



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 August 21, 2018 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

PUBLIC COMMENTS

GOOD NEWS

NEW BUSINESS

1. Presentation: Options Based (ALICE) Response Protocol
2. Public Input at School Committee Meetings/Public Forums
3. Strategic Plan Update – Year 1: 2017/2018
4. 2017/18 Superintendent's Evaluation
5. McCarthy/Parker/CHS Student Activity Fee Structure
6. Policy/Procedure for Naming Facilities
7. Updates: Ongoing Projects
8. Personnel Report – July 2018
9. Review and Approval of School Committee Policies

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

ADJOURNMENT

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 8, 2016
Re: Presentation: Options Based (ALICE) Response Protocol

I have invited members of the district's options based (ALICE) response team and police Chief Spinney and members of his command staff to join us Tuesday evening for a brief presentation/discussion on the district's move to an options based response protocol in certain emergency response scenarios. I have attached a copy of the PowerPoint that will be reviewed that evening. A short video that was produced with the assistance of Tom Peterson and Chelmsford Telemedia this summer will also be shared at the meeting.

ALICE

Safety Protocol

PASSIVE TO PROACTIVE RESPONSE

ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE

Chelmsford Public Schools

What is ALICE?

ALICE provides preparation and a plan for individuals and organizations on how to proactively handle the threat of an aggressor or intruder.

- Proactive - options based approach to active intruder situations
- Provides additional options beyond traditional lockdown
- Assumes every event is not the same
- ALICE is not sequential
- Increases odds of survival
- Research based

ALERT = Initial Awareness

- Alert is your first notification of a threat
- Received through sensory input
- Examples - running, loud noises, text, emergency notification

LOCKDOWN (Lockdown +)

- Enhanced lockdown (differs from traditional lockdown)

Why teach enhanced lockdown:

- Proactive strategy (no longer sitting and waiting)
- Fortifying the location to stop or slow entry
- Use of environmental items to deter: desks, chairs

INFORM - What, Where, When, Who

Pass on real time information through:

- PA System
- Phones
- Texts
- Radios

COUNTER - interference

What is Counter?

It is **not**: Fighting

It **is**:

- Taking back control
- Age appropriate
- Personal choice

Interruption tools: noise, movement, distractions

EVACUATE

Having the option to flee the location based on information received

Why evacuate?

- Removes as many potential targets
- Moving away from aggressor
- Permission to run, especially outside
- Evacuate to a rally point

Chelmsford Public Schools

Timeline for Implementation

- **October 2017:** ALICE exploration committee formed
- **April 2018:** 20 CPS staff trained as ALICE Certified Instructors along with 10 members of CPD/CFD
- **June-August 2018:** Staff participate in online eLearning Training
- **September 2018:** Community Outreach
- **September 2018:** Staff PD day - ALICE drills/scenarios in collaboration with CPD/CFD
- **September-January 2019:** Continued Staff PD, Train students, conduct safety drills

ALICE

- View ALICE video
- Questions and Answer session

CHELMSFORD PUBLIC SCHOOLS

Dr. Linda J. Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: August 21, 2018

RE: Strategic Plan – 2017-2018 School Year

Attached you will find a narrative update for the 2017-2018 Strategic Plan Goals. The update includes the objectives, initiative and action items for each of the three goals. The cover incorporates the Strategic Plan Overview document that provides a snapshot of the global plan for the three years.

Please feel free to reach out to me if you have any questions.

CHELMSFORD PUBLIC SCHOOLS STRATEGIC PLAN 2017-2020

Mission: The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who PERSEVERE through challenges, demonstrate RESPECT and INTEGRITY in their words and actions, are DEDICATED to their community, and display EMPATHY as global citizens while discovering and pursuing their full potential.

Vision: The vision of the Chelmsford Public Schools is to provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. We work from a rigorous curriculum that is aligned with state standards using multiple forms of data to inform innovative approaches to teaching. Our students' 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. It is our responsibility that every student feels safe, cared for, appropriately challenged, and supported in our schools. Our students' successes are celebrated within and across schools as well as throughout the broader community. Parents and the Chelmsford community are connected to the daily life of our schools through consistent, multidirectional 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, our students contribute to the Chelmsford community as self-directed, creative, and well-rounded learners who are ready to become the innovative leaders of tomorrow.

Our Values:

- 👉 Academic Achievement for All Students
- 👉 Positive and Supportive School Cultures
- 👉 Excellence and Professionalism in Teaching
- 👉 Supportive and Stable Relationships
- 👉 Strong Fiscal and Facility Support

Strategic Objectives and Initiatives

① Every Student Achieving Academically	② Every Student Supported in a Positive, Prosocial Learning Environment	③ Aligned Financial and Facility Resources in Support of the Strategic Plan
<p>Theory of Action: By establishing a comprehensive tiered system of support that addresses the academic needs of all students and provides multiple access points to learning, we ensure that every student achieves to his/her full potential.</p>	<p>Theory of Action: By establishing a comprehensive tiered system of support that promotes our PRIDE norms, values, and expectations, we ensure that students' social and emotional learning needs are addressed and that all members of the school community feel engaged, respected, and safe.</p>	<p>Theory of Action: By developing an aligned sustainable financial foundation that supports the resource needs of the district, we ensure that students, families, and educators are supported and growing.</p>
<ul style="list-style-type: none"> • Initiative #1: Ensure an aligned, consistent, rigorous comprehensive curriculum • Initiative #2: Identify and consistently implement effective Tier I instructional practices • Initiative #3: Establish systems for data-informed instructional practices 	<ul style="list-style-type: none"> • Initiative #1: Establish district level commitment to and support for the effective implementation of tiered systems and practices • Initiative #2: Establish systems for data-informed decisions to best monitor and support students' social, emotional, and behavioral needs. • Initiative #3: Ensure local capacity for implementation by providing technical assistance. • Implement effective systems and practices across schools 	<ul style="list-style-type: none"> • Initiative #1: Align building conditions with the Comprehensive Facilities Assessment • Initiative #2: Monitor NESDEC Projections to maintain equitable class size for instruction • Initiative #3: Establish a Facilities Master Plan supported by the Town of Chelmsford revenue to align with MSBA funding

Perseverance • Respect • Integrity • Determination • Empathy

Objective I - Every Student Achieving Academically

Initiative #1: Ensure aligned, consistent, rigorous curriculum

Item #1.1 - Prepare students for achieving in Next Generation Science Standards

Action Items:

- Complete alignment process and final mapping K-12
- Begin implementation of FOSS curriculum adoption for grades K-4 in **Physical Science**
- Begin FOSS curriculum adoption for grade 5 in **Physical and Life Science**
- Review DESE guidance documents and make any curricula adjustments as needed
- Begin reviewing and gaining literacies around embedded literacy skills (thematic teaching) into science/social studies blocks

Narrative Update:

All grade levels and departments have completed the review of all pacing guides/syllabi for science and are in the process of alignment for the new content.

The district has offered in-service workshops for the implementation and adoption of the FOSS Science curriculum for Grades K-5. Professional development will continue throughout the school year on content days, as designated on the professional development calendar. Additionally, grade level teachers worked with the curriculum coordinators and coaches, to begin the work of embedding non-fiction science and social students content into the literacy block.

Grade 6 will begin their piolet in the upcoming school year. Grades 7-12 will continue with their current alignment as they work with the new standards and testing. The adoption process will be an on-going goal for science.

