



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: Tuesday June 2, 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 May 19, 2020

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

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. Update on the Status of the Chelmsford Public Schools Closure
2. Fall 2020 Re-Entry Planning
3. Recommended 2020/21 Employee Handbook Revisions
4. Student Transportation Registration and Program Fees: 2020/21 School Year
5. Preliminary Kindergarten Enrollment: 2020/21 School Year
6. Superintendent's Recommended FY2021 Revised Budget
7. Recommended FY2020 Budget Transfers
8. FY20 Valley Collaborative Board Member Appointment

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
May 19, 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

6:06 p.m.

Chair Opening Statement

The meeting is taking place using GoToMeeting.com electronic platform. All are attending the meeting remotely. The meeting is being televised and recorded by Chelmsford Telemedia. Community members are encouraged to watch and submit comments via email to Dr. Lang or Mr. King. The comments will be read during the "Public Comments" portions of the meeting agenda.

Consent Agenda

1. **Approval of the minutes of the regular school committee meeting of May 5, 2020**

Mr. Moses motioned to approve the regular School Committee meeting minutes for May 5, 2020. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Good News

Dr. Hirsch stated that a lot of sharing is going on and wonderful activities for the students have been occurring. Dr. Lang does share a lot of good news in his weekly newsletter.

Public Comments

Ms. Newcomb believes that questions she has received will be answered when Dr. Lang provides his update on school closure. Ms. Santos agreed.

New Business

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

Dr. Lang shared that the district continues to do well. There are only about 3 ½ weeks left in this school year. Monday is Memorial Day, so it is a school holiday. June will arrive, and it will be time to start wrapping things up. He is happy about how well remote learning has gone and is thankful for the many people who made this happen. He is looking forward to receiving additional guidelines from Governor Baker relative to the schools and the end-of-year. Dr. Lang met with the high school staff who will also meet with some students and class advisors. The last day of classes for seniors is this Friday. Next week they will be dropping off books. More information for seniors will be in the packet coming out this Friday.

Dr. Lang will be meeting with day care staff to discuss summer plans, but he is still awaiting guidance from the State and the Dept. of Education moving forward. It is his hope that special education services will be able to take place in person this summer as well. He hopes to have more information concerning summer by the end of the week. Staff were allowed to return to the schools this past week to pick up whatever they may need to continue through the closing of schools and to close-up class rooms so summer cleaning may start Tuesday, May 26th. Students (middle and high school) were also allowed to come to the buildings to pick up their personal belongings. Visits were staggered by the school administrators to maintain social distancing. At the elementary level the teachers packed up the students' personal belongings, so the parents need only to drive to the front of the school to collect them. Dr. Lang will be putting together working groups to discuss how remote learning went and what improvements could be made to remote learning if it were to happen again. Also, teams will be convened to look at what re-entry to the buildings might look like at the end of the summer. In addition, a member from the Merrimack Valley is part of the State's Commission looking at summer programs and re-entry to the buildings at the end of summer. Findings of these groups will start to be shared with the districts in early June. Early in June a parent survey will take place to solicit feedback. Work has already begun on the South Row roofing project with the expectation that the entire project will be completed by July 4th.

Ms. Newcomb asked about how IEPs will be updated and asked if local off-site summer programs would be taking place. Dr. Lang responded that a lot of those details will be a part of the Governor's phases two and three reopening plan. It is uncertain when the State will proceed to phase two. Decisions will be made in the coming weeks based on the data on Covid 19. Regarding IEP compliance for in person services that is also up to the State. Regarding transitions (elementary to middle and middle to high school), which could not be handled in person this year, planning is proceeding to address these students' needs remotely. Information on this will be sent out from the principals in the next weekly newsletter. It is possible transitions will be pushed to August, with the hope that they may take place in the schools. The CHS mentoring program will be helpful to the incoming freshman. Conversations are ongoing between middle and CHS staff regarding students who require additional support ongoing. Dr. Lang believes the focus now should be on the ending of the school year and all that that entails. After that the focus groups (made up of staff from all learning levels and all positions in the District) will dig deeply into what worked in remote learning, where improvements need to be made and what professional development is needed to support future learning whether in-school or remotely. Ms. Santos has been receiving questions from elementary parents about expectations for middle school. She would like to see this addressed before summer recess begins.

2. Recognition of LGBTQ Pride Month – June 2020

Mr. Moses motioned that the School Committee recognize June 2020 as LGBTQ month in the Chelmsford Public Schools. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

3. Resolution in Support of Increased Federal Support and Stimulus Funding for Public Schools

While working with The Chair on formulating this motion, Dr. Lang wanted to share his thanks to Ms. Johnson-Collins, Ms. Antolini, and all the hard-working food service staff who continuously provide meals for our students and their families. In just the last couple of months, over 27,000 meals have been produced!

Mr. Moses motioned to approve The School Committee motion in support of increased Federal support in stimulus funding for public K through 12 education. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

4. Recommended One-time FY2020 Budget Expenditures

A memorandum supporting these expenditures are found in tonight's agenda packet. Dr. Lang reviewed these items for The Committee. These are one-time purchases and do not reflect any ongoing financial commitment. There was a lot of discussion about technology purchases and how best to proceed with so much uncertainty about the closure of schools and reopening plans. To fully appreciate the discussion on these expenditures, please view tonight's meeting on Chelmsford Telemedia/YouTube.

5. Recommended FY2020 Budget Transfers

Ms. Johnson-Collins shared the data on the proposed budget transfers and walked The Committee through them.

Mr. Moses motioned to approve the FY2020 local operating budget transfers totaling \$1,065,264 for the Chelmsford Public Schools as presented. This budget transfer is shifting from fourteen DESE categories that are favorable to four DESE categories where the items should be purchased. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

6. FY2020 Refunds and Unearned Revenue Forecast

Ms. Johnson-Collins spoke in detail about her memorandum included in tonight's agenda packet. Dr. Lang provided additional information to clarify for The Committee. There will be additional details provided in June.

7. Discussion on FY2021 Budget Process

There will be a Tri-Board meeting this Thursday to discuss items related to the fiscal 2021 budget. Dr. Lang shared that he feels it will be important to hold Town Meeting this spring. He realizes that some changes may need to be made as the FY2021 year progresses, but the budget was created with the best information currently available. Town Manager, Cohen and his staff have investigated potential decreases in State aid and municipal funding. At Thursday night's meeting, discussion will address how to deal with a shortfall if it does happen by using the Stabilization Fund. Dr. Lang supports Town Manager Cohen's request of a \$1.3 million budget decrease for FY21 for the schools. He and Ms. Johnson-Collins have also discussed that decrease in transportation costs and money coming from the Federal Cares Act may help to compensate for decreases. The budget packet shared with The Committee today does address the \$1.3 million budgetary decrease. Additional budget discussion will take place at The Committee's meeting on June 2, 2020.

8. Personnel Report: April 2020

No action required tonight. Dr. Lang is hopeful that this year's District Retirees will be honored with a celebration in the fall.

Action/New Items

Ms. Newcomb shared there will be a Council of Schools meeting tomorrow night. Thursday night The Chelmsford Friends of Music will meet. She enjoyed attending the South Row virtual PTO meeting! Additionally, she attended a Town Hall meeting on the mental health consequences of the COVID 19 virus which was attended by many social workers. Ms. Santos attended the Harrington PTO meeting and they discussed planning a future community event. They thanked their teachers for all their support to students and parents as well. The Chair had asked the Town Clerk what the procedure would be this year after the June 2nd election and is looking forward to hearing back from her so that a reorganizational meeting can be scheduled for The Committee.

Public Comments

Hanna Barker emailed during tonight's meeting and she is looking forward to the upcoming group discussions. She would like to see parents included in these working groups and would like surveys to include students from all levels. She is grateful PPE needs are being addressed for the return to school. She has questions concerning students wearing masks and is wondering about enough facilities in the schools for hand washing.

Adjournment

Mr. Moses motioned to adjourn tonight's meeting at 8:03 p.m. 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: June 1, 2020

Re: Update on the Status of the Chelmsford Public Schools Closure

Each week I have been forwarding my communication to parents, students and staff that details the happenings in the district during the school closure. Each school provides a similar regular update to their school community with class and grade specific information. Below please find links to each schools' latest communication:

Byam Elementary School: <https://www.smores.com/wuv09>

Center Elementary School: <https://www.smores.com/xdj19>

Harrington Elementary School: <https://www.smores.com/k1ew3>

South Row Elementary School: <https://www.smores.com/ybwf3>

McCarthy Middle School: <https://www.smores.com/nqxgh>

Parker Middle School: <https://www.smores.com/muzd9>

Chelmsford High School Graduation Plans

Below is a communication sent from CHS Principal Murray pertaining to plans for the senior class graduation and end-of-year activities.

From: "Murray, Stephen" <murraysd@chelmsford.k12.ma.us>

Date: Friday, May 22, 2020 at 2:45 PM

Subject: Letter to Parents

Good Morning,

In my previous correspondence, I indicated I would wait for Governor Baker's announcement on May 18th before making a final determination on high school graduation plans. Unfortunately, the governor's announcement on a phased re-opening of the state did not touch upon high school graduation planning in

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Jay Lang, Ed.D., Superintendent

communities across the state. However, yesterday, the MA Department of Public Health issued guidelines for high school graduations which were relayed by MA DESE Commissioner Riley. The guidelines primarily call for virtual graduation ceremonies for events scheduled prior to July 18, 2020. The guidelines allow for OUTSIDE ceremonies beginning July 19, 2020 with strict guidelines and standards that must be adhered to AND assuming the public health data supports the continued phased re-opening of the state.

Throughout the planning process, our staff and students have desired to hold an in-person graduation. However, prior to this week, public gatherings limited to 10 or fewer people have simply made an in-person graduation not possible. Further, the Tsongas Arena (our indoor venue) has had to cancel our late June and July back-up dates due to state guidance on the operation of large event venues given the COVID-19 pandemic. We are encouraged by the possibility of holding an in-person ceremony, in some shape and form, after July 18th. Therefore, we are committing at this time to the following to allow students and families notice to plan accordingly:

A graduation ceremony, in some shape and form, will be held on Saturday August 8, 2020, with a rain date of Sunday August 9, 2020. Our goal is to conduct the ceremony on one of our athletic fields at Chelmsford High School. The proper and necessary permissions from town and state officials will be sought throughout the planning process to ensure compliance with regulations, keeping the health and safety of our students and staff at the forefront of decisions. What the graduation ceremony will look like on Saturday August 8th is a work in progress. However, our staff is approaching the potential plans in a phased approach as follows:

Tier 1: Modified “Traditional” Ceremony. Whole Senior Class – Attendance limited to graduates and two (2) immediate family members only. Families must sign up in advance of the graduation, and only those who have pre-registered may attend. Children under the age of 5, older adults, and those with vulnerable health conditions will be discouraged from attending.

Tier 2: Further Modified “Traditional” Ceremony. Whole Senior Class – Attendance limited to graduates only – no family members in attendance.

Tier 3: Modified Ceremony. Senior Class by House (i.e. Emerson, Hawthorne, and Whittier) at separate designated times – Attendance limited to graduates only. A further breakdown by House, if necessary, may be accomplished (i.e. alphabetically) to remain within allowable public gathering size at the time of the event.

Tier 4: Virtual Ceremony. If we do not receive the required local and/or state approvals for our in-person graduation ceremony, AND/OR the phased re-opening of the state is halted or reversed due to public health data and a directive from Governor Baker, we will conduct a virtual graduation on Saturday August 8, 2020.

If we have to conduct a virtual graduation ceremony, Chelmsford Telemedia requires sufficient time to record and prepare the ceremony. A decision will need to be made the first weeks of July based upon direction and guidance from the state on the approval of our desired in-person Tier 1 – 3 graduation ceremony plans outlined above. Each Tier will contain a streaming component so viewers may be able to access video from home. At this time, I ask you to reserve Saturday August 8, 2020 (Sunday August 9th as a rain date) for a graduation ceremony, in some shape and form, ideally to be held on one of our athletic fields at Chelmsford High School.

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Jay Lang, Ed.D., Superintendent

I would also like to take this opportunity to provide you with updates on the latest senior activities:

Diplomas: We put our order in on March 1st. The plant that makes the diplomas shut down in mid-March and just re-opened this past Monday. We should be getting our diplomas by the end of June.

Book Drop Off on Wednesday, May 27th: We will be having seniors come to drop off their books, instruments, and other CHS materials. The Curriculum Coordinators are working on a schedule for students to safely come and drop off their materials. I will have a schedule for you by Saturday.

Cap and Gowns: The company just re-opened and they will be sending the students' caps and gowns by May 28th/29th. We will organize and sort the gowns over the weekend.

Week of June 1st: We will have students come to CHS to pick up their cap and gown, class gifts, cumulative folder (academic records), and their health records. We will send out a time and date toward the end of next week.

Senior Award Ceremony: The ceremony celebrates student achievements in school and for their work with after-school activities. The award ceremony will be conducted virtually with a 7:00 p.m. airing on June 11th.

I will be sending out schedules for the book drop off by Saturday. As information becomes available or if circumstances change, I will keep you posted.

Best regards,

Steve Murray

Special Education Summer Program

The district's special education Extended School Year program (ESY) will be held remotely this summer. The decision is based on the most up-to-date information for ESY services. Amy Reese, Director of Student Support Services, participates in weekly webinars with MA DESE hosted by Assistant Commissioner Russell Johnston. On Friday May 29, 2020, the Assistant Commission outlined that Massachusetts schools, both public and private, must plan to continue Remote Learning with the possibility of limited in-person services later in the summer as guidance becomes available from Governor Baker and MA DESE. Even with such approval, face-to-face instruction will take considerable effort to put all contingencies in place to keep our students and staff safe.

A survey was sent to all special education families with children who have required ESY services on their IEPs. The survey notified parents/guardians that ESY services will be remote this summer. The district will continue to collaborate with families and provide updates as more information becomes available. Over the next few weeks, families will receive letters confirming their child's individual Extended School Year remote learning plan.

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Jay Lang, Ed.D., Superintendent

Summer 2020 Community Education Programming

The Community Education Program will not be conducting in-person summer programming including Summerfest, SummerQuest, basketball, field play, tennis lessons, Skyhawks, music lessons, yoga, and youth enrichment classes this year. While Governor Baker announced yesterday that childcare centers and summer camps may be open later in Phase 2 of the state's phased re-opening plan if public health data permits, there is too much uncertainty and are too many unknowns at this time with regard to operating in-person summer programs this year. It's important that we focus our efforts on the re-opening of schools in the fall. Community Education has successfully been running a number of remote classes during the closure and plans to offer a number of remote programs this summer for interested participants as follows:

Adult Virtual Enrichment: Cooking, Zumba, Photography, Music Lessons and more.

Youth Virtual Enrichment: Lego and Play Virtual Program, Expert Architects, Scratch, Music Lessons, Chess, Skyhawks Sports, and more.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: June 1, 2020
Re: Fall 2020 Re-Entry Planning

Federal CARES Act Funding

The Town of Chelmsford has been fortunate to receive funding under the federal Coronavirus Aid, Relief, and Economic Security Act (the “CARES Act”) to defray costs incurred in responding to the COVID-19 outbreak. Massachusetts communities will initially share \$ 2.7 billion to pay for necessary costs incurred on or after March 1, 2020 through December 30, 2020 due to the COVID-19 public health emergency. The \$ 2.7 billion represents approximately 25% of the total federal Coronavirus Relief funds directed to municipalities and may be used in FY20 or FY21. Chelmsford’s allocation to be used in FY20 and/or FY21 totals \$ 3,113,466.

The Town plans to utilize the majority of the CARES Act funding in FY21, we are hopeful that pending legislation will allow the Town additional flexibility to use the funding to replace anticipated revenue shortfalls (local receipts and state aid) in the next fiscal year. I plan to request CARES Act funding in FY20 to cover the costs associated with providing adult meals to community members under the CPS School Nutrition feeding program operating daily since mid-March at Chelmsford High School.

Elementary and Secondary School Emergency Relief Fund (ESSER)

In addition to the CARES Act funding outlined above, school districts are provided with emergency relief funds to address the impact of COVID-19. Chelmsford’s allocation to be used in FY20 and/or FY21 totals \$ 311,545. Our FY20 local operating and grant budgets are sufficient to provide for planned expenses in the current fiscal year. I plan to apply for the full allocation of funds for use in FY21 to defray any costs associated with the re-opening of schools in the 2020/21 school year.

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Chelmsford Return-to-School Working Group

The Massachusetts Department of Elementary and Secondary Education (MA DESE) has convened a Return-to-School Working Group to develop a K-12 summer and fall restart and recovery plan. This plan will include guidance in the following areas:

- Physical and virtual learning environments;
- Teaching and learning;
- Operations and business services; and
- Behavioral health and social and emotional learning.

The working group held its first meeting on Thursday, May 7, 2020, with an initial focus on possible programming for this summer. The working group will be meeting regularly to draft the restart and recovery plan for the next academic year. It is anticipated that a draft plan and guidance documents will be shared with key stakeholders for feedback before releasing a final document to the public in mid-June.

