



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 7, 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

CONSENT AGENDA

1. Approval of the minutes of the Regular School Committee Meeting of June 26, 2018
2. Approval of the minutes of the Regular School Committee Meeting of July 18, 2018

PUBLIC COMMENTS

NEW BUSINESS

1. Announcement of McCarthy Middle School Assistant Principal: Ms. Kerry Calobrisi
2. Final FY18 End-of-Year Budget Adjustments/Transfers
3. Approval of 2018/19 Parent & Student Handbook
 - a. Approval of 2018/19 Parent & Student Handbook: CHS Addendum
4. Evaluation of 2017/18 School Committee Goals
5. Review/Update of School Committee Liaison Assignments
6. Public Input at School Committee Meeting/Public Forums
7. 2018/19 School Committee Meeting Schedule
8. 2017/18 Chelmsford Public Schools Year-in-Review
9. 2017/18 Superintendent's Evaluation Process
10. Personnel Report – June 2017
11. Permission to Convert Position: Coordinator of Social Emotional Learning & Counseling Services
12. Permission to Convert Position: ICTS Solutions Engineer
13. Review and Approval of School Committee Policies
14. Hosting of on-line Approved School Committee Policy Manual

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
June 26, 2018
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Mr. Al Thomas (Vice Chair), Ms. Donna Newcomb (Secretary) and Ms. Barbara Skaar

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

Mr. King opened the meeting at 6:00 p.m. and led those in attendance in the Pledge of Allegiance.

Consent Agenda

1. Approval of the minutes of the Regular School Committee Meeting of June 5, 2018.

Mr. Thomas motioned to approve the minutes of the Regular School Committee Meeting of June 5, 2018. Ms. Newcomb seconded. Motion carries 3 to 1 with Ms. Skaar abstaining.

Public Comments

None tonight.

Good News

Dr. Hirsch reported that our students came in second place in the recent Knowledge Bowl. Congratulations to our students for doing so well. School is over.

Mr. King reported that the Massachusetts Attorney General visited a health class at Parker Middle School and discussed drug issues and vaping. State Representatives Arciero and Golden visited CHS to discuss school safety issues.

New Business

1. End-of-Year Review: Technology

Mr. Bill Silver, Director of Technology, reviewed this past year and spoke on what to expect from The Technology Department over the summer and the 2018/19 school year. His entire presentation including slides may be seen by watching tonight's meeting on Chelmsford Telemedia/You Tube.

2. End-of-Year Review: School Nutrition Services

Ms. Nancy Antolini, Director of School Nutrition, reviewed the past year and spoke about expectations for the upcoming school year concerning nutrition, including expansion of the breakfast program and preparation of foods to be done at CHS. Her entire presentation including slides may be seen by viewing tonight's meeting on Chelmsford Telemedia/You Tube.

3. Recommended FY18 Budget Transfer

Mr. Thomas motioned to move money from General Supplies and Instructional Professional and Support Staff labor savings to offset \$120,000 of the Food Service Labor Costs as outlined in the memo dated June 24, 2018. Ms. Skaar seconded. A roll call vote was taken. Motion carries 4-0.

4. Contract Recommendation: Special Education Student Transportation

Mr. Thomas motioned that The Committee enter into a three year contract with Twombly Motor Coach Service Inc., with optional 4th and 5th year extensions exercised at the sole discretion of the Chelmsford School Committee, as proposed. The three year period covers the time from July1, 2018 through June 30, 2021. Ms. Skaar seconded. A roll call vote was taken. Motion carries 4-0.

5. Vote: Final Adjusted FY19 Budget

Mr. Thomas motioned that the Committee vote to approve the revised FY19 local operating budget for the Chelmsford Public Schools totaling \$59 million, as presented, and further vote to approve the Summary Level distribution of the FY19 local operating budget as outlined on page 19 of the Approved FY19 Budget. Ms. Skaar seconded. A roll call vote was taken. Motion carries 4-0.

6. Personnel Report: May 2018

No action required.

7. Permission to Post: Adult Education Coordinator (Revised and Updated)

Mr. Thomas motioned for the Committee to approve the job description for the Adult Education Coordinator with the revised and updated requirements as outlined in Dr. Lang's memorandum of June 26, 2018. Ms. Skaar seconded. Motion carries 4-0.

Ms. Skaar motions to remove the word "cheerfully" from number 6 in the qualifications section. Ms. Newcomb seconded. Motion carries 4-0.

8. Schedule for Review of the Capital Plan relative to the Comprehensive Facilities Assessment

The Facilities Subcommittee will meet on Friday, July 6, 2018, at 9:00 a.m. and on Tuesday, July 10, 2018, at 9:00 a.m.

9. Review of School Committee Requests for Reports and Updates

The Chair will be sending out MASC Self-Evaluation forms to Committee members.

10. Review and Approval of School Committee Policies

Mr. Thomas motioned to conditionally approve sections A and B of the Chelmsford School Committee Policies. Ms. Skaar seconded. Motion carries 4-0.

11. Approval of conferences and Field Trip Requests

Mr. Thomas motioned to approve Dr. Lang's trip to the MASS Executive Institute and the CHS Band and Choir trip to Philadelphia in May 2019. Ms. Skaar seconded. Motion carries 4-0.

Reports

1. Liaison Reports

Ms. Newcomb reported that The Friends of Music and SEPAC have both elected their new boards. The next "bottle and can drive" for the Friends of Music will be on July 14, 2018.

Mr. Thomas attended the Rotary Leadership Institute. Chelmsford was well represented. He also commended our students on their behavior at events. He has received good comments, in particular, about the behavior of the Class 2018!

Mr. King attended Center School's last PTO meeting of the year. He thanked the veteran PTO members for their hard work and organization. Many will be moving to middle school next school year.

Action/New Items

There will be a meeting held in July. The date to be determined.

Adjournment

Mr. Thomas motioned to adjourn the Committee meeting at 8:28 p.m. Ms. Skaar seconded. Motion carries 4-0.

Respectfully submitted by Sharon Giglio

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
July 18, 2018
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Mr. Al Thomas (Vice Chair), Ms. Donna Newcomb (Secretary), Mr. John Moses and Ms. Barbara Skaar

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

Mr. King opened the meeting at 4:00 p.m. and led those in attendance in the Pledge of Allegiance. Chelmsford Telemedia is recording and televising the meeting. The Policy Subcommittee will be meeting tomorrow. The Facilities Subcommittee met. Dr. Lang has placed a folder in the "Drop Box" which prioritizes facilities items. The "Warrant Signing Schedule" has been updated.

Public Comments

None tonight.

New Business

1. Preliminary FY18 End-of-Year Budget Adjustments/Transfers

Ms. Johnson-Collins included a detailed report in tonight's agenda. She reviewed the report at tonight's meeting.

Mr. Thomas motioned to approve the transfer of \$16,168.73 from the General Fund to the Food Service Revolving Fund as necessary. Ms. Skaar seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Thomas motioned to approve the transfer of \$2,561,159 from the Circuit Breaker account to balance the FY18 budget. Ms. Skaar seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Thomas motioned to approve the local operating budgets as transfers as presented totaling \$272,674. Ms. Skaar seconded. A roll call vote was taken. Motion carries 5-0.

2. Approval of 2018/19 Employee Handbook

The handbook is included in tonight's packet. When it is included in the district website, it will be searchable. Staff feedback will be welcomed during the upcoming year. It will be a "living document".

Mr. Thomas motioned to approve the 2018/19 Handbook. Ms. Skaar seconded. Motion carries 5-0.

- 3. Permission to Post: Part-Time Social Worker, CHIPS Program**
- 4. Permission to Post: Certified Nursing Assistant (CNA)**

Mr. Thomas motioned to post a Part-Time Social Worker position for the CHIPS Program and the creation of a Certified Nursing Assistant position. Mr. Skaar seconded. Motion carries 5-0.

5. Review and Approval of School Committee Policies

Mr. Thomas motioned to give provisional approval of School Committee Polices C, D, E, and F. Ms. Skaar seconded. Motion carries 5-0.

Reports

1. Liaison Reports

Mr. Moses spoke highly of the Community Education Program "Summerfest".

Ms. Newcomb shared that SEPAC news that student, Ari Ripoli, went to Washington and met with Elizabeth Warren to talk about legislation and issues regarding dyslexia.

Action/New Items

The next scheduled Committee meeting is August 21, 2018, but an earlier August meeting will be considered.

Ms. Johnson-Collins reported that online bus registration is going well.

Adjournment

Mr. Thomas motioned to adjourn the meeting at 5:09 p.m. Ms. Skaar seconded. Motion carries 5-0.

Respectfully submitted by Sharon Giglio

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 3, 2018
Re: Announcement of Assistant Principal: Ms. Kerry Calobrisi

I am happy to inform you that Ms. Kerry Calobrisi has been selected as the new Assistant Principal of the McCarthy Middle School. Kerry comes to us from the Methuen Public Schools. She brings over seven years of building administration experience to our district.

Kerry's experiences include teaching middle school for sixteen years and as an assistant principal for two years in Lawrence. For the past five years, she had been a Dean of Students of a 1,400 student, K-8 elementary school in Methuen. Kerry has substantial experience in the area of Social Emotional Learning (SEL), and has led both her district and building Positive Behavioral Intervention Support (PBIS) teams for many years in Methuen.

Kerry is an enthusiastic, poised, and thoughtful individual who will serve the McCarthy community well for years to come. She is very excited to work in Chelmsford with everyone and started with us on Monday July, 30th. Please join me in welcoming her to Chelmsford.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

TO: Jay Lang, Superintendent
Members of the School Committee

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

DATE: August 2, 2018

RE: FY2018 End of Year Budget Update

I would like to provide you with the following update on the status of the FY18 Local Operating Budget. At this time, all of the financial activity for FY18 has been recorded to the local budget, grants, and revolving funds. The external auditors will be reviewing the financial data in September and if there are any adjustments (period 13) required, I will provide you with an update.

The final results are as follows:

FY18 BUDGET	FY18 YTD EXPENDED	FY18 ENCUMBRANCES	FY18 AVAILABLE BUDGET
\$57,000,000	\$56,883,001.55	\$116,998.45	0

Attached please find a Year-to-Date Budget Report from MUNIS detailing the school department's financial activity through June of FY2018. Further, attached please find a summary of the school department's grant and revolving fund balances for the same reporting period.

As discussed at the July 18, 2018 regular school committee meeting, the committee approved the recommendation for an offset to the circuit breaker revolving fund to fund special education out-of-district tuition leaving a favorable balance in the circuit breaker revolving fund to start FY19. Below is a summary of the final figures and transfers. The preliminary estimate of the transfer presented on July 18th was \$ 2,561,159 and the final transfer required was \$ 2,557,348.45. Since the dollar amount changed slightly (- \$ 3,810.55) from the July 18th regular school committee meeting, **I recommend the committee vote to amend their previous vote on July 18, 2018 to approve the transfer of FY18 special education out of district tuition expenses from the local budget account to the circuit breaker revolving fund in the amount of \$ 2,557,348.45.**

Recap of SPED OOD Tuitions - Page 19 Tuition Non Public Schools – \$ - 503,654.45 variance

The special education out-of-district tuitions are budgeted in a few accounts - the local account (1930), the Circuit Breaker Revolving Fund (310), and the School Choice Revolving Fund (510). All of the encumbrances and YTD actual expenditures are coded to the local budget account (\$7.425M total). A journal entry was made at the end of FY18 transferring YTD actuals from this local account to the revolving fund, while not bringing the revolving fund into a deficit balance at any time. Below is a summary of the accounts/funds involved in funding out-of-district tuitions.

	7/1/17 Balance (carry over)	06/30/18 Receipts (Revenue) YTD	Current Balance	Receipts June 2018	Total carry over and new (budget)	Total SPED OOD Tuitions	6/30/2018 Final Balance
Local Account *					4,449,905	7,425,377	
Offset for retro					(604,348)		
Circuit Breaker	1,445,926	2,110,407	3,556,333	0	3,556,333	(2,557,348)	998,985
School Choice Original Offset					250,000	0	
Original Valley Collab credit/refund**					200,095	(518,817)	
Total						4,349,212	

*Original Budget amount of \$ 4,449,905 reflects the offset from circuit breaker funds in the amount of \$ 2,500,000, school choice funds in the amount of \$ 250,000, and a portion of the Valley Collaborative tuition credit/refund in the amount of \$ 200,095 to match the spring 2017 Town Meeting appropriated budget of \$ 57,000,000. Since the time of finalizing the FY18 budget, the circuit breaker figures have been released by DESE, with an annual FY18 total of \$ 3,121,049. The 4th quarter circuit breaker revenue from DESE in the amount of \$ 1,010,642 was received July 9, 2018, therefore was not recorded as revenue in FY18. Three quarterly circuit breaker revenue payments of \$ 703,469 were received in FY18, totaling \$ 2,110,407. SPED OOD tuitions stayed on forecast (\$ 7.4M). This amount is prior to the Valley Collaborative credit/refund described below. Therefore, the amount of SPED OOD tuitions recorded to the local budget will be \$ 4,349,212. This leaves a reserve in the circuit breaker fund of \$ 998,985 on June 30, 2018, the FY18 fiscal year end. Once the 4th quarter revenue payment of \$ 1,010,642 is recorded in early July (FY19) this will bring the circuit breaker reserve to \$ 2,009,627.

**As presented in the FY18 approved budget, the District planned for receiving either a credit or refund (we have since decided it will be a credit) from Valley Collaborative in FY18, as Valley has earned revenue in excess of the amount they are able to retain at fiscal year end. The amount above the allowable retainable limit must either be returned or credited to Valley's partner districts in proportion to the amount paid over the fiscal year. Chelmsford received \$ 528,817 as a credit which is greater than the \$ 440,000 originally projected by Valley (by 88K). While this funding should be considered "one time" revenue, the original budget reflected a portion to be used to offset the FY18 local operating budget as it directly relates to the special education tuition. This chart reflects applying the entire amount of the credit of \$ 528,817.

Due to these credits, the chart above reflects not taking the \$ 250,000 offset to the school choice revolving fund.

	7/1/17 Balance (carry over)	06/30/18 Receipts (Revenue) YTD	Current Balance	Receipts June 2018***	Total carry over and new (budget)	Less SPED OOD Tuitions	6/30/2018 Final Balance
School Choice	988,132	341,786	1,329,918	0	1,329,918	0	1,329,918

*** The June School Choice revenue from the DOR in the amount of \$ 35,924 was received July 5, 2018, therefore not recorded as revenue in FY18.

Thank you for the opportunity to provide this update.