Item #1.2: Review of all pacing and syllabi at all levels for instructional adjustments

Action Items:

- Meet with individual departments and grades to review, revise, and update documents
- Post all pacing and syllabi in district generated spot for access
- Adjustment and expand district Program of Studies as needed
- Create consistency around the practice of homework and assignments at the secondary level
- Refine and update 5-year curriculum adoption cycle
- Utilize district coaches to implement and model lessons for all standards

Narrative Update:

Similar to the science alignment, all departments are reviewing and refining their pacing guides/syllabi to meet new standards and to keep current coursework for students. The district is moving to a full *Google* platform and *Team Drives* are created to store all guides and syllabi in one spot for access.

Our high school Program of Studies has been expanded to include dual enrollment classes in science, mathematics, social studies, and computer science.

The action steps of homework alignment needs to continue as other goals and tasks took precedence during the school year.

There is a completed curriculum adoption chart that is being implemented. All curriculum adoptions have been fully funded with professional development supporting the new materials.

The district math/science and writing coaches continue to be utilized in the classroom and provide professional development for teachers.

Initiative # 2: Identify and consistently implement effective Tier 1 instructional practices (pedagogy)

Item #2.1: Establish documents and models/exemplars to guide schools' efforts to implement T1 practices.

Action Items:

- Identify and agree to a set of school-wide instructional expectations and pedagogy that are Defined and taught
- Create procedures for establishing classroom expectations and instructional routines at Tier I that are consistent with school-wide pedagogy
- Identify procedures to allow Tier I Universal Design for Learning lesson planning to provide multiple means of representation, engagement, and expression

Narrative Update:

The district follows the accommodations that are identified in our District Curriculum Accommodation Plan (DCAP). These accommodations allow the flexibility for teachers to make adjustments, and to meet the individual needs of students. Additionally, the district implements the Universal Design for Learning (UDL) guidelines. We offered both a graduate course and 15 PDP module for teachers to access and implement the guidelines in the classroom. Our administrative team was trained in the guidelines and will continue with additional literacies in the area of UDL.

An administrative team of department coordinators have been identified as the Learning Walk Team along with various administrator participating. The schedule and sign up was shared and we used the protocols based on the book Instructional Rounds by Elizabeth City, Richard Elmore, Sarah Fiarman, and Lee Teital. Next steps include creating a committee for the upcoming year to include classroom teachers.

Teachers have been provided curriculum writing time to create lessons to incorporate these guidelines and shared space has been provided to store and share these lessons.

Initiative # 3: Establish systems for data-informed instructional decisions to best monitor and support student

Item # 3.1 Assess student development and growth

Action Items:

- Identify appropriate data to use as district student assessments
- Implementation of universal screener in grades K-8
- Create housing mechanism to store district data electronically
- Identify a platform to provided district dashboards
- Conduct data meetings to inform instructional practices with common protocols

Narrative Update:

A district assessment calendar has been created for grades K-8 that states the assessment windows for internal benchmarks, standardized assessments, and grading. These windows account for data meetings around student data to assess current action plans and provide an opportunity for refinement to action steps including professional development.

The district successfully piloted the use of iReady as a universal screener, diagnostic, and intervention program. A team of 35 teachers K-8 representing all schools and grade levels were part of the committee and received the professional development on the use of the program. All students participated in the three benchmarks whether or not their teacher was on the pilot to gather the appropriate number (N) of students to assess the program. The district has officially adopted iReady and will complete a full roll-out to the district.

The curriculum and technology department have collaborated to streamline as many data points possible into the fields of our student management system (X2) to begin the process of creating a localized place for data access. This will allow us to begin the build of data dashboards that will provided a full profile of schools, grades, and students. Data meetings will continue using the data dashboards as a new tool.

Objective II - Every Student Supported in a Positive, Prosocial Learning Environment

Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.

Item #1.1: Form a District- Level Leadership Team that plans for, oversees, and supports I implementation of Tier 1 Systems and Practices.

Action Items:

- Form a representative team with effective operating procedures consisting of school personnel, including administrators, teachers, specialists and staff.
- Assign and clarify roles of team members.
- Establish meeting times and operating procedures
- Assess readiness for Year 1 implement.
- Develop common philosophy and common language across stakeholder groups.
- Identify and implement communication strategies to ensure that stakeholders are aware of activities & accomplishments.
- Identify and provide professional development for district level team members.

Narrative Update:

In 2017, the District Level Multi-Tiered System of Support Team was established. This team has representation from Central Office including the Superintendent, Assistant Superintendent, Director of Student Services, and Director of Personnel, as well as the Coordinator of Guidance and Coordinator of P.E., Health, and FCS, and Principals/Assistant Principals. A consultant was hired to help develop the vision and purpose of the team. The consultant assisted with agendas, professional development, and coaching. The Coordinators of Guidance, and P.E., Health, and FCS, took the lead for the district work and were able to have separate professional development to lead this initiative. Team norms were established and agreed upon prior to starting the district work using the Collaborative Team Checklist Assessment.

The district team created a schedule for the year where we met every other month. There was an agenda developed prior to the next meeting date and shared with the group. At the meetings, the district team decided on the readiness of the entire district by administrating a Tiered Fidelity Inventory School Assessment Survey. This data was used to identify the direction of the work for the school year and how to develop the strategies and activities for the school year, including the professional develop at all schools where teams of teachers established agreed upon procedures for the schools (ex. hallway procedures and common exit/entry procedures).

Initiative #2: Establish systems for data-informed decisions to best monitor and support Students’ social, emotional, and behavioral needs.

Item #2.1: Ensure Systems for Effective and Efficient Behavioral Data (i.e., procedures for on-going data-based monitoring, evaluation, and dissemination)

Action Item:

- **District MTSS Team will identify system that allows for collection and monitoring of behavioral data.**

Narrative Update:

There has been extensive work with our current student management system, X2, to filter all data into the program. X2 provides a flat data source to review student information including behavioral data. Another system that was piloted was the System-wide Information System (SWIS). SWIS is a web-based information system to collect, summarize, and use student behavior data for decision making. The system was used at two of the elementary schools. This system is more appropriate for the elementary level. Final decisions on a monitoring tool will be made in the fall.

Initiative # 3: Ensure local capacity for implementation by providing technical assistance.

3.1: Provide technical assistance to build local capacity.

Action Items:

- Training provided for Tier 1 school-based teams.
- Training provided for school-based facilitators (this will be a name change to the original document moving forward).

Narrative Update:

The district team has worked with the consultant to develop individual school needs for professional development. Since each school is at different places with the MTSS initiative, the professional development needs are diverse.

Job descriptions and hiring of school-based facilitators has been completed. Professional development is being identified by the current facilitators for the upcoming school year.

Initiative # 4: Implement effective systems and practices across schools.

Item # 4.1: District-wide implementation of Tier 1 systems and practices.

Action Items:

- Formation of school-based representative teams consisting of school personnel, including the Tier 1 coach(es) (*facilitators*), principal, other school-based administrators, teachers, specialists and staff, and relevant community members.
- School-based teams assess readiness to implement Tier 1 systems and practices.
- School-based teams development of common philosophy and common language across stakeholder groups.
- School-based teams develop behavioral systems for prevention.
- School-based teams develop behavioral systems for response.
- School-based teams make decisions with data using an established information system.
- School-based teams select, implement, and monitor the efficacy of evidence-based practices.
- School-based teams disseminate, celebrate, and acknowledge outcomes and accomplishments.