I intend to convene a Return-to-School Working Group in Chelmsford to review the plan and guidance documents anticipated in mid-June from MA DESE. I also plan to convene sub-groups to mirror the four (4) areas in which we anticipate receiving guidance from MA DESE as outlined above. The Working Group and sub-groups will begin their work in earnest by late June and produce a Chelmsford-specific plan for the restart of education in the 2020/21 school year. I am in discussions with firms that may be available to provide expertise and consulting services to the Chelmsford Public Schools as we review and refine the MA DESE recovery and restart plan to ensure we have a Chelmsford-specific plan for the re-opening of schools and provisioning of educational services that keeps the health and safety of our students and staff at the forefront of decisions and planning.

To inform the Chelmsford Working Group, I will be providing a number of surveys to parents and students in the coming weeks to collect feedback on their experience with remote learning during the extended school closure this spring. I will provide regular updates to the school committee and community as the Working Group convenes and begins to develop plans for the 2020/21 school year.

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Regular Education Student Transportation

One topic that will surely be discussed and requires a comprehensive plan to address, is the safe transport of students to and from our buildings when schools re-open. We currently contract with NRT Transportation, Inc. for the provision of twenty-nine (29) large yellow school buses to transport approximately 3,385 students to and from school daily. As we did not transport students for a total of sixty-two (62) school days since our school closure began on March 16, 2020, approximately \$ 1.1 million has not been expended on regular and special education transportation contracts and remains allocated within the FY20 local operating budget. As you will see later in the agenda, I am recommending we shift these allocated, yet unexpended funds, to allow the district to pre-pay FY21 student tuitions, as allowed by statute, to partially achieve Town Manager Cohen's recommended FY21 local operating budget reduction for the Chelmsford Public Schools.

Some communities across the state have continued to pay all or a portion of the invoices submitted by their contracted transportation service providers during the closure, concerned about providing for continuity of service when schools re-open. Some communities, including Chelmsford, have not paid the invoices when received as services under the contracts were not performed. Our contracts provide language that does not require the district to pay for transportation services that are not rendered. While I understand the concern(s) of other districts, I do not feel we are in a position to pay all or even a portion of the \$ 1.1 million budgeted for student transportation services that were not rendered, especially given the \$ 1.3 million budget reduction we are being asked to make to our FY21 local operating budget plan. NRT Transportation, Inc. has indicated to me verbally that they may have issues servicing our contract in the fall in the absence of payment for invoices covering the March 16 – June 16, 2020 school closure. This does not change my perspective or recommendation with regard to not paying for transportation services that were not rendered. We will need to plan contingencies for the provision of student transportation services in the fall as part of our re-opening of schools.

You will also see later in the agenda that we are recommending dates and a fee structure for student transportation registration for the 2020/21 school year. We need to begin to collect data on riders for the fall, so efficient routes may be developed for the start of the school year if we are in an in-person school setting. I do plan to survey parents to see if they have concerns and are contemplating not having their child(ren) ride the school bus in the 2020/21 school year due to concerns with COVID-19. I think it would be beneficial for the Committee to have a discussion about potentially limiting

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eligibility of students to ride the bus to those that the Committee is legally required to provide by state statute. State statute requires free public transportation for students only if they are in grades K-6 and only if they live more than two miles from the school they are entitled to attend. Some districts are considering limiting the transportation of students to only those they are required by statute to transport in an effort to reduce the number of students on busses, which in turn may allow for districts to utilize the same number of buses currently contracted to better space the students legally required to be transported.

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Memorandum

TO: Jay Lang, Superintendent
Members of the School Committee

FROM: Cheryl Kirkpatrick, Director Personnel & Professional Learning

DATE: May 25, 2020

RE: Recommended 2020/21 Employee Handbook Revisions

The purpose of this memo is to provide the School Committee with recommended updates to our 2020 Employee Handbook for their approval. Attached you will find a marked-up version of the 2019 Employee Handbook indicating the changes that were made to the original, approved version, as well as a clean version of the 2020 Employee Handbook with changes incorporated.

The Employee Handbook was first approved in July of 2018 as a resource for all Chelmsford Public Schools staff. It is available on the Chelmsford Public School website and enables staff access to all its resources digitally through links embedded in the document. The Office of Human Resources uses it often to provide people with easy access to resources and answers to many of their questions. Each year we review this document to ensure the links are active and the documents are up to date. We also update the resources that staff request that change from year to year, for example, health and dental benefit descriptions and costs.

This year, in addition to the typical updates (benefits, tax forms, etc.) we extensively reviewed the Mandatory Policies as well as Section IV to update links to the School Committee policies that have been updated since our last revision. You will see the links renamed to reflect the policy titles and comments that indicate what policies will be accessed by clicking the links.

Attached to this document you will find the following:

- 1) A copy of the 2019 Employee Handbook in tracked changes with comments to indicate when information/links were updated.
- 2) A “clean” 2020 Employee Handbook with the recommended edits incorporated.

Once approved, the document will be uploaded on the Human Resources website as a Google Document. Please let me know if you have any questions and thank you for presenting this to the Chelmsford School Committee.

Chelmsford Public Schools



Employee Handbook

Published 202019

Dear Chelmsford Public Schools Employees,

The Chelmsford Public Schools (CPS) provides top-notch instruction and services to the students of Chelmsford because of you - the amazing staff who teach them and attend to their every need. I am proud to be a part of this team of talented educators and service providers, and I am committed to ensuring that you have what you need to do your best for your students and for each other.

To this end, it is with great pleasure that I share with you a resource that I hope will assist many of you in accessing answers to common questions that CPS employees have, and resources that CPS employees may need. The content of this resource reflects the P.R.I.D.E. we collectively communicate to our students as important attributes, and which we cultivate as a professional community through our support of each other, and the important work we do. We hope this handbook supports you by connecting you to information and services that may be important to you as an employee of the Chelmsford Public Schools. In it you will find information about licensure, benefits, policies, state and federal laws and contacts, all of which are presented to support you in your work in Chelmsford.

I want to thank you for taking the time to review this resource and for continuing to provide us with feedback that will make it better. I also want to thank those staff members who worked to devise the contents and the online structure of this resource, and who continue to attend to your professional needs in countless other ways. By making these supports and resources accessible to you, we'll be supported to best focus our energy on the mission and vision that brings us together: cultivating inspired, creative, and well-rounded lifelong learners.

Sincerely,

Jay Lang, Ed.D.
Superintendent of Schools

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ABOUT THIS EMPLOYEE HANDBOOK

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This employee handbook is designed as a resource and support of all staff members for the Chelmsford Public Schools. It is created to make accessing policies, resources and laws that may impact employees easier. It provides employees with general personnel information on procedures, policies, obligations and laws for which employees are responsible and which may impact them professionally.

This handbook does not constitute a contract and makes no guarantee of employment, compensation or benefits. The Superintendent and/or School Committee reserve the right to make changes to policies and practices at any time at their sole discretion, without prior notice, and interpret and administer these policies as needed in light of changing circumstances and applicable statutory obligation. The Chelmsford Public Schools will make its best efforts to notify you of these changes.

Employees covered under collective bargaining agreements should consult those collective bargaining agreements for detailed information, including information regarding certain working conditions and benefits. Copies of the contracts are available on the Chelmsford Public Schools website and from union representatives. If there is any conflict between the policies contained herein and the collective bargaining agreement, the collective bargaining agreement would govern the particular term of employment. Nothing in this handbook is intended to infringe on employees' rights under M.G.L. c. 150E.

Chelmsford Public Schools maintains a policy of employment at-will for any employees not covered by a collective bargaining agreement or individual contract. Employment at-will means that employment can be terminated with or without notice at any time and for any lawful reason at either the option of the employee or the School. Accordingly, as noted above, neither the policies nor this Handbook create a contract, and do not make any promises or guarantees.

We hope you will find the contents and the manner with which this handbook is electronically presented to be convenient and useful in support of your work as a Chelmsford Public School employee. Please direct any suggestions or questions to the Office of Human Resources (978)251-5100 x6939 or Berglundk@chelmsford.k12.ma.us.

SECTION I – SCHOOL COMMITTEE AND ADMINISTRATION

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Mission and Vision of the Chelmsford Public Schools

The mission of the Chelmsford Public Schools is to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members.

The Chelmsford Public Schools provide all students 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, and they use multiple forms of data that informs innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. Every student feels safe, cared for, and appropriately challenged and supported in schools that are fully staffed and technologically integrated. Student successes are celebrated within and across schools as well as throughout the broader community. Parents and the community are connected to the daily life of Chelmsford schools through consistent, multi-directional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high-quality teaching, meaningful partnerships, and well-resourced schools, students contribute to the Chelmsford community as self-directed, creative, and inspired learners who are ready to tackle contemporary issues.

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School Governance

The Chelmsford Public Schools is led by a 5-member School Committee which includes the Superintendent of Schools. Find out more about School Committee meetings, agendas, budgets, and the central office administrative team with the following links:

[School Committee](#)

[Central Office Administration](#)

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Principals/Schools

The Chelmsford Public Schools (CPS) is comprised of 1 preschool, 4 elementary schools, 2 middle schools and a high school, as well as a Community Education Program offering extended day and extended year programs. In total, CPS serves approximately 5,000 students and has a staff of teachers, support staff, custodians, administrators and other service providers of approximately 940. Please find information about each school by accessing the links below:

[Byam Elementary School](#)

[Center Elementary School](#)
[Chelmsford High School](#)
[Chelmsford Integrated Preschool](#)
[Chelmsford Community Education](#)
[Harrington Elementary School](#)
[McCarthy Middle School](#)
[Parker Middle School](#)
[South Row Elementary School](#)

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System Wide Departments and Leaders

Below, please find links to each of the district's administrative departments which include Business and Finance, Curriculum, Human Resources, Student Support Services, and Technology and Information Systems:

- [Finance and Business](#)
- [Curriculum, Instruction and Assessment](#)
 - [Business Education Department](#)
 - [English Language Arts Department](#)
 - [English Language Learning Department](#)
 - [Fine and Performing Arts Department](#)
 - [Health, Physical Education, and Family and Consumer Science Department](#)
 - [Mathematics Department](#)
 - [Reading Department](#)
 - [School Counseling Department](#)
 - [Science Department](#)
 - [Social Studies Department](#)
 - [Technology Engineering Department](#)
 - [World Languages Department](#)
- [Human Resources](#)
- [Student Services](#)
 - [Special Education](#)
 - [Health Services](#)
 - [School Nutrition](#)
- [Technology and Information Systems](#)

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Navigating the Academic Year

Each year, the School Committee announces the next years' school calendar. In addition to the calendar, the district provides information regarding delays and school cancellations on its website. We hope these resources will help you navigate the upcoming academic year:

- [Chelmsford Public Schools Home Page](#)
- [School Calendar](#)
- [School Cancellation and Delays](#)

[\(back to t.o.c.\)](#)

Commented [BK1]: Update with School Calendar FY2020-2021

SECTION II – GENERAL PERSONNEL INFORMATION

[\(back to t.o.c.\)](#)

The Chelmsford Public Schools aim to attract, develop and retain spirited, skilled and committed educators to serve all students. All employment opportunities for the Chelmsford Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, ancestry, gender identity or expression, pregnancy or pregnancy related medical conditions, marital status, age, veteran or military status, homelessness, age and/or disability, and any other class or characteristic protected by law.

Staff Hiring and On-boarding

The Chelmsford Public Schools' Office of Human Resources on-boards all new employees. This process includes background checks, policies review, benefits selection, retirement enrollment, payroll and arranging for any payroll deductions. All of the forms employees receive during on-boarding can be accessed here, as well as a checklist to assist new employees in this process.

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New Hire Forms

- [On-boarding Checklist](#)
- [New Hire Email Instructions](#)
- [Employee Information Sheet](#)

Commented [BK2]: Updated checklist

Background Checks

All offers of employment are contingent upon satisfactory results of these employment screening processes as well as any others that may be required. Chelmsford Public Schools will update CORI records every three (3) years, for individual employees, employees in specific job categories or the school department staff as a whole. An unsatisfactory CORI or SAFIS report may result in termination of employment. Employees who are involved in criminal proceedings that may affect employment should ensure notification to the Director of Personnel and Professional Learning.

- [Criminal Offender Record Information \(CORI\)](#)
- [How to Get Fingerprints Taken](#)
- [SAFIS Registration Guide](#)

Payroll Documents

- [W-4 202019](#)
- [Change MA Withholdings](#)
- [Direct Deposit Form](#)
- [Statement about employment in job not covered by Social Security](#)
- [Sick bank enrollment](#) (for CFT members only)

Commented [BK3]: Uploaded new W-4 form for 2020

Mandatory Employee Policies

All employees review and acknowledge these policies at time of hire:

- [Acknowledgment of Receipt of Mandatory Employee Policies](#)
- [CPS Sexual Harassment Policy](#)
- [CPS Discrimination and Harassment Grievance Procedures](#)
- [Staff Safety Policy](#) [Staff Personal Security and Safety](#)
- [Internet Usage Policies](#) [Policy on Social Media](#)
- [Staff Empowered Digital Use Policy](#)
- [State and Federal Employment Policies](#)
- [CPS Staff Ethics/Conflicts of Interest](#)
 - [Conflict of Interest Training](#)
All municipal employees are required by the State to take an online test, for which a certificate of completion will be issued. This online training must be completed every two years and a copy of the certificate sent to the Office of Human Resources. See a summary of the MA conflict of interest law here:
 - [Conflict of Interest Summary](#)

All employees review and acknowledge these policies annually:

- [Link to annual staff sign-offs](#)

Retirement Enrollment

All full-time employees of Chelmsford Public Schools enroll in one of two retirement systems. Licensed educators participate in MTRS. Others participate in Middlesex Retirement System. Part-time employees enroll in OBRA. Links for each are found below:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
- [OBRA](#)

AESOP/Frontline

Aesop is a web-based Absence Management program utilized by the district to secure substitute coverage and record absences for staff. Once you have completed all new hire paperwork you will receive an email with your login information and a link to your Aesop profile homepage. For a general overview of how Aesop works please click the links below.

- [AESOP/Frontline Overview](#)
- [Employee Basic Training Video](#)
- [Employee Quick Start Guide](#)

Benefits (See section below)

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Employee Orientation

All newly hired teachers, nurses and others in the CFT Teachers Bargaining Unit

Commented [BK4]: Updated form to reflect polices that have been updated

Commented [KC5]: Updated to School Committee Policy ACAB:
<https://z2policy.ctspublish.com/browse/chelmsfordset/chelmsford/ACAB>

Commented [KC6]: Link updated to procedures approved by School Committee April 22, 2020

Commented [KC7]: Updated to School Committee Policy GBGB:
<https://z2policy.ctspublish.com/browse/chelmsfordset/chelmsford/GBGB>

Commented [KC8]: Updated to School Committee Policy IJNDD Policy on Social Media:
<https://z2policy.ctspublish.com/browse/chelmsfordset/chelmsford/IJNDD>

Commented [KC9]: Add bullet to new Staff Empowered Digital Use Policy and link:
<https://docs.google.com/document/d/1rQj85ZifXnzMiLcmfli5ETimPsD2bdaThxy3FC2Dcws/edit?usp=sharing>
The full text of this policy will be included with the packet

Commented [KC10]: Add bullet and link to School Committee Policy GBEA:
<https://z2policy.ctspublish.com/browse/chelmsfordset/chelmsford/GBEA>

Commented [BK11]: Update with link of Great West Retirement – no longer use Nationwide:
<https://www.greatwest.com/>

Commented [KC12]: Removing link. Adequate training available in the Quick Start Guide

participate in a 2-day orientation that occurs before school begins. The following topics are discussed:

- Introduction to central office and building administrators
- Introduction to union leadership
- Technology training
- An overview of educator evaluation in Chelmsford
- Time to set up classrooms/working spaces

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Benefits

Chelmsford Public Schools' benefit options are [applicable available](#) to personnel who are permanent, full-time employees and permanent, part-time employees who work a regularly scheduled work week of at least 20 hours per week and participate in a public retirement system. Employees who are less than the hours required per week are not eligible for benefits.

Insurance benefit deductions are taken a month in advance. All benefits are based on a July 1 to June 30 calendar year. Information regarding benefits can also be found under the Human Resource's tab on the Chelmsford Public Schools website: [Information regarding CPS benefits](#)

Commented [KC13]: Update link to the 2020-2021 benefits page

Many benefit plans are governed by documents issued by the plan providers. This section is only intended to provide an overview of available benefits. If there is any conflict between the handbook and the benefit plan documents, the plan documents will control.