07/20/2018 10:48
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TOWN OF CHELMSFORD
YEAR TO DATE BUDGET REPORT

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FOR 2018 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
0001 GENERAL FUND							
000 UNDEFINED							
1110 SCHOOL COMMITTEE							
<u>11110000 51070 SC SEC SAL</u>	4,080	0	4,080	3,910.00	.00	170.00	95.8%
<u>11110000 54000 SC SUPPLIES</u>	200	13	213	213.00	.00	.00	100.0%
<u>11110000 57130 SC CONFERENCE</u>	2,000	-986	1,014	1,004.02	.00	9.98	99.0%
<u>11110000 57800 SC OTHER EXPENSES</u>	14,500	973	15,473	15,472.81	.00	.19	100.0%
TOTAL SCHOOL COMMITTEE	20,780	0	20,780	20,599.83	.00	180.17	99.1%
1210 SUPERINTENDENT							
<u>11210000 51003 ADMINISTRATOR</u>	12,895	0	12,895	12,894.80	.00	.20	100.0%
<u>11210000 51050 SUPT SALARY</u>	180,000	0	180,000	180,000.08	.00	-.08	100.0%
<u>11210000 51070 SUPT SECRETARY SALA</u>	53,427	0	53,427	53,427.67	.00	-.67	100.0%
<u>11210000 54000 SUPPLIES</u>	10,000	-5,702	4,298	4,297.85	.00	.15	100.0%
<u>11210000 57800 OTHER CHARGES/EXPEN</u>	25,000	6,055	31,055	31,053.66	.00	1.34	100.0%
TOTAL SUPERINTENDENT	281,322	353	281,675	281,674.06	.00	.94	100.0%
1220 ASST. SUPERINTENDENT							
<u>11220000 51003 ADMINISTRATOR</u>	11,140	0	11,140	11,140.40	.00	-.40	100.0%
<u>11220000 51050 ASST. SUPT. SALARY</u>	140,000	0	140,000	140,000.12	.00	-.12	100.0%
<u>11220000 51070 ASST. SUPT. SEC. SA</u>	52,100	0	52,100	52,099.84	.00	.16	100.0%
<u>11220000 54000 ASST SUPT SUPPLIES</u>	10,000	-8,500	1,500	1,500.10	.00	-.10	100.0%
<u>11220000 57800 ASST SUPT OTH EXP</u>	4,000	10,417	14,417	14,416.02	.00	.98	100.0%
TOTAL ASST. SUPERINTENDENT	217,240	1,917	219,157	219,156.48	.00	.52	100.0%
1230 DISTRICT WIDE							
<u>11230000 53140 COPIER - ADMINISTRA</u>	295,357	-259	295,098	282,949.37	5,682.81	6,466.03	97.8%

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TOWN OF CHELMSFORD
YEAR TO DATE BUDGET REPORT

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FOR 2018 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>11230000 53420 POSTAGE</u>	36,200	-3,184	33,016	20,551.49	10,000.00	2,464.51	92.5%
<u>11230000 53990 ADVERTISING</u>	1,500	0	1,500	1,014.22	.00	485.78	67.6%
<u>11230000 54206 SOFTWARE</u>	176,005	259	176,264	175,420.14	843.65	.00	100.0%
<u>11230000 57100 COOR. TRAVEL & CONF</u>	6,000	720	6,720	6,497.50	.00	222.50	96.7%
<u>11230000 57800 COOR. DUES</u>	6,000	-2,990	3,010	2,709.51	300.00	.49	100.0%
TOTAL DISTRICT WIDE	521,062	-5,454	515,608	489,142.23	16,826.46	9,639.31	98.1%
<u>1410 BUSINESS AND FINANCE</u>							
<u>11410000 51050 SAL/BUSINESS MANAGE</u>	117,300	0	117,300	117,300.04	.00	-.04	100.0%
<u>11410000 51070 BUS OFFICE- SECRETA</u>	241,007	0	241,007	232,556.98	.00	8,450.02	96.5%
<u>11410000 53990 BUS OFFICE-CONTR SV</u>	10,000	2,000	12,000	9,500.00	.00	2,500.00	79.2%
<u>11410000 54000 BUSINESS OFFICE-SUP</u>	3,100	0	3,100	2,229.22	.00	870.78	71.9%
<u>11410000 57800 BUSINESS OFFICE-OTH</u>	4,500	-2,000	2,500	1,042.66	.00	1,457.34	41.7%
TOTAL BUSINESS AND FINANCE	375,907	0	375,907	362,628.90	.00	13,278.10	96.5%
<u>1420 HUMAN RESOURCES</u>							
<u>11420000 51050 SAL/HR/DIRECTOR</u>	120,360	0	120,360	120,359.98	.00	.02	100.0%
<u>11420000 51060 H/R SUBSTITUTES CO</u>	82,416	-53,285	29,131	29,131.18	.00	-.18	100.0%
<u>11420000 51070 HR SEC SALARY</u>	29,131	56,045	85,176	86,695.02	.00	-1,519.02	101.8%
<u>11420000 54000 HR SUPPLIES</u>	2,500	0	2,500	1,600.78	.00	899.22	64.0%
<u>11420000 57800 HR OTHER EXPENSES</u>	2,700	0	2,700	2,079.64	.00	620.36	77.0%
TOTAL HUMAN RESOURCES	237,107	2,760	239,867	239,866.60	.00	.40	100.0%
<u>1430 LEGAL SERVICES</u>							
<u>11430000 53040 LEGAL FEES</u>	70,000	39,838	109,838	109,838.23	.00	.02	100.0%
<u>11430076 53040 LEGAL FEES - SPED C</u>	35,000	-17,836	17,164	17,164.00	.00	.00	100.0%
TOTAL LEGAL SERVICES	105,000	22,002	127,002	127,002.23	.00	.02	100.0%
<u>1435 LEGAL SETTLEMENTS</u>							
<u>11435076 53990 SPED - LEGAL SETTLE</u>	20,000	-18,818	1,182	1,181.75	.00	.00	100.0%

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TOWN OF CHELMSFORD
YEAR TO DATE BUDGET REPORT

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FOR 2018 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL LEGAL SETTLEMENTS	20,000	-18,818	1,182	1,181.75	.00	.00	100.0%
1450 DISTRICTWIDE MIS							
11450000 51050 MIS DIR SALARY	120,360	0	120,360	120,359.98	.00	.02	100.0%
11450000 51060 SALARIES	181,639	0	181,639	182,793.00	.00	-1,154.00	100.6%
11450000 52470 TECHNOLOGY SERVICE	60,000	0	60,000	59,834.49	.00	165.51	99.7%
11450000 54000 SUPPLIES & MATERIAL	4,000	0	4,000	3,327.13	.00	672.87	83.2%
11450000 54204 SCHOOL SECURITY	25,200	0	25,200	25,168.91	.00	31.09	99.9%
11450000 57100 TRAVEL IN STATE	5,000	0	5,000	4,780.43	.00	219.57	95.6%
11450000 58510 EQUIPMENT- TECHNOLO	30,395	0	30,395	30,382.94	.00	12.06	100.0%
14400000 51056 SAL/NETWORK	260,143	0	260,143	244,099.50	.00	16,043.50	93.8%
14400000 52472 COMPUTER SERVICES	329,000	0	329,000	327,313.59	.00	1,686.41	99.5%
TOTAL DISTRICTWIDE MIS	1,015,737	0	1,015,737	998,059.97	.00	17,677.03	98.3%
2110 CURRICULUM DIRECTORS							
12110000 51050 SAL/SYS/CURR	794,670	1,667	796,337	798,018.88	.00	-1,682.18	100.2%
12110000 51070 SAL/SYS/SEC	35,749	693	36,442	35,338.67	.00	1,103.23	97.0%
12110000 51310 CURRICULUM STIPENDS	18,000	0	18,000	23,000.12	.00	-5,000.12	127.8%
12110000 53170 STAFF DEVELOPMENT	10,000	0	10,000	9,801.35	160.00	38.65	99.6%
12110000 53990 CONTRACTED SERVICES	16,500	0	16,500	14,455.74	.00	2,044.26	87.6%
12110000 54000 SUPPLIES - CURR COO	1,500	0	1,500	1,378.16	60.69	61.15	95.9%
12110000 54630 ACHIEVEMENT/DIAGNOS	25,000	0	25,000	745.00	.00	24,255.00	3.0%
12110000 57140 COURSE REIMBURSEMEN	10,000	0	10,000	6,235.51	.00	3,764.49	62.4%
12110000 58510 EQUIPMENT	1,200	55	1,255	1,254.55	.00	.00	100.0%
12110076 51050 SALARIES SUPERVISIO	120,360	0	120,360	120,359.98	.00	.02	100.0%
12110076 54000 PARENT ADVISORY COU	500	0	500	450.00	.00	50.00	90.0%
12110076 54200 SUPPLIES SUPERVISIO	3,000	-1,560	1,440	1,438.65	.00	1.35	99.9%
12110076 54204 COMPUTER EQUIPMENT	5,000	-1,005	3,995	3,989.09	.00	6.36	99.8%
12110076 57100 TRAVEL IN STATE	2,600	2,940	5,540	5,540.08	.00	.00	100.0%
12110076 57310 DUES/OTHER	15,000	-430	14,570	13,953.72	.00	616.20	95.8%
12110176 51050 SALARIES PROFESSION	298,746	0	298,746	295,814.49	.00	2,931.51	99.0%
12110176 51070 SALARIES SECRETARIE	87,027	-1,528	85,499	79,708.47	.00	5,790.04	93.2%
12110976 51050 SAL/CHIPS/SUPERVISIO	98,755	0	98,755	90,089.61	.00	8,665.39	91.2%
TOTAL CURRICULUM DIRECTORS	1,543,607	831	1,544,438	1,501,572.07	220.69	42,645.35	97.2%
2210 SCHOOL LEADERSHIP-BUILDING							
12210100 51003 DEANS	312,749	0	312,749	312,748.92	.00	.08	100.0%

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TOWN OF CHELMSFORD
YEAR TO DATE BUDGET REPORT

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FOR 2018 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12210100 51050 SAL/CHS/PRINCIPAL	133,785	0	133,785	133,785.08	.00	-.08	100.0%
12210100 51060 SALARIES - CLERKS	88,643	1,330	89,973	89,027.40	.00	945.70	98.9%
12210100 51070 SAL/CHS/CLER/SEC	131,269	2,545	133,814	130,866.43	.00	2,947.98	97.8%
12210100 53920 HS GRADUATION	19,550	1,642	21,192	21,191.57	.00	.00	100.0%
12210100 53990 PRINTING HIGH SCHOOL	8,950	-450	8,500	8,499.82	.00	.00	100.0%
12210100 54000 SUPPLIES HIGH SCHOOL	5,625	-1,441	4,184	3,744.65	.00	439.28	89.5%
12210100 54205 COMPUTER SUPP CHS	4,500	0	4,500	4,467.97	.00	32.03	99.3%
12210100 54206 SOFTWARE HIGH SCHOOL	31,000	0	31,000	30,806.60	.00	193.40	99.4%
12210100 57310 PRINCIPAL DUES CHS	5,400	11,540	16,940	6,169.00	.00	10,771.00	36.4%
12210100 57810 PRINCIPAL CONFERENC	16,940	-11,540	5,400	3,590.07	.00	1,809.93	66.5%
12210200 51003 ASSISTANT PRINCIPAL	106,245	0	106,245	106,244.92	.00	.08	100.0%
12210200 51050 SAL/McCARTHY/PRINCI	117,042	0	117,042	117,042.12	.00	-.12	100.0%
12210200 51051 SALARIES - COPY CEN	20,206	329	20,535	16,772.07	.00	3,762.79	81.7%
12210200 51060 SALARIES - CLERKS	20,995	449	21,444	22,319.47	.00	-875.78	104.1%
12210200 51070 SAL/McCARTHY/SEC	72,899	1,403	74,302	74,609.69	.00	-307.26	100.4%
12210200 53990 PRINTING MCCARTHY	5,000	0	5,000	3,488.30	.00	1,511.70	69.8%
12210200 54000 SUPPLIES MCCARTHY	2,500	0	2,500	1,721.24	64.95	713.81	71.4%
12210200 54205 COMPUTER SUPPLIES M	2,500	0	2,500	2,496.91	.00	3.09	99.9%
12210200 57310 DUES/CONFERENCES Mc	4,250	0	4,250	2,104.86	.00	2,145.14	49.5%
12210300 51003 ASSISTANT PRINCIPAL	106,245	0	106,245	106,244.92	.00	.08	100.0%
12210300 51050 SAL/PARKER/PRINCIPA	120,042	0	120,042	120,042.12	.00	-.12	100.0%
12210300 51051 SALARIES - COPY CEN	20,206	305	20,511	15,572.97	.00	4,938.38	75.9%
12210300 51060 SALARIES - CLERKS	19,002	422	19,424	21,531.93	.00	-2,107.73	110.9%
12210300 51070 SAL/PARKER/SEC	72,167	1,403	73,570	73,036.68	.00	533.75	99.3%
12210300 53990 PRINTING PARKER	5,800	-1,500	4,300	3,397.36	64.95	837.69	80.5%
12210300 54000 SUPPLIES PARKER	3,500	1,500	5,000	4,248.41	.00	751.59	85.0%
12210300 54205 COMPUTER SUPPLIES P	2,500	0	2,500	2,500.00	.00	.00	100.0%
12210300 57310 DUES/CONFERENCES PA	4,250	0	4,250	2,185.12	.00	2,064.88	51.4%
12210400 51050 SAL/BYAM/PRINCIPAL	113,000	0	113,000	112,999.98	.00	.02	100.0%
12210400 51060 SALARIES - CLERKS	21,221	339	21,560	17,795.35	.00	3,764.28	82.5%
12210400 51070 SAL/BYAM/CLER/SEC	36,857	704	37,561	37,465.82	.00	95.36	99.7%
12210400 53990 PRINTING BYAM	750	0	750	425.07	.00	324.93	56.7%
12210400 54000 SUPPLIES BYAM	1,000	0	1,000	670.78	79.57	249.65	75.0%
12210400 54205 COMPUTER SUPPLIES B	1,700	0	1,700	1,700.00	.00	.00	100.0%
12210400 57310 DUES/CONFERENCES BY	1,500	0	1,500	300.00	.00	1,200.00	20.0%
12210500 51050 SAL/CENTER/PRINCIPA	113,000	0	113,000	112,999.98	.00	.02	100.0%
12210500 51060 SALARIES - CLERK	20,995	329	21,324	17,262.03	.00	4,061.62	81.0%
12210500 51070 SAL/CENTER/CLER/SEC	36,857	704	37,561	37,343.52	.00	217.66	99.4%
12210500 53990 PRINTING	750	0	750	749.23	.00	.77	99.9%
12210500 54000 SUPPLIES	2,000	617	2,617	2,616.56	.00	.00	100.0%
12210500 54205 COMPUTER SUPPLIES -	2,100	0	2,100	2,100.00	.00	.00	100.0%
12210500 57310 DUES/CONFERENCES C	1,500	-617	883	247.00	.00	636.44	28.0%
12210600 51050 SAL/HARR./PRINCIPAL	111,415	0	111,415	110,999.99	.00	415.01	99.6%
12210600 51060 SALARIES - CLERK	20,995	321	21,316	17,234.71	.00	4,081.39	80.9%

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12210600 51070 SAL/HARR./CLER/SEC	36,073	689	36,762	36,734.17	.00	27.63	99.9%
12210600 53990 PRINTING HARRINGTON	750	-750	0	.00	.00	.00	.0%
12210600 54000 SUPPLIES HARRINGTON	2,000	1,880	3,880	3,879.98	.00	.00	100.0%
12210600 54205 COMPUTER SUPPLIES H	2,100	-100	2,000	2,000.02	.00	.00	100.0%
12210600 57310 DUES/CONFERENCES HA	1,500	-780	720	719.68	.00	.00	100.0%
12210700 51050 SAL/SO.ROW/PRINCIPA	114,000	0	114,000	113,999.98	.00	.02	100.0%
12210700 51060 SALARIES - CLERK	19,615	317	19,932	16,485.19	.00	3,447.24	82.7%
12210700 51070 SAL/SO.ROW/CLER/SEC	34,015	622	34,637	33,188.88	.00	1,447.65	95.8%
12210700 53990 PRINTING SOUTH ROW	500	10	510	509.97	.00	.00	100.0%
12210700 54000 SUPPLIES SOUTH ROW	1,600	570	2,170	2,170.08	.00	.00	100.0%
12210700 54205 COMPUTER SUPPLIES S	2,000	0	2,000	1,980.43	.00	19.57	99.0%
12210700 57310 DUES/CONFERENCES SO	1,000	-580	420	359.00	.00	60.95	85.5%
12210976 51060 SALARIES - CLERK	22,168	460	22,628	22,458.72	.00	169.38	99.3%
TOTAL SCHOOL LEADERSHIP-BUILDING	2,186,721	12,672	2,199,393	2,147,852.72	209.47	51,330.88	97.7%
2300 INSTRUCTION-TEACHING SERVICES							
12300000 51310 SALARIES-OVERTIME/S	6,936	0	6,936	7,074.00	.00	-138.00	102.0%
12300000 51311 SALARIES - STIPENDS	27,744	0	27,744	28,296.00	.00	-552.00	102.0%
12300000 51312 SALARIES - STIPENDS	25,432	1,196	26,628	25,938.00	.00	690.00	97.4%
TOTAL INSTRUCTION-TEACHING SERVICES	60,112	1,196	61,308	61,308.00	.00	.00	100.0%
2305 CLASSROOM TEACHERS							
12305000 51450 LONGEVITY	48,318	0	48,318	50,625.80	.00	-2,307.80	104.8%
12305000 51455 SALARY RESERVE - CO	735,000	-735,000	0	.00	.00	.00	.0%
12305000 51460 SALARY RESERVE - LE	146,890	-146,584	306	.00	.00	306.04	.0%
12305039 51050 SAL/DIST.WIDE/TECH.	68,201	2,390	70,591	70,591.33	.00	-.31	100.0%
12305102 51050 SAL/CHS/ART	345,926	10,539	356,465	322,345.02	.00	34,120.24	90.4%
12305106 51050 SAL/CHS/BUS.	211,154	8,684	219,838	238,478.81	.00	-18,640.85	108.5%
12305124 51050 SAL/CHS/ ENGLISH	1,226,968	50,032	1,277,000	1,234,676.52	.00	42,323.09	96.7%
12305128 51050 SAL/CHS/F.LANG.	707,134	28,464	735,598	754,446.74	.00	-18,848.38	102.6%
12305134 51050 SAL/CHS/HLTH. ED.	229,795	9,102	238,897	238,896.56	.00	.11	100.0%
12305136 51050 SAL/CHS/FAM.SCI.	78,722	3,118	81,840	81,839.62	.00	.37	100.0%
12305139 51050 SAL/CHS/TECH. ED.	189,326	8,352	197,678	220,550.31	.00	-22,871.85	111.6%
12305156 51050 SAL/CHS/MATH	1,340,028	64,291	1,404,319	1,388,463.53	.00	15,855.80	98.9%
12305158 51050 SAL/CHS/MUSIC	316,578	12,284	328,862	328,862.33	.00	-.55	100.0%
12305174 51050 SAL/CHS/PHYS. ED	281,901	11,080	292,981	293,782.02	.00	-800.69	100.3%