Narrative Update:

Tier I teams have been established at each of the schools. With the assistance of the consultant, professional development was provided exclusively to the school teams to help these teams develop the professional development for the individual school buildings.

Readiness for Tier 1 practices was were identified using the Tiered Fidelity Inventory School Assessment Survey. These teams developed the school behavioral systems and responses. The teams were able to identify the “major” and “minor” incidents, how they were reported, and the action steps to address concerns. During faculty meeting, and PD days, these teams addressed the larger school community with information they needed, responses that were working, and what was to continued and/or changed. This work will continue throughout the new school year.

Item # 4.2: Research and Identify Social Emotional Learning Program.

Action Items:

- Take inventory of SEL programs being used in CPS
- Conduct a literature review of SEL Programs
- Complete report of SEL programs

Narrative Update:

A complete inventory of our SEL programs were reviewed including Second Step, Zones of Regulation, Responsive Classroom, and MindUP using Collaborative for Social Emotional Learning (CASEL) guidelines. Review of current literature was with consultation with our counseling staff – psychologists and guidance, the District MTSS Team, and at the individual councils that involve the principals, coordinators, and special education chairs. The different curriculums have similar components. The district made a large purchase of the Second Step Program several years ago. Several of the schools have a full implementation of Second Step. The decision was made to continue with the Second Step Program as a Tier 1 practice and supplement with our other programs for Tier II and III as needed for additional intervention options. A review and complete roll out of the program will happen in the next school year.

Objective III - Aligned Financial and Facilities Resources in Support of the Strategic Plan

Initiative # 1: Align building conditions with Comprehensive Facilities Assessment

Item #1.1: Develop action plans to address the findings and recommendations for the existing conditions and physical assessments of each school building as detailed in the Dore & Whittier Comprehensive Facilities Assessment.

Action Items:

- Assess and identify educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS academic programming.
- Identify and form an internal committee to provide academic expertise to facility planning
- Align Dore & Whittier assessment needs with the town capital plan
- Create a scheduled meeting time with SC and school and town facilities teams
- Prioritize action steps to address recommendations from D&W assessment needs
- Align priority steps with town capital plan funding

Narrative Update:

A comprehensive facilities assessment was conducted on all seven school buildings and central office during the 2016-2017 school year. A review of the report determined the needs for space for current academic programming, as well as the implementation of full-day kindergarten.

An internal committee was assembled to include content coordinators and principals to advise the work to add 22 modular classrooms and continued through the project with the first full-year of kindergarten for the 2017-2018 school year.

The Capital Planning Meeting met throughout the school year to assess the work and completion of the modular classrooms and address any issues. There are regularly scheduled meetings with the School Committee and the town facilities department to continue the work and conversations about future facility needs.

The town and schools worked collaboratively and continue to address recommendations from the Dore & Whittier assessment and align capital funds to complete feasible and timely projects. This is an on-going goal for the next school year.

Initiative # 2: Monitor NESDEC Enrollment Projection to maintain equitable class size for instruction

Item # 2.1: Develop a plan to continuously monitor areas of need to support elementary, middle and high school level educational programming.

Action Items:

- Review the long-term NESDEC student enrollment analysis annually with School Committee and administration
- Align to current enrollment, district trends and town birth rates
- Review School Committee policies and align best practices and research to determine recommended class size guidelines
- Determine class size to support educational practices for each level and across the district

Narrative Update:

A full NESDEC report was completed and shared with the school committee, school administration, and the community. The report had a comprehensive analysis of current enrollment and birth rates and projected changes for both items until 2026. Class sizes continue to stay steady without issue even with reductions of sections at both the middle and high school level. The current policy on class size has been determined to be adequate and the district has been able to address any needs to add sections in schools where the grade level requires additional staff to meet the current educational needs of students. This is a continuous and changing variable that will need to be address in an ongoing manner into the next school year.

Initiative # 3: Establish a **Facilities Master Plan** supported by the Town of Chelmsford to align with **MSBA funding**

Item # 3.1: Develop a plan to continuously monitor areas of need to support elementary, middle and high school level educational programming.

Action Items:

- Meet with MSBA to determine planning process for school projects
- Establish regular meeting schedule with school and town administrators inclusive of facilities assessment
- Analyze available data sources including local benchmarks, DESE RADAR, Edwin Analytics, current operating budget, and capital funds for correlation of funding and educational achievement

Narrative Update:

The district will continue to meet and apply for MSBA funding for a new school project past the current application that was not funded in 2017. The committee continues to meet and discuss programming in relation to school space. The current academic and financial analysis with existing tools has projections on track to provide complete programming at all levels. Class size remained steady and manageable for the year and is projected to be sustainable in future years.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 18, 2018
Re: Superintendent's 2017/18 Performance Evaluation

A copy of the overall summative performance ratings of my evaluation for the 2017/18 school year prepared by Chair King will be distributed and presented for adoption at the regular meeting of August 21, 2018.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 18, 2018
Re: Policy/Procedure for Naming Facilities

The school committee has a current policy (1303) which addresses the Naming of Buildings and Grounds, a copy is attached for your review. Further, in the recent MASC policy review, the school committee decided to maintain its current policy over the MASC stock policy on this matter. However, the number of the policy will change from 1303 to FF to conform to the MASC and national policy codification system. I have attached a copy of the tentatively approved Policy FF - Naming of Building and Grounds which was reviewed at the regular meeting of the school committee on July 18, 2018.

As we currently have a policy that addresses the naming of school facilities, the need does not appear to create a new one. However, to facilitate the review and processing of facility naming requests, a common application that may be accessed on the website may facilitate the submission and timely response to requests. I have created a brief application and propose that the school committee review this suggestion at the next regular meeting on August 21, 2018.



Chelmsford Public Schools School Committee

230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100

W. Allen Thomas, Jr., Vice Chairman
Donna M. Newcomb, Secretary

Dennis F. King, II, Chairman

John W. Moses, Member
Barbara J. Skaar, Member

APPLICATION FOR THE NAMING OF SCHOOL BUILDINGS AND GROUNDS

Proposed School Structure/Space to Named: _____

Proposed Name of Person/Organization: _____

If a structure/space is to be named after a person, that person shall have made an outstanding contribution to education, humanity or the community, or have displayed outstanding leadership, or be a person of historical significance.

Name of person(s) submitting this request: _____ Date: _____

Address: _____

City: _____ State: _____ Zip Code: _____

E-Mail Address: _____ Telephone Number: _____

Please fully answer the following questions regarding this request (attach a separate paper if needed):

1) What is the reason you are suggesting the person/name (refer to Policy FF criteria)?

2) Why is this a good name for the venue?

3) What is the biographical/other information about this person which will assist in making a decision?

[Translate](#) [Sign In](#)

Chelmsford Public Schools

Perseverance, Respect, Integrity, Dedication, Empathy



[Return to Headlines](#)

1303

COMMUNITY RELATIONS 1000

FACILITIES 1300

Naming of Buildings and Grounds 1303

The Chelmsford School Committee believes naming a school facility is a matter of significant importance. This action deserves the most thoughtful attention of the School Committee and the Administration. Further, the Chelmsford School Committee should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity. Therefore, the Chelmsford School Committee, by this policy, shall establish criteria to ensure the appropriate selection of names for school structures and spaces including but not limited to, school buildings, athletic facilities and open spaces that are used by the public outside of the traditional school day. School spaces not traditionally frequented by the public, such as labs, teacher lounges and classrooms, are not considered under this policy. It shall be at the discretion of the respective school principal and the Superintendent to approve the naming of school spaces not traditionally frequented by the public.