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Insurance Options

Health Insurance - Blue Cross Blue Shield <https://www.emiia.org/>

Employees can choose between three health insurance policies: PPO, HMO and HMO Select

For new enrollments, BCBS now requires copies of the following:

1. Copy of marriage license (if enrolling spouse)
 2. Copies of birth certificates for employee, spouse, all dependent children
- [Blue Cross Blue Shield Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits Insurance Rates-FY 2019-2020](#)
 - [Town of Chelmsford Insurance Rates](#)
 - [PPO Policy Description](#)
 - [PPO Summary of Benefits](#)
 - [HMO Policy Description](#)
 - [HMO Summary of Benefits](#)
 - [HMO Select Policy Description](#)

- [HMO Select Summary of Benefits](#)
- [Health and Dental Description of Services](#)
- [Fitness Benefit Program](#)
- [Joint Strong Program](#)

Commented [KC14]: New polices updated FY 2020-2021

Commented [KC15]: Add this link

Dental Insurance - Blue Cross Blue Shield <https://www.emiia.org/>

Employees can choose between two dental insurance policies: High and Low

- [Blue Cross Blue Shield Enrollment Form](#)
- [CPS Bi-Weekly Deduction Calculations for Benefits](#)
- [Town of Chelmsford Insurance Rates Insurance Rates FY 2019-2020](#)
- [Low Dental Policy Description](#)
- [High Dental Policy Description](#)
- [Health and Dental Description of Services](#)

Commented [KC16]: New policies updated FY2020-2021

COBRA Continuation Coverage of Health and Dental Insurance

- Upon termination of active employment, employees can elect to COBRA health and dental insurance for up to 18 months.
- Under federal law, you have 60 days from the date coverage would be lost to choose whether or not to elect COBRA coverage.
- The employee will be required to pay the full cost of the premium plus an administrative fee. Under COBRA continuation, the Chelmsford Public Schools will no longer contribute to the cost of health insurance premiums.

Vision Insurance - Met Life www.metlife.com

- Eye health exam
- Prescription glasses and sunglasses
- Contact lenses
- Laser Vision Correction
- Employees can choose between individual, Individual +1, Family coverage
 - [Vision Insurance Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits Insurance Rates FY 2019-2020](#)
 - [Town of Chelmsford Insurance Rates](#)
 - [Find A Provider Mobile App](#)
 - [MetLife Vision Group Benefit Overview My Benefits Flyer](#)
 - [MetLife Vision Insurance Benefits](#)
 - [MetLife Vision Summary for Chelmsford](#)
 - [Print or Create a MetLife Vision Membership Card](#)

Commented [KC17]: New polices updated FY2020-2021

Basic Life and Voluntary Insurance - Boston Mutual <http://www.bostonmutual.com>

- Employees can choose a basic life insurance policy that breaks down to \$5,000 toward life insurance or \$5,000 toward accidental death or dismemberment.

- Employees can also choose a voluntary life insurance policy of an amount up to \$100,000 with the stipulation that any coverage over \$40,000 requires medical evidence of insurability.
- Enrollment done directly through employer.
 - [Boston Mutual Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits Insurance Rates FY 2019-2020](#)
 - [Town of Chelmsford Insurance Rates](#)
 - [Optional Life Insurance Rates](#)
 - [Basic Life & Accidental Death & Dismemberment Summary](#)
 - [Group Insurance Certificate](#)
 - [Authorization for Release of Records Form](#)
 - [Evidence of Insurability Form](#)
 - [Change of Beneficiary Form](#)

Commented [BK18]: New policies updated FY2020-2021

Alternative Insurance - Short and Long-Term Disability through Colonial Life

<https://www.coloniallife.com/>

- Enrollment done directly through employee and Colonial Life
- Insurance Offered: Short Term Disability, Medical Bridge, Life, Cancer, Critical Illness, Accident
 - [Colonial Life Policy Descriptions](#)

Flexible Spending - Cafeteria Plan Advisors <http://www.CPA125.com>

- Employees can choose to enroll in a tax-free Flex Spending Dependent Care Account (up to \$5,000) and/or a Flex Spending Health Care Account (up to \$2,600)
- All funds designated in a flex spending account must be used by June 30 or they will be lost.
 - ~~[Flex Spending Open Enrollment Notice](#)~~ ~~[Open Enrollment Flyer](#)~~
 - [Flex Spending Enrollment Form](#)
 - [Dependent Care Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits Insurance Rates FY 2019-2020](#)
 - ~~[Dependent Care Account Policy Description](#)~~
 - [Health Account Policy Description](#)
 - [Flex Spending Health Account Eligible Expenses](#)
 - [Flex Spending Health Account Benny Card Information](#)
 - [Flex Spending Health Account Online Store](#)

Commented [BK19]: New policies updated FY2020-2021

Tax Sheltered Annuity (403b) [TSA Consulting 403\(b\)](#)

Employees may designate a portion of their pre-tax salary to a 403(b) retirement savings account. 403(b) accounts are managed and administered by TSA Consulting Group, Inc. Visit their website for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, loans and rollovers. [The maximum contribution for 2019 is \\$19,000 \(\\$19,500 in 2020\).](#)

- [403b Enrollment and Change Form](#)
- [FY202049 403b Plan Summary Information](#)
- [List of 403b Providers](#)
- [IRS Loan Rules for 403\(b\) and 457\(b\) Plans](#)

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Commented [BK20]: Adding link to guideline provided by TSA Consulting

Changes to Benefits

Open Enrollment

- Open enrollment is the only time for employees seeking coverage to sign up or for existing members to make any changes to their respective plans ***unless*** there is a qualifying event.
- Open enrollment is during the month of May and there is a benefits fair every year in late April.

Qualifying Event

- Marriage
- Loss of benefits through spouse or parent
- Death
- Divorce

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Employee Wellness

The Chelmsford Public Schools strive to support **and** promote wellness among all employees. Towards this end, we have access to and participate in Wellness Programming organized by MIIA and the Town of Chelmsford including yoga classes, trail walks, spin classes, line dancing, etc.

Employee Assistance Program

Additionally, Chelmsford municipal employees can take advantage of our free Employee Assistance Program providing counseling, resources and referrals through All One Health. They can be confidentially reached at 1-800-451-1834

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Personnel Files and Name and Address Change Requests

Requests to see personnel files or to change name and addresses in our systems get directed to the Office of Human Resources. Send your requests for an appointment to view your personnel record via email to: Ruth Webber, webberr@chelmsford.k12.ma.us or Karen Berglund, berglundk@chelmsford.k12.ma.us (978) 251-5100

Name Change

If you have a name change, please submit an email requesting the change and all of the following

- Marriage License (if applicable)
- Driver's License

- Birth certificate
- Social Security Card

Address Change

If you have had a change of address, please submit an email requesting the change and one of the following

- Utility Bill
- Driver's License

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Employment Verifications

The Office of Human Resources provides current and former employees with employment verifications when necessary for many reasons including but not limited to licensure, lending, employment.

Licensure Employment Verification Forms

When applying for or renewing licensure one of the following forms is often necessary to be verified by the district and uploaded to DESE. Please fill it out to the best of your ability and send to the Office of Human Resources (webberr@chelmsford.k12.ma.us) for a signature.

[Verification of School Based Employment/Induction & Mentoring Form](#)

[Verification of Initial-Extension Plan and School Based Employment](#)

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End-of-Service Procedures

The following information may help employees who have decided to leave the district.

Resignations

An employee who would like to resign from the Chelmsford Public Schools should submit written request to his/her supervisor and to the Office of Human Resources (berglundk@chelmsford.k12.ma.us). The Office of Human resources will process the request with a letter that will explain when benefits end. Employees are expected to give a minimum of two weeks written notice. Certain administrative employees have a greater notice requirement under individual contracts.

Suitability Determinations

If an employee was fingerprinted upon employment with the Chelmsford Public Schools, and needs a suitability determination sent to another employer, please contact the Office of Human Resources with the name and email address of the HR representative of the new employer. Our office will process the suitability determination and send it directly to the new employer.

Retirement

If an employee plans to retire, they should send written advance notice to the Office of Human Resources. Employees who intend to retire need to inform the Office of Human Resources to assist in the submission of paperwork required by MTRS, Middlesex or OBRA. Prospective retirees are encouraged to contact the appropriate retirement board's website to learn about seminars designed to inform prospective retirees, as well as procedures and forms that need to be completed. Here are the links to the board's websites:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
- [OBRA](#)

Exit interviews

Should the time come for you to leave Chelmsford Public Schools, we value hearing about your CPS experience. All employees who are leaving the Chelmsford Public Schools are welcome to set up an exit interview with the Office of Human Resources by contacting Karen Berglund (berglundk@chelmsford.k12.ma.us) or calling us at (978)251-5100

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Commented [BK21]: Updated with Great West Retirement - no longer using Nationwide:
<https://www.greatwest.com/>

SECTION III - EMPLOYEE DEVELOPMENT & FEEDBACK

The Chelmsford Public Schools values the ongoing development of all of its employees. To this end, we offer a wide range of development experiences and supports to educators and other personnel.

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Educator Induction and Mentoring

Newly hired teachers who have never held the position for which they were hired are considered for induction and mentoring supports. Those who qualify will participate in a district-supported induction program and be matched with a mentor who can support them in their first year. All Chelmsford Public Schools mentors are trained and receive stipends for the support and resources they provide our least experienced educators.

For questions about mentor training please contact the Curriculum Office at (978)251-5100 x6915

For questions about eligibility for mentoring, please contact the Office of Human Resources at (978)251-5100 x6939

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Feedback & Evaluation of Staff

CPS believes that an important part of ongoing professional learning and development for employees entails the receipt of clear, timely and well-delivered feedback. Such feedback can not only help employees improve their practice and performance, it can be motivating and engaging.

Different groups of employees follow different requirements and policies meant to guide the provision of this kind of feedback and evaluation. Please see the appropriate collective bargaining agreements to learn more:

Teachers, nurses, administrators and other licensed educators

- [CFT Collective Bargaining Agreement \(Appendices G & H\)](#)
- [CAA Collective Bargaining Agreement \(Appendix C\)](#)
- [Resources on teacher evaluation shared at orientation with new staff](#)
- [MA DESE educator evaluation regulations](#)
- [MA DESE educator evaluation rubrics](#)

Educational Support Personnel

- [Educational Support Personnel Collective Bargaining Agreement \(Article 11, Appendix D\)](#)

Custodians

- [Building Custodians \(Article 16, Appendix B\)](#)

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Commented [BK22]: Updated with current agreement

Commented [BK23]: Updated with current agreement

Commented [BK24]: Updated with current agreement

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Educator Licensure

Maintaining a valid, active license is a way that educators show that they are continuing to participate in ongoing professional development. All licensed educators are responsible for keeping their licensure appropriate to their position updated and valid. Lack of appropriate licensure shall be grounds for termination. The CPS Office of Human Resources is happy to try to answer educators' questions and provide licensure guidance when able, including providing employee verifications for the purpose of licensure renewal or acquisition (see forms below). However, the Massachusetts Department of Elementary and Secondary Education (DESE) actually oversees licensure renewal and acquisition and, therefore, the most accurate information and guidance on licensure renewal and acquisition can be found on their website which can be accessed here ([DESE licensure website](#)). DESE licensure support can also be reached via their [Licensure Call Center: 781-338-6600](#). Below are some links to resources other educators have found helpful:

Helpful Links:

- [DESE - Helpful Hints and contact information](#)
- [Obtaining your 1st Professional teacher license](#)
 - [Required employment verification form](#)
 - [Understanding the 50 hour requirement for Professional Licensure](#)
- [Obtaining an Additional Initial or Professional Teacher License](#)
- [Renewing a Professional teacher license](#)
 - [Renewal Application](#)
 - [PDPs \(see below\) Link to DESE resources](#)

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Professional Development

[Professional Development Plans and Points \(PDPs\)](#)

All educators work with their supervisors to develop Professional Development Plans which provide goals and action steps for their ongoing professional learning. Professional Development Points (PDPs) are necessary for recertification of a professional license (See [Renewing a Professional Teacher License](#) above). Educators with preliminary or initial licenses *DO NOT* need PDPs to move their licensure forward.

Professional Development Plans and PDP Requirements

(603 CMR 44.05: Provisions applicable to licenses renewed on or after July 28, 2017)

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:

- As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 603 44.05).

- Educators renewing a Primary area license on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:

- (a) At least 15 PDPs in content (subject matter knowledge)
- (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
- (c) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL).
- (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
- (c) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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Changes in Regulations

Point Distribution as of July 1, 2016 Primary Area	New Point Distribution as of July 28, 2017 Primary Area
<ul style="list-style-type: none"> • At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's Primary area license 	<ul style="list-style-type: none"> • At least 15 PDPs in content
<ul style="list-style-type: none"> • At least 15 PDPs related to Sheltered English Immersion or English as a Second Language 	<ul style="list-style-type: none"> • At least 15 PDPs related to Sheltered English Immersion or English as a Second Language
<ul style="list-style-type: none"> • At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles 	<ul style="list-style-type: none"> • At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

<ul style="list-style-type: none"> • The remaining required 30 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy 	<ul style="list-style-type: none"> • At least 15 PDPs in pedagogy
	<ul style="list-style-type: none"> • The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy

The renewal of each Additional license(s) will require 30 PDPs. Of the 30, at least 15 PDPs must be in the content area of the license. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, pedagogy. Please note that renewing an invalid additional license requires 150 PDPs.

Point Distribution as of July 1, 2016 Additional Area	New Point Distribution as of July 28, 2017 Additional Area
<ul style="list-style-type: none"> • A minimum of 30 PDPs in content 	<ul style="list-style-type: none"> • A minimum of 30 PDPs. Of the 30, at least 15 PDPs in content is required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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How to earn PDPs

The Chelmsford Public Schools offers relicensure options for teachers through system-wide or school-based professional development activities. Professional Development Points, or PDPs, are awarded to teachers who participate in these activities upon completion of 10 hours in a topic and can likewise demonstrate proficiency in the area of professional development.

The Chelmsford Public Schools will award PDPs for district-sponsored professional development activities. Such activities may include workshops, courses, curriculum development and other sustained activities related to school and district goals. Activities that lead to district-issued PDPs will be labeled in advance as opportunities to earn PDPs. Teachers are also encouraged to seek out professional development options offered through various organizations such as the Department of Elementary and Secondary Education (DESE), professional organizations, colleges and universities, and online professional development resources. Teachers are afforded the opportunity to take college level courses for reimbursement. Additionally, teachers are able to teach college level courses based on prior approval of the Professional Development Committee and alignment with district goals. All course reimbursement and instructor salaries are subject to the Unit A collective bargaining agreement. Please see the workshop form, course reimbursement form, and instructor course application in the “useful links” section below.

The school district follows DESE guidelines regarding the assignment of professional development points. The district may award 1 PDP per clock hour for most activities; however only when the educators have demonstrated *proficiency* through either a product or pre- and post-assessments and based on a minimum of 10 clock hours. A professional development activity of fewer than 10 clock hours will be documented as *hours of attendance* rather than PDPs. Such hours may be bundled with like activities by the participant to equal 10 PDPs on a topic. PDPs are used for the purpose of educator relicensure with the MA Department of Elementary and Secondary Education (DESE).

Please contact the Assistant Superintendent for Curriculum and Instruction for questions related to district-issued PDPs. Please contact the Director of Personnel and Professional Learning for questions related to licensure renewal or acquisition.

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PDP-eligible activities as adapted from DESE guidelines:

<u>Activity</u>	<u>PDPs</u>	<u>Notes</u>
Undergraduate courses	15 per semester hour (credit)	

Upper-level undergraduate course (only when substantially new to the educator)	22.5 per semester hour (credit)	For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.
Graduate course	22.5 per semester hour (credit)	
An instructor of a graduate-level course or approved equivalent	45 per semester hour	Only for the first time the course is taught in a five-year renewal cycle
Audited course	7.5 per semester hour	
DESE-sponsored activities	1.5 per clock hour	Must total at least 10 hours; include a product or pre- and post-content assessment; and include a follow-up component
DESE-sponsored activities	30 in a five-year cycle	For those DESE activities that do NOT have a pre- and post-content assessment, e.g. Mentor Institute
DESE summer content institutes	Up to 67.5	Counts as "content"
DESE 1-day workshops, conferences, etc.	None	
Initiatives sponsored by Districts, Collaboratives or Registered Providers	1 per clock hour	(Minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.
Mentoring	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer coaching	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer assistance and review programs	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective

Cooperating teacher	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
National Board of Professional Teaching Standards	Successful completion	30 in content, 60 in pedagogy, 30 elective
Team for Accreditation or Inspection - visiting team member	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Team for Accreditation or Inspection - School personnel preparing for visiting team	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Presentation at professional conference	30 PDPs in five year cycle	First time only in a 5 year cycle
Developing and presenting a PD series of at least three sessions	2 per clock hour	Minimum of 10 PDPs, maximum of 24 PDPs, only the first time presented in a 5 year cycle
New curriculum unit published or formally shared	15 per unit	Up to 60 PDPs in a 5 year cycle
Developing and implementing an activity for students, parents, or teachers	1 per clock hour	Up to 30 PDPs in a 5 year cycle when activity is distributed or implemented by a local school, district, or university
Published doctoral dissertation	90	Once in 5 years
Published Master's or CAGS thesis	45	Once in 5 years
Book(s)	90 per book	
Professional journal articles or chapters in a professional book	30 per chapter or article	
Published results of action research	30	Once in 5 years
Continuing Education Units (CEUs)	1 CEU = 10 PDPs	

Additional Information on Professional development, Individual Professional Development Plans, and educator Licensure

Below are some useful links regarding the earning of PDPs:

- [DESE information on Professional Development and Individual Professional development plans \(IPDP\)](#)
- [Advancing, Extending, or Renewing a License](#)
- [CPS conference workshop form - High School \(requires advanced approval for reimbursement\)](#)
- [CPS Conference workshop form - other \(requires advanced approval for reimbursement\)](#)
- CPS course reimbursement form (access through Curriculum Office)
- CPS instructor course application form (access through Curriculum Office)

[Course Reimbursement](#)

Chelmsford Public Schools employees are sometimes eligible for course reimbursement when taking graduate-level courses that enhance their professional skill and licensure. Information on this can be accessed in the various bargaining agreements or policies.