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12305178 51050 SAL/CHS/SCIENCE	1,225,619	43,804	1,269,423	1,268,180.72	.00	1,242.63	99.9%
12305184 51050 SAL/CHS/SOC.ST.	1,140,248	61,599	1,201,847	1,193,612.04	.00	8,234.77	99.3%
12305202 51050 SAL/McCARTHY/ART	128,202	7,575	135,777	163,002.30	.00	-27,225.49	120.1%
12305224 51050 SAL/McCARTHY/ENGLIS	356,870	13,866	370,736	339,035.82	.00	31,699.91	91.4%
12305228 51050 SAL/McCARTHY/F.LANG	234,149	7,148	241,297	212,167.94	.00	29,129.06	87.9%
12305234 51050 SAL/McCARTHY/HLTH.	157,443	7,780	165,223	165,222.80	.00	-.27	100.0%
12305239 51050 SAL/McCARTHY/TECH.	125,619	4,868	130,487	130,487.74	.00	-.26	100.0%
12305256 51050 SAL/McCARTHY/MATH	388,722	13,022	401,744	375,114.04	.00	26,630.20	93.4%
12305258 51050 SAL/McCARTHY/MUSIC	334,766	13,051	347,817	344,046.54	.00	3,770.15	98.9%
12305274 51050 SAL/McCARTHY/PHYS.	240,519	7,963	248,482	248,481.81	.00	-.26	100.0%
12305278 51050 SAL/McCARTHY/SCIENC	363,343	13,825	377,168	356,295.95	.00	20,871.80	94.5%
12305284 51050 SAL/McCARTHY/SOC.ST	359,122	-73,475	285,647	285,646.66	.00	.00	100.0%
12305296 51050 SAL/McCARTHY/GRADE5	682,972	-16,461	666,511	662,467.86	.00	4,042.83	99.4%
12305297 51050 SAL/McCARTHY/GRADE6	770,058	34,933	804,991	804,903.86	.00	86.65	100.0%
12305302 51050 SAL/PARKER/ART	104,936	4,076	109,012	105,872.01	.00	3,139.75	97.1%
12305324 51050 SAL/PARKER/ENGLISH	298,701	20,697	319,398	319,224.82	.00	172.76	99.9%
12305328 51050 SAL/PARKER/F.LANG.	183,372	7,211	190,583	153,448.98	.00	37,133.79	80.5%
12305334 51050 SAL/PARKER/HLTH.ED.	141,466	5,551	147,017	147,016.94	.00	.00	100.0%
12305339 51050 SAL/PARKER/TECH. ED	126,412	4,897	131,309	131,308.96	.00	.25	100.0%
12305356 51050 SAL/PARKER/MATH	280,308	21,983	302,291	321,947.44	.00	-19,656.18	106.5%
12305358 51050 SAL/PARKER/MUSIC	133,563	5,260	138,823	138,823.48	.00	-.02	100.0%
12305374 51050 SAL/PARKER/PHYS. ED	151,073	7,206	158,279	158,279.38	.00	-.27	100.0%
12305378 51050 SAL/PARKER/SCIENCE	287,213	11,324	298,537	298,536.48	.00	.16	100.0%
12305384 51050 SAL/PARKER/SOC. ST.	295,274	11,643	306,917	306,916.77	.00	.16	100.0%
12305396 51050 SAL/PARKER/GRADE5	629,772	23,206	652,978	652,978.87	.00	-1.04	100.0%
12305397 51050 SAL/PARKER/GRADE6	616,551	-8,762	607,789	592,810.73	.00	14,978.05	97.5%
12305400 51050 SAL/BYAM/CLASSROOMT	1,244,326	52,921	1,297,247	1,318,287.00	.00	-21,039.64	101.6%
12305402 51050 SAL/BYAM/ART	52,121	3,405	55,526	66,149.72	.00	-10,623.37	119.1%
12305458 51050 SAL/BYAM/MUSIC	60,081	6,248	66,329	66,253.76	.00	75.42	99.9%
12305474 51050 SAL/BYAM/PHYS. ED	74,819	1,648	76,467	76,467.37	.00	-.31	100.0%
12305491 51050 SALARIES - PROFESSI	319,668	12,490	332,158	352,830.34	.00	-20,672.28	106.2%
12305500 51050 SAL/CENTER/CLASSROO	1,209,205	55,308	1,264,513	1,232,915.63	.00	31,597.73	97.5%
12305502 51050 SAL/CENTER/ART	83,839	4,965	88,804	88,803.58	.00	.00	100.0%
12305558 51050 SAL/CENTER/MUSIC	78,722	4,190	82,912	82,911.18	.00	.37	100.0%
12305574 51050 SAL/CENTER/PHYS. ED	60,081	4,447	64,528	88,285.30	.00	-23,757.78	136.8%
12305591 51050 SALARIES - PROFESSI	223,872	5,145	229,017	211,163.74	.00	17,852.95	92.2%
12305600 51050 SAL/HARR./CLASSROOM	1,274,164	49,173	1,323,337	1,372,959.15	.00	-49,622.65	103.7%
12305602 51050 SAL/HARR./ART	72,352	2,866	75,218	75,217.28	.00	.41	100.0%
12305658 51050 SAL/HARR./MUSIC	78,722	3,066	81,788	81,787.38	.00	.41	100.0%
12305674 51050 SAL/HARR./PHYS. ED	83,839	3,118	86,957	81,839.62	.00	5,117.37	94.1%
12305691 51050 SALARIES - PROFESSI	273,498	11,748	285,246	309,685.48	.00	-24,439.07	108.6%
12305700 51050 SAL/SO. ROW/CLASSRO	1,124,875	50,037	1,174,912	1,185,172.24	.00	-10,260.43	100.9%
12305702 51050 SAL/SO. ROW/ART	78,722	3,118	81,840	80,959.66	.00	880.33	98.9%
12305758 51050 SAL/SO. ROW/MUSIC	57,546	6,557	64,103	51,550.11	.00	12,552.66	80.4%

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12305774 51050 SAL/SO. ROW/PHYS. E	54,650	7,764	62,414	62,304.76	.00	108.97	99.8%
12305791 51050 SALARIES - PROFESSI	266,481	-34,862	231,620	231,619.20	.00	.30	100.0%
TOTAL CLASSROOM TEACHERS	22,453,817	-166,109	22,287,708	22,216,552.03	.00	71,155.74	99.7%
2310 SPECIALIST TEACHERS							
12310000 51050 TUTORING	15,000	-1,196	13,804	12,221.80	.00	1,582.20	88.5%
12310076 51050 OUT-OF-DISTRICT COO	96,317	1,544	97,861	64,704.20	.00	33,156.36	66.1%
12310076 51054 SALARIES SPECIALIST	1,024,420	36,003	1,060,423	1,046,796.79	.00	13,626.05	98.7%
12310076 51110 BOARD CERTIFIED BEH	157,443	6,184	163,627	164,358.24	.00	-731.46	100.4%
12310076 51120 OTHER SALARIES - SU	96,500	0	96,500	105,429.65	.00	-8,929.65	109.3%
12310123 51050 SAL/CHS/ELL	52,091	2,011	54,102	54,102.54	.00	-.51	100.0%
12310176 51054 SALARIES SPECIALIST	778,323	17,986	796,309	797,877.03	.00	-1,568.35	100.2%
12310177 51050 SAL/CHS/READING	78,722	3,066	81,788	81,787.42	.00	.37	100.0%
12310223 51050 SAL/McCARTHY/ELL	0	28,558	28,558	28,557.56	.00	.08	100.0%
12310223 51110 SALARIES-FULL TIME	26,046	-26,046	0	.00	.00	.00	.0%
12310276 51054 SALARIES SPECIALIST	762,212	25,699	787,911	760,585.13	.00	27,326.22	96.5%
12310277 51050 SAL/McCARTHY/READIN	158,672	6,231	164,903	164,902.92	.00	-.14	100.0%
12310323 51050 SAL/PARKER/ELL	26,046	-501	25,545	25,544.98	.00	.41	100.0%
12310376 51054 SALARIES SPECIALIST	615,531	20,699	636,230	596,320.99	.00	39,909.14	93.7%
12310377 51050 SAL/PARKER/READING	157,066	6,167	163,233	163,232.90	.00	.25	100.0%
12310423 51050 SAL/BYAM/ELL	65,406	2,538	67,944	67,944.98	.00	-.57	100.0%
12310476 51054 SALARIES SPECIALIST	504,642	19,777	524,419	524,599.70	.00	-180.43	100.0%
12310477 51050 SAL/BYAM/READING	134,572	7,727	142,299	165,170.56	.00	-22,871.22	116.1%
12310523 51050 SAL/CENTER/ELL	71,144	2,760	73,904	73,904.06	.00	.10	100.0%
12310576 51054 SALARIES SPECIALIST	326,741	17,211	343,952	342,778.99	.00	1,172.57	99.7%
12310577 51050 SAL/CENTER/READING	157,443	6,016	163,459	149,943.17	.00	13,515.90	91.7%
12310623 51050 SAL/HARR./ELL	78,722	3,118	81,840	81,839.62	.00	.37	100.0%
12310676 51054 SALARIES SPECIALIST	314,886	10,610	325,496	312,181.32	.00	13,314.58	95.9%
12310677 51050 SAL/HARR./READING	134,572	5,916	140,488	147,349.94	.00	-6,862.14	104.9%
12310723 51050 SAL/SO.ROW/ELL	57,418	2,329	59,747	65,072.88	.00	-5,326.37	108.9%
12310776 51054 SALARIES SPECIALIST	285,132	-15,334	269,798	264,058.89	.00	5,738.62	97.9%
12310777 51050 SAL/SO.ROW/READING	157,443	6,236	163,679	163,679.24	.00	-.26	100.0%
12310976 51054 SALARIES- SPECIALIS	378,781	19,252	398,033	494,421.95	.00	-96,388.91	124.2%
TOTAL SPECIALIST TEACHERS	6,711,291	214,560	6,925,851	6,919,367.45	.00	6,483.21	99.9%
2320 MEDICAL/THERAPEUTIC SERVICES							
12320076 51053 SAL MEDICAL/THERAPE	204,784	8,059	212,843	212,843.26	.00	-.41	100.0%

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<u>12320076 51054 SALARIES- PHYSICAL</u>	96,438	3,531	99,969	97,562.11	.00	2,406.42	97.6%
<u>12320076 51110 SALARIES- COTA</u>	44,300	1,836	46,136	47,240.92	.00	-1,105.28	102.4%
TOTAL MEDICAL/THERAPEUTIC SERVICES	345,522	13,425	358,947	357,646.29	.00	1,300.73	99.6%
2325 SUBSTITUTES							
<u>12325000 51004 DTD SUBSTITUTE PARA</u>	125,000	0	125,000	90,820.97	.00	34,179.03	72.7%
<u>12325000 51005 DTD SUBSTITUTE TEAC</u>	300,000	0	300,000	246,776.57	.00	53,223.43	82.3%
<u>12325000 51006 LTS SUBSTITUTE TEAC</u>	125,000	4,491	129,491	216,892.50	.00	-87,401.50	167.5%
TOTAL SUBSTITUTES	550,000	4,491	554,491	554,490.04	.00	.96	100.0%
2330 PARAPROFESSIONALS/ INST ASST							
<u>12330076 51060 SPED - PSP'S - SYST</u>	3,000	0	3,000	8,550.00	.00	-5,550.00	285.0%
<u>12330100 51060 SAL/CHS/PSP</u>	13,230	257	13,487	13,104.84	.00	381.98	97.2%
<u>12330176 51060 SPED PSP SALARY - C</u>	544,913	10,649	555,562	541,523.06	.00	14,039.23	97.5%
<u>12330200 51060 SAL/McCARTHY/PSP</u>	84,565	1,581	86,146	77,505.70	.00	8,640.59	90.0%
<u>12330276 51060 SPED PSP SALARY - M</u>	472,046	9,255	481,301	478,897.39	.00	2,403.45	99.5%
<u>12330300 51060 SAL/PARKER/PSP</u>	64,707	1,273	65,980	63,267.51	.00	2,712.59	95.9%
<u>12330376 51060 SPED PSP SALARY - P</u>	391,885	9,533	401,418	435,728.42	.00	-34,310.44	108.5%
<u>12330400 51060 SAL/BYAM/PSP</u>	65,639	1,085	66,724	57,327.77	.00	9,396.23	85.9%
<u>12330476 51060 SPED PSP SALARY - B</u>	545,046	10,580	555,626	570,306.00	.00	-14,679.95	102.6%
<u>12330500 51060 SAL/CENTER/PSP</u>	63,504	1,249	64,753	63,262.50	.00	1,490.07	97.7%
<u>12330576 51060 SPED - PSP SALARY -</u>	351,562	6,516	358,078	334,444.79	.00	23,633.54	93.4%
<u>12330600 51060 SAL/HARR./PSP</u>	63,181	1,088	64,269	60,437.19	.00	3,831.97	94.0%
<u>12330676 51060 SPED PSP SALARY - H</u>	314,270	6,137	320,407	296,032.90	.00	24,374.35	92.4%
<u>12330700 51060 SAL/SO.ROW/PSP</u>	72,026	1,233	73,259	60,451.80	.00	12,806.98	82.5%
<u>12330776 51060 SPED - PSP SALARY -</u>	254,414	4,594	259,008	244,269.83	.00	14,738.62	94.3%
<u>12330976 51060 PSP/CHIPS</u>	346,511	6,546	353,057	325,344.17	.00	27,712.34	92.2%
TOTAL PARAPROFESSIONALS/ INST ASST	3,650,499	71,576	3,722,075	3,630,453.87	.00	91,621.55	97.5%
2340 LIBRARIANS MEDIA CENTER DIRECT							
<u>12340100 51050 SAL/CHS/LIBRARY</u>	83,076	1,662	84,738	84,737.38	.00	.14	100.0%
<u>12340100 51060 SAL/CHS/PSP/LIBRARY</u>	38,617	8,057	46,674	46,672.89	.00	1.27	100.0%