Criteria Considered when Naming School Facilities

The purpose of naming an area or structure is to recognize, honor or memorialize. Buildings, facilities and spaces may be named after persons, organizations, historical Town sites, an event or given functional names related to the purpose of the space. If a

facility is to be named after a person, that person shall have made an outstanding contribution to education, humanity or the community, or have displayed outstanding leadership, or be a person of historical significance. The person may be living or dead and may include, but not be limited, to the following:

- Superior levels of performance in strengthening and supporting the Chelmsford Public School System
- Community service
- Community contributions
- Effective citizenship
- Seminal ideas or research
- Excellent character and general reputation
- Unusually effective and dedicated service to or on behalf of the youth of Chelmsford

The Chelmsford School Committee may establish a Naming Subcommittee. The role of the Naming Subcommittee is to review and evaluate any or all of the suggested names and bring one or more to the Chelmsford School Committee for discussion and decision.

The Chair of the Chelmsford School Committee shall appoint the Naming Subcommittee members.

Any nominations provided to the Naming Subcommittee shall include answers to the following questions:

- a. What is the reason you are suggesting the person/name? (See the above criteria.)
- b. Why is this a good name for this venue?
- c. What is the biographical/other information about this person which will assist in making a decision?

The final approval for the process and naming lies with the Chelmsford School Committee. It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity.

Adopted: June 8, 2010

Reviewed and revised: August 2, 2011

Chelmsford Public Schools, Chelmsford, Massachusetts

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Chelmsford Public Schools

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NAMING OF BUILDINGS AND GROUNDS

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- Superior levels of performance in strengthening and supporting the Chelmsford Public School System;
- Community service;
- Community contributions;
- Effective citizenship;
- Seminal ideas or research;
- Excellent character and general reputation;
- Unusually effective and dedicated service to or on behalf of the youth of Chelmsford.

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File: FF

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Adopted: June 8, 2010

Reviewed and revised: August 2, 2011; October 20, 2015.

SOURCE: Chelmsford

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 18, 2018
Re: Updates: Ongoing Projects

1.) Student Transportation / Bus Passes

Ms. Joanna Johnson-Collins, Director of Business and Finance, provides the following update. Between May 2018 and mid-August 2018, 2712 students have registered to ride the bus. The first set of bus passes were mailed to the home address of registered students on August 16, 2018. Mailings will continue as we receive new bus registrations. Bus passes for kindergarten students are blue this year and all other student bus passes are green. 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 will be available at the schools and distributed to the students upon their return to the classrooms. Several Connect Ed messages have been sent to families since May 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.

2.) RFP Bank Branch at Chelmsford High School

Ms. Joanna Johnson-Collins, Director of Business and Finance, provides the following update. For many years, Worker's Credit Union (WCU) had a bank branch inside Chelmsford High School. WCU received notice from the Division of Banks that they may no longer service our municipal accounts since they did not carry FDIC insurance (credit unions carry a different type of insurance). We had a very positive and successful relationship with WCU and it was very unfortunate that the bank branch had to close.

We solicited Requests for Proposals (RFP) from Greater Lowell Banks. The RFP packet was distributed July 25, 2018 to approximately 20 institutions. The RFP was also advertised in the Central Register as well as the Lowell Sun and a few other institutions requested the RFP packet. A pre-proposal meeting was held July 31st at Chelmsford

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High School. Proposals from interested vendors were due back from proposers by August 15, 2018. Unfortunately, we did not receive any proposals. We will continue to review our options as it is our desire to have a bank branch inside Chelmsford High School.

3.) Acoustic/Sound Issues at Parker Middle School

Mr. Brian Curley, Director of Facilities, provides the following update. Last November, Town DPW Director Gary Persichetti, Town Facilities Director Kathleen Canavan, CPS Personnel Director Cheryl Kirkpatrick, and I (Brian) met with Ms. Theresa Keohane and Mr. Stephen McClure of the Parker Middle school staff to discuss their concerns with the acoustics in their classrooms. They explained that it's been a long-standing issue and felt that it was compromising their ability to communicate effectively with students. Acentech, a firm that specializing in workplace and educational building acoustics, was hired to come in and inspect four classrooms, take sound measurements, and produce a report comparing them to ANSI standards. All four rooms showed different results, ranging from nearly at ANSI standards to slightly longer than the standard, with the most reverberant room being 219.

After consulting with the Engineer, I (Brian) purchased Armstrong Optima Planks to install in room 219, to test their effectiveness. At the Engineer's recommendation, the ceiling wells above where the teacher sits/stands were left untouched and material was installed a few rows in and carried to the rear of the room. Panels were also installed on the side walls of the room where there was bare concrete. After the installation, there did seem to be a noticeable difference (less sound reverberation) between 219 and the adjacent room. On Friday August 17, 2018, Acentech sent two engineers to re-measure 219 and confirm that the installed material has proven to be an effective resolution. We hope to have the report on the results by Monday August 27, 2018. If the report is favorable with regard to ANSI standards, we will develop a plan and budget to install Armstrong Optima Planks in the other classrooms above ANSI standards.

4.) Updates on the Parking Lot work at CHS, Parker, Center and Harrington Schools

Mr. Gary Persichetti, Town DPW Director, provides the following update. The Chelmsford High School parking lot is having ten (10) ADA concrete ramps poured on Monday August 20, 2018. Sidewalks are being prepped for paving. We plan to pave the sidewalks on Tuesday (8/21) and Wednesday (8/22). We plan to topcoat the rest of the parking lot on Thursday (8/23) and Friday (8/24). All work is weather dependent on these dates.

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At the Parker Middle School, new drainage has been added on the playground/pod side. We are repairing a drain around the front circle Monday August 20, 2018. The parking lot has its binder coat. We hope to start curbing on Monday August 20, 2018. Sidewalk prep should start Wednesday (8/22). Sidewalks should be poured on Monday (8/27) and topcoat to parking lot on Wednesday (8/29). Again, all work is weather dependent on these dates.

The bids for the new parking lots at the Center and Harrington Elementary Schools were received on Thursday August 16, 2018. One (1) bid was under our budget. We have not worked with the low bidder in the past. As of Monday August 20, 2018, we have received one (1) reference and are waiting on two (2) additional references before awarding the job. The low bidder has been in business for approximately thirteen (13) years and has completed jobs up to \$ 500,000. An update on the award, contract and timeline for the work will follow.

5.) Update on the New Elementary Level Therapeutic Program

Dr. Molly McMahon, South Row Elementary School Principal, provides the following update.