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SECTION IV – PROTOCOLS, PROCEDURES AND POLICIES

The Chelmsford Public Schools follows several policies and protocols designed to keep students and staff safe and our school environments professional and enjoyable places to work. Several of these policies are provided to new hires at the time of on-boarding (Marked with superscript ¹). Others are reviewed by staff annually (Marked with superscript ²). Collectively we hope that these policies will guide our rights and responsibilities at work and make our schools and offices safe and enjoyable places to be each day.

Student and Staff Safety

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The Chelmsford Public Schools makes student and staff safety a top priority. To this end several of our policies and protocols are designed to guide our practices in areas that impact student and staff safety and well-being. Any employee with questions or concerns about discrimination in the workplace based on all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training is encouraged to follow the procedures below.

General Staff Safety

[CPS Wellness Policy School Wellness](#)

[CPS Staff Personal Security and Safety Staff Safety](#) ¹

[CPS Discrimination and Harassment Grievance Procedures](#) ¹

[CPS Sexual Harassment Policy](#) ¹

[Nondiscrimination and reasonable accommodation of pregnant workers](#)

[Equal Employment Opportunity School Committee Employment of All Personnel](#)

Nondiscrimination Policy

[CPS Nondiscrimination Policy](#)

[CPS Nondiscrimination on the Basis of Sex](#)

[CPS Nondiscrimination on the Basis of Disability](#)

Emergency protocols

[First Aid/Accident Reports](#)

[Accident Intake Form for Staff](#)

[Bloodborne Pathogen Training](#) ²

[EpiPen Training](#) ²

[Emergency Plans Fire-Drill/Crisis Management Procedures](#)

[Protocol for Faculty, Staff and Principal for Food during the School Day](#)

[Physical Restraint of Students](#)

[Staff Restraint Training](#) ²

Bullying Prevention and Intervention

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic

Commented [KC26]: Updated to School Committee Policy ADF:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/ADF>

Commented [KC27]: Updated to School Committee Policy GBGB:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/GBGB>

Commented [KC28]: Link updated to procedures approved by School Committee April 22, 2020

Commented [KC29]: Updated to School Committee Policy ACBA:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/ACAB>

Commented [KC30]: Updated to School Committee Policy GBA:
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<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/ACA>

Commented [KC33]: Updated to School Committee Policy ACE:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/ACE>

Commented [BK34]: Updated Accident Intake Form – Appendix C

Commented [KC35]: Updated to School Committee Policy EBC:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/EBC>

Commented [KC36]: This link will be removed as the policy no longer exists

Commented [KC37]: Link updated to procedures approved by School Committee May 5, 2020

standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying [see [definition of bullying and cyberbullying](#) as articulated in CPS] as articulated in School Committee policy docs]. 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. The District's bullying and cyberbullying policies and procedures and training are referenced below.

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.

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 Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. The Chelmsford Public Schools will provide professional development to build the skills of staff members, as required by law. The Chelmsford Public Schools developed a Bullying/CyberBullying Prevention and Intervention Plan which is below and sets forth the administrative guidelines and procedures for the implementation of this policy. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program.

[Anti-Bullying Training](#) ²
[Cyberbullying](#)
[CPS Bullying prevention and intervention plan](#)
[Bullying prevention and intervention reporting form](#)

[Mandatory Reporting and Student Confidentiality](#)

[Child Abuse Reporting](#) [Student Welfare](#)
[Student Rights and Confidentiality Training](#) ²

[Workplace drug, tobacco, alcohol and weapon prohibitions](#)

The use or possession of any controlled substance, including alcohol (except for medications prescribed by a physician) in any quantity, the sale of any controlled substance in any quantity, or the unauthorized possession of dangerous weapons, firearms, or explosives while at work or on School Department property, or being intoxicated or under the influence of alcohol or drugs while on duty is strictly prohibited and is grounds for disciplinary action up to and including termination. Any employee convicted or found guilty of a criminal offense involving a controlled substance or alcohol is subject to disciplinary action, up to and including termination, regardless of whether the offense was on school property or during working hours.

Additionally, as the Chelmsford Public Schools is a drug free workplace the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and the educational environment and is grounds for disciplinary action up to and including termination.

Smoking or the use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds, on school buses or within twenty (20) feet of any School Department building by any individual, including school personnel, is prohibited by law (M.G.L., Chapter 71, Section 37H) and is strictly enforced. Failure to adhere to this policy will result in disciplinary action, up to and including termination.

For additional School Committee policies on these topics see the following links:

[Substance Free Workplace](#) [Drug-Free Workplace](#)
[Smoking](#)
[Tobacco-Free Environment](#) [Tobacco Use on School Property by Staff Members](#)
[Prohibited](#)

Commented [KC38]: Updated link to School Committee Policy JL:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/JL>

Commented [KC39]: Update link to School Committee Policy GBEC:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/GBEC>

Commented [KC40]: Updated link to School Committee Policy GBED:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/GBED>

Internet and Technology

[\(back to t.o.c.\)](#)

With technology becoming an increasingly useful, necessary and prevalent part of the instruction and service provision at Chelmsford Public Schools, we recognize that staff and students will be accessing technology in many ways in the course of their work and instruction. In order to ensure that staff and students use this technology in ways that enhance the learning experience for students, the Chelmsford Public Schools has assembled, and continues to revise policies and protocols designed to guide the use of technology in classrooms and the workplace:

- [Access to Digital Resources](#)
- [Internet Safe and Responsible Use Policy \(Personnel\)⁴](#)
- [Internet Safe and Responsible Use Policy \(Student and Instruction\)⁴](#)
- [Empowered Digital Use Policy](#)
- [Staff Empowered Digital Use Policy](#)
- [Electronic Messaging for Students and Staff⁴](#)
- [Policy on Social Media](#)
- [Social Media Policy \(Students and Instruction\)¹](#)
- [Use of Cell Phones](#)
- [Use of Email for Official Correspondence with Students](#)
- [Cyberbullying](#)

- Commented [KC41]:** Updated to School Committee Policy IJND:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/IJND>
- Commented [KC42]:** Recommending removing this from document to replace with Staff Empowered Digital Use Policy
- Commented [KC43]:** Recommending adding this policy and corresponding link:
<https://docs.google.com/document/d/1rQj85ZifXnzMilCmfli5ETImPsD2bdaThxy3FC2Dcws/edit?usp=sharing>
Text will be included with this packet.
- Commented [KC44]:** Updated to School Committee Policy IJND
Policy IJND Policy on Social Media:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/IJND>
- Commented [KC45]:** Recommending removing this from document as Policy on Social Media (IJND) addresses some of it.
- Commented [KC46]:** Recommending removing this document to replace with Staff Empowered Digital Use Policy.

Translations for Families

[\(back to t.o.c.\)](#)

It is our intent to provide access to information for all Chelmsford Public School families. In an effort to support communication with families whose home language is not English, we will translate documents into their native language and provide an interpreter when necessary. If you have questions or a parent requires assistance, please email Kelly Rogers, Department Coordinator of Reading and ELL ([English Language Learning Department](#)). Depending on the request, it may take up to a week to fulfill.

Employee Rights & Responsibilities

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All Chelmsford Public School Employees have certain rights and responsibilities. Below we provide you with access to some additional policies that outline these rights and responsibilities. Questions about them can be directed to the Office of Human Resources (978)251-5100 x6939.

- [Gifts to and Solicitations by Staff](#)
- [Acceptance & Use of Gifts, Grants and Donations](#)
- [State of MA Conflict of Interest/Ethics training¹](#)
- [CPS summary of conflict of interest law¹](#)
- [CPS Summary of State and Federal Employment Law¹](#)
- [Student Discipline Training²](#)
- [Idea/504 Training²](#)
- [School Ceremonies and Observances – Religious Holidays](#)
- [Religious Expressions](#)
- [Press Releases](#)
- [Animals in School](#)
- [Service Animals](#)
- [Non-Discrimination and Reasonable Accommodation for Pregnant Workers](#)
- [Chelmsford Public Schools Reasonable Accommodations Procedures](#)
- [Employment Rights of Individuals with Disabilities \(MA\)](#)

- Commented [KC47]:** Update link to School Committee Policy GBEBEC:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/GBEBEC>
- Commented [KC48]:** Update link to School Committee Policy IMDC:
<https://z2policy.ctspublish.com/masc/browse/chelmsfordset/cchelmsford/IMDC>
- Commented [KC49]:** Update link to School Committee Policy IMG:
<https://z2policy.ctspublish.com/browse/chelmsfordset/cchelmsford/IMG>

SECTION V – STAFF CONDUCT

Basic Employment Expectations

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All employees are expected to demonstrate a professional, cooperative, knowledgeable and courteous demeanor in all interactions with students, parents/guardians, colleagues and members of the community. Work attire should reflect the professional responsibilities of an employee's position, exhibiting concern for safety, hygiene, neatness, cleanliness and projecting positive role models for students enrolled within the Chelmsford Public Schools. At a minimum, it is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner.

Employees are expected to be regular in attendance, arriving on time and adhering to designated starting and ending times for work, breaks, lunch, prep periods, etc. The use of profane language is prohibited and may be cause for disciplinary action. Employees are advised that School Department telephones, supplies, equipment and services (including internet access and fax machines) are for professional use. Excessive personal calls, or use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies, or services including electronic access may result in discipline, up to and including termination.

Standards of Conduct

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Some rules of conduct are needed in any workplace in order to help everyone work together efficiently, effectively, and harmoniously. Because our mission is to serve the public and because we are empowered with substantial governmental authority to achieve that mission, we must hold ourselves to high standards of quality service and ethical conduct.

By accepting employment with us, you have a responsibility to the public, to the Chelmsford Public Schools and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary to fulfill our mission, responsibilities, and duty to the public. When each person is aware that he or she can fully depend on fellow workers to follow the rules of conduct, then our organization will be a better place to work and a more effective servant of the people.

Meeting Job Expectations

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In addition to maintaining appropriate standards of conduct, it is the responsibility of employees to fulfill the essential functions of their positions in an acceptable manner. Depending on the position, these measures may be both qualitative and/or quantitative. Job requirements and qualifications are listed on job postings/descriptions. Your supervisor will discuss and clarify the

expectations and standards of your position. Employees who are having difficulty meeting job standards should discuss the issue with their supervisor.

In turn, it is the supervisor's responsibility to monitor employee performance and provide counseling, support, and assistance to employees in helping them meet their job expectations.

Ultimately, if employees are unable to meet job requirements, corrective action may include reassignment, transfer, demotion, or other disciplinary action, up to and including termination.

Disciplinary Actions for Unacceptable Activities

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Generally speaking, we expect each person to act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Your avoidance of these activities will be to your benefit as well as the benefit of the School Department. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your supervisor or Human Resources for an explanation.

We list these standards for the guidance of all employees and supervisors. It is not an exhaustive list. We do not expect anyone to engage in these activities, but we believe everyone is served by our being clear as to what is not acceptable.

[Violations Which May Result in Serious Discipline up to and Including](#)

[Dismissal. Any Discipline is Subject to Applicable Collective Bargaining Agreements and/or Statutes.](#)

Occurrences of any of the following violations, because of their seriousness, may result in dismissal without prior disciplinary action. This list is not exhaustive:

1. Willful violation of any Chelmsford Public Schools rules; deliberate action that is extreme in nature and is obviously detrimental to the School Department's efforts to provide services effectively and efficiently.
2. Negligence or any careless action which endangers the life or safety of another person or student.
3. Willful violation of security or safety rules or failure to observe safety rules or School Department safety practices; failure to wear required safety equipment; tampering with School Department equipment or safety equipment.
4. Being intoxicated or under the influence of controlled substance drugs while at work; use, possession or sale of any controlled substance or alcohol, in any quantity while on School Department property except for medications prescribed by a physician which do not impair work performance.
5. Unauthorized possession of dangerous weapons, firearms, or explosives on School Department property or while on duty.
6. Engaging in criminal conduct or acts of violence, making threats of violence toward anyone on School Department premises or when representing the School Department; fighting, provoking a fight on School Department property; or damage of property. The School Department regards fighting as a very serious

- offense. If confronted by another employee or member of the public, we expect you to retreat, and not escalate the situation or retaliate.
7. Insubordination or refusing to obey instructions properly issued by the District /your supervisor pertaining to your work.
 8. Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of School Department property, or the property of fellow employees, members of the public, vendors, or visitors in any manner.
 9. Theft of School Department property or the property of fellow employees; unauthorized possession or removal of any School Department property (e.g., documents, curriculum, school materials, etc.), from the premises without prior permission from management; unauthorized use of School Department equipment or property for personal reasons; using School Department equipment for profit.
 10. Willful falsification or misrepresentation on your application for employment; other work records; sick or personal leave; falsifying the reason for a leave of absence or other information about the School Department or its employees; intentionally and willfully misrepresenting information about the School Department or its employees; failing to tell the truth during the course of a School Department investigation or inquiry; alteration of School Department records or other School Department documents.
 11. Violating the privacy of others by releasing confidential or protected information to outside individuals, organizations, or to unauthorized School Department employees; breach of confidentiality of personnel or personal information of another employee on the job.
 12. Engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
 13. Inappropriate conduct or indecency while on duty or while on School Department property.
 14. Violations of the conflict of interest statute, including but not limited to seeking unwarranted gain or exemptions for yourself or others.
 15. Threatening, intimidating, harassing or coercing fellow employees, students, or members of the public; interfering with another employee on the job; using obscene or abusive language towards another employee, student or member of the public; threatening or employing physical violence towards another employee, student, or member of the public.
 16. Egregious off duty conduct and/or conduct that undermines the confidence of the public in the School Department's capacity to fulfill its functions to the public in a fair, safe, and effective manner.

SECTION VI – CONTRACTUAL AGREEMENTS AND UNAFFILIATED BENEFITS

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In this section of the Employee Handbook, we aim to provide you with easy access to sections of the various collective bargaining agreements which may be useful to you (Salaries, seniority, transfers, holidays, leaves of absence, attendance, etc.). Until we can provide this topic/specific access to you, below are the links to our collective bargaining agreements and to policies we have approved for unaffiliated (at-will) employees.

- [CBA - Administrators \(2019-20226-2019\)](#)
- [CBA - Building Custodians \(2017 - 2020\)](#)
- [CBA - Food Service Personnel \(2019-202216-2019\)](#)
- [CBA - Professional Support Personnel \(2019-20227--2019\)](#)
- [CBA - Teachers & Nurses \(2019-20226-2019\)](#)
- Exempt (Unaffiliated) employees holidays and benefits

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Chelmsford Public Schools



Employee Handbook

Published 2020

Dear Chelmsford Public Schools Employees,

The Chelmsford Public Schools (CPS) provides top-notch instruction and services to the students of Chelmsford because of you - the amazing staff who teach them and attend to their every need. I am proud to be a part of this team of talented educators and service providers, and I am committed to ensuring that you have what you need to do your best for your students and for each other.

To this end, it is with great pleasure that I share with you a resource that I hope will assist many of you in accessing answers to common questions that CPS employees have, and resources that CPS employees may need. The content of this resource reflects the P.R.I.D.E. we collectively communicate to our students as important attributes, and which we cultivate as a professional community through our support of each other, and the important work we do. We hope this handbook supports you by connecting you to information and services that may be important to you as an employee of the Chelmsford Public Schools. In it you will find information about licensure, benefits, policies, state and federal laws and contacts, all of which are presented to support you in your work in Chelmsford.

I want to thank you for taking the time to review this resource and for continuing to provide us with feedback that will make it better. I also want to thank those staff members who worked to devise the contents and the online structure of this resource, and who continue to attend to your professional needs in countless other ways. By making these supports and resources accessible to you, we'll be supported to best focus our energy on the mission and vision that brings us together: cultivating inspired, creative, and well-rounded lifelong learners.

Sincerely,

Jay Lang, Ed.D.
Superintendent of Schools

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This table of contents is designed to enable employees to navigate to each section of this handbook by clicking the embedded link. To do this, click on the section heading you are interested in viewing which will enable you to click on the link of the section. Bread crumbs (“back to t.o.c” links) will enable you to return to the table of contents when desired.

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ABOUT THIS EMPLOYEE HANDBOOK

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This employee handbook is designed as a resource and support of all staff members for the Chelmsford Public Schools. It is created to make accessing policies, resources and laws that may impact employees easier. It provides employees with general personnel information on procedures, policies, obligations and laws for which employees are responsible and which may impact them professionally.

This handbook does not constitute a contract and makes no guarantee of employment, compensation or benefits. The Superintendent and/or School Committee reserve the right to make changes to policies and practices at any time at their sole discretion, without prior notice, and interpret and administer these policies as needed in light of changing circumstances and applicable statutory obligation. The Chelmsford Public Schools will make its best efforts to notify you of these changes.