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12340200 51050 SAL/McCARTHY/LIBRAR	54,650	2,115	56,765	56,764.42	.00	.55	100.0%
12340300 51050 SAL/PARKER/LIBRARY	78,722	3,118	81,840	81,839.62	.00	.37	100.0%
12340400 51051 TECHNOLOGY ASSISTAN	43,720	1,692	45,412	45,412.34	.00	-.35	100.0%
12340400 51060 SAL/BYAM/PSP/LIBRAR	43,720	1,692	45,412	45,412.26	.00	-.27	100.0%
12340500 51051 TECHNOLOGY ASSISTAN	43,720	1,692	45,412	45,412.26	.00	-.27	100.0%
12340500 51060 SAL/CENTER/PSP/LIBR	43,720	1,692	45,412	45,412.34	.00	-.35	100.0%
12340600 51051 TECHNOLOGY ASSISTAN	43,720	1,692	45,412	45,412.26	.00	-.27	100.0%
12340600 51060 SAL/HARR./PSP/LIBRA	43,720	1,692	45,412	45,412.26	.00	-.27	100.0%
12340700 51050 SAL/SO.ROW/LIBRARY	41,697	1,612	43,309	43,308.46	.00	.39	100.0%
12340700 51051 TECHNOLOGY ASSISTAN	43,720	1,692	45,412	45,412.34	.00	-.35	100.0%
TOTAL LIBRARIANS MEDIA CENTER DIRECT	602,802	28,407	631,209	631,208.83	.00	.59	100.0%
2357 PROFESSIONAL DEVELOPMENT STIPE							
12357000 51310 MENTOR STIPENDS	28,000	0	28,000	35,074.50	.00	-7,074.50	125.3%
12357000 57130 TEACHERS CONFERENCE	10,000	0	10,000	9,494.26	.00	505.74	94.9%
12357000 57140 TEACHERS COURSE REI	60,000	0	60,000	41,812.52	18,187.48	.00	100.0%
12357000 57800 SEC/PARA COURSE REI	5,000	0	5,000	1,833.34	3,166.66	.00	100.0%
12357100 57130 CHS - TEACHER CONF	20,675	0	20,675	10,958.73	.00	9,716.27	53.0%
12357200 57130 MCCARTHY TEACHER CO	4,000	0	4,000	3,084.13	.00	915.87	77.1%
12357300 57130 PARKER TEACHER CONF	3,000	0	3,000	2,934.88	.00	65.12	97.8%
12357400 57130 BYAM TEACHER CONFER	4,000	0	4,000	758.16	.00	3,241.84	19.0%
12357500 57130 CENTER TEACHER CONF	4,000	0	4,000	1,150.00	.00	2,850.00	28.8%
12357600 57130 HARRINGTON TEACHER	4,000	0	4,000	.00	.00	4,000.00	.0%
12357700 57130 SOUTH ROW TEACHER C	4,000	0	4,000	719.98	.00	3,280.02	18.0%
TOTAL PROFESSIONAL DEVELOPMENT STIPE	146,675	0	146,675	107,820.50	21,354.14	17,500.36	88.1%
2410 TEXTBOOKS & MEDIA MATERIALS							
12410000 53990 REBINDING	4,000	-531	3,469	1,585.50	.00	1,883.50	45.7%
12410000 54000 TEXTBOOK ADOPTIONS	145,000	0	145,000	135,062.42	.00	9,937.58	93.1%
12410023 54000 TEXTS/ELL/GENERAL	2,500	16	2,516	2,515.75	.00	.00	100.0%
12410076 54000 SUPPLIES/CURRICULUM	35,000	0	35,000	29,666.10	202.29	5,131.61	85.3%
12410100 54000 TEXTS/CHS/GENERAL	11,000	-19	10,981	1,668.51	.00	9,312.55	15.2%
12410106 54000 TEXTS/CHS/BUS.	12,000	0	12,000	11,989.70	.00	10.30	99.9%
12410124 54000 TEXTS/CHS/ENGLISH	12,000	0	12,000	11,570.76	.00	429.24	96.4%
12410128 54000 TEXTS/CHS/F. LANG.	3,400	0	3,400	681.11	.00	2,718.89	20.0%
12410134 54000 TEXTS/CHS/HLTH. ED.	1,000	19	1,019	1,018.94	.00	.00	100.0%

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12410156	54000	TEXTS/CHS/MATH	5,000	0	5,000	4,999.23	.00	.77	100.0%
12410177	54000	TEXTS/CHS/READING	2,000	-16	1,984	1,439.26	.00	544.99	72.5%
12410178	54000	TEXTS/CHS/SCIENCE	5,000	0	5,000	1,585.71	.00	3,414.29	31.7%
12410184	54000	TEXTS/CHS/SOC. ST.	6,000	0	6,000	6,000.00	.00	.00	100.0%
12410224	54000	TEXTS/McCARTHY/ENGL	4,000	0	4,000	2,561.96	725.00	713.04	82.2%
12410228	54000	TEXTS/McCARTHY/F. L	1,900	0	1,900	83.97	.00	1,816.03	4.4%
12410256	54000	TEXTS/McCARTHY/MATH	1,000	0	1,000	999.78	.00	.22	100.0%
12410277	54000	TEXTS/McCARTHY/READ	2,000	0	2,000	1,978.84	.00	21.16	98.9%
12410278	54000	TEXTS/McCARTHY/SCIE	7,500	0	7,500	7,212.53	.00	287.47	96.2%
12410284	54000	TEXTS/McCARTHY/SOC.	5,500	0	5,500	5,344.10	.00	155.90	97.2%
12410324	54000	TEXTS/PARKER/ENGLIS	4,000	0	4,000	3,598.70	.00	401.30	90.0%
12410328	54000	TEXTS/PARKER/F. LAN	1,900	0	1,900	83.97	.00	1,816.03	4.4%
12410356	54000	TEXTS/PARKER/MATH	1,000	0	1,000	999.23	.00	.77	99.9%
12410377	54000	TEXTS/PARKER/READIN	2,000	0	2,000	1,768.87	.00	231.13	88.4%
12410378	54000	TEXTS/PARKER/SCIENC	7,500	0	7,500	5,886.85	.00	1,613.15	78.5%
12410384	54000	TEXTS/PARKER/SOC. S	3,000	0	3,000	2,809.08	.00	190.92	93.6%
12410451	54000	TEXTS/BYAM/LANG. AR	3,500	-54	3,446	3,446.29	.00	.00	100.0%
12410456	54000	TEXTS/BYAM/MATH	0	14,894	14,894	14,893.80	.00	.00	100.0%
12410478	54000	TEXTS/BYAM/SCIENCE	25,000	0	25,000	24,877.65	.00	122.35	99.5%
12410484	54000	TEXTS/BYAM/SOC. ST.	1,000	0	1,000	.00	.00	1,000.00	.0%
12410551	54000	TEXTS/CENTER/LANG.	3,500	54	3,554	3,553.71	.00	.00	100.0%
12410556	54000	TEXTS/CENTER/MATH	0	13,881	13,881	13,880.85	.00	.00	100.0%
12410578	54000	TEXTS/CENTER/SCIENC	25,000	0	25,000	24,999.40	.00	.60	100.0%
12410584	54000	TEXTS/CENTER/SOC. S	1,200	0	1,200	201.60	.00	998.40	16.8%
12410651	54000	TEXTS/HARR./LANG. A	3,500	0	3,500	3,318.08	.00	181.92	94.8%
12410656	54000	TEXTS/HARR./MATH	0	14,725	14,725	14,725.35	.00	.00	100.0%
12410678	54000	TEXTS/HARR./SCIENCE	25,000	0	25,000	24,999.65	.00	.35	100.0%
12410684	54000	TEXTS/HARR./SOC. ST	1,200	0	1,200	.00	.00	1,200.00	.0%
12410751	54000	TEXTS/SO. ROW/LANG.	3,500	0	3,500	3,131.41	.00	368.59	89.5%
12410756	54000	TEXTS/SO. ROW/MATH	43,500	-43,500	0	.00	.00	.00	.0%
12410778	54000	TEXTS/SO. ROW/SCIEN	25,000	0	25,000	24,913.00	.00	87.00	99.7%
12410784	54000	TEXTS/SO. ROW/SOC.	1,000	0	1,000	.00	.00	1,000.00	.0%
TOTAL TEXTBOOKS & MEDIA MATERIALS			447,100	-531	446,569	400,051.66	927.29	45,590.05	89.8%
2415 OTHER INSTRUCTIONAL MATERIALS									
12415000	53990	CURRICULUM DEVELOPM	55,000	531	55,531	56,060.00	.00	-529.00	101.0%
12415058	54000	SUPPLIES/MUSIC	8,000	0	8,000	7,544.63	.00	455.37	94.3%
12415100	53990	CONTRACTUAL SERVICE	11,000	0	11,000	10,947.79	.00	52.21	99.5%
12415100	54000	LIBRARY SUPPLIES/HI	10,000	0	10,000	9,992.35	.00	7.65	99.9%
12415200	54000	LIBRARY SUP/MCCARTH	6,000	0	6,000	6,000.00	.00	.00	100.0%

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12415300 54000 LIBRARY SUPPLIES/PA	6,000	-25	5,975	5,960.79	.00	13.98	99.8%
12415400 54000 LIBRARY GENERAL SUP	3,250	25	3,275	3,275.23	.00	.00	100.0%
12415500 54000 LIBRARY GEN SUPPLIE	3,250	0	3,250	3,250.00	.00	.00	100.0%
12415600 54000 LIBRARY GENERAL SUP	3,250	0	3,250	3,250.00	.00	.00	100.0%
12415700 54000 LIBRARY GENERAL SUP	3,250	0	3,250	3,250.00	.00	.00	100.0%
TOTAL OTHER INSTRUCTIONAL MATERIALS	109,000	531	109,531	109,530.79	.00	.21	100.0%
2420 INSTRUCTIONAL EQUIPMENT							
12420000 58510 EQUIP/CENT/GENERAL	30,150	0	30,150	30,143.44	.00	6.56	100.0%
12420002 53990 CONTRACTED SERVICES	1,500	0	1,500	1,128.45	.00	371.55	75.2%
12420074 58510 EQUIPMENT MAINT/PE	9,000	-21	8,979	7,180.96	.00	1,798.33	80.0%
12420100 58510 EQUIP/CHS/GENERAL	6,000	0	6,000	5,288.40	.00	711.60	88.1%
12420139 52460 MACHINE MAINT/TECH	1,500	0	1,500	291.75	.00	1,208.25	19.5%
12420139 58510 EQUIP/CHS/TECH.ED.	500	0	500	499.95	.00	.05	100.0%
12420174 58510 EQUIP/CHS/PHYS.ED	4,500	0	4,500	4,222.13	.00	277.87	93.8%
12420178 52460 MACHINE MAINT/SCIEN	3,000	-2,000	1,000	999.53	.00	.47	100.0%
12420178 58510 EQUIP/CHS/SCIENCE	1,000	2,000	3,000	2,815.05	.00	184.95	93.8%
12420200 58510 EQUIP/McCARTHY/GENE	1,500	0	1,500	1,500.00	.00	.00	100.0%
12420274 58510 EQUIP/McCARTHY/PHYS	2,500	0	2,500	2,500.00	.00	.00	100.0%
12420278 52460 MACHINE MAINT/SCIEN	6,500	-6,300	200	180.00	.00	20.00	90.0%
12420278 58510 EQUIP/McCARTHY/SCIE	0	6,300	6,300	6,255.00	.00	45.00	99.3%
12420300 58510 EQUIP/PARKER/GENERA	1,500	0	1,500	1,500.00	.00	.00	100.0%
12420374 58510 EQUIP/PARKER/PHYS.E	2,500	0	2,500	2,500.00	.00	.00	100.0%
12420378 52460 MACH MAINT/SCIENCE/	6,500	-6,300	200	139.00	.00	61.00	69.5%
12420378 58510 EQUIP/PARKER/SCIENC	0	6,300	6,300	6,255.00	.00	45.00	99.3%
12420400 58510 EQUIP/BYAM/GENERAL	4,000	0	4,000	4,000.00	.00	.00	100.0%
12420474 58510 EQUIP/BYAM/PHYS.ED	1,000	21	1,021	1,020.71	.00	.00	100.0%
12420500 58510 EQUIP/CENTER/GENERA	4,000	0	4,000	4,000.00	.00	.00	100.0%
12420574 58510 EQUIP/CENTER/PHYS.E	1,000	0	1,000	308.81	.00	691.19	30.9%
12420600 58510 EQUIP/HARR./GENERAL	5,000	0	5,000	5,000.00	.00	.00	100.0%
12420674 58510 EQUIP/HARR./PHYS.ED	1,000	0	1,000	1,000.00	.00	.00	100.0%
12420700 58510 EQUIP/SO. ROW/GENER	3,000	0	3,000	3,000.00	.00	.00	100.0%
12420774 58510 EQUIP/SO. ROW/PHYS.	1,000	0	1,000	987.69	.00	12.31	98.8%
TOTAL INSTRUCTIONAL EQUIPMENT	98,150	0	98,150	92,715.87	.00	5,434.13	94.5%
2430 GENERAL SUPPLIES							
12430000 54200 COPIER PAPER	77,000	-10,400	66,600	48,007.60	.00	18,592.39	72.1%

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12430023 54000 SUPP./SYSTEMWIDE/EL	3,000	0	3,000	3,000.00	.00	.00	100.0%
12430058 57800 OTHER EXPENSE/MUSIC	12,300	1,532	13,832	10,417.17	.00	3,415.23	75.3%
12430076 54000 SUPPLIES SPECIAL ED	42,500	1,732	44,232	44,062.59	.00	169.62	99.6%
12430100 54000 SUPP./CHS/GENERAL	18,725	0	18,725	15,474.27	374.34	2,876.39	84.6%
12430102 54000 SUPP./CHS/ART	23,750	-67	23,683	23,616.64	.00	65.92	99.7%
12430106 54000 SUPP./CHS/BUS.	2,000	0	2,000	2,000.00	.00	.00	100.0%
12430124 54000 SUPP./CHS/ENGLISH	1,600	0	1,600	1,600.00	.00	.00	100.0%
12430128 54000 SUPP./CHS/F. LANG.	5,000	0	5,000	3,643.03	.00	1,356.97	72.9%
12430134 54000 SUPP./CHS/HLTH. ED.	2,200	0	2,200	1,979.43	.00	220.57	90.0%
12430139 54000 SUPP./CHS/TECH. ED.	5,000	0	5,000	4,960.36	.00	39.64	99.2%
12430156 54000 SUPP./CHS/MATH	3,350	-512	2,838	2,792.35	.00	45.65	98.4%
12430158 54000 SUPP./CHS/MUSIC	11,050	-1,532	9,518	9,164.62	.00	352.98	96.3%
12430177 54000 SUPP./CHS/READING	1,600	0	1,600	457.39	.00	1,142.61	28.6%
12430178 54000 SUPP./CHS/SCIENCE	22,000	4,000	26,000	25,775.00	.00	225.00	99.1%
12430184 54000 SUPP./CHS/SOC. ST.	3,000	0	3,000	3,000.00	.00	.00	100.0%
12430200 54000 SUPP./McCARTHY/GENE	14,500	0	14,500	13,237.22	.00	1,262.78	91.3%
12430202 54000 SUPP./McCARTHY/ART	7,300	-1,066	6,234	6,234.14	.00	.00	100.0%
12430224 54000 SUPP./McCARTHY/ENGL	1,200	0	1,200	996.50	.00	203.50	83.0%
12430228 54000 SUPP./McCARTHY/F. L	900	0	900	775.29	.00	124.71	86.1%
12430234 54000 SUPP./McCARTHY/HLTH	800	0	800	765.83	.00	34.17	95.7%
12430239 54000 SUPP./McCARTHY/TECH	11,500	0	11,500	11,408.48	.00	91.52	99.2%
12430256 54000 SUPP./McCARTHY/MATH	2,500	0	2,500	2,315.96	.00	184.04	92.6%
12430258 54000 SUPP./McCARTHY/MUSI	6,750	1,146	7,896	7,766.21	130.26	.00	100.0%
12430274 54000 SUPP./McCARTHY/PHYS	100	0	100	63.66	.00	36.34	63.7%
12430277 54000 SUPP./McCARTHY/READ	2,500	0	2,500	2,228.34	.00	271.66	89.1%
12430278 54000 SUPP./McCARTHY/SCIE	10,000	-2,000	8,000	6,002.12	.00	1,997.88	75.0%
12430284 54000 SUPP./McCARTHY/SOC.	4,800	74	4,874	4,873.61	.00	.00	100.0%
12430300 54000 SUPP./PARKER/GENERA	11,500	0	11,500	8,856.29	.00	2,643.71	77.0%
12430302 54000 SUPP./PARKER/ART	6,500	19	6,519	6,518.66	.00	.00	100.0%
12430324 54000 SUPP./PARKER/ENGLIS	1,000	0	1,000	559.50	.00	440.50	56.0%
12430328 54000 SUPP./PARKER/F. LAN	900	0	900	585.18	.00	314.82	65.0%
12430334 54000 SUPP./PARKER/HLTH.	800	0	800	760.36	.00	39.64	95.0%
12430339 54000 SUPP./PARKER/TECH.	9,000	0	9,000	9,000.02	.00	-.02	100.0%
12430356 54000 SUPP./PARKER/MATH	2,500	229	2,729	2,610.22	.00	118.78	95.6%
12430358 54000 SUPP./PARKER/MUSIC	6,750	-32	6,718	6,679.17	.00	38.99	99.4%
12430374 54000 SUPP./PARKER/PHYS.	100	0	100	49.12	.00	50.88	49.1%
12430377 54000 SUPP./PARKER/READIN	2,500	0	2,500	1,703.84	.00	796.16	68.2%
12430378 54000 SUPP./PARKER/SCIENC	10,000	-2,000	8,000	5,720.52	73.63	2,205.85	72.4%
12430384 54000 SUPP./PARKER/SOC. S	3,500	-54	3,446	3,431.45	.00	14.24	99.6%
12430400 54000 GENERAL SUPPLIES/BY	22,000	0	22,000	20,984.18	.00	1,015.82	95.4%
12430402 54000 SUPP./BYAM/ART	3,300	0	3,300	3,300.00	.00	.00	100.0%
12430451 54000 SUPP./BYAM/LANG. AR	3,100	0	3,100	2,452.28	.00	647.72	79.1%
12430456 54000 SUPP./BYAM/MATH	2,500	88	2,588	2,579.73	.00	8.27	99.7%
12430458 54000 SUPP./BYAM/MUSIC	1,100	0	1,100	1,099.89	.00	.11	100.0%

