that precipitated the restraint;
- B. review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
- C. consider whether any follow-up is appropriate for the students who witnessed the incident.

2. Reporting Requirements

- A. Staff shall notify the principal of any physical restraint under five minutes and the principal or designee will notify the parent/guardian, either verbally, in writing, or email notification of such physical restraint.
- B. Any physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff member shall be reported.
- C. The school staff member who administers a physical restraint of five minutes or longer and/or who administers any physical restraint that results in an injury to a student or staff shall verbally inform the principal or his/her designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report in the form attached to these procedures and guidelines shall be completed and provided to the principal of the school no later than the next working day after the restraint was administered.
- D. The principal of the school shall maintain an on-going record of all reported instances of physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff. This record will be made available for review by the Massachusetts Department of Education upon its request.
- E. The principal or his/her designee shall verbally inform the student's parents or guardians of any physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff as soon as possible and by a written report postmarked no later than three schoolworking days following the use of the physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff. This notice should be issued to the parents/guardians in English and in the home language of the student.

The principal shall provide the Office of the Superintendent with a copy of the written report of a physical restraint when such restraint has resulted in a serious injury to a student or staff member, or when an extended restraint (20 minutes or longer) has been administered as well as a copy of the school's on-going record of all reported instances of physical restraint for the thirty days preceding the reported physical restraint. A copy of the Massachusetts Department of Education Physical Restraint Report [603-CMR 46.06(5)] must be completed with respect to the administration of an extended restraint (20 minutes or longer). **This documentation must be provided to the Office of the Superintendent by no later than one schoolworking day after the written reports received by the principal.** The Office of the Superintendent will, in accordance with the

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requirements of 603 C.M.R. 46.06(5), provide this documentation to the Massachusetts Department of Education within three days of its receipt of the documentation.

IV. DISTRICTS TRAINING REQUIREMENTS

1. For All Program Staff

Within the first month of each school year, the principal of each school shall provide all program staff with training on the Chelmsford Public Schools Physical Restraint Procedures and Guidelines. Additionally, for all new school employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new employees with training on this Chelmsford Public Schools Physical Restraint Procedures and Guidelines. The training shall consist of the following: (a) the Chelmsford Public Schools Physical Restraint Procedures and Guidelines; (b) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors; (c) types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used; (d) administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and (e) identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.03(3) in the use of physical restraint. See 603 C.M.R. 46.03(2).

2. For Staff Authorized to Serve as a School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal of each school shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the recommendation of the Massachusetts Department of Education, the Chelmsford Public Schools recommends that such training be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter. The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint. See 603 C.M.R. 46.03(3) and 46.03(4).

V. COMPLAINT PROCEDURES

1. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her/their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written

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~~restraint report from the school detailed above in Section III(F)(2)(e).~~ The principal shall attempt, within his/her/their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her/their parent/guardian is not satisfied with the resolution, or if the student and/or his/her/their parent/guardian does not choose to use informal resolution, then the student and/or his/her/their parent/guardian may proceed with the formal complaint process detailed below in Section V(B).

2. Formal Resolution of Concern About Use of Physical Restraint

Formal Complaint

A student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written ~~restraint report from the school detailed above in Section III(F)(2)(e).~~ The written complaint ~~shall~~ should include: (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the ~~name of the individuals involved in the alleged physical~~ date of the restraint; (d) the basis of the complaint or concern; and (e) the corrective action ~~being sought.~~

The Office of the Superintendent, through its designees, shall ~~conduct an investigation into the complaint promptly after receiving~~ investigate the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. ~~The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible, but the complaint will be responded to promptly.~~ After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation ~~and its determination as to whether any corrective action is warranted.~~

3. Other Complaint Processes Also Available

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Chelmsford Public Schools "Harassment Policy" to seek resolution of any complaints of discrimination or harassment that is based on characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability, marital status or sexual orientation.