- The Strive BCBA and two classroom teachers (see below for bios) have been hired.
- Two of the four Strive Paraprofessionals have been officially hired. We are finalizing the last two.
- The Strive Program will start with a small student population to ensure success of implementation and working out schedules, services, our model, etc. (4 students are designated to start. Other referrals will be processed throughout the year).
- Supplies and furnishings have been ordered and arrived.
- Families who are new to South Row for the Strive Program have either already toured or will tour this week with Dr. McMahon.
- The Strive BCBA, Katie Hicks, held a CPI training (de-escalation techniques and restraint training) for the program staff last week. This also included principles of Applied Behavior Analysis (ABA). Mrs. Hicks is a trainer for CPI.
- On the October 18th Professional Development early release afternoon, the South Row staff will have a speaker on visible and invisible disabilities, and how we can talk to students about differences. The speaker is Sam Drazin who is the Executive Director of "Changing Perspectives," a non-profit devoted to teaching students about disability awareness. Sam has a personal story of his own experience growing up with Treacher Collins Syndrome, a craniofacial anomalie,

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- which is similar to the main character of the book/movie Wonder. This created a facial difference and hearing loss for him.
 - o Mr. Drazin will also be doing an enrichment program for all students at South Row on Friday October 19th.
 - o Mr. Drazin is booked for a parent presentation on Thursday October 18th at night, which will be available to any parent in the district. Dr. McMahon has been in touch with SEPAC and they are interested in supporting this event. More details to follow.

Strive Program Teachers:

Tricia Boyd, Grade K-2 Strive Teacher

Mrs. Boyd holds her Master of Education from Rivier University in Elementary Education and Special Education. She is licensed in mild to moderate special needs. She taught special education at the Merrimack Collaborative School and the Lowell Public Schools for two years each. She then taught in the Autism Spectrum Disorder K-4 Program in the Methuen Public Schools for 6 years before staying home briefly with her two kids. For the last two years, she has completed three different maternity leaves here in Chelmsford, two at the Chelmsford Integrated Preschool and most recently at South Row in Kindergarten. Her references speak very highly of her ability to work with students in need of social emotional supports and emotional regulation. Tricia is originally from Chelmsford and resides here with her family.

Michelle Martin, Grade 3 & 4 Strive Teacher

Mrs. Martin holds her Bachelor of Arts in Childhood Learning from Rhode Island College and her Master of Science in Special Education, Severe Disabilities from Simmons College. She is licensed in both Elementary Education and Severe Disabilities. She served as a paraprofessional in the McCarthy Assistance Program for two years and then the last four years as a Level II Teacher at The New England Center for Children. She has also worked at The Paul Center summer program as a Vocational Teacher. Her reference spoke very highly of her ability to work with a variety of students and problem solve/create plans that support student growth. She is very excited to be coming back to work in Chelmsford again.

Strive Program Board Certified Behavior Analyst (BCBA):

Katie Hicks, Strive BCBA

Mrs. Hicks has her Bachelor of Arts in Psychology from UMass Lowell and her Master of Science in Autism Studies from UMass Lowell. She holds her license as a Board Certified Behavior Analyst (BCBA), as well as a license in Behavioral Intervention in Autism, is a Licensed Applied Behavior Analyst and is certified as a Non-Violent Crisis Intervention (CPI) Instructor. Katie has been in the education world or home care supporting families for the last 20 years in a variety of roles such as a paraprofessional, Behavior support

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staff and behavior therapist. These roles have brought her to the Haverhill Public Schools and Methuen Public Schools. She spent seven years as a Behavior Support Staff member of the Greater Lawrence Educational Collaborative. For the last two years, she has served as both the BCBA and Program Coordinator for the PASS program in the Methuen Public Schools, K-8, their therapeutic program. Her references speak highly of not only her work with a variety of challenging student needs, but also her ability to collaborate with staff and create teams and programs for students that are effective. Katie is very excited to be able to assist in building this program in Chelmsford. She comes with a wealth of knowledge, enthusiasm, and ideas to make the Strive Program a success.

6.) Kitchen Upgrades at CHS and Implementation of In-District Food Service

Ms. Nancy Antolini, Director of Food Services, provides the following update. We are nearing completion with the installation of new equipment at the CHS. The new vehicle will be in by the end of the week (8/24). All elementary schools will begin the first day with our in-house prepared lunches. Daily choices will include a hot lunch, cold sandwich, salad or Chelmsford power pac lunch. Breakfast will begin at Harrington Elementary School and Chelmsford High School when we return after Labor Day. All other elementary and middle schools will begin rollout mid to late September and be completed before Holiday break.

The support from Brian Curley, the town employees, and Charlie (CHS custodian) has been amazing. If you have time, please drop by CHS during the week to see our new murals in the CHS kitchen. The equipment is amazing!

7.) Update on CHS/MCC Dual Enrollment Program

We're very excited about our new partnership with Middlesex Community College (MCC) that provides Chelmsford High School (CHS) students the opportunity to earn college credit for courses taken at CHS toward their high school diploma. This fall five (5) courses are being piloted as dual enrollment courses with MCC and are well subscribed as follows:

1 Section	Pre-Calculus	27 Enrolled
1 Section	Biotechnology	20 Enrolled
1 Section	Early Childhood 3	19 Enrolled
3 Sections	Sociology	70 Enrolled
1 Section	Computer Science	<u>26 Enrolled</u>
		162 Total Enrolled

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Cheryl L. Kirkpatrick, Ed.D., Director of Personnel and Professional Learning

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TO: Dr. Jay Lang, Superintendent

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

DATE: August 15, 2018

RE: Personnel Report JULY 2018

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

Personnel Report -JULY 2018

New Hires

Bousquet, Mary

School Nurse

Chelmsford High School

Effective date: 8/27/18

Calobrisi, Kerry Ann

Assistant Principal

McCarthy Middle School

Effective date: 7/30/18

Camire, Alyssa

Special Education Teacher

Byam Elementary School

Effective date: 8/27/18

Dick, Abbey

Department Coordinator of ELA

District-wide

Effective date: 7/2/18

Dolan, Elizabeth (Betsy)

Assistant Principal

Byam & Harrington Elementary Schools

Effective date 7/2/18

Goslin, Julie

Teacher

McCarthy Middle School

Effective date: 8/27/18

Hicks, Catherine

BCBA

South Row Elementary School

Effective date: 8/27/18

Martin, Michelle

Special Education Teacher

South Row Elementary School

Effective date: 8/27/18

Nagle, Kaitlyn

Grade 2 Teacher

Harrington Elementary School

Effective date: 8/27/18

O'Neil, Lysdey
School Counselor
Harrington Elementary School
Effective date: 8/27/18

Quesnel, Jaclyn
School Counselor
Harrington Elementary School
Effective date: 8/27/18

Suhecki, Erin
ELA Teacher
Parker Middle School
Effective date: 8/27/18

Resignations:

Baptiste, Heather
Teacher
South Row Elementary School
Effective date: 7/23/18

Burns, Christina
Paraprofessional
Byam Elementary School
Effective date: 7/18/18

Coe, Pamela
Paraprofessional
Chelmsford High School
Effective date: 7/20/18

Cruz, Christina
Lunch/Recess Aide
South Row Elementary School
Effective date: 7/23/18

Hassey, Lauren
Paraprofessional
Parker Middle School
Effective date: 7/24/18

Hobby, Audrey
Paraprofessional
Harrington Elementary School
Effective date: 7/31/18

LaFreniere, Kelsey

Paraprofessional

Chelmsford High School

Effective date: 7/31/18

Martin, Donna

Assistant Principal

McCarthy Middle School

Effective date: 7/16/18

Tarpinian, Peter

Special Education Teacher

Chelmsford High School

Effective date: 7/11/18

Walmsley, Rachel

Paraprofessional

Byam Elementary School

Effective date: 7/30/18

Retirements:

Baraldi, Jennifer

Secretary Whittier House

Byam Elementary School

Effective date: 7/2/18

Assignment Changes

Denson, Michelle

(formerly Grade 7 ELA Teacher at Parker)

Grade 7/8 English Teacher at McCarthy

Effective date: 8/27/18

Brooks, Heather

(formerly Speech & Language Teacher at Parker)

Speech & Language Teacher at Center

Effective date: 8/27/18

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: August 21, 2018

Re: Review and Approval of School Committee Policies - MASC Policy Manual Review

At the request of the Committee at their meeting on September 5, 2017, I reached out to the Massachusetts Association of School Committees (MASC) to obtain information about their policy review services. Michael Gilbert, Field Representative of MASC, forwarded two (2) contracts for the Committee to review. The first contract was for a full policy manual review. As indicated by Mr. Gilbert, MASC takes the existing school committee policies and melds them with the MASC reference manual then meets with a subcommittee of the School Committee and the Superintendent or designee to go through every policy recommending additions, deletions, and changes. This process takes 8 - 10 meetings of about 2 hours each, scheduled approximately every 6 weeks. At the end of the policy review process, MASC delivers a paper copy and MS Word files of the updated NEPN coded manual.

We have had seven (7) Policy Subcommittee Meetings so far with Mr. Gilbert and have reviewed the following sections of the policy manual:

Monday March 19, 2018

Section A	Foundations and Basic Commitments
Section B	Board Governance and Operations

Tuesday April 10, 2018

Section C	General School Administration
Section D	Fiscal Management

Wednesday May 9, 2018

Section E	Support Services
Section F	Facilities Development

Thursday June 7, 2018

Section G	Personnel
Section H	Negotiations

Tuesday July 3, 2018

Section I Instruction

Thursday July 19, 2018

Section J Students

Thursday August 2, 2018

Section K Community Relations

Section L Education Agency Relations

After we review each section of the policy manual in subcommittee, Mr. Gilbert incorporates the subcommittee's recommended additions, deletions, and/or changes in the policies reviewed and provides updated policies for each section. Attached are updated policies for **Section I**, Instruction, for the full school committee to review and approve at the regular meeting on August 21, 2018.

I have also attached a copy of policy **JF**, *Student Absences and Excuses*, for your review and approval at the regular meeting on August 21, 2018. Attorney Vasudaven has reviewed the recommended MASC language that is part of Section J to be reviewed at the next meeting on September 4, 2018. Give the start of school and desire to have this policy affirmed prior to, I am recommending the school committee take this one policy from Section J out of order and approve prior to the start of the new school year. The paragraph highlight in red has been added by Attorney Vasudaven to be responsive to students with disabilities.

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly. Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

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

Student Absence Notification Program

Each Principal, by whatever title they may be known, will notify a student's parent/guardian within three (3) days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, by whatever title they may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and

shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed fourteen (14) days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. [76.1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

SECTION I

INSTRUCTION

IB	ACADEMIC FREEDOM
IC/ICA	SCHOOL YEAR / SCHOOL CALENDAR
ID	SCHOOL DAY
IE	ORGANIZATION OF INSTRUCTION
IGA	CURRICULUM DEVELOPMENT
IGB	STUDENT SUPPORT SERVICES PROGRAMS
IGD	CURRICULUM ADOPTION
IHA	BASIC INSTRUCTIONAL PROGRAM
IHAI	OCCUPATIONAL EDUCATION
IHAM	HEALTH EDUCATION
IHAM-R	HEALTH EDUCATION EXEMPTION PROCEDURE
IHAMA	PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION
IHAMB	TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO
IHB	SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
IHBA	PROGRAMS FOR STUDENTS WITH DISABILITIES
IHBAA	OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS
IHBD	COMPENSATORY EDUCATION
IHBEA	ENGLISH LANGUAGE LEARNERS
IHBF	HOMEBOUND INSTRUCTION
IHBG	HOME SCHOOLING

IHBH IHCA	ALTERNATIVE SCHOOL PROGRAMS SUMMER SCHOOLS
IHD	ADULT / COMMUNITY EDUCATION PROGRAMS
IIB	CLASS SIZE
IJ	INSTRUCTIONAL MATERIALS
IJ-R	RECONSIDERATION OF INSTRUCTIONAL RESOURCES
IJL	LIBRARY MATERIALS SELECTION AND ADOPTION
IJLA	LIBRARY RESOURCES
IJND	ACCESS TO DIGITAL RESOURCES
IJNDB	EMPOWERED DIGITAL USE POLICY
IJNDC	INTERNET PUBLICATION
IJNDD	POLICY ON SOCIAL MEDIA
IJOA	FIELD TRIPS
IJOB	COMMUNITY RESOURCE PERSONS/SPEAKERS
IJOC	SCHOOL VOLUNTEERS
IK	STUDENT PROGRESS REPORT TO PARENTS / GUARDIANS
IKE	PROMOTION AND RETENTION OF STUDENTS
IL	EVALUATION OF INTRUCTIONAL PROGRAMS
ILD	STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH
IMA	TEACHING ACTIVITIES / PRESENTATIONS
IMB	TEACHING ABOUT CONTROVERSIAL ISSUES / CONTROVERSIAL SPEAKERS
IMD	SCHOOL CEROMONIES AND OBSERVANCES – RELIGIOUS HOLIDAYS

IMG

ANIMALS IN SCHOOL

ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth.

SOURCE: MASC October 2016

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

SCHOOL YEAR / SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. Elementary schools will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

An inclusive list of religious holidays shall appear with the calendar. The observance of a religious obligation cannot put any students at an academic disadvantage.

Observance of a religious holiday shall be viewed as valid justification for student absence, late homework/project submission and delayed testing. It is the responsibility of the student's parent/guardian to notify the principal/dean of these dates at the beginning of the school year. In addition, the student shall notify the teacher(s) of the observance date no later than two weeks in advance.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

SCHOOL DAY

The hours during which the schools will be open and classes held will be determined by the Superintendent in keeping with state laws and Time and Learning Regulations and with requirements imposed by negotiations.

LEGAL REFS.: M.G.L. 15:1G; 69:1G; 71:59
 603 CMR 27.00

SOURCE: Chelmsford

ORGANIZATION OF INSTRUCTION

The Chelmsford School Committee is responsible for public education, pre-school (CHIPS) through grade 12. It also assumes responsibility for any adult education and summer school.

The grouping and housing of instructional levels in the public schools will be in accordance with plans developed by the Superintendent and approved by the School Committee.

The currently approved organization of instruction provides for the schools to be organized into elementary (K-4), middle school (5-8) and senior high levels (9-12). Any exceptions to this general rule may be made with the approval of the Chelmsford School Committee.

LEGAL REFS.: M.G.L. 71:28; 71:37;

NOTE: CHIPS refers to the Chelmsford Integrated Pre-School

SOURCE: Chelmsford

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development shall be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

SOURCE: MASC

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

STUDENT SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Student Support Services staff will work in cooperation with building staff and the administration of the District in the coordination and the supervision of the curriculum implementation of the instructional program, and student support service programs.