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12430478 54000 SUPP./BYAM/SCIENCE	3,000	0	3,000	1,488.70	.00	1,511.30	49.6%
12430484 54000 SUPP./BYAM/SOC. ST.	1,000	0	1,000	.00	.00	1,000.00	.0%
12430500 54000 SUPP./CENTER/GENERA	20,000	0	20,000	19,946.04	54.00	-.04	100.0%
12430502 54000 SUPP./CENTER/ART	3,250	-2	3,248	3,248.24	.00	.00	100.0%
12430551 54000 SUPP./CENTER/LANG.	3,100	0	3,100	2,626.20	.00	473.80	84.7%
12430556 54000 SUPP./CENTER/MATH	2,500	181	2,681	2,678.66	.00	2.34	99.9%
12430558 54000 SUPP./CENTER/MUSIC	1,100	0	1,100	1,068.37	.00	31.63	97.1%
12430578 54000 SUPP./CENTER/SCIENC	3,000	0	3,000	1,806.39	.00	1,193.61	60.2%
12430584 54000 SUPP./CENTER/SOC. S	1,000	-19	981	125.00	.00	855.70	12.7%
12430600 54000 SUPP./HARR./GENERAL	20,000	0	20,000	19,789.89	162.89	47.22	99.8%
12430602 54000 SUPP./HARR./ART	3,400	0	3,400	3,399.63	.00	.37	100.0%
12430651 54000 SUPP./HARR./LANG. A	3,100	0	3,100	2,976.57	6.95	116.48	96.2%
12430656 54000 SUPP./HARR./MATH	2,500	219	2,719	2,716.77	.00	2.23	99.9%
12430658 54000 SUPP./HARR./MUSIC	1,100	0	1,100	1,069.90	.00	30.10	97.3%
12430678 54000 SUPP./HARR./SCIENCE	3,000	0	3,000	1,435.00	.00	1,565.00	47.8%
12430684 54000 SUPP./HARR./SOC. ST	1,200	0	1,200	.00	.00	1,200.00	.0%
12430700 54000 SUPP./SO. ROW/GENER	14,730	84	14,814	14,656.71	61.02	96.07	99.4%
12430702 54000 SUPP./SO. ROW/ART	3,050	2	3,052	3,051.77	.00	.00	100.0%
12430751 54000 SUPP./SO. ROW/LANG.	3,100	0	3,100	2,251.99	.00	848.01	72.6%
12430756 54000 SUPP./SO. ROW/MATH	2,500	24	2,524	2,521.86	.00	2.14	99.9%
12430758 54000 SUPP./SO. ROW/MUSIC	900	0	900	900.00	.00	.00	100.0%
12430778 54000 SUPP./SO. ROW/SCIEN	3,000	0	3,000	1,719.42	.00	1,280.58	57.3%
12430784 54000 SUPP./SO. ROW/SOC.	1,000	0	1,000	.00	.00	1,000.00	.0%
TOTAL GENERAL SUPPLIES	484,505	-8,355	476,150	422,985.33	863.09	52,301.58	89.0%
2440 OTHER INSTRUCTIONAL SERVICES							
12440076 53981 TUTORING/INSTRUCTIO	24,000	6,000	30,000	30,925.09	.00	-925.09	103.1%
12440076 53990 CONTRACTUAL SERVICE	169,150	-46,143	123,007	108,806.47	10,098.40	4,102.13	96.7%
12440076 54000 CONTINGENCY EXPENSE	25,000	-6,000	19,000	15,884.54	1,747.84	1,367.62	92.8%
TOTAL OTHER INSTRUCTIONAL SERVICES	218,150	-46,143	172,007	155,616.10	11,846.24	4,544.66	97.4%
2451 CLASSROOM INST TECHNOLOGY							
12451100 54204 INSTR TECH/CHS	67,000	0	67,000	66,926.36	.00	73.64	99.9%
12451128 54205 INSTR TECH/CHS/F.LA	10,000	0	10,000	10,000.00	.00	.00	100.0%
12451200 54204 INSTR TECH/MCC	44,000	0	44,000	44,000.00	.00	.00	100.0%
12451300 54204 INSTR TECH PARKER	44,000	0	44,000	43,994.10	.00	5.90	100.0%

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12451414 54204 COMPUTER/EQUIP/BYAM	14,948	0	14,948	14,948.00	.00	.00	100.0%
12451514 54204 COMPUTER EQUIPMENT	14,250	0	14,250	14,250.00	.00	.00	100.0%
12451614 54204 INSTR TECH/HARR/COM	15,000	0	15,000	15,000.00	.00	.00	100.0%
12451714 54204 INSTR TECH/SROW/COM	14,250	0	14,250	14,250.00	.00	.00	100.0%
TOTAL CLASSROOM INST TECHNOLOGY	223,448	0	223,448	223,368.46	.00	79.54	100.0%
2455 INSTRUCTIONAL SOFTWARE							
12455000 54000 INSTRUCTIONAL SOFTW	137,000	0	137,000	137,000.00	.00	.00	100.0%
TOTAL INSTRUCTIONAL SOFTWARE	137,000	0	137,000	137,000.00	.00	.00	100.0%
2710 GUIDANCE COUNSELORS							
12710100 51050 GUID SALARIES /CHS	492,256	18,023	510,279	475,662.07	.00	34,617.25	93.2%
12710100 51070 SAL/SEC/GUID	75,648	1,457	77,105	75,715.91	.00	1,388.84	98.2%
12710100 51310 STIPEND - GUIDANCE	10,800	0	10,800	8,887.85	.00	1,912.15	82.3%
12710100 54000 SUPP./CHS/GUID	20,087	-16	20,071	13,487.69	.00	6,583.34	67.2%
12710200 51050 GUID SALARIES /McC	197,494	7,765	205,259	201,179.11	.00	4,079.54	98.0%
12710200 54000 SUPP./McCARTHY/GUID	1,150	0	1,150	.00	.00	1,150.00	.0%
12710300 51050 GUID SALARIES /PARK	150,683	5,805	156,488	155,050.56	.00	1,437.65	99.1%
12710300 54000 SUPP./PARKER/GUID	910	0	910	253.94	.00	656.06	27.9%
12710400 51050 GUID SALARIES/BYAM	52,091	3,118	55,209	81,839.62	.00	-26,630.63	148.2%
12710400 54000 SUPP./BYAM/GUID	590	0	590	580.90	.00	9.10	98.5%
12710500 51050 GUID SALARIES /CENT	83,839	3,118	86,957	81,839.62	.00	5,117.37	94.1%
12710500 54000 SUPP./CENTER/GUID	590	0	590	548.98	.00	41.02	93.0%
12710600 51050 GUID SALARIES /HARR	60,081	989	61,070	50,417.85	.00	10,651.73	82.6%
12710600 54000 SUPP./HARR./GUID	590	0	590	578.82	.00	11.18	98.1%
12710700 51050 GUID SALARIES /SROW	83,839	3,483	87,322	91,421.42	.00	-4,099.37	104.7%
12710700 54000 SUPP./SO.ROW/GUID	590	16	606	605.97	.00	.00	100.0%
TOTAL GUIDANCE COUNSELORS	1,231,238	43,758	1,274,996	1,238,070.31	.00	36,925.23	97.1%
2800 PSYCHOLOGICAL SERVICES							
12800100 51050 SAL/CHS/PSYCH	228,110	9,208	237,318	244,511.88	.00	-7,193.82	103.0%
12800200 51050 SAL/McCARTHY/PSYCH	87,938	3,483	91,421	91,421.42	.00	-.37	100.0%

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<u>12800300 51050 SAL/PARKER/PSYCH</u>	87,938	3,483	91,421	91,421.42	.00	-.37	100.0%
<u>12800400 51050 SAL/BYAM/PSYCH</u>	55,850	1,246	57,096	62,479.47	.00	-5,383.91	109.4%
<u>12800500 51050 SAL/CENTER/PSYCH</u>	87,938	1,246	89,184	63,175.64	.00	26,007.92	70.8%
<u>12800600 51050 SAL/HARR./PSYCH</u>	55,850	2,693	58,543	72,036.48	.00	-13,493.79	123.0%
<u>12800700 51050 SAL/SO.ROW/PSYCH</u>	20,684	69,078	89,762	89,697.14	.00	64.63	99.9%
TOTAL PSYCHOLOGICAL SERVICES	624,308	90,436	714,744	714,743.45	.00	.29	100.0%
<hr/> 3200 MEDICAL/HEALTH SERVICES							
<u>13200000 51007 NURSES/SUB</u>	38,000	0	38,000	51,088.73	.00	-13,088.73	134.4%
<u>13200000 51060 TOWN HEALTH EDUCATO</u>	21,937	0	21,937	21,937.00	.00	.00	100.0%
<u>13200000 53170 DOCTOR SALARY</u>	2,100	0	2,100	2,100.00	.00	.00	100.0%
<u>13200000 53990 CONTRACTUAL SERVICE</u>	9,300	-26	9,274	7,706.66	.00	1,567.43	83.1%
<u>13200000 57140 COURSE REIMBURSEMEN</u>	2,000	-500	1,500	1,028.00	.00	472.00	68.5%
<u>13200100 51050 SAL/CHS/NURSE</u>	145,052	5,688	150,740	150,762.07	.00	-22.33	100.0%
<u>13200100 54000 SUPP/CHS/NURSE</u>	2,100	1,043	3,143	3,024.70	.00	118.00	96.2%
<u>13200100 57100 HEALTH TRAVEL/HIGH</u>	500	0	500	24.56	.00	475.44	4.9%
<u>13200100 58510 EQUIP/CHS/NURSE</u>	1,600	500	2,100	2,100.00	.00	.00	100.0%
<u>13200200 51050 SAL/McCARTHY/NURSE</u>	78,722	3,118	81,840	81,179.65	.00	660.34	99.2%
<u>13200200 53990 INSUR./McCARTHY/NUR</u>	1,375	-301	1,074	645.00	.00	429.12	60.0%
<u>13200200 54000 SUPP/McCARTHY/NURSE</u>	1,400	290	1,690	1,690.40	.00	.00	100.0%
<u>13200263 51050 SAL/McCARTHY/NURSE</u>	33,866	1,341	35,207	35,207.11	.00	.23	100.0%
<u>13200300 51050 SAL/PARKER/NURSE</u>	78,722	2,036	80,758	69,632.41	.00	11,125.49	86.2%
<u>13200300 54000 SUPP/PARKER/NURSE</u>	1,342	-223	1,119	1,118.71	.00	.00	100.0%
<u>13200363 51050 SAL/PARKER/NURSE</u>	29,188	584	29,772	29,771.30	.00	.45	100.0%
<u>13200400 51050 SAL/BYAM/NURSE</u>	71,144	2,760	73,904	73,904.06	.00	.10	100.0%
<u>13200400 54000 SUPP/BYAM/NURSE</u>	1,100	-197	903	903.46	.00	.00	100.0%
<u>13200500 51050 SAL/CENTER/NURSE</u>	72,352	2,889	75,241	75,240.60	.00	.41	100.0%
<u>13200500 54000 SUPP/CENTER/NURSE</u>	1,000	-320	680	680.10	.00	.00	100.0%
<u>13200600 51050 SAL/HARR./NURSE</u>	78,722	3,118	81,840	81,839.62	.00	.37	100.0%
<u>13200600 54000 SUPP/HARR./NURSE</u>	1,100	11	1,111	1,111.06	.00	.00	100.0%
<u>13200700 51050 SAL/SO.ROW/NURSE</u>	73,396	-23,789	49,607	49,606.61	.00	.37	100.0%
<u>13200700 54000 SUPP/SO.ROW/NURSE</u>	1,000	-278	722	722.36	.00	.00	100.0%
<u>13200976 51050 SAL/CHIPS/NURSE</u>	41,538	3,284	44,822	43,991.17	.00	830.72	98.1%
TOTAL MEDICAL/HEALTH SERVICES	788,556	1,029	789,585	787,015.34	.00	2,569.41	99.7%
<hr/> 3300 TRANSPORTATION							
<u>13300000 51060 SALARIES PSP</u>	10,800	0	10,800	3,751.00	.00	7,049.00	34.7%

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13300000 51070 SALARIES -TRANSPORT	45,000	0	45,000	45,000.06	.00	-.06	100.0%
13300000 53988 REGULAR TRANSPORTAT	1,422,600	0	1,422,600	1,382,038.33	.00	40,561.67	97.1%
13300000 53990 LATE BUSES/HIGH-MCC	40,000	0	40,000	33,441.99	.00	6,558.01	83.6%
13300000 53997 TRANSPORTATION SOFT	9,940	-4,945	4,995	4,995.00	.00	.00	100.0%
13300000 53999 HOMELESS TRANS	60,000	-4,538	55,462	44,917.86	.00	10,544.60	81.0%
13300076 53990 SPED TRANSPORTATION	1,850,000	83,138	1,933,138	1,997,850.09	.00	-64,712.55	103.3%
TOTAL TRANSPORTATION	3,438,340	73,655	3,511,995	3,511,994.33	.00	.67	100.0%
3400 FOOD SERVICES							
13400000 51070 SUPPORT	0	120,000	120,000	120,000.00	.00	.00	100.0%
13400000 51110 SALARIES-FULL TIME	78,030	0	78,030	85,458.75	.00	-7,428.75	109.5%
13400000 53990 CAFE CONT SERVICE	25,000	0	25,000	9,734.14	.00	15,265.86	38.9%
13400000 57800 OTHER EXPENSES-UNCO	0	8,355	8,355	16,168.73	.00	-7,813.73	193.5%
TOTAL FOOD SERVICES	103,030	128,355	231,385	231,361.62	.00	23.38	100.0%
3510 ATHLETIC SERVICES							
13510100 51040 SAL/ATHLETIC STUDEN	8,191	0	8,191	9,837.52	.00	-1,646.52	120.1%
13510100 51050 SAL/CHS/AD/TRAINER	103,673	949	104,622	99,893.82	.00	4,727.80	95.5%
13510100 51060 SAL/ATHLETICTRAINER	47,205	0	47,205	47,205.34	.00	-.34	100.0%
13510100 51070 SAL/SEC/ATHL	29,486	395	29,881	18,652.69	.00	11,228.35	62.4%
13510100 52110 ATH DEPT STADIUM LI	2,000	0	2,000	926.77	.00	1,073.23	46.3%
13510100 52400 POOL & ICE	61,500	0	61,500	60,987.00	.00	513.00	99.2%
13510100 53989 OFFICIALS/POLICE	85,075	-15,317	69,758	69,650.00	.00	108.00	99.8%
13510100 53990 RECONDITIONING	18,963	-6,508	12,455	12,274.37	.00	180.63	98.5%
13510100 53995 TRANSPORTATION	99,199	0	99,199	101,501.25	2,970.00	-5,272.25	105.3%
13510100 54000 SUPP/CHS/ATHL	30,000	-4,758	25,242	25,207.26	.00	34.74	99.9%
13510100 54310 MEDICAL	6,000	0	6,000	5,884.10	.00	115.90	98.1%
13510100 57400 INSUR./CHS/ATHL	26,721	0	26,721	26,721.00	.00	.00	100.0%
13510100 57800 OTHER EXPENSES	30,600	26,583	57,183	56,261.18	440.00	481.82	99.2%
TOTAL ATHLETIC SERVICES	548,613	1,344	549,957	535,002.30	3,410.00	11,544.36	97.9%
3520 OTHER STUDENT ACTIVITIES							
13520064 54000 DESTINATION IMAGINE	2,300	0	2,300	2,300.00	.00	.00	100.0%