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CHELMSFORD PUBLIC SCHOOLS
REPORTING FORM FOR INCIDENTS OF
RESTRAINT
CONFIDENTIAL

Student Restrained: _____ SASID#: _____

Restraint by: _____

Observed by: _____

Reported by: _____

Place of Restraint _____

Was an Escort Required?: Yes/No _____ Escorted By: _____

Date of Restraint: _____

Time Restraint Began: _____ Time Restraint Ended: _____

Name of School Administrator Who Received Report: _____

Date & Time of Report: _____

Legal Authority:

603 C.M.R. § 46.00

DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015

Description of Activity in Which Restrained Student and Other Students & Staff in Vicinity Were

Engaged Immediately Preceding Use of Physical Restraint:

Description of Behavior That Prompted Restraint:

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~~Description of Efforts Made to De-Escalate Situation:~~

~~Reason for Initiating Physical Restraint:~~

~~Description of Restraint(s) Administered (e.g., holds used and why necessary, and student's behavior and reaction during restraint):~~

~~Description of How the Restraint Ended:~~

~~Were there any injuries to student(s) and/or staff during restraint?~~

~~_____ YES _____ NO~~

~~If so, please identify name(s) of individual(s) injured, a brief description of the injury and what medical care, if any was provided:~~

~~Printed Name of Faculty Member Making the Report: _____~~

~~Signature of Faculty Member Making the Report: _____~~

~~Date: _____~~

CHELMSFORD PUBLIC SCHOOLS
PHYSICAL RESTRAINT WAIVER FORM

In accordance with state regulations and Chelmsford Public Schools policy, parent(s)/legal guardian(s) may waive the reporting requirements which are part of the restraint process if the restraint does not result in serious injury to the student or a program staff member and does not constitute extended restraint.

The following conditions shall guide agreement to this waiver:-

- ~~The student presents a high risk of frequent, dangerous behavior that often requires the use of a restraint.~~
- ~~Parental signature on this waiver form shall in no way impact the student's opportunity to gain access to or to receive services.~~
- ~~The parent(s)/legal guardian(s) may withdraw consent to this waiver at any time without penalty.~~
- ~~Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described in the policy of the Chelmsford Public Schools.~~

The parent(s)/legal guardian will be informed of all restraints administered for the student. This communication of information will take place by (please check all that apply):

- letter
- phone call
- meeting
- other: _____

within _____ days of the restraint.

I agree to the waiver of the reporting requirement which is part of the physical restraint process and understand and agree to the afore-mentioned conditions which are part of this waiver.

Parent(s)/Legal Guardian(s) _____ Building Principal or Designee

Date _____ Date

A copy of this form will be maintained in the student's Cumulative Folder and will be made available for inspection to the Department of Education upon request.

(Your own school letterhead)

WRITTEN REPORT TO

PARENTS/GUARDIAN

REGARDING PHYSICAL RESTRAINT

(Insert Date)

(Insert Name and Address of
Parent/Guardian of Student)

Dear (Insert Name of Parent/Guardian),

This is to inform you that your son/daughter, (Name of Student), was restrained on (Date) by (Name & Title of Staff Member(s) Who Administered Restraint). The restraint was observed by (Name & Title of Staff Member(s) Who Observed Restraint). The restraint, which consisted of (Describe administration of restraint including holds used and why holds necessary) began at (Time) and ended at (Time). Your son/daughter's behavior and reactions during the restraint were as follows: (Describe Behavior and Reactions). The restraint ended with (Describe How the Restraint Ended). Following the restraint, (Name of Faculty Member) informed (Name of Administrator) that the restraint had taken place.

Immediately preceding the use of the physical restraint, the staff and students were engaged in the (Identify Activity). The behavior of your son/daughter that escalated the situation was (Identify Behavior). Efforts to de-escalate the situation were attempted prior to initiating the physical restraint. These efforts included (Describe the alternatives to the restraint that were attempted, the outcome of those efforts and the justification for administering the restraint.) The reason for ultimately initiating the physical restraint was (Describe Reason of Initiating the Restraint).