The Assistant Superintendent shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC October 2016

CROSS REF.: ACE, Nondiscrimination on the Basis of Handicap

CURRICULUM ADOPTION

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

. . . shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

The Fundamental Skills

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's and School Committee's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

LEGAL REFS.: M.G.L. 71:1,2,3; 71:13
603 CMR 26:05

OCCUPATIONAL EDUCATION

The School Committee recognizes that students in pre-kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.
603 CMR 4.00

HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education. Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in other grades.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 71:1

**HEALTH EDUCATION
(EXEMPTION PRODECURE)**

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. Any student exempted from a portion of this curriculum may be given an alternative assignment.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:1

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student exempted from a portion of this curriculum may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

SOURCE: MASC October 2016

LEGAL REFS: M.G.L. 71:32A

TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO

In accordance with state and federal law, the Chelmsford Public Schools shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades K-12. The alcohol, drug, and tobacco/nicotine education program shall address the legal, social, and health consequences of alcohol, drug, and tobacco/nicotine use, with emphasis on nonuse by school-age children.

The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, drugs, and tobacco/nicotine. The objectives of this program, as stated below, are rooted in the Chelmsford School Committee's belief that prevention requires education. The most important aspect of these policies and guidelines of the Chelmsford Public Schools should be the education of youth on healthy decision making.

- To prevent, delay, and/or reduce alcohol, drug, and tobacco/nicotine use among youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, drug, and tobacco/nicotine use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, drug, and tobacco/nicotine use. The curriculum, instructional materials, and outcomes used in this program shall be a district approved program.

The Chelmsford Public Schools recognizes the importance that community programs and events may have a relationship to a health curriculum. The Chelmsford Public Schools will work cooperatively with those committees and review their programs and events for appropriate content to be presented to our students in addition to the approved curriculum.

The policy shall be posted on the Chelmsford district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REFS: M.G.L. 71:1; 71:96

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

SOURCE: Chelmsford

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream setting as soon as possible.

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance.

SOURCE: MASC October 2016

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq.
 603 CMR 28:00 inclusive

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five (5) days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting.

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

ADOPTED: September 2009

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

“School districts and parents have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent or designee is a good starting point for resolving the issue.”

“The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- the safety of children in the program during the observation;
- the integrity of the program during the observation;
- and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.”

**COMPENSATORY EDUCATION
(TITLE 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

SOURCE: MASC

ENGLISH LANGUAGE LEARNERS

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

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English, observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

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

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

SOURCE: MASC October 2016

LEGAL REFS.: P.L. 114-95 Every Student Succeeds Act
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Student Support Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

SOURCE: MASC

HOME SCHOOLING

The Chelmsford School Committee recognizes that parent(s)/guardian(s) have the right to educate their child(ren) at home, provided that the District approves a Home Schooling program that meets the minimum standards established for public schools in the Commonwealth.

The Chelmsford School Committee further recognizes its responsibility to enforce the Massachusetts compulsory attendance requirements which are found in state law and regulations. The Chelmsford School Committee also acknowledges the right of parents and guardians to educate their child(ren) at home. The Chelmsford School Committee has established the following guidelines for approval of home instruction programs.

In accordance with Massachusetts law, parents who wish to obtain approval from the District of a home schooling program must satisfy the guidelines set forth in this policy. These guidelines are intended to provide a review process so as to ensure reasonable educational requirements are met.

Home Instruction Guidelines

1. In order for a student to be instructed at home, the parent(s)/guardian must complete the enclosed application and provide the requested information to the Superintendent no less than thirty (30) calendar days prior to the start of the proposed home school program. The Parent(s)/ guardian must obtain written approval from the District prior to removing a student(s) from the public school and beginning a home instruction program.
2. Upon submission of a proposal for home school, a parent/guardian may request to appear before the Superintendent, or his/her designee, to have an opportunity to explain the proposed plan in further detail.
3. A parent/guardian must demonstrate that the proposed program for each student meets the statutory requirements that the instruction will equal "in thoroughness and efficiency, and in progress made therein, that in the public schools in the same town." In addition, the Chelmsford School Committee or its designee will request certain information about a proposed home schooling program including instructor qualifications, a description of the subjects to be taught, the proposed curriculum, a schedule of instruction to occur and a description of the teaching materials and programs to be used.
4. After submission of all required information and any hearing that is requested, the Superintendent or designee shall notify the parent/guardian as to whether the proposed home schooling program has been approved, rejected or whether additional information is needed. If a home school proposal is rejected, the reasons for such a decision will be detailed and the parent/guardian will be given an opportunity to revise the proposal.
5. If a parent/guardian commences a home instruction program without the necessary approval, the Chelmsford School Committee may initiate truancy proceedings or a care and protection petition, wherein it would have the responsibility of showing that the proposed program does not meet the above standard.

6. An approved home schooling program shall be in effect for up to one school year. Thereafter, if a parent/guardian intends to continue home instruction, a new home schooling program for each student must be submitted annually to the Superintendent for approval in accordance with these guidelines.
7. To ensure educational progress, the Chelmsford School Committee, in consultation with a parent/guardian, may require periodic standardized testing of children. This requirement may be substituted and a student's progress may be evaluated through such measures as, quarterly progress reports and dated work samples filed along with the progress reports.

The Chelmsford School Committee does not approve home education programs for anything less than a full time instructional program. Home schooled child(ren) are not enrolled in the Chelmsford Public Schools; therefore, home schooled child(ren) shall not participate in academics, sports or other extracurricular programs.

The Chelmsford School Committee does not award a diploma to home schooled children.

LEGAL REFS: M.G.L. 69:1D, 1E; 71:1,2,3; 76:1

SOURCE: Chelmsford

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37I; 71:37J
603 CMR 17.00

SUMMER SCHOOLS

The school system shall make available summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work.

To attend summer school, students must have the approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted to high school students in line with regulations of the School District.

All summer programs will be subject to approval by the School Committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:28

ADULT / COMMUNITY EDUCATION PROGRAMS

The Chelmsford School Committee encourages the development of the schools as the center for enriching the social, recreational, and education life of the community. The Chelmsford School Committee will arrange for a financially self-supporting adult/community education program under the supervision of the Director of Community Education.

The purpose of Community Education will be to foster and encourage expanded use and services of the Chelmsford Public Schools to our residents on a self-supporting basis. The Director of Community Education will be a liaison between the schools and other community agencies. It is intended that this position be self-supporting.

Any courses offered are intended for enrichment, rather than those that would lead to a diploma. However, local colleges may contract to use the facilities of the Chelmsford Public Schools to expand their respective course offerings. Chelmsford residents will be given preference in enrollment, although residents of other towns may enroll when space allows.

Summer School, Extended Day-Care, and scheduled use of our school buildings and fields may be included under the authority of the Director of Community Education. Tuition and other fees for each class program, or service will be determined by the Director of Community Education and approved by the Superintendent and Chelmsford School Committee.

SOURCE: Chelmsford

CLASS SIZE

The Chelmsford School Committee believes manageable class size in Grades K - 12 is an important factor in providing quality education for Chelmsford students. Manageable class size facilitates an opportunity for individualization of instruction, effective classroom management, and flexibility in the delivery of instruction. Manageable class size is particularly important to the elementary level where a positive beginning has a long lasting impact on a student's growth and development.

The Chelmsford School Committee recognizes that all students have varying needs and interests. Classrooms serving students with severe learning needs may need classroom modifications and individual services from the classroom teacher and other specialists beyond what is expected in classrooms not serving students with severe learning needs. As a result, classrooms impacted by one or more students with severe learning needs may require a reduction in class size limitations. The impact of one or more students with severe learning needs is determined by the building principal and Superintendent following consultation with the Chapter 766 Evaluation Team.