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<u>13520100 51050 SAL/CHS/ADVISORS</u>	38,690	0	38,690	37,009.50	.00	1,680.50	95.7%
<u>13520145 54000 SUPP/CHS/VOICE</u>	700	0	700	.00	.00	700.00	.0%
<u>13520154 53990 MATH TEAM TRANSP</u>	2,750	0	2,750	2,010.40	.00	739.60	73.1%
<u>13520160 54000 NAT'L HONOR SOC/HIG</u>	2,400	0	2,400	1,772.00	.00	628.00	73.8%
<u>13520178 53910 SCIENCE CLUB/HIGH</u>	2,000	0	2,000	1,993.47	.00	6.53	99.7%
<u>13520194 51465 NIGHT SCHOOL HS</u>	18,500	0	18,500	15,697.69	.00	2,802.31	84.9%
<u>13520200 51050 SAL/McCARTHY/ADVISO</u>	24,400	120	24,520	24,519.47	.00	.53	100.0%
<u>13520300 51050 SAL/PARKER/ADVISORS</u>	22,470	-120	22,350	21,182.98	.00	1,167.02	94.8%
TOTAL OTHER STUDENT ACTIVITIES	114,210	0	114,210	106,485.51	.00	7,724.49	93.2%
<u>3600 SCHOOL SECURITY</u>							
<u>13600100 51060 STCH SCHOOL SECURIT</u>	96,759	2,629	99,388	86,635.92	.00	12,751.84	87.2%
<u>13600200 51060 MCC PSP - SECURITY</u>	57,380	1,870	59,250	59,249.92	.00	.35	100.0%
<u>13600300 51060 PARKER - PSP - SECU</u>	48,380	1,916	50,296	50,295.84	.00	.37	100.0%
TOTAL SCHOOL SECURITY	202,519	6,415	208,934	196,181.68	.00	12,752.56	93.9%
<u>4110 CUSTODIAL SERVICES</u>							
<u>14110000 51040 SALARIES - CUSTODIA</u>	356,429	38,057	394,486	393,719.94	.00	766.06	99.8%
<u>14110000 51050 SALARIES - PROFESSI</u>	96,900	0	96,900	96,899.95	.00	.05	100.0%
<u>14110000 51070 FACILITIES - SECRET</u>	12,485	0	12,485	12,484.92	.00	.08	100.0%
<u>14110000 51110 SALARIES-CUST OT -</u>	5,063	0	5,063	7,970.54	.00	-2,907.54	157.4%
<u>14110000 51310 SALARIES- CUST OVER</u>	5,000	9,312	14,312	14,311.91	.00	.09	100.0%
<u>14110000 53990 CONTRACTUAL SERVICE</u>	752,597	0	752,597	751,228.00	.00	1,369.00	99.8%
<u>14110000 54000 SUPPLIES</u>	0	180,138	180,138	178,077.97	1,287.10	772.76	99.6%
<u>14110000 57800 OTHER CHARGES/EXPEN</u>	0	5,104	5,104	5,104.17	.00	.00	100.0%
<u>14110100 54000 SUPP/CHS/GENERAL</u>	180,200	-180,200	0	.00	.00	.00	.0%
<u>14110119 54000 SUPP/CHS/PERFORMING</u>	12,000	0	12,000	12,000.00	.00	.00	100.0%
TOTAL CUSTODIAL SERVICES	1,420,674	52,411	1,473,085	1,471,797.40	1,287.10	.50	100.0%
<u>4120 HEATING OF BUILDINGS</u>							
<u>14120000 52130 FUEL</u>	14,000	-6,800	7,200	6,719.83	.00	480.17	93.3%
<u>14120100 52130 FUEL/HIGH</u>	100,000	15,629	115,629	115,628.47	.00	.53	100.0%

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14120200 52130 FUEL/MCCARTHY	60,000	0	60,000	64,540.49	.00	-4,540.49	107.6%
14120300 52130 FUEL/PARKER	65,000	-19,300	45,700	54,034.39	.00	-8,334.39	118.2%
14120400 52130 FUEL / BYAM	24,000	9,759	33,759	35,596.19	.00	-1,837.19	105.4%
14120500 52130 FUEL - CENTER SCHOO	53,000	-21,500	31,500	27,178.72	.00	4,321.28	86.3%
14120600 52130 FUEL-HARRINGTON	30,000	-13,200	16,800	12,215.57	.00	4,584.43	72.7%
14120700 52130 FUEL-SOUTH ROW	38,000	-4,700	33,300	27,974.12	.00	5,325.88	84.0%
TOTAL HEATING OF BUILDINGS	384,000	-40,112	343,888	343,887.78	.00	.22	100.0%
4130 UTILITY SERVICES							
14130000 52110 ELECTRIC	25,000	-1,385	23,615	17,857.05	.00	5,757.62	75.6%
14130000 53410 TELEPHONE/SUPT OFFI	50,500	1,498	51,998	52,280.57	4,391.17	-4,674.01	109.0%
14130100 52110 ELECTRICITY/HIGH	164,000	42,500	206,500	196,926.71	.00	9,573.29	95.4%
14130100 52310 WATER/HIGH	8,000	-700	7,300	5,957.14	.00	1,342.86	81.6%
14130100 53410 TELEPHONE/HIGH	66,000	2,190	68,190	63,070.42	5,734.48	-614.90	100.9%
14130200 52110 ELECTRICITY/McCARTH	70,000	6,000	76,000	70,455.20	.00	5,544.80	92.7%
14130200 53410 TELEPHONE/MCCARTHY	22,500	3,729	26,229	24,108.31	2,155.77	-34.71	100.1%
14130300 52110 ELECTRICITY/PARKER	85,000	6,900	91,900	91,711.31	.00	188.69	99.8%
14130300 53410 TELEPHONE/PARKER	18,000	6,790	24,790	23,661.00	2,072.50	-943.50	103.8%
14130400 52110 ELECTRICITY/BYAM	25,000	7,849	32,849	47,036.80	.00	-14,187.80	143.2%
14130400 53410 TELEPHONE/BYAM	11,000	3,390	14,390	13,908.75	1,134.45	-653.20	104.5%
14130500 52110 ELECTRIC - CENTER	55,000	-12,500	42,500	41,418.43	.00	1,081.57	97.5%
14130500 52310 WATER CENTER SCHOOL	600	-200	400	396.00	.00	4.00	99.0%
14130500 53410 TELEPHONE - CENTER	9,500	3,779	13,279	12,687.47	1,123.65	-531.71	104.0%
14130600 52110 ELECTRICITY/HARR	22,000	26,591	48,591	48,590.24	.00	.76	100.0%
14130600 52310 WATER/HARRINGTON	2,800	-600	2,200	2,522.56	.00	-322.56	114.7%
14130600 53410 TELEPHONE/HARR	10,000	3,879	13,879	13,226.44	1,094.93	-441.96	103.2%
14130700 52110 ELECTRICITY/SO ROW	23,000	12,766	35,766	35,765.14	.00	.86	100.0%
14130700 53410 TELEPHONE/SO ROW	9,500	2,179	11,679	11,687.11	1,082.00	-1,089.70	109.3%
TOTAL UTILITY SERVICES	677,400	114,656	792,056	773,266.65	18,788.95	.40	100.0%
4210 MAINTENANCE OF GROUNDS							
14210000 59238 GENERAL MAINT	5,000	0	5,000	5,000.00	.00	.00	100.0%
14210100 59238 GROUNDS/HIGH	15,000	0	15,000	13,653.67	.00	1,346.33	91.0%
TOTAL MAINTENANCE OF GROUNDS	20,000	0	20,000	18,653.67	.00	1,346.33	93.3%
5150 EMPLOYEE SEPERATION COSTS							
15150000 51140 RETIREMENT/SICK BUY	234,653	3,090	237,743	237,742.42	.00	.58	100.0%

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TOWN OF CHELMSFORD
YEAR TO DATE BUDGET REPORT

P 19
glytdbud

FOR 2018 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL EMPLOYEE SEPERATION COSTS	234,653	3,090	237,743	237,742.42	.00	.58	100.0%
9300 TUITION NON-PUBLIC SCHOOLS							
19300076 53990 TUITIONS	4,449,905	-604,347	3,845,558	4,307,947.03	41,265.02	-503,654.45	113.1%
TOTAL TUITION NON-PUBLIC SCHOOLS	4,449,905	-604,347	3,845,558	4,307,947.03	41,265.02	-503,654.45	113.1%
TOTAL UNDEFINED	57,000,000	0	57,000,000	56,883,001.55	116,998.45	.00	100.0%
GRAND TOTAL	57,000,000	0	57,000,000	56,883,001.55	116,998.45	.00	100.0%

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

CHELMSFORD PUBLIC SCHOOLS
 FY18 GRANT AND REVOLVING FUND SUMMARY
 AS OF JUNE 30, 2018

MUNIS #	DESE #		FY18 Award	Balance 7/1/2017	Receipts	Expenditures	Encumbrances	Current Ending Balance (ties to Munis)	Remaining Revenue	Ending Balance with Remaining Revenue
Federal & State Grants										
180	180	Title III - FY17	24,702	0.00	24,702.00	24,702.00		0.00	-	-
184	184	Title III Summer - FY17	610	0.00	610.00	610.00		0.00	-	-
140	140	Title IIA Teacher Quality - FY17	71,836	0.00	71,836.00	71,836.00		0.00	-	-
240	240	SPED Entitlement Allocation - FY17	1,158,862	0.00	1,158,862.00	1,158,862.00		0.00	-	-
243	243	SPED Transition - FY17	13,500	0.00	13,500.00	13,500.00		0.00	-	-
262	262	SPED Early Childhood - FY17	37,254	0.00	37,254.00	37,254.00		0.00	-	-
262	262	SPED Early Childhood c/o - FY17	1,531	0.00	1,530.50	1,530.50		0.00	-	-
274	274	SPED Program Improvement - FY17	40,278	0.00	40,278.00	40,278.00		0.00	-	-
298	298	SPED EC Program Improvement - FY17	2,650	0.00	2,650.00	2,650.00		0.00	-	-
305	305	Title I - FY17	315,953	0.00	315,953.00	315,953.00		0.00	-	-
180	180	Title III - FY18	25,156	0.00	22,656.00	22,414.89		241.11	2,500.00	2,741.11
140	140	Title IIA Teacher Quality - FY18	84,426	0.00	84,426.00	84,426.00		0.00	-	-
240	240	SPED Entitlement Allocation - FY18	1,163,872	0.00	665,108.00	609,756.27		55,351.73	498,764.00	554,115.73
262	262	SPED Early Childhood (EEC) - FY18	35,445	0.00	35,445.00	35,445.00		0.00	-	-
305	305	Title I - FY18	165,583	0.00	111,583.00	111,272.66		310.34	54,000.00	54,310.34
309	309	Title IVA - FY18	8,091	0.00	8,091.00	8,091.00		0.00	-	-
Other Grant Funds										
237	---	ATEF Grant	3,995	284.99	3,994.63	3,852.25		427.37		427.37
267		STARS Residency	9,600		9,600.00	9,600.00		0.00		-
273	---	E-rate	54,379		54,379.27	54,379.27		0.00		-
301	---	Greater Lowell Health Alliance (Private Grant)		16,000.00		16,000.00		0.00		-
301	---	Lowell General Hospital Circle Health (Private Grant)		10,000.00		6,438.34		3,561.66		3,561.66
301	---	Analog (Private Grant)	-	10,000.00		10,000.00		0.00		-
301	---	Science Eco Rise (Private Grant)	2,000	0.00	2,000.00	1,987.72		12.28		12.28
310	---	Circuit Breaker	-	1,445,926.44	2,110,407.00	2,557,348.45		998,984.99		998,984.99
313	---	Lockhead Martin (Private Grant)	2,500	0.00	2,500.00	2,499.52		0.48		0.48
Revolving Accounts										
			Estimated Receipts	Balance 7/1/2017	Receipts	Expenditures	Encumbrances	Current Ending Balance	Estimated Revenue	Ending Balance with Estimated Revenue
501	---	Café (School Nutrition)	953,413.00	303,713.56	1,058,757.85	748,417.75		614,053.66		614,053.66
502	---	Athletic	368,000.00	4,350.02	365,643.05	356,537.40		13,455.67		13,455.67
503	---	Gifts & Donations		17,193.14	18,554.73	11,379.31		24,368.56		24,368.56
504	---	Lost / Damaged Books	0.00	3,782.41	527.37	0.00		4,309.78		4,309.78
505	---	Musical Instrument Repair	0.00	0.00	0.00	0.00		0.00		-
506	---	Adult Education/Music/Guidance	0.00	71,539.50	206,327.69	204,206.15		73,661.04		73,661.04
507	---	Childcare	2,038,400.00	1,463,719.90	2,230,423.82	1,713,978.25		1,980,165.47		1,980,165.47
508	---	Out of Town Tuition Reimbursement	5,000.00	55,093.06	4,895.64	0.00		59,988.70		59,988.70
509	---	Summer School	6,500.00	8,543.10	6,534.51	8,550.00		6,527.61		6,527.61
510	---	School Choice	343,000.00	988,131.63	341,786.00	0.00		1,329,917.63		1,329,917.63
511	---	Civic Activities	0.00	100,591.31	189,950.84	163,868.18		126,673.97		126,673.97
516	---	Transportation	0.00	224,994.14	349,990.14	347,951.92		227,032.36		227,032.36
517	---	Student Activity	92,000.00	45,785.06	121,166.00	134,594.40		32,356.66		32,356.66
518	---	Turf Fields		50,089.54	103,195.00	104,159.79		49,124.75		49,124.75

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 3, 2018

Re: Approval of 2018-19 Parent & Student Handbook

Attached please find a copy of the recommended 2018/19 Parent and Student Handbook for school committee review and approval.

Student Parent Handbook

2018-2019

Chelmsford Public Schools

www.chelmsford.k12.ma.us

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Communication

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

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

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

Calendar

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

Attendance

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

A parent or guardian (Pre-School through Grade 8) is to telephone the school office within 30 minutes from the start of school to report a student's absence. Parents/Guardians who do not telephone the school will be contacted regarding the child's whereabouts. For parents/guardians of students in grades 9-12 who do not telephone the school will be contacted within 3 school days (Chapter 222 of Acts of 2012).

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

Types of Absences:

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

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

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

Excessive Absenteeism/Truancy

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

Excessive Absenteeism/Truancy at the Elementary and Middle School Levels

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

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

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

Excessive Absenteeism/Truancy at the High School Level

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

Exceptions

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

Disenrollment

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

College Visits

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

Early Dismissal

Elementary and Middle Schools

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

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

Registration Procedures

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

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

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

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

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

Health Services

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

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

Illness

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

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

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

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

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

Injuries

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

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

Medications

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

Medications in School

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

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

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

Medication Delivery/Pick-up Requirements

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

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

Additional Medication Information

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

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

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

Students with Life Threatening Allergies, Asthma, and Seizures

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

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

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

Health Examinations, Immunizations, and Exclusions of Students

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

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

Chapter 76: Section 15. Vaccination and Immunization

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

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

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

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

Emergency Medical Information Forms

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

Sports Physical and Screenings

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

Hearing/Vision/Postural Screenings and Height and Weight Checks

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

Bus Transportation

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

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

QUESTIONS AND ANSWERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bus Fees

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

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

Bus Rules

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

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

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

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

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

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

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

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

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

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

Code of Conduct/Consequences

Student Expectations

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

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

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

Dress Code

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

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

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

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

Students who violate these dress standards must:

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

Items Not Allowed During School

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

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

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

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

Phone Usage

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

Personal Computing Devices

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

Unauthorized Recordings, Photos and Video

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

Behaviors Not Allowed

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

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

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

Forms of Consequences:

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

Due Process

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

Section 37H

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

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

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

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

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events,

including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

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

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year,

the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H1/2.

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

Section 37H 3/4

Suspensions

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

Below are definitions for the terms to be used during school suspension procedures. The procedures are pursuant M.G.L. c. 71 §37H ³/₄ and 603 CMR 53.00, and effective July 1, 2014.

You/your

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

In-School Suspension

An in-school suspension is defined as removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days,

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

Short-Term Suspension

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

Long-Term Suspension

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

Except for students who are charged with offenses under M.G.L. c. 71 §37H or §37H^{1/2} *i.e.*, with possession of drugs or weapons on school grounds, assault on a staff member, or are charged with or convicted of a felony or felony delinquency, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. Offenses under §§37H or 37H^{1/2} are not subject to §37H^{3/4} as to the duration of your child's removal from school, and may result in an expulsion for longer than 90 days. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Expulsion

Expulsion is defined as the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H^{1/2} for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the

educational staff; or d) felony conviction, or adjudication or admission of guilt with respect to such felony, if it is determine that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H 1/2.

School Wide Education Plan

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

NOTICE OF HEARING RIGHTS & PROCEDURES

PROCEDURES FOR SHORT-TERM SUSPENSION

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

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

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.