USE EITHER ALTERNATIVE PARAGRAPH A OR PARAGRAPH B

ALTERNATIVE PARAGRAPH A: There was no injury to your son/daughter and/or to staff during the restraint.

ALTERNATIVE PARAGRAPH B: There was an injury to (Student or Faculty Member) during the restraint. As a result of this injury, medical care was provided. (Student Only: A copy of the injury report is enclosed with this letter.)

If it is determined that the behavior which was the basis for this physical restraint is of a more serious nature as to warrant disciplinary action, you will be notified in writing of the date of the suspension hearing by separate letter.

If you wish to meet with me to discuss the administration of the restraint, any disciplinary sanctions that may be imposed and/or any other related matter with respect to your son/daughter, please do not hesitate to contact

me. Additionally, a copy of the Chelmsford Public Schools Physical Restraint Policy, Procedures and Guidelines are enclosed for your reference.

Sincerely,

Principal

Enclosure(s):

Chelmsford Public Schools Physical Restraint Policy, Procedures and Guidelines

(Injury Report if the Student was Injured)

CC: Superintendent of Schools

CHELMSFORD PUBLIC SCHOOLS

Physical Restraint Policy, Procedures and Guidelines

III.I. GENERAL INFORMATION

The Chelmsford Public Schools seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations { 603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, the Chelmsford Public Schools seeks to ensure that every student in the Chelmsford Public Schools is free from the unreasonable use of physical restraint.

PHYSICAL RESTRAINT SHALL ONLY BE USED IN EMERGENCY SITUATIONS, AFTER OTHER LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE, AND WITH EXTREME CAUTION. *See* 603 C.M.R. 46.01 {3).

School Personnel shall only administer a physical restraint with two goals in mind:

- ~~(e)~~(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm.
- ~~(d)~~(b) To prevent or minimize any harm to the student as a result of the use of the physical restraint. 603 C.M.R. 46.01 {3)(a)&(b)

Further nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00) or the Chelmsford Public Schools Physical Restraint Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Additionally, nothing in the Code of Massachusetts Regulations {603 C.M.R. 46.00) or the Chelmsford Public Schools Physical Restraint Policy, Procedures and Guidelines does not preclude any teacher employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. *See* 603 C.M.R. 46.01(4).

IV.II. INTERVENTIONS AND ALTERNATIVE METHODS THAT MAY PRECLUDE THE NEED FOR THE USE OF PHYSICAL RESTRAINT

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include but are not limited to, the following:

- A. Verbal Prompt -A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
- B. Full or Partial Physical Cue -A full or partial physical cue is anytime an adult needs to place their hands on a child or physically redirect a child. These are used at increasing levels as needed to return a child safely back to task. See Physical Redirection, Physical Escort and Physical Containment below.
- C. Physical Escort - A physical escort is utilized if a child inappropriately wanders away from the task at hand or does to comply to walk to a specific location, an adult "escorts" them back to the task. A physical escort is done by standing just behind the child, grasping the child immediately above the elbow with one hand and placing the other hand between the child's shoulder blades and then "escorting" the child in a firm and brisk manner to the task.
- D. Physical Redirection -When a child inappropriately gets out of his or her seat, the child should be physically "redirected" back to his or her chair. A physical redirection is done by placing one hand on each of the child's shoulders and returning the child back to his or her chair.
- E. Physical Containment - Physical containment should be used when a child runs away from adult supervision (i.e., running around classroom, building, etc.) or when an adult anticipates that a child is at risk of darting. If the child moves more than one arm's length away from the supervising adult, the adult "contains" the child by grasping the child's arm just below the armpit and bringing the child immediately to the adult's side. The child is firmly "contained" at the supervising adult's side for approximately three seconds, then ask the child, "Why am I holding your arm ... I am holding your arm because you cannot run here." The supervising adult then should release the child but be prepared to "contain" the child again, if necessary.
- F. Time Out-A time out is a period of time in which the child is unable to access any form of rewarding consequences.