Employees covered under collective bargaining agreements should consult those collective bargaining agreements for detailed information, including information regarding certain working conditions and benefits. Copies of the contracts are available on the Chelmsford Public Schools website and from union representatives. If there is any conflict between the policies contained herein and the collective bargaining agreement, the collective bargaining agreement would govern the particular term of employment. Nothing in this handbook is intended to infringe on employees' rights under M.G.L. c. 150E.

Chelmsford Public Schools maintains a policy of employment at-will for any employees not covered by a collective bargaining agreement or individual contract. Employment at-will means that employment can be terminated with or without notice at any time and for any lawful reason at either the option of the employee or the School. Accordingly, as noted above, neither the policies nor this Handbook create a contract, and do not make any promises or guarantees.

We hope you will find the contents and the manner with which this handbook is electronically presented to be convenient and useful in support of your work as a Chelmsford Public School employee. Please direct any suggestions or questions to the Office of Human Resources (978)251-5100 x6939 or Berglundk@chelmsford.k12.ma.us.

SECTION I – SCHOOL COMMITTEE AND ADMINISTRATION

[\(back to t.o.c.\)](#)

Mission and Vision of the Chelmsford Public Schools

The mission of the Chelmsford Public Schools is to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members.

The Chelmsford Public Schools provide all students 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, and they use multiple forms of data that informs innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. Every student feels safe, cared for, and appropriately challenged and supported in schools that are fully staffed and technologically integrated. Student successes are celebrated within and across schools as well as throughout the broader community. Parents and the community are connected to the daily life of Chelmsford schools through consistent, multi-directional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, students contribute to the Chelmsford community as self-directed, creative, and inspired learners who are ready to tackle contemporary issues.

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School Governance

The Chelmsford Public Schools is led by a 5-member School Committee which includes the Superintendent of Schools. Find out more about School Committee meetings, agendas, budgets, and the central office administrative team with the following links:

[School Committee](#)

[Central Office Administration](#)

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Principals/Schools

The Chelmsford Public Schools (CPS) is comprised of 1 preschool, 4 elementary schools, 2 middle schools and a high school, as well as a Community Education Program offering extended day and extended year programs. In total, CPS serves approximately 5,000 students and has a staff of teachers, support staff, custodians, administrators and other service providers of approximately 940. Please find information about each school by accessing the links below:

[Byam Elementary School](#)

[Center Elementary School](#)
[Chelmsford High School](#)
[Chelmsford Integrated Preschool](#)
[Chelmsford Community Education](#)
[Harrington Elementary School](#)
[McCarthy Middle School](#)
[Parker Middle School](#)
[South Row Elementary School](#)

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System Wide Departments and Leaders

Below, please find links to each of the district's administrative departments which include Business and Finance, Curriculum, Human Resources, Student Support Services, and Technology and Information Systems:

- [Finance and Business](#)
- [Curriculum, Instruction and Assessment](#)
 - [Business Education Department](#)
 - [English Language Arts Department](#)
 - [English Language Learning Department](#)
 - [Fine and Performing Arts Department](#)
 - [Health, Physical Education, and Family and Consumer Science Department](#)
 - [Mathematics Department](#)
 - [Reading Department](#)
 - [School Counseling Department](#)
 - [Science Department](#)
 - [Social Studies Department](#)
 - [Technology Engineering Department](#)
 - [World Languages Department](#)
- [Human Resources](#)
- [Student Services](#)
 - [Special Education](#)
 - [Health Services](#)
 - [School Nutrition](#)
- [Technology and Information Systems](#)

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Navigating the Academic Year

Each year, the School Committee announces the next years' school calendar. In addition to the calendar, the district provides information regarding delays and school cancellations on its website. We hope these resources will help you navigate the upcoming academic year:

- [Chelmsford Public Schools Home Page](#)
- [School Calendar](#)
- [School Cancellation and Delays](#)

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SECTION II – GENERAL PERSONNEL INFORMATION

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The Chelmsford Public Schools aim to attract, develop and retain spirited, skilled and committed educators to serve all students. All employment opportunities for the Chelmsford Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, ancestry, gender identity or expression, pregnancy or pregnancy related medical conditions, marital status, age, veteran or military status, homelessness, age and/or disability, and any other class or characteristic protected by law.

Staff Hiring and On-boarding

The Chelmsford Public Schools' Office of Human Resources on-boards all new employees. This process includes background checks, policies review, benefits selection, retirement enrollment, payroll and arranging for any payroll deductions. All of the forms employees receive during on-boarding can be accessed here, as well as a checklist to assist new employees in this process.

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New Hire Forms

- [On-boarding Checklist](#)
- [New Hire Email Instructions](#)
- [Employee Information Sheet](#)

Background Checks

All offers of employment are contingent upon satisfactory results of these employment screening processes as well as any others that may be required. Chelmsford Public Schools will update CORI records every three (3) years, for individual employees, employees in specific job categories or the school department staff as a whole. An unsatisfactory CORI or SAFIS report may result in termination of employment. Employees who are involved in criminal proceedings that may affect employment should ensure notification to the Director of Personnel and Professional Learning.

- [Criminal Offender Record Information \(CORI\)](#)
- [How to Get Fingerprints Taken](#)
- [SAFIS Registration Guide](#)

Payroll Documents

- [W-4 2020](#)
- [Change MA Withholdings](#)
- [Direct Deposit Form](#)
- [Statement about employment in job not covered by Social Security](#)
- [Sick bank enrollment](#) (for CFT members only)

Mandatory Employee Policies

All employees review and acknowledge these policies at time of hire:

- [Acknowledgment of Receipt of Mandatory Employee Policies](#)
- [CPS Sexual Harassment Policy](#)
- [CPS Discrimination and Harassment Grievance Procedures](#)
- [Staff Personal Security and Safety](#)
- [Policy on Social Media](#)
- [Staff Empowered Digital Use Policy](#)
- [State and Federal Employment Policies](#)
- [CPS Staff Ethics/Conflicts of Interest](#)
 - [Conflict of Interest Training](#)

All municipal employees are required by the State to take an online test, for which a certificate of completion will be issued. This online training must be completed every two years and a copy of the certificate sent to the Office of Human Resources. See a summary of the MA conflict of interest law here:
 - [Conflict of Interest Summary](#)

All employees review and acknowledge these policies annually:

- [Link to annual staff sign-offs](#)

Retirement Enrollment

All full-time employees of Chelmsford Public Schools enroll in one of two retirement systems. Licensed educators participate in MTRS. Others participate in Middlesex Retirement System. Part-time employees enroll in OBRA. Links for each are found below:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
- [OBRA](#)

AESOP/Frontline

Aesop is a web-based Absence Management program utilized by the district to secure substitute coverage and record absences for staff. Once you have completed all new hire paperwork you will receive an email with your login information and a link to your Aesop profile homepage. For a general overview of how Aesop works please click the links below.

- [AESOP/Frontline Overview](#)
- [Employee Quick Start Guide](#)

Benefits (See section below)

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Employee Orientation

All newly hired teachers, nurses and others in the CFT Teachers Bargaining Unit participate in a 2-day orientation that occurs before school begins. The following topics are discussed:

- Introduction to central office and building administrators
- Introduction to union leadership
- Technology training
- An overview of educator evaluation in Chelmsford
- Time to set up classrooms/working spaces

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Benefits

Chelmsford Public Schools' benefit options are available to personnel who are permanent, full-time employees and permanent, part-time employees who work a regularly scheduled work week of at least 20 hours per week and participate in a public retirement system. Employees who are less than the hours required per week are not eligible for benefits.

Insurance benefit deductions are taken a month in advance. All benefits are based on a July 1 to June 30 calendar year. Information regarding benefits can also be found under the Human Resource's tab on the Chelmsford Public Schools website: [Information regarding CPS benefits](#)

Many benefit plans are governed by documents issued by the plan providers. This section is only intended to provide an overview of available benefits. If there is any conflict between the handbook and the benefit plan documents, the plan documents will control.

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Insurance Options

Health Insurance - Blue Cross Blue Shield <https://www.emiia.org/>

Employees can choose between three health insurance policies: PPO, HMO and HMO Select

For new enrollments, BCBS now requires copies of the following:

1. Copy of marriage license (if enrolling spouse)
2. Copies of birth certificates for employee, spouse, all dependent children
 - [Blue Cross Blue Shield Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits †](#)
 - [Town of Chelmsford Insurance Rates](#)
 - [PPO Policy Description](#)
 - [PPO Summary of Benefits](#)
 - [HMO Policy Description](#)
 - [HMO Summary of Benefits](#)
 - [HMO Select Policy Description](#)
 - [HMO Select Summary of Benefits](#)
 - [Fitness Benefit Program](#)

Dental Insurance - Blue Cross Blue Shield <https://www.emiia.org/>

Employees can choose between two dental insurance policies: High and Low

- [Blue Cross Blue Shield Enrollment Form](#)
- [CPS Bi-Weekly Deduction Calculations for Benefits](#)
- [Town of Chelmsford Insurance Rates](#)
- [Low Dental Policy Description](#)
- [High Dental Policy Description](#)

COBRA Continuation Coverage of Health and Dental Insurance

- Upon termination of active employment, employees can elect to COBRA health and dental insurance for up to 18 months.
- Under federal law, you have 60 days from the date coverage would be lost to choose whether or not to elect COBRA coverage.
- The employee will be required to pay the full cost of the premium plus an administrative fee. Under COBRA continuation, the Chelmsford Public Schools will no longer contribute to the cost of health insurance premiums.

Vision Insurance - Met Life www.metlife.com

- Eye health exam
- Prescription glasses and sunglasses
- Contact lenses
- Laser Vision Correction
- Employees can choose between individual, Individual +1, Family coverage
 - [Vision Insurance Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
 - [Town of Chelmsford Insurance Rates](#)
 - [Find A Provider Mobile App](#)
 - [MetLife Vision Group Benefit Overview](#)
 - [MetLife Vision Insurance Benefits](#)
 - [MetLife Vision Summary for Chelmsford](#)
 - [Print or Create a MetLife Vision Membership Card](#)

Basic Life and Voluntary Insurance - Boston Mutual <http://www.bostonmutual.com>

- Employees can choose a basic life insurance policy that breaks down to \$5,000 toward life insurance or \$5,000 toward accidental death or dismemberment.
- Employees can also choose a voluntary life insurance policy of an amount up to \$100,000 with the stipulation that any coverage over \$40,000 requires medical evidence of insurability.
- Enrollment done directly through employer.
 - [Boston Mutual Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
 - [Town of Chelmsford Insurance Rates](#)
 - [Optional Life Insurance Rates](#)
 - [Basic Life & Accidental Death & Dismemberment Summary](#)

- [Group Insurance Certificate](#)
- [Authorization for Release of Records Form](#)
- [Evidence of Insurability Form](#)
- [Change of Beneficiary Form](#)

Alternative Insurance - Short and Long-Term Disability through Colonial Life

<https://www.coloniallife.com/>

- Enrollment done directly through employee and Colonial Life
- Insurance Offered: Short Term Disability, Medical Bridge, Life, Cancer, Critical Illness, Accident
 - [Colonial Life Policy Descriptions](#)

Flexible Spending - Cafeteria Plan Advisors <http://www.CPA125.com>

- Employees can choose to enroll in a tax-free Flex Spending Dependent Care Account (up to \$5,000) and/or a Flex Spending Health Care Account (up to \$2,600)
- All funds designated in a flex spending account must be used by June 30 or they will be lost.
 - [Flex Spending Open Enrollment Notice](#)
 - [Flex Spending Enrollment Form](#)
 - [Dependent Care Enrollment Form](#)
 - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
 - [Health Account Policy Description](#)
 - [Flex Spending Health Account Eligible Expenses](#)
 - [Flex Spending Health Account Benny Card Information](#)
 - [Flex Spending Health Account Online Store](#)

Tax Sheltered Annuity (403b) [TSA Consulting 403\(b\)](#)

Employees may designate a portion of their pre-tax salary to a 403(b) retirement savings account. 403(b) accounts are managed and administered by TSA Consulting Group, Inc. Visit their website for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, loans and rollovers. The maximum contribution for 2019 is \$19,000 (\$19,500 in 2020).

- [403b Enrollment and Change Form](#)
- [FY2020 403b Plan Summary Information](#)
- [List of 403b Providers](#)
- [IRS Loan Rules for 403\(b\) and 457\(b\) Plans](#)

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Changes to Benefits

Open Enrollment

- Open enrollment is the only time for employees seeking coverage to sign up or for existing members to make any changes to their respective plans **unless** there is a qualifying event.

- Open enrollment is during the month of May and there is a benefits fair every year in late April.

Qualifying Event

- Marriage
- Loss of benefits through spouse or parent
- Death
- Divorce

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Employee Wellness

The Chelmsford Public Schools strive to support and promote wellness among all employees. Towards this end, we have access to and participate in Wellness Programming organized by MIIA and the Town of Chelmsford including yoga classes, trail walks, spin classes, line dancing, etc.

[Employee Assistance Program](#)

Additionally, Chelmsford municipal employees can take advantage of our free Employee Assistance Program providing counseling, resources and referrals through All One Health. They can be confidentially reached at 1-800-451-1834

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Personnel Files and Name and Address Change Requests

Requests to see personnel files or to change name and addresses in our systems get directed to the Office of Human Resources. Send your requests for an appointment to view your personnel record via email to: Ruth Webber, webberr@chelmsford.k12.ma.us or Karen Berglund, berglundk@chelmsford.k12.ma.us (978) 251-5100

Name Change

If you have a name change, please submit an email requesting the change and all of the following

- Marriage License (if applicable)
- Driver's License
- Birth certificate
- Social Security Card

Address Change

If you have had a change of address, please submit an email requesting the change and one of the following

- Utility Bill
- Driver's License

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Employment Verifications

The Office of Human Resources provides current and former employees with employment verifications when necessary for many reasons including but not limited to licensure, lending, employment.

Licensure Employment Verification Forms

When applying for or renewing licensure one of the following forms is often necessary to be verified by the district and uploaded to DESE. Please fill it out to the best of your ability and send to the Office of Human Resources (webberr@chelmsford.k12.ma.us) for a signature.

[Verification of School Based Employment/Induction & Mentoring Form](#)

[Verification of Initial-Extension Plan and School Based Employment](#)

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End-of-Service Procedures

The following information may help employees who have decided to leave the district.

Resignations

An employee who would like to resign from the Chelmsford Public Schools should submit written request to his/her supervisor and to the Office of Human Resources (berglundk@chelmsford.k12.ma.us). The Office of Human Resources will process the request with a letter that will explain when benefits end. Employees are expected to give a minimum of two weeks written notice. Certain administrative employees have a greater notice requirement under individual contracts.

Suitability Determinations

If an employee was fingerprinted upon employment with the Chelmsford Public Schools, and needs a suitability determination sent to another employer, please contact the Office of Human Resources with the name and email address of the HR representative of the new employer. Our office will process the suitability determination and send it directly to the new employer.

Retirement

If an employee plans to retire, they should send written advance notice to the Office of Human Resources. Employees who intend to retire need to inform the Office of Human Resources to assist in the submission of paperwork required by MTRS, Middlesex or OBRA. Prospective retirees are encouraged to contact the appropriate retirement board's website to learn about seminars designed to inform prospective retirees, as well as procedures and forms that need to be completed. Here are the links to the board's websites:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
- [OBRA](#)

Exit interviews

Should the time come for you to leave Chelmsford Public Schools, we value hearing about your CPS experience. All employees who are leaving the Chelmsford Public Schools are welcome to set up an exit interview with the Office of Human Resources by contacting Karen Berglund (berglundk@chelmsford.k12.ma.us) or calling us at (978)251-5100

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SECTION III - EMPLOYEE DEVELOPMENT & FEEDBACK

The Chelmsford Public Schools value the ongoing development of all of its employees. To this end, we offer a wide range of development experiences and supports to educators and other personnel.

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Educator Induction and Mentoring

Newly hired teachers who have never held the position for which they were hired are considered for induction and mentoring supports. Those who qualify will participate in a district-supported induction program and be matched with a mentor who can support them in their first year. All Chelmsford Public Schools mentors are trained and receive stipends for the support and resources they provide our least experienced educators.

For questions about mentor training please contact the Curriculum Office at (978)251-5100 x6915

For questions about eligibility for mentoring, please contact the Office of Human Resources at (978)251-5100 x6939

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Feedback & Evaluation of Staff

CPS believes that an important part of ongoing professional learning and development for employees entails the receipt of clear, timely and well-delivered feedback. Such feedback can not only help employees improve their practice and performance, it can be motivating and engaging.