2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of
3. the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The
4. principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
5. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
6. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

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

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

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
7. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
6. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:

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

DISCIPLINING A STUDENT WITH A DISABILITY - 34 CFR 300.530

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

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

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

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

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

Sexual Harassment Code of Conduct for Students

I. Code

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

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

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

II. Definition

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

Sexual harassment may include, but is not limited to:

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

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

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

III. Standards of Conduct

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

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

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

IV. General Guidelines

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

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

V. Procedure for Dealing with Sexual Harassment

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

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

A. Personal Confrontation

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

B. Informal Resolution

If the complainant does not want to deal directly with the harasser, or if the matter is not resolved informally, the complainant should immediately report the conduct to their Guidance Counselor, the School Nurse, the School Psychologist, or their Principal/Assistant Principal. Every report of sexual harassment must be taken seriously. It must be responded to immediately. In appropriate circumstances, the person receiving the report may offer to the complainant the option to sit down with the alleged harasser and the complainant together or the alleged harasser alone to work out an informal resolution.

C. Formal Resolution

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

1. Write a Letter

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

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

2. Complete an Incident Form to Initiate Formal Investigation

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

3. Formal Investigation

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

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

VII. Resolution

- A. If the complaint is not supported, carefully explain the decision to the complainant and alleged harasser. Unresolved investigations will be reported as such.
- B. If the complaint is supported, such action as is necessary shall be taken to admonish the harasser, alleviate the complainant's concerns, and prevent further harassment.

VIII. Appeal Procedure

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

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

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

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

IX. Other

- A. In serious cases, or in cases where harassment does not stop after warning, appropriate disciplinary sanctions shall be imposed as set out in the Student Handbook. These disciplinary sanctions range from verbal warning to removal from the school setting.
- B. If the conduct involves a violation of law, the matter will immediately be reported to the appropriate authorities.
- C. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, section 51 A. The staff of the Chelmsford Schools, who are mandated reporters, will report the suspected child abuse to the Department of Social Services according to school policy and procedure.
- D. Retaliation in any form - written and/or electronic- for the filing of a complaint, the reporting of sexual discrimination including harassment, or participating in an investigation is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. If it occurs, it can be considered grounds for removal from the educational setting for a student. Any allegations of reprisal will be subject to the same kind of investigation and disciplinary actions as are described in Section 5A through section VIII.

PRIDE and Bullying Prevention and Intervention

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

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

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

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

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

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

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

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whomever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

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

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

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

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

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

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

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance

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

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

Title IX and Chapter 622

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

1. Students or employees should submit any allegations of discrimination in writing to their building principal for consideration.
2. The principal will investigate the allegations and respond to the complainant through personal interview and in writing promptly.
3. If the matter is not resolved, the complainant may appeal in writing to the Title IX Coordinator. The Title IX Coordinator will meet with the complainant and

respond in writing promptly.

4. If, at the end of ten (10) school days following the written response from the Title IX Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools. All allegations of discrimination are to be communicated to the Superintendent of Schools in writing.
5. The Superintendent shall investigate the complaint and respond in writing to the complainant promptly.
6. If the matter still remains unresolved for the complainant, he/she has the right to invoke the complaint procedure for Title IX and Chapter 622 by contacting:

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

And/or

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

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

Transgender and Non-Conforming Students

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

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior.

Gender expression: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender identity: a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender nonconforming: a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Transition: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes.

STUDENT TRANSITIONS

A student chooses when to transition. In order to maintain privacy regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student’s transition, the school shall act in accordance with the following age-appropriate rules.

ELEMENTARY SCHOOL: Generally, it will be the parent or guardian that informs the school of the impending transition or if the student has already transitioned. However, it is not unusual for a student’s desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is presenting itself and creating difficulty for the child at school, approaching parents about the issue is appropriate at the elementary level,

after discussion with the student to ensure the prospect of such a conversation with the parent does not provoke fear in the child. Together, the family and school can then identify appropriate steps to support the student.

SECONDARY SCHOOL: Generally, notification of a student’s parent about his or her gender identity, expression or transition is unnecessary, as they are already aware and may be supportive. In some cases, however, notifying parents carries risks for the student. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the guardian will be involved in the process and must consider the physical and mental health, well-being, and safety of the transitioning student.

When a student is transitioning or notifies the school of a plan to transition or if the student has already transitioned, the school shall offer to meet with the student (and parents if they are involved in the process) to ascertain desires and concerns, and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the student. This plan may include items such as: the student’s chosen name and pronoun; a plan to initiate the use of the student’s chosen name and pronoun within school; communication between the school and the parent/guardian; name and gender markers in

the student record; and the student's right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

PRIVACY

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Protecting the privacy of transgender and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential medical information. Disclosing this information to other students, the student's parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. Also, to prevent a breach of confidentiality, *unless the student, parent, or guardian has specified otherwise*, school staff should use the

student's legal name and the pronoun corresponding to the student's gender assigned at birth when communicating with the parent or guardian of a transgender student.

OFFICIAL RECORDS

Changes of a student's name and/or gender marker within the student records should be made upon request of the student and/or parent/guardian, depending on the student's age/grade, as set out in the student records regulations. 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old, only the parent/guardian may request the change. For students who are 14-17 years old, or who have entered ninth grade, the parent and the student may either alone or together make decisions about the student record. Any student 18 years or older who is not under guardianship may make the request. Massachusetts recognizes common law name changes, which means that anyone can use their chosen name for an honest purpose. Therefore, when requested to do so, the school will record the

student's chosen name and gender marker on all records, whether or not the student, parent or guardian provides the school with a court order formalizing a name change. If a change is made to the student's name and/or gender marker in the student record, the

school should seal all prior records that contain the student's birth name and/or gender in a separate, confidential file.

NAMES AND PRONOUNS

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. It is strongly recommended that a trained staff member privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.

FACILITIES

With respect to all restrooms, locker rooms or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools shall allow students to access the restroom, locker room or changing facilities consistent with their gender identity.

In any gender segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, requiring a transgender or gender nonconforming student to use a separate, nonintegrated space threatens to publicly identify and marginalize the student as transgender and should not be done. Under no circumstances may students be required to use sex segregated facilities that are inconsistent with their gender identity.

Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender, and to incorporate such single user facilities into new construction or renovation. However, under no circumstances may a student be required to use such facilities because they are transgender or gender nonconforming.

PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including but not limited to classroom activities, extra-curricular activities, school ceremonies, school photos, and documentation requests, such as field trip permission forms, and maintain only those that have a clear and sound pedagogical purpose and do not violate anti-discrimination law. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

DRESS CODE

Schools may enforce dress codes pursuant to district policy. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

PROFESSIONAL DEVELOPMENT

The administration shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. The administration shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination that may result from gender identity issues.

The content of such professional development shall include, but not be limited to:

- (i) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- (ii) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy and safety;

References

Massachusetts General Law Chapter 4 Section 7 – Definitions of Statutory Terms

Massachusetts General Law Chapter 76, § 5 – School Attendance: Discrimination

603 CMR 26.00 – Access to Equal Education Regulations

Massachusetts Department of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools: Creating a Safe and Supporting School Environment – Nondiscrimination on the Basis of Gender Identity*

P5303 – [Anti-discrimination policy]

Special Education Program

Student Study Team

Parents, Guardians, and/or staff may initiate a referral of any Student to the Student Study Team at any time. The Student Study Team is comprised of both regular education and special education staff. Once a referral has been made to the Student Study Team, staff will collaborate to ensure that any student experiencing difficulty in school will receive any needed regular education services or classroom modifications that the Student Study Team deems necessary to address the student's needs.

Referrals to the Student Study Team are considered as a regular education initiative. Such referrals do not preclude any parent, guardian, or other person in a care-giving or professional position concerned with the Student's development, from initiating a referral for special education evaluation and services. Further information regarding the special education referral and evaluation process may be obtained from the office of the Director of Student Services.

Student Records

The Massachusetts Student Record Regulations address all issues associated with parents' and eligible students' rights of confidentiality, inspection, amendment, and destruction of student records, as well as the District's responsibilities with regard to the maintenance of such records. The following information is a basic summary of those regulations and should not be considered as providing any rights or imposing any responsibilities in excess of the actual Student Record Regulations; such regulations may be found at 603 CMR 23.00.

The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the student record into two sections: the transcript and the temporary record. The transcript includes only the minimal information necessary to reflect the student's educational

progress and to assist the District in operating its educational system. This information may include the student name, address, phone number(s), and date of birth; name, address, and phone number(s) of the parents or guardian; course titles, grades, course credits, grade level completed, and the year completed. The transcript is kept by the District for at least sixty years after the student leaves the school system.

By contrast, the temporary record contains all of the information in the student record that is not in the transcript. This may include such things as standardized test results, class rank, extra-curricular activities, and evaluation and comments by teachers, counselors, and other persons, as well as other similar information. The temporary record is destroyed no later than seven years after the student leaves the school system.

1. Inspection of Records

A parent, or a student who has entered the ninth grade or is at least fourteen years old (eligible student), has the right to inspect the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request, unless the parent or eligible student consents to a further delay. The parents or eligible student has the right to receive copies of any part of the student record. The District may charge a reasonable fee for such copying, not to exceed the costs of reproduction, unless the charging of such fee would effectively prevent the parents or eligible student from exercising their federal rights to inspect and review the records. Finally, the parents or eligible student may request to have the record interpreted by a professionally qualified school employee or a 3rd party of their choosing, who may thereafter inspect and interpret the records following their production of specific written consent from the parent or eligible student.

2. Confidentiality of Records

Subject to specific exceptions enumerated in the regulations, no individuals or organizations are allowed to have access to information in the student record without the specific, written consent of the parent or eligible student. In addition, subject to specific exemptions enumerated in the regulations, any person inspecting or releasing information contained in the student record must note in a log kept as part of the temporary record, which portion of the record was inspected or released, and for what purpose. Authorized school personnel are allowed to have access to the information without consent. Authorized school personnel includes school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school

committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions. Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record.

3. Amendment of Records

The parent and the eligible student have the right to add relevant comments, data, information, or other relevant written materials to the student record. In addition, the parent and eligible student have the right to request that certain information in the record be amended or deleted. Parents or eligible students should refer to the specific requirements contained within the Student Record Regulations with regard to the appropriate procedure to follow with regard to any such requested amendment or deletion of a student record.

4. Destruction of Records

The regulations require that the student record and transcript be destroyed within a certain period of time after the student leaves the school system. In addition, school authorities are allowed to destroy misleading, outdated, or irrelevant information in the student record from time to time while the student is enrolled within the school system. Before any such information may be destroyed, the parent and eligible student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

Protection of Pupil Rights Amendment Act

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following seven areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;

5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents; or
7. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Chelmsford Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law).

Parents Right to Know - Teacher Qualifications

Several schools in Chelmsford receive Title I funds from the federal government. These funds support funding for the early intervention reading program providing supportive reading services to grade 1 students. Federal law has established the right of parents at schools served by Title I funding to know the professional qualifications of the classroom teachers who instruct your child. Please be assured however, that the Chelmsford Public Schools have been very successful in obtaining highly qualified certified teachers for teaching positions.

In compliance with federal regulations, we would like you to be aware that federal law allows you to ask for certain information about your child’s classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

1. Whether the Massachusetts State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
2. Whether the Massachusetts State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
3. The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call the Director of Human Resources at 978-251-5100, ext. 6904.

Internet and Email – Acceptable Use

The Technology and Information Department will provide Internet access to all school buildings and users in the Chelmsford Public Schools. The Internet is to be used for educational purposes. The Technology Department has the right to place restrictions on the Internet to ensure that all use is in accordance with its educational purpose.

- a. Students may not use the system for personal or commercial purposes, including offering or purchasing products or services.
 - b. Students may not use the system for non-educational activities.
 - c. Students may not engage in any behavior that could be considered “cyber-bullying” or inappropriate for an educational environment.
1. Student use of the Internet will be governed by this policy, related policies and regulations of the Technology Department.
 2. When the Chelmsford Public Schools provides school-owned instructional computing devices, students are to treat all school-owned equipment properly, in accordance with the rules set up by the classroom, school and district.
 3. Students have the option to use school-owned devices or to bring personally owned computing devices to access the wireless network. A variety of devices including but not limited to school-owned laptops, Chromebooks and tablets are available for in-class instructional activities that require them. Students will find that in addition to using their devices for specific instructional activities, they may also use their personal computing devices to increase their efficiency at note taking, organizing, and managing projects. Students may use their personal computing devices to access the available wireless network in classrooms where teachers have allowed personal computing devices. **For more information on Bring Your Own Device, please refer to the Technology Department Guidelines and FAQs for Bring Your Own Device (BYOD). BYOD information can be found on the Technology Department Website.**

4. In the event that there is suspicion or evidence of inappropriate use of the Internet by students, due process rights of students will be respected. Students have no expectation of privacy in the contents of their files and/or online activity. The Technology Department reserves the right to examine all data stored on district machines or accessed using district devices and/or accounts to insure that all users are in compliance with this policy.
5. The Technology Department makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the Internet will be error-free or without defect.
 - a. The Technology Department will not be responsible for any damage users may suffer, including but not limited to, loss of data, or interruption of service.
 - b. The Technology Department is not responsible for the accuracy or quality of the information obtained through the Internet.
 - c. The Technology Department will not be responsible for financial obligations arising through the unauthorized use of the Internet.

This policy represents the Technology Department's good faith efforts to promote the safe, ethical, responsible, and legal use of the Internet. This policy supports the effective use of the Internet for educational purposes, protects students against potential dangers in their use of the Internet, and ensures accountability of all users. All Internet documents that appear on school web sites will be prescreened for appropriate and educationally relevant material.

- a. Students will receive instruction regarding the safe, ethical, legal, and responsible use of the Internet, as well as their rights and responsibilities under this policy.
- b. Student use of the Internet will be structured and supervised by staff in a manner that is appropriate to the age and skills of students.
- c. A CIPA compliant firewall will monitor student use of the Internet.

6. The Technology Department will protect against access to Internet documents that are considered inappropriate for students. Inappropriate documents will be designated into three categories: prohibited, restricted and limited access.
 - a. Prohibited documents are documents containing material that is harmful to minors, as defined by the Children's Internet Protection Act. Students may not access prohibited materials at any time, for any purpose.
 - b. Restricted documents are documents that contain objectionable material but have a limited educational purpose in the context of the student's educational program. Restricted documents may not be accessed by students at any time.
 - c. Many social media sites are blocked on the school network. Students found trying to circumvent the block on social media will be subject to disciplinary measures.

Use of Social Media

The Chelmsford Public Schools respects the right of students to use social networking sites (e.g., Instagram, Facebook), personal Web sites, Weblogs, Wikis and other web tools (collectively "Internet Postings") as a medium of self-expression. However, inappropriate Internet Postings by students can cause substantial disruptions to the school environment. Accordingly, the Chelmsford Public Schools requires that students observe the following guidelines for Internet Postings, regardless of the location of the internet access.

Prohibited Behaviors:

1. Students shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics in Internet Postings that could cause a substantial disruption to the school environment.
2. Students shall not use Internet Postings/pictures/videos to libel or defame the school committee, school system, school employees, or other students or anyone else.
3. Students shall not use Internet Postings to harass, bully, or intimidate employees or other students. Behaviors that constitute harassment and bullying include, but are not limited to, comments that are derogatory with respect to race, religion, gender, sexual orientation, color, age or disability; sexually suggestive, humiliating, or demeaning comments; and threats to stalk, haze, physically injure or damage the property of another student, employees or anyone else.
4. Students shall not falsely represent themselves as an employee or another student of the Chelmsford Public Schools.

Consequences

A student shall be disciplined for creating and/or distributing written or electronic material, including Internet Postings that causes substantial disruption to school operations and/or interferes with the rights of other students or staff members. Violations shall result in disciplinary action.

1. Use of Student CPS Lions Email

The Chelmsford Public Schools established official student email addresses to enable faculty, staff and administrators to communicate more effectively and efficiently with students, and to allow students a safe and effective way to move documents from home to school. Appropriate use of email is essential to the success of this mode for contacting students. Email is a mechanism for official communication within the Chelmsford Public Schools. The Chelmsford Public Schools has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the public school community.

2. Assignment of Student Email Accounts

Official Chelmsford Public Schools student email accounts are available for all enrolled students. The addresses are accessed using the following convention: networkID@cpslions.com. Students begin using email to communicate with teachers in middle school.

3. Redirecting of Student Email

If a student wishes to have email redirected from their official cpslions.com address to another email address (e.g., aol.com, gmail.com) they may do so, but at their own risk. The Chelmsford Public Schools will not be responsible for the handling of email by outside vendors. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her cpslions.com account.