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

- E-A. Remain calm - To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
- F-B. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
- G-C. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

H.D. Remove Student if Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.

I.E. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

III. DISTRICT'S PHYSICAL RESTRAINT PROCEDURES

G.A. Definitions

"Physical restraint" shall mean the use of bodily force to limit a student's freedom of movement.

"Physical escort" shall mean the touching or holding of a student without the use of force for the purpose of directing the student.

"Extended restraint" shall mean a physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 C.M.R. 46.06.

"Mechanical restraint" shall mean the use of physical device to restrict the movement of the student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian of the student.

"Seclusion restraint" shall mean physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered a seclusion restraint. The use of a seclusion restraint is expressly prohibited.

"Chemical restraint" shall mean the administration of medication for the purpose of restraint. The use of chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian of the student.

H.B. Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used. In other words, a physical restraint can only be used when non-physical interventions would not be effective, and the student's behavior poses a threat of imminent, serious physical harm to himself or herself or others. Any physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

I.C. Prohibitions on Use of a Physical Restraint

The use of a physical restraint as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm is expressly prohibited.

J.D. Proper Administration of a Physical Restraint: Only trained school personnel shall administer physical restraints.

Trained school personnel are those individuals who have received either the in-depth training detailed below in Section IV(B), or who have received the required basic training detailed below in Section IV(A).

Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below in subsection E and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited unless the school personnel administering the restraint has received in-depth training, and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present.

It should be noted, however, that the training requirements of the Chelmsford Public Schools Physical Restraint Procedures and Guidelines, which are detailed below, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

K.E. Safety Requirements: No restraints shall be administered in such a way that a student is prevented from breathing or speaking.

During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

School personnel should remember that at any time during the administration of a physical restraint, school personnel may seek to contact the Office of Special Education behavioral specialists, or the Crisis Intervention Team, or take other steps to seek medical assistance if it appears that the student is demonstrating significant physical distress.

L.F. Follow-up Procedures and Reporting Requirements

3.1. Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below:

- A. review the restraint with the student to address the behavior that precipitated the restraint;
- B. review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
- C. consider whether any follow-up is appropriate for the students who witnessed the incident.

4.2. Reporting Requirements

- A. Staff shall notify the principal of any physical restraint under five minutes and the principal or designee will notify the parent/guardian, either verbally, in writing, or email notification of such physical restraint.
- B. Any physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff member shall be reported.
- C. The school staff member who administers a physical restraint of five minutes or longer and/or who administers any physical restraint that results in an injury to a student or staff shall verbally inform the principal or his/her designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report in the form attached to these procedures and guidelines shall be completed and provided to the principal of the school no later than the next working day after the restraint was administered.
- D. The principal of the school shall maintain an on-going record of all reported instances of physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff. This record will be made available for review by the Massachusetts Department of Education upon its request.
- E. The principal or his/her designee shall verbally inform the student's parents or guardians of any physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff as soon as possible and by a written report postmarked no later than three schoolworking days following the use of the physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff. This notice should be issued to the parents/guardians in English and in the home language of the student.

The principal shall provide the Office of the Superintendent with a copy of the written report of a physical restraint when such restraint has resulted in a serious injury to a student or staff

member, or when an extended restraint (20 minutes or longer) has been administered as well as a copy of the school's on-going record of all reported instances of physical restraint for the thirty days preceding the reported physical restraint. A copy of the Massachusetts Department of

Education Physical Restraint Report [603 CMR 46.06(5)] must be completed with respect to the administration of an extended restraint (20 minutes or longer). **This documentation must be provided to the Office of the Superintendent by no later than one schoolworking day after the written**

reports received by the principal. The Office of the Superintendent will, in accordance with the requirements of 603 C.M.R. 46.06(5), provide this documentation to the Massachusetts Department of Education within three days of its receipt of the documentation.