Different groups of employees follow different requirements and policies meant to guide the provision of this kind of feedback and evaluation. Please see the appropriate collective bargaining agreements to learn more:

Teachers, nurses, administrators and other licensed educators

- [CFT Collective Bargaining Agreement \(Appendices G & H\)](#)
- [CAA Collective Bargaining Agreement \(Appendix C\)](#)
- [Resources on teacher evaluation shared at orientation with new staff](#)
- [MA DESE educator evaluation regulations](#)
- [MA DESE educator evaluation rubrics](#)

Educational Support Personnel

- [Educational Support Personnel Collective Bargaining Agreement \(Article 11, Appendix D\)](#)

Custodians

- [Building Custodians \(Article 16, Appendix B\)](#)

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Educator Licensure

Maintaining a valid, active license is a way that educators show that they are continuing to participate in ongoing professional development. All licensed educators are responsible for keeping their licensure appropriate to their position updated and valid. Lack of appropriate licensure shall be grounds for termination. The CPS Office of Human Resources is happy to try to answer educators' questions and provide licensure guidance when able, including providing employee verifications for the purpose of licensure renewal or acquisition (see forms below). However, the Massachusetts Department of Elementary and Secondary Education (DESE) actually oversees licensure renewal and acquisition and, therefore, the most accurate information and guidance on licensure renewal and acquisition can be found on their website which can be accessed here ([DESE licensure website](#)). DESE licensure support can also be reached via their [Licensure Call Center: 781-338-6600](#): Below are some links to resources other educators have found helpful:

Helpful Links:

- [DESE - Helpful Hints and contact information](#)
- [Obtaining your 1st Professional teacher license](#)
 - [Required employment verification form](#)
 - [Understanding the 50 hour requirement for Professional Licensure](#)
- [Obtaining an Additional Initial or Professional Teacher License](#)
- [Renewing a Professional teacher license](#)
 - [Renewal Application](#)
 - [PDPs \(see below\) Link to DESE resources](#)

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Professional Development

[Professional Development Plans and Points \(PDPs\)](#)

All educators work with their supervisors to develop Professional Development Plans which provide goals and action steps for their ongoing professional learning. Professional Development Points (PDPs) are necessary for recertification of a professional license (See [Renewing a Professional Teacher License](#) above). Educators with preliminary or initial licenses *DO NOT* need PDPs to move their licensure forward.

Professional Development Plans and PDP Requirements

(603 CMR 44.05: Provisions applicable to licenses renewed on or after July 28, 2017)

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:

- As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 603 44.05).

- Educators renewing a Primary area license on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:
 - (a) At least 15 PDPs in content (subject matter knowledge)
 - (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
 - (c) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL).
 - (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
 - (c) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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Changes in Regulations

Point Distribution as of July 1, 2016 Primary Area	New Point Distribution as of July 28, 2017 Primary Area
<ul style="list-style-type: none"> ● At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's Primary area license 	<ul style="list-style-type: none"> ● At least 15 PDPs in content
<ul style="list-style-type: none"> ● At least 15 PDPs related to Sheltered English Immersion or English as a Second Language 	<ul style="list-style-type: none"> ● At least 15 PDPs related to Sheltered English Immersion or English as a Second Language
<ul style="list-style-type: none"> ● At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles 	<ul style="list-style-type: none"> ● At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

<ul style="list-style-type: none"> • The remaining required 30 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy 	<ul style="list-style-type: none"> • At least 15 PDPs in pedagogy
	<ul style="list-style-type: none"> • The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy

The renewal of each Additional license(s) will require 30 PDPs. Of the 30, at least 15 PDPs must be in the content area of the license. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, pedagogy. Please note that renewing an invalid additional license requires 150 PDPs.

Point Distribution as of July 1, 2016 Additional Area	New Point Distribution as of July 28, 2017 Additional Area
<ul style="list-style-type: none"> • A minimum of 30 PDPs in content 	<ul style="list-style-type: none"> • A minimum of 30 PDPs. Of the 30, at least 15 PDPs in content is required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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How to earn PDPs

The Chelmsford Public Schools offer relicensure options for teachers through system-wide or school-based professional development activities. Professional Development Points, or PDPs, are awarded to teachers who participate in these activities upon completion of 10 hours in a topic and can likewise demonstrate proficiency in the area of professional development.

The Chelmsford Public Schools will award PDPs for district-sponsored professional development activities. Such activities may include workshops, courses, curriculum development and other sustained activities related to school and district goals. Activities that lead to district-issued PDPs will be labeled in advance as opportunities to earn PDPs. Teachers are also encouraged to seek out professional development options offered through various organizations such as the Department of Elementary and Secondary Education (DESE), professional organizations, colleges and universities, and online professional development resources. Teachers are afforded the opportunity to take college level courses for reimbursement. Additionally, teachers are able to teach college level courses based on prior approval of the Professional Development Committee and alignment with district goals. All course reimbursement and instructor salaries are subject to the Unit A collective bargaining agreement. Please see the workshop form, course reimbursement form, and instructor course application in the “useful links” section below.

The school district follows DESE guidelines regarding the assignment of professional development points. The district may award 1 PDP per clock hour for most activities; however only when the educators have demonstrated *proficiency* through either a product or pre- and post-assessments and based on a minimum of 10 clock hours. A professional development activity of fewer than 10 clock hours will be documented as *hours of attendance* rather than PDPs. Such hours may be bundled with like activities by the participant to equal 10 PDPs on a topic. PDPs are used for the purpose of educator relicensure with the MA Department of Elementary and Secondary Education (DESE).

Please contact the Assistant Superintendent for Curriculum and Instruction for questions related to district-issued PDPs. Please contact the Director of Personnel and Professional Learning for questions related to licensure renewal or acquisition.

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PDP-eligible activities as adapted from DESE guidelines:

<u>Activity</u>	<u>PDPs</u>	<u>Notes</u>
Undergraduate courses	15 per semester hour (credit)	

Upper-level undergraduate course (only when substantially new to the educator)	22.5 per semester hour (credit)	For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.
Graduate course	22.5 per semester hour (credit)	
An instructor of a graduate-level course or approved equivalent	45 per semester hour	Only for the first time the course is taught in a five-year renewal cycle
Audited course	7.5 per semester hour	
DESE-sponsored activities	1.5 per clock hour	Must total at least 10 hours; include a product or pre- and post-content assessment; and include a follow-up component
DESE-sponsored activities	30 in a five-year cycle	For those DESE activities that do NOT have a pre- and post-content assessment, e.g. Mentor Institute
DESE summer content institutes	Up to 67.5	Counts as "content"
DESE 1-day workshops, conferences, etc.	None	
Initiatives sponsored by Districts, Collaboratives or Registered Providers	1 per clock hour	(Minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.
Mentoring	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer coaching	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective

Peer assistance and review programs	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Cooperating teacher	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
National Board of Professional Teaching Standards	Successful completion	30 in content, 60 in pedagogy, 30 elective
Team for Accreditation or Inspection - visiting team member	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Team for Accreditation or Inspection - School personnel preparing for visiting team	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Presentation at professional conference	30 PDPs in five year cycle	First time only in a 5 year cycle
Developing and presenting a PD series of at least three sessions	2 per clock hour	Minimum of 10 PDPs, maximum of 24 PDPs, only the first time presented in a 5 year cycle
New curriculum unit published or formally shared	15 per unit	Up to 60 PDPs in a 5 year cycle
Developing and implementing an activity for students, parents, or teachers	1 per clock hour	Up to 30 PDPs in a 5 year cycle when activity is distributed or implemented by a local school, district, or university
Published doctoral dissertation	90	Once in 5 years
Published Master's or CAGS thesis	45	Once in 5 years
Book(s)	90 per book	
Professional journal articles or chapters in a professional book	30 per chapter or article	
Published results of action research	30	Once in 5 years
Continuing Education Units (CEUs)	1 CEU = 10 PDPs	

Additional Information on Professional development, Individual Professional Development Plans, and educator Licensure

Below are some useful links regarding the earning of PDPs:

- [DESE information on Professional Development and Individual Professional development plans \(IPDP\)](#)
- [Advancing, Extending, or Renewing a License](#)
- [CPS conference workshop form - High School \(requires advanced approval for reimbursement\)](#)
- [CPS Conference workshop form - other \(requires advanced approval for reimbursement\)](#)
- CPS course reimbursement form (access through Curriculum Office)
- CPS instructor course application form (access through Curriculum Office)

[Course Reimbursement](#)

Chelmsford Public Schools employees are sometimes eligible for course reimbursement when taking graduate-level courses that enhance their professional skill and licensure. Information on this can be accessed in the various bargaining agreements or policies.

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SECTION IV – PROTOCOLS, PROCEDURES AND POLICIES

The Chelmsford Public Schools follows several policies and protocols designed to keep students and staff safe and our school environments professional and enjoyable places to work. Several of these policies are provided to new hires at the time of on-boarding (Marked with superscript ¹). Others are reviewed by staff annually (Marked with superscript ²). Collectively we hope that these policies will guide our rights and responsibilities at work and make our schools and offices safe and enjoyable places to be each day.

Student and Staff Safety

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The Chelmsford Public Schools makes student and staff safety a top priority. To this end several of our policies and protocols are designed to guide our practices in areas that impact student and staff safety and well-being. Any employee with questions or concerns about discrimination in the workplace based on all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training is encouraged to follow the procedures below.

General Staff Safety

[CPS Wellness Policy](#)

[CPS Staff Personal Security and Safety](#) ¹

[CPS Discrimination and Harassment Grievance Procedures](#) ¹

[CPS Sexual Harassment Policy](#) ¹

[Nondiscrimination and reasonable accommodation of pregnant workers](#)

[Equal Employment Opportunity](#)

[CPS Nondiscrimination Policy](#)

[CPS Nondiscrimination on the Basis of Sex](#)

[CPS Nondiscrimination on the Basis of Disability](#)

Emergency protocols

[First Aid/Accident Reports](#)

[Accident Intake Form for Staff](#)

[Bloodborne Pathogen Training](#) ²

[EpiPen Training](#) ²

[Emergency Plans](#)

[Physical Restraint of Students](#)

[Staff Restraint Training](#) ²

Bullying Prevention and Intervention

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 [see [definition of bullying and cyberbullying](#) as articulated in CPS] as

articulated in School Committee policy docs]. 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. The District's bullying and cyberbullying policies and procedures and training are referenced below.

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.

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 Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. The Chelmsford Public Schools will provide professional development to build the skills of staff members, as required by law. The Chelmsford Public Schools developed a Bullying/CyberBullying Prevention and Intervention Plan which is below and sets forth the administrative guidelines and procedures for the implementation of this policy. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program.

[Anti-Bullying Training](#)²

[Cyberbullying](#)
[CPS Bullying prevention and intervention plan](#)
[Bullying prevention and intervention reporting form](#)

[Mandatory Reporting and Student Confidentiality](#)

[Student Welfare](#)
[Student Rights and Confidentiality Training](#)²

[Workplace drug, tobacco, alcohol and weapon prohibitions](#)

The use or possession of any controlled substance, including alcohol (except for medications prescribed by a physician) in any quantity, the sale of any controlled substance in any quantity, or the unauthorized possession of dangerous weapons, firearms, or explosives while at work or on School Department property, or being intoxicated or under the influence of alcohol or drugs while on duty is strictly prohibited and is grounds for disciplinary action up to and including termination. Any employee convicted or found guilty of a criminal offense involving a controlled substance or alcohol is subject to disciplinary action, up to and including termination, regardless of whether the offense was on school property or during working hours.

Additionally, as the Chelmsford Public Schools is a drug free workplace the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and the educational environment and is grounds for disciplinary action up to and including termination.

Smoking or the use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds, on school buses or within twenty (20) feet of any School Department building by any individual, including school personnel, is prohibited by law (M.G.L., Chapter 71, Section 37H) and is strictly enforced. Failure to adhere to this policy will result in disciplinary action, up to and including termination.

For additional School Committee policies on these topics see the following links:

[Drug-Free Workplace](#)
[Tobacco Use on School Property by Staff Members Prohibited](#)

Internet and Technology

[\(back to t.o.c.\)](#)

With technology becoming an increasingly useful, necessary and prevalent part of the instruction and service provision at Chelmsford Public Schools, we recognize that staff and students will be accessing technology in many ways in the course of their work and instruction. In order to ensure that staff and students use this technology in ways that enhance the learning

experience for students, the Chelmsford Public Schools has assembled, and continues to revise policies and protocols designed to guide the use of technology in classrooms and the workplace:

- [Access to Digital Resources](#)¹
- [Staff Empowered Digital Use Policy](#)¹
- [Policy on Social Media](#)¹
- [Cyberbullying](#)

Translations for Families

[\(back to t.o.c.\)](#)

It is our intent to provide access to information for all Chelmsford Public School families. In an effort to support communication with families whose home language is not English, we will translate documents into their native language and provide an interpreter when necessary. If you have questions or a parent requires assistance, please email Kelly Rogers, Department Coordinator of Reading and ELL ([English Language Learning Department](#)). Depending on the request, it may take up to a week to fulfill.

Employee Rights & Responsibilities

[\(back to t.o.c.\)](#)

All Chelmsford Public School Employees have certain rights and responsibilities. Below we provide you with access to some additional policies that outline these rights and responsibilities. Questions about them can be directed to the Office of Human Resources (978)251-5100 x6939.

- Gifts to and Solicitations by Staff
- [State of MA Conflict of Interest/Ethics training](#)¹
- [CPS summary of conflict of interest law](#)¹
- [CPS Summary of State and Federal Employment Law](#)¹
- [Student Discipline Training](#)²
- [Idea/504 Training](#)²
- [School Ceremonies and Observances – Religious Holidays](#)
- [Press Releases](#)
- [Animals in School](#)
- [Non-Discrimination and Reasonable Accommodation for Pregnant Workers](#)
- [Chelmsford Public Schools Reasonable Accommodations Procedures](#)
- [Employment Rights of Individuals with Disabilities \(MA\)](#)
- [American with Disabilities Act](#)

SECTION V – STAFF CONDUCT

Basic Employment Expectations

[\(back to t.o.c.\)](#)

All employees are expected to demonstrate a professional, cooperative, knowledgeable and courteous demeanor in all interactions with students, parents/guardians, colleagues and members of the community. Work attire should reflect the professional responsibilities of an employee's position, exhibiting concern for safety, hygiene, neatness, cleanliness and projecting positive role models for students enrolled within the Chelmsford Public Schools. At a minimum, it is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner.

Employees are expected to be regular in attendance, arriving on time and adhering to designated starting and ending times for work, breaks, lunch, prep periods, etc. The use of profane language is prohibited and may be cause for disciplinary action. Employees are advised that School Department telephones, supplies, equipment and services (including internet access and fax machines) are for professional use. Excessive personal calls, or use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies, or services including electronic access may result in discipline, up to and including termination.

Standards of Conduct

[\(back to t.o.c.\)](#)

Some rules of conduct are needed in any workplace in order to help everyone work together efficiently, effectively, and harmoniously. Because our mission is to serve the public and because we are empowered with substantial governmental authority to achieve that mission, we must hold ourselves to high standards of quality service and ethical conduct.

By accepting employment with us, you have a responsibility to the public, to the Chelmsford Public Schools and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary to fulfill our mission, responsibilities, and duty to the public. When each person is aware that he or she can fully depend on fellow workers to follow the rules of conduct, then our organization will be a better place to work and a more effective servant of the people.

Meeting Job Expectations

[\(back to t.o.c.\)](#)

In addition to maintaining appropriate standards of conduct, it is the responsibility of employees to fulfill the essential functions of their positions in an acceptable manner. Depending on the position, these measures may be both qualitative and/or quantitative. Job requirements and qualifications are listed on job postings/descriptions. Your supervisor will discuss and clarify the expectations and standards of your position. Employees who are having difficulty meeting job standards should discuss the issue with their supervisor.

In turn, it is the supervisor's responsibility to monitor employee performance and provide counseling, support, and assistance to employees in helping them meet their job expectations.

Ultimately, if employees are unable to meet job requirements, corrective action may include reassignment, transfer, demotion, or other disciplinary action, up to and including termination.

Disciplinary Actions for Unacceptable Activities

[\(back to t.o.c.\)](#)

Generally speaking, we expect each person to act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Your avoidance of these activities will be to your benefit as well as the benefit of the School Department. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your supervisor or Human Resources for an explanation.

We list these standards for the guidance of all employees and supervisors. It is not an exhaustive list. We do not expect anyone to engage in these activities, but we believe everyone is served by our being clear as to what is not acceptable.

[Violations Which May Result in Serious Discipline up to and Including Dismissal. Any Discipline is Subject to Applicable Collective Bargaining Agreements and/or Statutes.](#)

Occurrences of any of the following violations, because of their seriousness, may result in dismissal without prior disciplinary action. This list is not exhaustive:

1. Willful violation of any Chelmsford Public Schools rules; deliberate action that is extreme in nature and is obviously detrimental to the School Department's efforts to provide services effectively and efficiently.
2. Negligence or any careless action which endangers the life or safety of another person or student.
3. Willful violation of security or safety rules or failure to observe safety rules or School Department safety practices; failure to wear required safety equipment; tampering with School Department equipment or safety equipment.
4. Being intoxicated or under the influence of controlled substance drugs while at work; use, possession or sale of any controlled substance or alcohol, in any quantity while on School Department property except for medications prescribed by a physician which do not impair work performance.
5. Unauthorized possession of dangerous weapons, firearms, or explosives on School Department property or while on duty.
6. Engaging in criminal conduct or acts of violence, making threats of violence toward anyone on School Department premises or when representing the School Department; fighting, provoking a fight on School Department property; or damage of property. The School Department regards fighting as a very serious offense. If confronted by another employee or member of the public, we expect you to retreat, and not escalate the situation or retaliate.
7. Insubordination or refusing to obey instructions properly issued by the District /your supervisor pertaining to your work.

8. Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of School Department property, or the property of fellow employees, members of the public, vendors, or visitors in any manner.
9. Theft of School Department property or the property of fellow employees; unauthorized possession or removal of any School Department property (e.g., documents, curriculum, school materials, etc.), from the premises without prior permission from management; unauthorized use of School Department equipment or property for personal reasons; using School Department equipment for profit.
10. Willful falsification or misrepresentation on your application for employment; other work records; sick or personal leave; falsifying the reason for a leave of absence or other information about the School Department or its employees; intentionally and willfully misrepresenting information about the School Department or its employees; failing to tell the truth during the course of a School Department investigation or inquiry; alteration of School Department records or other School Department documents.
11. Violating the privacy of others by releasing confidential or protected information to outside individuals, organizations, or to unauthorized School Department employees; breach of confidentiality of personnel or personal information of another employee on the job.
12. Engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
13. Inappropriate conduct or indecency while on duty or while on School Department property.
14. Violations of the conflict of interest statute, including but not limited to seeking unwarranted gain or exemptions for yourself or others.
15. Threatening, intimidating, harassing or coercing fellow employees, students, or members of the public; interfering with another employee on the job; using obscene or abusive language towards another employee, student or member of the public; threatening or employing physical violence towards another employee, student, or member of the public.
16. Egregious off duty conduct and/or conduct that undermines the confidence of the public in the School Department's capacity to fulfill its functions to the public in a fair, safe, and effective manner.

SECTION VI – CONTRACTUAL AGREEMENTS AND UNAFFILIATED BENEFITS

[\(back to t.o.c.\)](#)

In this section of the Employee Handbook, we aim to provide you with easy access to sections of the various collective bargaining agreements which may be useful to you (Salaries, seniority, transfers, holidays, leaves of absence, attendance, etc.). Until we can provide this topic/specific access to you, below are the links to our collective bargaining agreements and to policies we have approved for unaffiliated (at-will) employees.

- [CBA - Administrators \(2019-2022\)](#)
- [CBA - Building Custodians \(2017 - 2020\)](#)
- [CBA - Food Service Personnel \(2019-2022\)](#)
- [CBA - Professional Support Personnel \(2019-2022\)](#)
- [CBA - Teachers & Nurses \(2019-2022\)](#)
- [Exempt \(Unaffiliated\) employees holidays and benefits](#)

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: May 29, 2020

RE: Student Transportation Program Report & Fees: 2020/21 School Year

I'm writing to provide an update on student transportation, as the district has implemented changes over the past few years with the goal of improving the experience for students and parents.

RIDER INFORMATION

We currently transport approximately 3,385 students using 29 buses daily. Most of the busses make three (3) runs each morning and afternoon, with the high school students on the first run, the middle school students on the second run, and the elementary students on the third run. There are also 8 late day runs three (3) days a week from mid-October to mid-June for students who elect to participate in after school activities. Service time begins at 6:30 a.m. and typically end by 5 p.m.

FEE STRUCTURE

The School Committee is also being asked to approve the bus fee structure for next school year (2020/2021) at the June 2, 2020 school committee meeting, with no changes to the fee structure, but extending the date for the early bird registration period to July 5, 2020 since we did not have registrations in May.

The determination of a fee or no fee to ride the school bus is based on the grade of the student and the mileage between home and school. To summarize:

GRADE	UNDER TWO MILES	OVER TWO MILES
K-6	PAY FEE	NO FEE
7-12	PAY FEE	PAY FEE

REGISTER TO RIDE THE BUS

All students are required to register on-line each year if they would like to ride the bus, even if they do not have to pay a fee. We believe that if all students (parents) take the steps to register, this data will allow us to have a more accurate student rider count, be more efficient and have better on-time performance. The annual registrations are then used to prepare bus route, bus stop and bus pass information. Several Connect Ed messages are sent to families regarding the on-line bus registration process and on-line payment process (still using MCC on-line). The bus registration information is also on the home page and the transportation

page of the Chelmsford Public Schools website. The key reminder is that all students must register to ride the bus, even if there is no fee.

The chart below highlights the bus registrations from the 2019/2020 school year.

Registration Period	Dates	# of Riders
Early Bird	May 1 to June 30	2251
Regular	July 1 to August 1	552
Late	August 1 to August 16	256
	August 17 to September 6	301
	September 7 to January 31	47
Half Year	Feb 1 to present	20

BUS ROUTE AND BUS PASS INFO

We made some changes in FY18, FY19 and FY20. In July of 2017, we hired a full time Transportation Coordinator, Peter Brekalis, to bring many functions related to transportation planning back to the district, rather than having the bus vendor perform these functions. We also purchased bus scheduling software, Transfinder Routefinder Pro, to assist with these functions. We have been actively working to make Transfinder and X2 (our student records database) compatible to have most information available to parents and staff.

Bus routes were created using the registration data which was then entered into our bus software system. The routing process takes into account bus capacity and on-time performance. Below is a summary of the busses for each school.

School	# of Buses	Students	Avg Count
Byam	8	386	49
Center	7	376	54
CHS	24	741	31
Harrington	7	307	44
McCarthy	16	678	43
Parker	13	563	44
South Row	7	334	48

After the routes were created, bus passes were printed and mailed out to each student who had registered. The first set of bus passes were mailed to the home addresses on August 16, 2019. Mailings continued daily as we received new bus registrations. Bus passes for kindergarten students were blue this year and all other student bus passes were peach. The bus pass includes information such as the bus number, bus stop location and pick up and drop off times. This information, by student, is also available in X2 for those who have registered to ride the bus. Plastic bus pass holders are available at the schools for students to receive upon their return to the classrooms.

CHELMSFORD PUBLIC SCHOOLS

SUMMARY

Going forward we plan to build on the progress made in FY20 and continue our processes which include:

- 1) Bus routes and bus stops created in-house and bus passes mailed to homes in mid-August.
- 2) Synovia GPS tracking program provided by the bus company to assist in routing issues.
- 3) On-line bus registration for everyone. All students need to register each year if they would like to ride the bus, even if they do not need to pay a fee. Prior to FY18, on-line registration for students in grades K-6 who lived over two miles from the school (no fee) was not required to register. This process limited the accuracy of the student rider count. We believe that if all students take the steps to register, this data will allow us to be more efficient and have better on time performance.
- 4) Feedback, complaints and concerns are handled in-house and the transportation coordinator continues to work directly with the bus company to resolve issues. While school leadership and staff do assist students, an effort has been made to streamline communication and resolution of complaints or concerns through the Transportation Coordinator who works directly with parents and staff.
- 5) Since school starts September 1 this upcoming school year, the initial route creation will begin in mid-July. After the routes are created, the bus drivers begin driving the routes so the drivers are prepared in advance of the first day of school. Registrations received in August and later will be processed and students will be assigned to existing bus stops for the start of the school year. Additional bus stops and/or route reconfigurations required as a result of late registrations are evaluated on an individual basis.

Thank you for the opportunity to provide this update.

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: May 29, 2020

RE: Transportation Fees: 2020/2021 School Year

Each year the school committee votes to establish fees for student transportation. The current student transportation fee structure consists of a \$ 200.00 annual transportation fee per student with a \$ 500.00 family cap. In previous years, a \$ 25.00 “early bird” discount has been authorized for registrations received between May 1 and June 30 preceding the school year when transportation services are sought. During the “early bird” registration period, a \$ 400.00 family cap is provided. Further, a \$ 25.00 late fee is assessed for registrations received after August 1th preceding the school year when transportation services are sought. Finally, a half year registration fee of \$100 applies for registrations after February 1.

I recommend one change to the dates associated with the fee structure this year. This change would extend the date for the Early Bird Registration to July 5 to provide families a little extra time since we did not have registration in May. These dates are to encourage families to register in advance of the start of school.

I recommend the school committee adopt the fee structure noted below for the 2020/2021 school year and vote to establish the regular, early, late and half year registration rates as follows:

<u>Early Registration Period</u>	June 1, 2020 – July 5, 2020
Per Student Fee	\$175.00
Maximum Family Cap:	\$400.00

<u>Regular Registration Period</u>	July 6, 2020 – July 31, 2020
Per Student Fee	\$200.00
Maximum Family Cap:	\$500.00

<u>Late Registration Period</u>	August 1, 2020 – January 31, 2021
Per Student Fee	\$225.00
Maximum Family Cap:	\$500.00

<u>Half Year Registration Period</u>	February 1, 2021 –
Per Student Fee	\$100.00
Maximum Family Cap:	\$500.00

2020-2021 BUS TRANSPORTATION



ALL STUDENTS MUST REGISTER ON-LINE

It's time to register on-line to ride the bus for the 2020/2021 school year using MCC eSchool. Please view the Chelmsford Public Schools (CPS) website, click the PARENT TAB, and scroll down to REGISTER AND PAY ONLINE. A student ID number is required to register.

EARLY BIRD DISCOUNT UNTIL JULY 5

Chelmsford Public Schools offers a discount of \$ 25.00 off of the regular bus fee of \$200.00 per rider if purchased from June thru July 5, 2020. The family cap for this early purchase is \$400.00.

JULY 6 TO JULY 31

Beginning July 6 thru July 31, 2020, the regular bus fee is \$200.00 per rider with a family cap of \$500.00.

AUGUST 1 to JANUARY 31

Beginning August 1, 2020 thru January 31, 2021, the late registration bus fee is \$225.00 per rider with a family cap of \$500.00.

FEBRUARY 1

Beginning February 1, 2021, a half year registration bus fee is \$100.00 per rider with a family cap of \$500.00.

ALL RIDERS MUST REGISTER, EVEN IF THERE IS NO FEE

All current CPS students and incoming (registered) new students are required to register and pay on-line using MCC eSchool for both registration and payment. Since all registrations are on-line and linked to the on-line payment, payments by personal check or cash are not accepted.

New incoming students to the district may have a short delay from the initial registration visit to receiving a student ID number. New incoming students will receive an e-mail containing their student ID from CPS, which is required to register for the bus. This student ID number is used for other interfaces with the district as well.

All students are required to register every year if they would like to ride the bus, even if they do not need to pay a fee. If all students register to ride the bus, the district has more accurate student/rider data, therefore bus routes may be established with better efficiency and on-time performance.

The determination of a fee or no fee is based on the grade of the student and the mileage between home and school. To summarize:

GRADE	UNDER TWO MILES	OVER TWO MILES
K-6	PAY FEE	NO FEE
7-12	PAY FEE	PAY FEE

Initial bus route creation will be based on student registrations received as of July 31, 2020. Students who register to ride the bus on or before July 31, 2020 will have their bus pass mailed to their home address on Friday August 14, 2020. The bus pass will contain the assigned bus number, bus stop location, and estimated pick-up/drop-off time. Students who register late to ride the bus on August 1, 2020 through August 21, 2020 will be assigned an existing bus stop location based upon the initial bus routes created. Additional bus stops may be added and bus routes may be updated based upon late registrations received, however the initial bus routes for the 2020/21 school year will be in effect from the start of the school year through mid-September. In the event bus routes are to be changed due to additional stops being added, prior notice shall be provided to families through an e-mail communication and updated route information posted to X2. Students who register after August 21, 2020 will be assigned an existing bus stop location based upon the bus routes created. The review of bus routes for efficiency, including adding/removing bus stop locations is ongoing throughout the school year. If and when modifications to existing routes are made, prior notice of route adjustments shall be provided to families through an e-mail communication and updated route information posted to X2.

A student may also be eligible to have their bus fee waived if they are approved by the state for free and reduced lunch (financial hardship on the MCC registration form). If you feel you may be eligible for a fee waiver, please register for the bus using the “seeking financial assistance” box for each student in the on-line bus registration. Once approved by the state, please provide the award letter (to the e-mail address below) to receive a bus pass. If not approved by the state, the bus fee will be the current rate at the time of the notification to the CPS Transportation Coordinator.

Any student that will be using an alternate address from the home address (such as a daycare address) **must** e-mail CPS transportation at the e-mail address below. As with prior years, alternate addresses must be for five (5) days per week. This information must be supplied every year. All student addresses are reset to the home address every school year.

Please contact Peter Brekalis, CPS Transportation Coordinator, at brekalisp@chelmsford.k12.ma.us or (978) 251-5100 x6942. Additional information may also be viewed in the frequently asked questions section of the CPS website. To access the website click the DISTRICT TAB, and scroll down to TRANSPORTATION. Please call MCC directly at (508) 460-6000 for assistance if you encounter trouble processing your on-line registration using the MCC eSchool product.

ALL BUS PASSES WILL BE MAILED HOME IN AUGUST BEFORE SCHOOL BEGINS

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: May 31, 2020
Re: Preliminary Kindergarten Enrollment: 2020/21 School Year

Last week we held our second session of Kindergarten registration for the 2020/21 school year. Attached is a summary of activity since our January registration session. While parents may still come to the CPS central administration offices and register incoming students for the fall, we have historically based the number of classes staffed on the spring registration information. Before making a recommendation on the number of Kindergarten classroom sections at each school, I would like to reach out to each of the families that have enrolled and verify they still plan to send their children to school in the fall if schools re-open. I plan to prepare a brief survey/questionnaire this week and will report back my findings at an upcoming school committee meeting with recommended staffing levels at each school for the start of the 2020/21 school year.

FY21 KINDERGARTEN & GRADE ONE ENROLLMENTS

5/28/2020

	BYAM	CENTER	HARRINGTON	SOUTH ROW	
January 2020 Kindergarten Registration	48	59	39	50	196
Walk-In's (Feb, March, April)	5	4	3	5	17
May 2020 Kindergarten Registration	13	5	12	9	39
Walk-In's (June to Present)					
Differential - CHIPS	19	22	32	11	84
TOTAL KINDERGARTEN # in X2	85	90	86	75	336

GRADE ONE					
January 2020 Kindergarten Registration			1		
April 2020 Kindergarten Registration					
Walk-In's; (April to Present)		1			

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: May 31, 2020
Re: Superintendent's Recommended FY2021 Revised Budget

As you are aware and as was presented at the Tri-Board Meeting on May 21, 2020, Town Manager Cohen is recommending the Town (town and school departments) adjust the previously planned FY2021 local operating budget to be presented to town meeting representatives on Monday June 22, 2020. The downward adjustment assumes a decline in local receipts and a 20% reduction in local aid to Chelmsford from the Commonwealth in the FY21 budget appropriation. State revenue projections will fall short of estimates from this past winter when the state budget was being developed, pre-COVID-19 pandemic.

The chart below illustrates the original planned and revised FY21 budget figures for the Chelmsford Public Schools. We were planning for, I presented, and the school committee approved, a \$ 2 million increase over the appropriated FY20 local operating budget in FY21, which represented a 3.28% increase in the Chelmsford Public Schools local operating budget. The revised FY21 budget of \$ 61,667,000 represents a \$ 1.3 million, or 2.19% reduction from our original planning as illustrated below.

Chelmsford Public Schools	FY20 Approved Budget	FY21 Original Budget	% Increase
	\$ 61,000,000	\$ 63,000,000	3.28%
		FY21 Revised Budget	
	\$ 61,000,000	\$ 61,667,000	1.09%
	Reduction:	\$ 1,333,000	2.19%

To accomplish this budget reduction and maintain the integrity of the programs, services and staffing originally planned for FY21, I make the following recommendations to bring the FY21 local operating budget of the Chelmsford Public Schools in-line with Town Manager Cohen’s recommendation:

\$ 1,333,000.00	Required FY21 budget reduction.
\$ 250,000.00	Reduce the FY21 curriculum adoption line item as the elementary literacy purchase was made with FY20 surplus local operating budget funds.
\$ 120,928.25	Pay current employee separation costs previously budgeted in FY21 with FY20 surplus local operating budget funds.
\$ 962,071.75	Reduce the FY21 out-of-district student tuition account and pre-pay these expenses with FY20 surplus local operating budget funds as a result of savings from regular and special education student transportation as a result of the school closure and non-performance of service.
\$ -	Balance

I look forward to having a conversation and discussion of these recommendations at our regular school committee meeting on Tuesday June 2, 2020. If the Committee members agree with these recommendations, I will incorporate them into a FY21 revised budget document and present it formally at the June 16, 2020 regular school committee meeting for approval and Town Meeting to be held on Monday June 22, 2020.

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: May 29, 2020

RE: Recommended FY2020 Budget Transfers: Retirement Incentives and Prepaid Tuitions

I am writing to request two (2) budget transfer in FY2020 and request the school committee authorize the prepayment of FY2021 tuitions.

The first budget transfer request is shifting budget funds from the student transportation account to the retirement incentive account. The transportation budget category is favorable since we did not incur student transportation costs for sixty-two (62) school days due to the school closure in mid-March and implementation of remote learning. These budgeted funds would be allocated to pay the retirement incentive in June 2020 (rather than July 2020) for those employees that are retiring at the end of this school year. This transfer will result in a reduction in the FY2021 budget in the retirement incentive category.

Some employees who are retiring elected to receive the incentive payment in January 2021, so those dollar amounts are not reflected in this figure and will remain in the FY2021 budget.

From DESE Code		To			Amount
1330	Transportation	15150000	51140	Employee Separation Costs	120,928.25

Suggested Motion:

I recommend the school committee vote to approve the FY2020 local operating budget transfer of \$120,928.25 from the Transportation Category to the Employee Separation Costs Category as referenced.