Given the concerns noted above, the Chelmsford School Committee believes average class size for students in Grades Kindergarten through Grade Twelve should adhere to the following guidelines:

- 22 students in Kindergarten and Grade One for classrooms not serving students with severe learning needs
- 25 students in Grades Two through Four for classrooms not serving students with severe learning needs
- 25 students in Grades 5-8 and 9-12 classrooms not serving students with severe learning needs

In those instances where class size exceeds the guidelines in one or two sections at a particular grade level, the Superintendent and school administrators shall consider the employ, pending the availability of financial resources, of instructional support personnel (IPSP - Regular education) to support the classroom teacher. The addition of IPSP support is dependent upon the availability of financial resources.

The Chelmsford School Committee also believes the education of all students in a school is compromised when instruction for art, music, computer education and other special areas is displaced for additional classrooms. Short and long range planning should carefully consider the learning needs of all students in all areas. Viable short-term space alternatives include: the use of flexible space arrangements within a school building, the use of available community resources, or the lease of temporary classrooms. Long-term space alternatives require comprehensive long-range planning and a school-community commitment to provide a quality educational environment for all Chelmsford students.

SOURCE: Chelmsford

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three (3) years. If a substantially different point of view is advanced, it will be investigated (the period of three (3) years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three (3) years beginning with the end of the school year when the adoption is made.

SOURCE: MASC

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student
Based on knowledge of students
Based on requests of parents and students
- Needs of the individual school
Based on knowledge of the curriculum of the school
Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.

Some materials contain factual material that is no longer accurate nor current.

Some materials intended for recreational reading have become dated or unattractive and are no longer in demand (some such books, which are deemed “standards” or “classics,” will be retained even though they rarely circulate).

Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.

Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SOURCE: MASC October 2016

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, on the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities;
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private;
- Individuals will show respect for themselves and others when using technology including social media;
- Users shall give acknowledgement to others for their ideas and work;
- Users shall report inappropriate use of technology immediately.

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

SOURCE: MASC

Adopted: August 2015

INTERNET PUBLICATION

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

- A. In general
Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.
- B. Student photographs
Student photographs may be published only with the written consent of the student's parent or guardian.
Student photographs will not be accompanied by identifying information about the student(s).
- C. Student work
Student work (e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork) may be published only with the written consent of the student's parent or guardian.
- D. Staff photographs, identifying information and work
Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
Staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published only with the staff member's written consent.

SOURCE: MASC

Adopted: August 2015

POLICY ON SOCIAL MEDIA

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. Teachers may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content.
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol.
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid.
- 5) Monitoring and penalties for improper use of district computers and technology.
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

FIELD TRIPS

The Chelmsford School Committee recognizes field trips as a valuable teaching and first hand learning experience. The Chelmsford School Committee strongly recommends field trips as a part of and directly related to the overall school program and curriculum in order to enhance the learning environment of the student.

Specific guidelines and appropriate administrative procedures and regulations shall be developed to screen, approve, and evaluate field trips, ensuring that all reasonable steps are taken for the safety of all participants. The regulations/guidelines are to be developed by the Superintendent and principals. The regulations are to be made available to all teaching staff.

These regulations/procedures shall assure that:

- Written parental permission is required.
- All trips are properly chaperoned and supervised.
- All safety precautions are observed.
- All school rules are to be adhered to.
- In relevant subject areas and grades, approval from department coordinators shall be attained in order to determine the connection/relevancy of the field trip to the curriculum.
- All field trips are approved by the building principal.
- The staff member in charge will inform all parents/legal guardians of the details of the field trip.
- The staff member in charge will carry a communication device for emergency purposes.
- All trips contribute to and support the educational program of the Chelmsford Public Schools.
- All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee.
- Field trips/events should be planned in the most cost efficient manner.

LEGAL REFS.: M.G. L. 69:18; 71:39

SOURCE: Chelmsford

COMMUNITY RESOURCE PERSONS / SPEAKERS

Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

CROSS REF.: ADDA, Background Checks

SOURCE: MASC October 2016

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

CROSS REF.: ADDA, Background Checks

SOURCE: MASC

STUDENT PROGRESS REPORTS TO PARENTS / GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher(s) and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Assistant Superintendent, who will submit the proposal to the Superintendent and School Committee for consideration and approval.

SOURCE: MASC October 2016

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

SOURCE: MASC

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

SOURCE: MASC

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: JRA, Student Records

SOURCE: MASC February 2018

TEACHING ACTIVITIES / PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

SOURCE: MASC

TEACHING ABOUT CONTROVERSIAL ISSUES / CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three (3) weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two (2) faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one (1) notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board(s) for such notices.

SOURCE: MASC

SCHOOL CEREMONIES AND OBSERVANCES RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the educational program, provided that such instruction is presented in an unbiased and objective manner. The goal of such activities is to promote an understanding, affirmation, and acceptance of all religious beliefs (including those who hold no religious beliefs) among the students. Accordingly, the selection of holidays to be recognized or studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be selected carefully to avoid the excessive or unproductive use of school time. School personnel will be especially discriminating in planning activities that are to take place immediately preceding or on a religious holiday.

School activities such as music, art, and drama presentations having religious themes may be permitted if presented in an objective and neutral manner. In cases where such activities are related to a religious holiday in theme or timing, the activity must be evaluated as to its purpose, intent, and effect. The activity must be presented such that neither its purpose nor its effect will be construed as religious or as advancing one religion over another. Activities that seem to promote or give approval to any specific religion are to be avoided. School sponsored groups will not perform in religious services.

The emphasis here is on the neutrality that government must observe in matters of religion. Neutral means neither opposing nor promoting religion. It would be a mistake also to interpret complete neutrality about religion to mean complete silence. The importance of religion in history, culture, and the arts cannot be ignored and should have a place in education.

The use of religious symbols will be permitted as teaching aids when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. In cases where such symbols are related to a religious holiday in theme or timing, these symbols must be evaluated as to their purpose and effect. The symbols must be presented such that neither their purpose nor their effect will be construed as religious or advancing one religion over another. Use of these symbols in a way that seems to promote or give approval to any specific religion is to be avoided. Secular symbols may be displayed in a seasonal context. Classroom activities such as parties and recognition of a season of goodwill may be conducted.

The planners of school year calendars should recognize the possible effects of religious holiday on attendance. The right of parents to determine when their children shall be absent from school because of religious observance should not be limited by school authorities nor should students be penalized or deprived of make-up opportunities for such absences or pressured to choose between school attendance and religious observance.

It is the responsibility of the public schools to teach mutual understanding, and respect for all individuals and all beliefs. In pursuing these goals, teaching in the public schools can and should take cognizance of the fact that holidays are observed differently by different religious groups. Teachers should likewise respect the fact that some individuals' beliefs do not include religious observances.

Teaching about religious holidays or religion in general should be objective, should avoid any doctrinal impact, and should avoid any implication that religious doctrines have the support of school authority.

"The school committee may set appropriate guidelines for the celebration of Christmas and other festivals observed as holidays for the purpose of furthering the educational, cultural and social experiences and development of children."

LEGAL REFS: M.G.L. 71:31A

SOURCE: Chelmsford

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016