VI.V. DISTRICT'S TRAINING REQUIREMENTS

3.1. For All Program Staff

Within the first month of each school year, the principal of each school shall provide all program staff with training on the Chelmsford Public Schools Physical Restraint Procedures and Guidelines. Additionally, for all new school employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new employees with training on this Chelmsford Public Schools Physical Restraint Procedures and Guidelines. The training shall consist of the following: (a) the Chelmsford Public Schools Physical Restraint Procedures and Guidelines; (b) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors; (c) types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used; (d) administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and (e) identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.03(3) in the use of physical restraint. *See* 603 C.M.R. 46.03(2).

4.2. For Staff Authorized to Serve as A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal of each school shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the recommendation of the Massachusetts Department of Education, the Chelmsford Public Schools recommends that such training be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter. The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint. *See* 603 C.M.R. 46.03(3) and 46.03(4).

VII.V. COMPLAINT PROCEDURES

4.1. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written

report from the school detailed above in Section III(F)(2)(e). The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian is not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below in Section V(B).

5.2. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed above in Section III(F)(2)(e). The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

6.3. Other Complaint Processes Also Available

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Chelmsford Public Schools "Harassment Policy" to seek resolution of any complaints of discrimination or harassment that is based on characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability, marital status or sexual orientation.

CHELMSFORD PUBLIC SCHOOLS
REPORTING FORM FOR INCIDENTS OF
RESTRAINT
CONFIDENTIAL

Student Restrained: _____ SASID#: _____

Restraint by: _____

Observed by: _____

Reported by: _____

Place of Restraint _____

Was an Escort Required?: Yes/No Escort By: _____

Date of Restraint: _____

Time Restraint Began: _____ Time Restraint Ended: _____

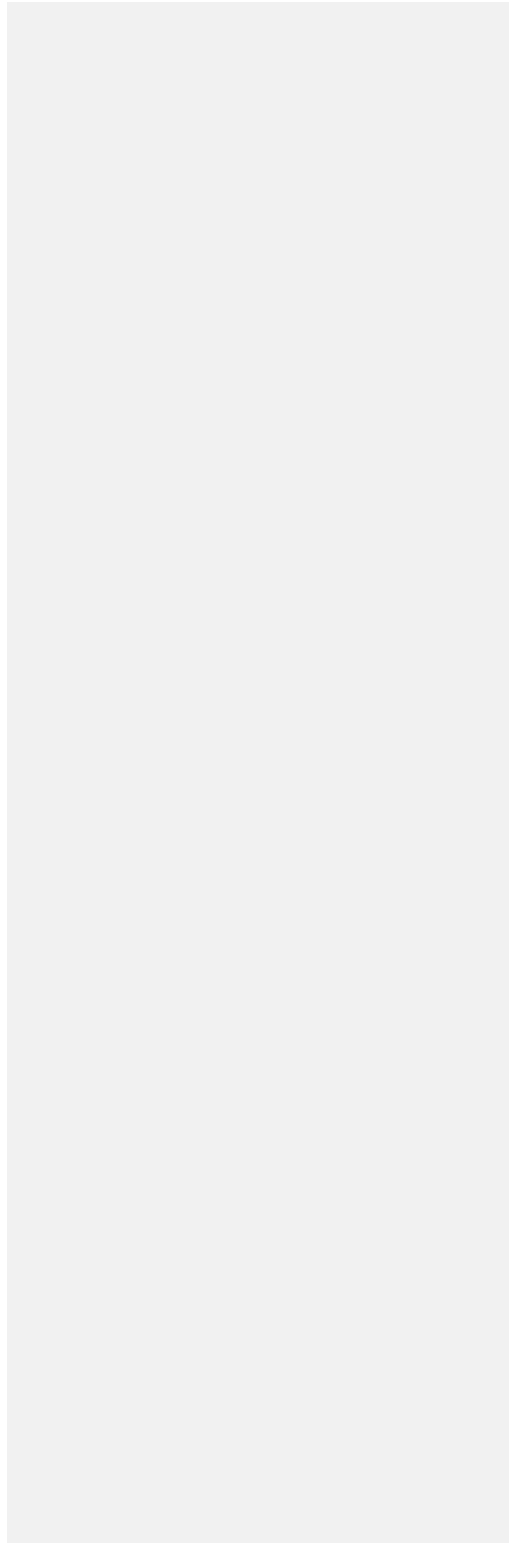
Name of School Administrator Who Received Report: _____