The second budget transfer is shifting budget funds from the transportation accounts to the prepaid special education out-of-district student tuitions category. Districts may pre-pay tuition crossing fiscal years in accordance with M.G.L. c.71, section 71D and M.G.L. c.40 – section 4E. I have included attachments for reference of these two Massachusetts General Laws. This step will result in a budget reduction of the FY2021 out-of-district student tuitions category. The amount of the transfer will need to be at least \$ 963,000 in order to have the FY2021 budget meet the target reduction presented by the Town Manager, however I recommend we write this budget transfer as an “up to” amount of \$ 1,100,000 should we find other favorable variances in FY2020 and would like to use those funds for pre-paid special education tuitions.

From DESE Code		To			Amount
1330	Transportation	New Acct		Prepaid Tuitions	1,100,000

I recommend two motions, one for the authorization of prepayment of tuitions and one for the budget transfer.

Suggested Motion:

I recommend the school committee authorize the prepayment of FY2021 tuitions in accordance with MGL Chapter 71, Section 71D, and MGL Chapter 40, Section 4E.

Suggested Motion:

I recommend the school committee vote to approve the FY2020 local operating budget transfer of up to \$ 1,100,000 from the Transportation Category to the Prepaid Tuitions Category as referenced.

Part I ADMINISTRATION OF THE GOVERNMENT

Title XII EDUCATION

Chapter 71 PUBLIC SCHOOLS

Section 71D PREPAYMENT OF TUITION TO PRIVATE SCHOOLS OR
PROGRAM SOURCES

Section 71D. A school committee of any city, town, or regional school district may authorize the prepayment of tuition for a period not exceeding three months to any approved private school or approved program source which a student is attending under the provisions of chapter seventy-one B, and the city, town or regional school district treasurer shall be required to approve and pay such monies in accordance with the authorization of the school committee.

Part I ADMINISTRATION OF THE GOVERNMENT

Title VII CITIES, TOWNS AND DISTRICTS

Chapter 40 POWERS AND DUTIES OF CITIES AND TOWNS

Section 4E EDUCATION COLLABORATIVES

Section 4E. (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meanings:—

"Charter school", commonwealth charter schools and Horace Mann charter schools unless specifically stated otherwise.

"Charter school board", the board of trustees of a charter school established under section 89 of chapter 71.

"Commissioner", the commissioner of elementary and secondary education.

"Department", the department of elementary and secondary education.

"District", or "school district", the school department of a city, town, regional school district or county agricultural school.

"Related for-profit or non-profit organization", a for-profit or non-profit organization established under the laws of the commonwealth or any other state: (i) that, on average over a 3-year period, receives more than 50 per cent of its funding from 1 or more education collaboratives; or (ii) a primary purpose of which is to benefit or further the purposes of an education collaborative and which engages in business transactions or business arrangements, including pledges or assignments of collateral and loan guarantees or other contracts of suretyship, with the education collaborative.

"Superintendent", the superintendent of the district.

(b) Two or more school committees of cities, towns and regional school districts and boards of trustees of charter schools may enter into a written agreement to provide shared programs and services, including instructional, administrative, facility, community or any other services; provided that a primary purpose of such programs and services shall be to complement the educational programs of member school committees and charter schools in a cost-effective manner. The association of school committees and charter school boards which is formed to deliver the programs and services shall be known as an education collaborative.

(c) The education collaborative shall be managed by a board of directors which shall be comprised of 1 person appointed annually by each member school committee or member charter school board. All appointed persons shall be either a school committee

member, the superintendent of schools or a member of the charter school board. The commissioner shall appoint an individual to serve as a liaison from the department of elementary and secondary education to the education collaborative board of directors; provided that, to the extent feasible, the commissioner shall appoint an individual who has expertise in 1 or more of the following areas: educational programming and services, finance, budgeting and management oversight. Each member of the board of directors shall be entitled to a vote. No member of the board of directors shall receive an additional salary or stipend for their service as a board member. No member of the board of directors of an education collaborative shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization. The board of directors shall elect a chairperson from its members and provide for such other officers as it may determine are necessary, and may establish advisory committees as desired. Each collaborative board shall meet not fewer than 6 times annually. Each member of the board of directors shall be responsible for providing information and updates on the activities of the collaborative on a quarterly basis to the member's appointing school committee or charter school board at an open meeting.

Each collaborative board member shall complete training provided by the department on the roles and responsibilities of the member's office within 60 days of the member's appointment. Said training shall include, but not be limited to, a review of the open

meeting law, public records law, conflict of interest law, special education law, the budgetary process and the fiduciary and management oversight responsibilities of board members. The department shall develop the training with input from relevant stakeholders and shall promulgate regulations relative to the certification of completion of said training.

The written agreement which shall form the basis of the education collaborative shall set forth the following: (1) the mission, purpose and focus of the collaborative; (2) the program or service to be offered by the collaborative; (3) the financial terms and conditions of membership of the education collaborative, including a limit on the amount of cumulative surplus revenue that may be held by the collaborative at the end of a fiscal year; (4) the detailed procedure for the preparation and adoption of an annual budget; (5) the method of termination of the education collaborative and of the withdrawal of member school committees and charter school boards; (6) the procedure for admitting new members and for amending the collaborative agreement; (7) the powers and duties of the board of directors of the education collaborative to operate and manage the education collaborative; and (8) any other matter not incompatible with law which the member school committees and charter school boards consider advisable. No agreement or subsequent amendments shall take effect unless approved by the member school committees and member charter school boards and by the board of elementary and secondary education upon the recommendation of the commissioner. A member school

committee or member charter school board shall not delegate the authority to approve amendments to the collaborative agreement to any other person or entity. Each education collaborative, each member school committee or member charter school board and the department shall maintain a copy of the collaborative agreement, including any amendments to the agreement.

The board of directors of the education collaborative shall establish and manage a fund, to be known as an education collaborative fund, and each such fund shall be designated by an appropriate name. All monies contributed by the member cities or towns and charter schools and all grants or gifts from the federal government, state government, charitable foundations, private corporations or any other source shall be paid to the board of directors of the education collaborative and deposited in the fund.

The board of directors of the education collaborative shall appoint a treasurer who may be a treasurer of a city, town or regional school district belonging to the collaborative. The treasurer may, subject to the direction of the board of directors of the education collaborative, receive and disburse all money belonging to the collaborative without further appropriation. The treasurer shall give bond annually for the faithful performance of duties as collaborative treasurer in a form approved by the department of revenue and in a sum not less than the amount established by said department as shall be fixed by the board of directors of the education collaborative. The board of directors of the education collaborative may pay reasonable compensation to the treasurer

for services rendered. No member of the board of directors or other employee of the education collaborative shall be eligible to serve concurrently as treasurer of the collaborative.

The treasurer of the education collaborative board of directors may make appropriate investments of the money of the collaborative consistent with section 55B of chapter 44. A business manager or employee of the education collaborative with responsibilities similar to those of a town accountant shall be subject to section 52 of chapter 41 and shall not be eligible to hold the office of treasurer of the collaborative.

The board of directors of an education collaborative may borrow money, enter into long-term or short-term loan agreements or mortgages and apply for state, federal or corporate grants or contracts to obtain funds necessary to carry out the purpose for which such collaborative is established; provided, however, that the board of directors has determined that any borrowing, loan or mortgage is cost-effective and in the best interest of the collaborative and its member cities or towns and charter schools. The borrowing, loans or mortgages shall be consistent with the written agreement of the education collaborative and shall be consistent with standard lending practices. The board of directors of an education collaborative shall notify each member school committee and charter school board within 30 calendar days of applying for real estate mortgages.

(d) Each education collaborative shall adopt and maintain a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the commissioner of elementary and secondary education and the commissioner of revenue, in consultation with the state auditor. Each collaborative shall maintain books of original entry, general and subsidiary ledgers, related accounting records and as appropriate, memorandum records, work sheets, supporting cost allocations and computations, payroll and expenditure warrants, written contracts, staff logs, appointment books, evidence of teaching credentials or approval by programs, teaching schedules, canceled checks and paid invoices. The department, the state auditor and the department of revenue may review or audit any part of an education collaborative's records to ascertain whether the student, personnel and financial data reported by a collaborative are accurate, to ensure that the collaborative is complying with the applicable laws and regulations and to determine whether the collaborative is maintaining effective controls over revenues, expenditures, assets and liabilities. The department may enter into an interdepartmental service agreement with the operational services division to assist in reviewing collaborative finances.

Each board of directors of an education collaborative shall annually prepare financial statements, including: (1) a statement of net assets; (2) a statement of revenues, expenditures and changes

in net assets; and (3) such supplemental statements and schedules as may be required by regulation. Each board of directors of an education collaborative shall annually cause an independent audit to be made of its financial statements consistent with generally accepted governmental auditing standards and shall discuss and vote to accept the audit report at an open meeting of the board. Each board of directors shall file such audit report and any related management letters annually on or before January 1 for the previous fiscal year with the department and the state auditor, and shall transmit a copy of such audit report and any related management letters to each member school committee and charter school board. The purchase by a government unit of social service programs, as defined in section 22N of chapter 7, from a collaborative, shall also require the collaborative to adhere to the uniform system of financial accounting, allocation, reporting and auditing requirements of the bureau of purchased services of the operational services division, in accordance with the requirements of said section 22N of said chapter 7.

The audited financial statements, accompanying notes and supplemental schedules shall disclose: (1) transactions between the education collaborative and any related for-profit or non-profit organization; (2) transactions or contracts related to the purchase, sale, rental or lease of real property; (3) the names, duties and total compensation of the 5 most highly compensated employees; (4) the amounts expended on administration and overhead; (5) any accounts held by the collaborative that may be spent at the

discretion of another person or entity; (6) the amounts expended on services for individuals age 22 and older; and (7) any other items as may be required by regulation.

The department shall also be responsible for making information from the audits publicly available online, in human readable and machine readable formats; provided, however, that the department may designate the state agency with whom the department enters into an interdepartmental service agreement as the party responsible for making such information publicly available online.

(e) Each education collaborative shall submit an annual report, on or before January 1 for the previous fiscal year, to the commissioner, to each member school committee and to each member charter school board. The annual report shall be in such form as may be prescribed by the board of elementary and secondary education and shall include, but not be limited to: (1) information on the programs and services provided by the education collaborative, including discussion of the cost-effectiveness of such programs and services and progress made towards achieving the objectives and purposes set forth in the collaborative agreement; and (2) audited financial statements and the independent auditor's report, as described in subsection (d). Each education collaborative shall publish such annual report on its internet website and shall provide a printed hard copy of the most recent annual report to members of the public upon request.

(f) The board of directors of the education collaborative may employ an executive director who shall serve under the general direction of the board and who shall be responsible for the care and supervision of the education collaborative. Said executive director shall not serve as a board member, officer or employee of any related for-profit or non-profit organization.

The board of directors of the education collaborative shall be considered to be a public employer and may employ personnel, including teachers, to carry out the purposes and functions of the education collaborative. No person shall be eligible for employment by the education collaborative as an instructor of children with severe special needs, teacher of children with special needs, teacher, guidance counselor, school psychologist, adjustment counselor, social worker, library media specialist, principal, supervisor, director, administrator of special education, assistant superintendent of schools or superintendent of schools unless the person has been granted a certificate by the commissioner under said section 38G of said chapter 71 or an approval under the regulations promulgated by the board of elementary and secondary education under chapter 74 with respect to the type of position for which the person seeks employment; provided, however, that nothing in this subsection shall be construed to prevent a board of directors of an education collaborative from prescribing additional qualifications. The board of the directors of an education collaborative shall appoint 1 or more registered nurses, subject to certification as a school nurse

under said section 38G of said chapter 71, and shall provide such school nurse with all proper facilities for the performance of the school nurse's duties. The education collaborative shall consider and meet the staffing level required to address the specific health care needs of the students enrolled in the education collaborative. A board of directors of an education collaborative may, upon its request, be exempted by the commissioner for any 1 school year from the requirements of this section to employ certified or approved personnel when compliance with this subsection would in the opinion of the commissioner constitute a great hardship. No employee of an education collaborative shall be employed at any related for-profit or non-profit organization.

(g) The trustee, trustees or governing board of any related for-profit or non-profit organization shall file a copy of the annual written report for the preceding fiscal year as required under section 8F of chapter 12, including all attachments and schedules, with the commissioner within 10 days of filing said report with the attorney general; provided that any related for-profit or non-profit organization not required to submit a complete audited financial statement under section 8F of chapter 12 shall file a copy of said statement with the commissioner on or before January 1 for the preceding fiscal year. The audited financial statement shall be prepared and examined by an independent certified public accountant in accordance with generally accepted auditing standards for the purpose of expressing an opinion on the audited financial statement.

(h) The education collaborative shall be considered to be a public entity and shall have standing to sue and be sued to the same extent as a city, town or regional school district. An education collaborative, acting through its board of directors, may, subject to chapter 30B, enter into contracts for the purchase of supplies, materials and services and for the purchase or leasing of land, buildings and equipment as considered necessary by the board of directors.

A school committee of a city, town or regional school district or charter school board may authorize the prepayment of monies for an educational program or service of the education collaborative to the treasurer of an education collaborative, and the city, town or regional school district or charter school treasurer shall be required to approve and pay the monies in accordance with the authorization of such school committee or charter school board.

(i) Each education collaborative shall establish and maintain an internet website that allows the public at no cost to search for and obtain: (1) a list of the members of the board of directors of the education collaborative; (2) copies of the minutes of open meetings held by the board of directors, which shall be posted within 30 days after the board has approved such minutes; (3) a copy of the written agreement and any subsequent amendments to the agreement; and (4) a copy of the annual report required under subsection (e).

(j) The department shall annually furnish a supplemental report on the Massachusetts Comprehensive Assessment System performance results of students served by each education collaborative.

(k) The department shall, at least once every 6 years, review and evaluate the programs and services provided by each education collaborative. Such review shall, at a minimum, assess compliance with the written agreement and any conditions imposed by the board of elementary and secondary education, and with the requirements of this section and any other applicable state and federal laws and regulations.

(l) Upon receipt of information regarding an education collaborative which, in the opinion of the commissioner, indicates the presence of circumstances at the collaborative that impede its viability or demonstrate deficiencies in programmatic quality or significant malfeasance, financial or otherwise, by any board member or employee of the collaborative, the commissioner may place such collaborative on probationary status to allow the implementation of a remedial plan. If such plan is unsuccessful, the commissioner may direct school districts and charter schools to withhold payments of public funds to the collaborative, and may, in consultation with the secretary of administration and finance, withhold state funds being directed to the collaborative; provided, further, that the board of elementary and secondary education may suspend or revoke for cause the written agreement of an education collaborative upon the recommendation of the

commissioner. Any withholding of funds that occurs under this paragraph shall conclude when the commissioner finds and communicates in writing to the member school committees and member charter school boards that sufficient corrective actions are being taken by the collaborative to address the concerns that resulted in the withholding of funds.

(m) The board of elementary and secondary education shall promulgate, amend and rescind rules and regulations as may be necessary to carry out this section. At a minimum, the board shall promulgate regulations which prescribe (1) requirements and standards for the amount of cumulative surplus revenue that may be held by an education collaborative at the end of a fiscal year and (2) requirements and guidelines for administrative proceedings conducted under subsection (l).

[Subsection (n) added by 2018, 437, Sec. 4 effective April 10, 2020. See 2018, 437, Sec. 7.]

(n) Education collaboratives shall be organized into no more than 6 regions established by the board of elementary and secondary education, in consultation with the Massachusetts Organization of Educational Collaboratives. One collaborative from each region shall be designated by majority vote of the member collaboratives as a regional liaison for a period of 3 years. Each regional liaison shall: (1) identify regional needs and priorities for educational services; (2) develop policies to coordinate the delivery of services to school districts in a manner that responds to regional needs and

priorities; and (3) work in partnership with the department of elementary and secondary education and other regional entities, including but not limited to, district and school assistance centers, readiness centers, and workforce investment boards, to coordinate the dissemination of information and support to districts. The department shall, subject to appropriation, provide grants to regional liaisons to support their planning and coordination activities.

(o) The board of elementary and secondary education may designate a lead collaborative in each region to provide support for the implementation of initiatives consistent with the provisions of this chapter and accept proposals for such designation under procedures adopted by the board.

(p) The department shall promote the use of education collaboratives as providers of educational services and programs for local school districts, when appropriate, and shall include consideration of grant applications that include the use of education collaboratives for the purpose of procuring services and programs. The department may designate educational collaboratives as eligible recipients for any applicable federal or state grants to cities, towns, and regional school districts for educational programs.

(q) An education collaborative formed pursuant to this section may provide services to developmentally disabled individuals over the age of 22, upon approval from the board of directors and the

secretary of the executive office of health and human services and shall be subject to the programmatic rules and regulations of the relevant agency.

**Valley Collaborative
FY 21 Board Member Appointment**

Dr. Jay Lang was appointed to the Valley Collaborative Board of Directors
(Board Member Name)

on June 2, 2020 by the Chelmsford School Committee for the term from July 1, 2020 – June 30, 2021.
(date of appointment) (School Committee)

Respectfully Submitted,

Dennis F. King, II
Chelmsford School Committee Chairperson