Date & time of Report: _____

Description of Activity in Which Restrained Student and Other Students & Staff in Vicinity Were Engaged Immediately Preceding Use of Physical Restraint:

Description of Behavior That Prompted Restraint:

Description of Efforts Made to De-Escalate Situation:



Reason for Initiating Physical Restraint:

Description of Restraint(s) Administered (e.g., holds used and why necessary, and student's behavior and reaction during restraint):

Description of How the Restraint Ended:

Were there any injuries to student(s) and/or staff during restraint?

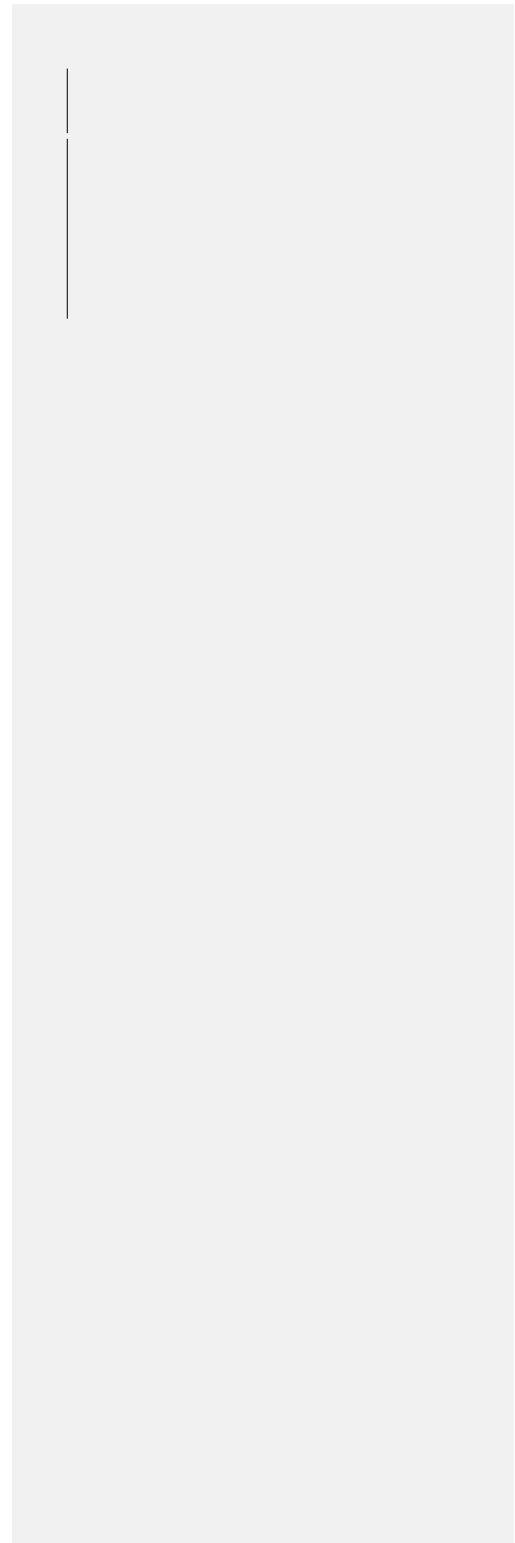
YES NO

If so, please identify name(s) of individual(s) injured, a brief description of the injury and what medical care, if any was provided:

Printed Name of Faculty Member Making the Report: _____

Signature of Faculty Member Making the Report: _____

Date: _____



CHELMSFORD PUBLIC SCHOOLS
PHYSICAL RESTRAINT WAIVER FORM

In accordance with state regulations and Chelmsford Public Schools policy, parent(s)/legal guardian(s) may waive the reporting requirements which are part of the restraint process if the restraint does not result in serious injury to the student or a program staff member and does not constitute extended restraint.

The following conditions shall guide agreement to this waiver:-

- The student presents a high risk of frequent, dangerous behavior that often requires the use of a restraint.
- Parental signature on this waiver form shall in no way impact the student's opportunity to gain **access to or to receive services.**
- The parent(s)/legal guardian(s) may withdraw consent to this waiver at any time without penalty.
- Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described in the policy of the Chelmsford Public Schools.

The parent(s)/legal guardian will be informed of all restraints administered for the student. This communication of information will take place by (please check all that apply):

- letter
- phone call
- meeting
- other: _____

within _____ days of the restraint.

I agree to the waiver of the reporting requirement which is part of the physical restraint process and understand and agree to the afore-mentioned conditions which are part of this waiver.

Parent(s)/Legal Guardian(s)

Building Principal or Designee

Date

Date

A copy of this form will be maintained in the student's Cumulative Folder and will be made available for inspection to the Department of Education upon request.

(Your own school letterhead)

**WRITTEN REPORT TO
PARENTS/GUARDIAN**

REGARDING PHYSICAL RESTRAINT

(Insert Date)

*(Insert Name and Address of
Parent/Guardian of Student)*

Dear *(Insert Name of Parent/Guardian)*,

This is to inform you that your son/daughter, *(Name of Student)*, was restrained on **(Date)** by *(Name & Title of Staff Member(s) Who Administered Restraint)*. The restraint was observed by *(Name & Title of Staff Member(s) Who Observed Restraint)*. The restraint, which consisted of *(Describe administration of restraint including holds used and why holds necessary)* began at **(Time)** and ended at **(Time)**. Your son/daughter's behavior and reactions during the restraint were as follows: *(Describe Behavior and Reactions)*. The restraint ended with *(Describe How the Restraint Ended)*. Following the restraint, *(Name of Faculty Member)* informed *(Name of Administrator)* that the restraint had taken place.

Immediately preceding the use of the physical restraint, the staff and students were engaged in the *(Identify Activity)*. The behavior of your son/daughter that escalated the situation was *(Identify Behavior)*. Efforts to **de-escalate the situation were attempted prior to initiating the physical restraint. These efforts included** *(Describe the alternatives to the restraint that were attempted, the outcome of those efforts and the justification for administering the restraint.)* The reason for ultimately initiating the physical restraint was *(Describe Reason of Initiating the Restraint)*.

USE EITHER ALTERNATIVE PARAGRAPH A OR PARAGRAPH B

ALTERNATIVE PARAGRAPH A: There was no injury to your son/daughter and/or to staff during the restraint.

ALTERNATIVE PARAGRAPH B: There was an injury to *(Student or Faculty Member)* during the restraint. As a result of this injury, medical care was provided. *(Student Only: A copy of the injury report is enclosed with this letter.)*

If it is determined that the behavior which was the basis for this physical restraint is of a more serious nature as to warrant disciplinary action, you will be notified in writing of the date of the suspension hearing by separate letter.

If you wish to meet with me to discuss the administration of the restraint, any disciplinary sanctions that may imposed and/or any other related matter with respect to your son/daughter, please do not hesitate to contact

me. Additionally, a copy of the Chelmsford Public Schools Physical Restraint Policy, Procedures and **Guidelines are enclosed for your reference.**

Sincerely,

Principal

Enclosure(s):

Chelmsford Public Schools Physical Restraint Policy, Procedures and Guidelines

(Injury Report if the Student was Injured)

CC: Superintendent of Schools