4. Expectations of Student Email

Students are expected to check their email on a frequent and consistent basis in order to stay current with Chelmsford Public Schools communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't

check my email", error in forwarding mail, or email returned to the Chelmsford Public Schools with "Mailbox Full" or "User Unknown" are not acceptable excuses for missing official Chelmsford Public Schools communications via email.

5. Authentication

It is a violation of Chelmsford Public Schools policies, including the acceptable use policy, for any user of official email addresses to impersonate a Chelmsford Public Schools office, faculty/staff member, or student.

6. Privacy

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence avoiding reply all unless required.

7. Educational Uses of Student Email

Faculty will determine how electronic forms of communication will be used in their classes, and will communicate their requirements to students. This will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can assume that students' official cpslions.com accounts are being accessed, and faculty can use email for their classes accordingly.

Video Surveillance

The Chelmsford Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment.

Search and Seizure

The Supreme Court of the United States of America has ruled:

1. A warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute.

2. Probable cause is not required before a student may be searched; rather before conducting a search, the teacher must have “reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.”
3. The search must be reasonable in its scope as well as its inception.

The Principal, Deans or the principal’s designee are entitled to conduct a search of a student’s person, and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the school relating to drug and/or alcohol/tobacco and/or student safety.

Regarding lockers and desks:

1. Master keys and copies of combinations for lockers are retained by the school administration.
2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
3. All students should be aware that the school administration will permit specially trained “search dogs” to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.
4. All students should also be aware that school lockers and desks assigned to individual students by the school’s teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time, even without a reasonable suspicion. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.

Academic Integrity

Academic Integrity is Chelmsford Public Schools' commitment to responsibility, honesty, trust, and respect. Academic Integrity essentially means being responsible for one's own work, it is held in high regard in our schools. Students can take pride in work they have produced from their own efforts; they have worked honestly and fairly.

Academic Integrity also means upholding values and beliefs that are considered important, not just by our schools, but also by society, including sports teams, employers, friends and family. Violating our policy on Academic Integrity is cheating. For more specific Middle School Information on the Academic Honor Code, please visit the McCarthy or Parker School Website. For more specific High School Information on the Academic Honor Code, please see the High School Handbook Addendum.

What are some examples of cheating?

- Copying another student's answers on a test or quiz, with or without their permission
- Sharing questions from an exam with another student who has not yet taken the exam
- Copying another student's answers on a homework assignment
- Copying some other student's work and claiming it as your own
- Allowing another student to copy your work or giving your work to them to turn in as their own
- Forging (signing) your parent's/guardian's name on a note or permission slip
- Plagiarism (copying another's words/work without giving credit)
- Changing grades on midterm or report card
- Use of electronic devices for unauthorized sharing of information.

Why is cheating wrong?

- It breaks a bond of trust — we become suspicious of others
- It is against the rules and there are serious penalties. People have been thrown out of college, lost jobs, and ruined their careers over cheating.

What is Plagiarism?

Plagiarism is a form of cheating. Alexander Lindey has defined plagiarism as: "...the wrongful act of taking the product of another person's mind and presenting it as one's own...To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft." (Lindey, Alexander. Plagiarism and Originality)

The following will be considered plagiarism:

1. Buying or downloading a paper from a research service or a term-paper mill and offering it as your own.
2. Turning in another student's work, with or without that student's knowledge, as your own.
3. Copying any portion of another's work without proper acknowledgement.
4. Paraphrasing ideas and language from a source without proper documentation.

Consequences for Cheating or Plagiarism

1. The student will receive a zero for the entire assignment/assessment. A student will not be allowed the opportunity for make-up of any kind.
2. A conference may be held with the student, teacher, and the student's Dean.
3. Parents/guardians will be notified of the offense.
4. Students will be required to attend an after school session on cheating and plagiarism.

Exception: The definition of plagiarism given above includes "Paraphrasing ideas and language from a source without proper documentation" (definition number 4). In violations that pertain to this type of plagiarism, the teacher, in consultation with the student's administrator, will determine the consequences. The purpose of the consequence in this case will be to teach the proper way to attribute sources in academic work. The teacher will use his or her professional expertise to determine whether or not the offense relates to definition number 4.

Directory Information

(603 CMR 23.07 (4) (a))

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school

plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

Incident Management

The Chelmsford Public School District has a comprehensive Incident Management Plan. It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

There are four types of drills that are required for all staff and students in all school buildings during the school year:

Evacuation Drill – is used when it is important to move away from the building to a secure location away from the building. This drill will take place at least three times per year under the direction of the Chelmsford Fire Department.

Safety Drill – is used when a bomb-type threat is made to the safety of building. These drills will take place at least two times per year.

Hold in Place – is used to protect staff and students from incidents and/or distractions that are taking place in the hallway. A hold in place implies that instruction should continue within the classroom, and that students should remain in the classroom until further notice. These drills will take place at least two times per year.

Lockdown – is used to protect staff and students from a threat inside the building. It is to be used when it may be more dangerous to evacuate the building than it is to stay in a secure classroom within the school. These drills will take place at least two times per year.

Emergencies are unexpected, unpredictable, and take many forms. No one can ever be fully prepared for everything that may happen as each situation happens in its own unique context. However, the district Incident Management Plan is designed to provide a proven framework within those unique situations on which leaders and staff can rely. When a school's procedures are well rehearsed and automatic, the opportunity for a school leader to assess the situation and make appropriate immediate decisions is greater.

Delayed Openings and School Cancellations

In cases of inclement weather or other emergency necessitating the closing or delaying of school, the Superintendent will make the decision. Central administration personnel then notify the radio and television stations between 5:00 AM and 5:45 AM. A Blackboard ConnectEd message will be sent to all families and staff. Delayed Openings will be posted on the district and school websites.

School openings will be delayed by 2 hours. All activities in the schools will continue as usual including the same dismissal time. Morning Kindergarten and CHIPS Preschool classes will be cancelled when the start of school is delayed. Please see the school website for a complete listing of school start and dismissal times.

There will be no change in afternoon Kindergarten or Preschool hours on delayed opening days. Dismissal for afternoon Kindergarten will be at the regular time.

Emergency Closings

On a rare occasion school may be closed due to a weather-related event. In this case, all children must be sent home, with the exception of those children scheduled to attend the Community Education Extended Day Childcare program. Elementary children enrolled in the Extended Day Childcare program will remain at their school and parents will pick them up as soon as possible, but no later than 6 p.m. McCarthy Childcare students will be bussed as usual to Parker, and parents should pick up Parker and McCarthy students at Parker as soon as possible, but no later than 6 p.m.

1. The Superintendent would notify the school that busses would be arriving to take children home at a specified time.
2. A Connect-Ed call would be used to notify parents of dismissal procedures.

It is important that parents keep their home, business and emergency numbers current with the school as these are the numbers, which will be called through Connect-Ed.

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed.

It is imperative that each child knows where to go in the event that a parent cannot be notified. For parent peace of mind, this would also help in those rare cases when an emergency arises and a parent cannot get home to meet their child.

Hazing

Section 17

Whoever is a principal organizer or participator in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in the house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully and recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

Section 18

Whoever knows that another person is the victim of hazing defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself/herself or others, report such crime to an appropriate law

enforcement official as soon as is reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of

higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Vehicle Idling

Buses and vehicles are not to be left idling at schools. Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

McKinney-Vento

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. There are similar protections under Title I of the Every Student Succeeds Act for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison coordinator. For information regarding foster care students, please contact the DCF liaison of the Chelmsford Public Schools.

The Chelmsford Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the Chelmsford Public Schools' non-discrimination procedures.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: August 3, 2018

Re: Approval of 2018-19 Parent & Student Handbook: CHS Addendum

Attached please find a copy of the recommended 2018/19 Parent and Student Handbook: CHS Addendum for school committee review and approval.

From: Murray, Stephen
Sent: Friday, August 03, 2018 8:31 AM
To: Hirsch, Linda
Cc: Lang, Jay; Rick, Elizabeth; Phillips, Deborah; Mercier, Katherine
Subject: Changes to CHS Parent & Student Handbook Addendum

Hello,

We made some changes to the student handbook addendum. I used track changes to highlight those changes. Attached to this email is our changed document. Below is a quick guide to those changes.

Overview of Changes in Student/Family Handbook Addendum:

1. Cover through page 19 are simple yearly changes such as names and dates.
2. Pg 20. We are adding Rugby as a sport offering.
3. Pg.21. We inserted a clause that a student athlete will not receive a uniform unless the we receive payment.
4. Pg. 24 Changes on who and when a person can be named captain.
5. Pg. 60 We added examples of vaping paraphernalia
6. Pg. 62 We added a violation that focuses on classes of people that are protected by state and federal law such as gender, race, ethnicity, etc. Please see comments in the document.
7. Pg. 65. We added a violation that encompasses propping of doors or admitting anyone into the building that did not check in with the main office. We believe this is essential for the school security.

Thank you

Steve

Chelmsford High School



Student Handbook Addendum

20187 - 20198

Letter from Principal

Dear Students,

Welcome to the 2017-18 school year! I hope that all of you were able to have a safe, relaxing summer, and are coming back to school with renewed passions, interests, and stories of your summer adventures.

People often wonder what we do during the summer while everyone is on vacation. Summer is often the busiest time of year for us. In addition to all of the projects that take place over the summer, it is our chance to reflect upon what we learned from the past year, and make changes to policies and/or practices to try and continue to make this great school even better.

The handbook addendum has been newly redesigned to provide you with better access to the information and to better acquaint you with the practices and policies of the school. In its strictest sense, it is meant to be a resource for you and your parents as you join our Chelmsford High School community.

Our mission is "*We foster pride in our pursuit of excellence*". Our handbook is designed, organized, and used as a means of advancing that mission.

We look forward to a wonderful school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephen Murray', with a stylized flourish at the end.

Stephen Murray
CHS Principal

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I. School Mission

Chelmsford High School's 21st Century Learning Expectations

Academic, Social and Civic:

1. **Demonstrate trans literacy by communicating across a range of platforms, tools, and media.**
2. **Utilize real-world digital tools and other resources to access, evaluate, and share information in an authentic task.**
3. **Demonstrate innovation, flexibility, and adaptability in thinking patterns, work habits, and working/learning conditions.**
4. **Work independently and collaboratively to solve problems and accomplish goals.**
5. **Value and demonstrate personal responsibility, ethical behavior, and global awareness in both academic and social communities.**

"We foster PRIDE in our pursuit of excellence."*

***PRIDE** refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens. These are celebrated and recognized throughout the year and are used as foundation elements for the development of our student mentor program and are consistently referenced through our advisory program.

II. School Organization + Communication

Chelmsford High School Contact Information

200 Richardson Road, North Chelmsford, MA 01863

Main Number: 978-251-5111

FAX: 978-251-5117

Mr. Stephen Murray, Principal

Ms. Beth Thompson Rick, Administrative Assistant (x5620)

Ms. Catherine Emanouil, Secretary to the High School Office (x5621)

Ms. Kelley Moreau, Secretary for Information (x5619)

Dr. Robert Lyons, Dean, Emerson House

Ms. Rebecca DiStasi, House Secretary (x5528)

Ms. Mariclare O'Neal, Emerson Counselor (A-K) (x5522)

Ms. Kara Kelley, Emerson Counselor (L-Z) (x5519)

Mr. Joshua Blagg, Dean, Hawthorne House

Ms. Roberta Doukaszewicz, House Secretary (x5609)

Ms. Tammy Leary, Hawthorne Counselor (A-K) (x5585)

Ms. Christine Lima, Hawthorne Counselor (L-Z) (x5603)

Mr. John MacIsaac, Dean, Whittier House

Ms. ~~Jennifer Baraldi~~ TBA, House Secretary (x5551)

Ms. Jennifer Orsini, Whittier Counselor (A-K) (x5547)

Ms. Jamie Hill, Whittier Counselor (L-Z) (x5560)

Department Coordinators

Fine/Performing Arts	Ms. Christina Whittlesey	X5602
Guidance	Mr. Tom Wright TBA	X5601
Mathematics and Science	Dr. Matthew Beyranevand	X5552
Reading/ELL	Ms. Kelly Rogers	X5546
Social Studies and English	Ms. Stephanie Quinn	X5521
Admin. Chair Student Services	Ms. Renee Morgan	X5584
Technology + Business	Dr. Marilyn Sweeney	X5639
Wellness (PE/Health/FCS)	Ms. Katie Simes	X5553
World Language Facilitator	TBA	X5520
Coordinators' Secretary	Ms. Martha Hartery	X5640
Student Services Secretary	Ms. Terry Randolph	X5563

Other Points of Contact

Athletic Director	Mr. Daniel Hart	X5627
Athletic Director's Secretary	Ms. Angela Hughes	X5625
Career Center Liaison	Ms. Cynthia Acheson	X5613
School Nurse	Ms. Carol Reilly, RN	X5610
School Nurse	Ms. Lisa Kamenides <u>Mary Bousquet</u> , RN	X5645
Supervisor of Students	Mr. Eli Gioumbakis	X5664
Supervisor of Students	Mr. David Kaizer	X5583

Chelmsford School Committee

Mr. ~~Allen Thomas~~ Dennis King, Chair
Mr. ~~Salvatore Lupoli~~ Mr. Allen Thomas, Vice Chair
~~Mr. Dennis King~~ Ms. Donna Newcomb, Secretary
Mr. John Moses
Ms. Barbara Skaar

Chelmsford Public School Central Administration

230 North Road, Chelmsford, MA 01824
Main Phone: 978-251-5100
FAX: 978-251-5110

Dr. Jay Lang	Superintendent of Schools	x6917
Dr. Linda Hirsch	Assistant Superintendent	X6915
Dr. Cheryl Kirkpatrick	Director of Personnel & Professional Learning	X6904
Ms. Amy Reese	Director of Student Support Services	X6920
Mr. William Silver	Director of Information, Communication & Technical Services	X6922
Ms. Joanna Johnson-Collins	Director of Business & Finance	X6913
Ms. Pamela Rigoli	District Data Management Office	X6924
Ms. Jane Gennaro	Central Registrar	X6901
Mr. Brian Curley	Director of Facility Services	X6935
Ms. Deborah Phillips	Admin. Assistant	X6917
Ms. Kathy Mercier	Admin. Assistant	X6915
Mr. Peter Brekalis	Transportation Coordinator	X6942

House Plan

Chelmsford High School is organized into three houses - Emerson House, Hawthorne House and Whittier House. A Dean, a House Secretary, two Guidance Counselors, and an assigned PLUS block teacher support each student within each house. Students are randomly assigned to houses upon entering the high school and remain in their assigned house and PLUS block throughout their high school career. The exception to the random assignment of house is in the case of siblings who will be assigned to the same house. While students are assigned to a particular house, dean, and guidance staff, they move throughout the entire building for classes and other activities.

This organizational framework aims to facilitate personal relationships, rapport, and understanding among students, faculty, and administration. The concept of houses within a larger building is designed to combine the more personal character of a smaller high school with the more extensive facilities and more flexible curriculum of a larger one. Such an organization offers students greater opportunities for leadership as well as participation.

Communication

As much of the success of our students depends upon their ability, work ethic, and motivation, a significant contributor to their success will be determined by how effectively school and the home work together and maintain open lines of honest communication. While our goal is to encourage a measure of independence and self-advocacy in our students, we still recognize that these students are children and require that these skills be developed over a period of time. As the adults, it is our responsibility (i.e., parents, teachers, and administrators) to demonstrate and to model these behaviors for our students.

To facilitate communication, Chelmsford High School has employed a number of strategies and vehicles. Our website (<http://www.chelmsford.k12.ma.us/Domain/10>) has been recently updated and serves as our primary means of sharing and accessing information. Please bookmark it and add it to your favorites on your home computer, tablet, or other mobile device. In addition to routine announcements, the student newspaper (i.e., "The Voice"), CHS publications like the handbook and the program of studies, some other global means of sharing information would be:

- The X2 Parent Portal/Student Portal: This is the most important and direct way to access current information about your student (e.g., grades, progress reports, schedule, attendance, etc.). Since this is our primary means of accessing your contact information, please be sure to check and/or update contact information in X2 in a timely fashion (i.e., as it changes, or on a bi-annual basis). A user name and password is needed to access this information. If you cannot access this information, please go to the 24/7 Technical Support on the CHS Home page or you may contact Central Office (978) 251-5100 x 6923 or 6924.
- Connect Ed Communications: This is used frequently as a means of sending out newsletters, updates, or other pertinent timely information to parents.

Parent Communication

In general, the classroom teacher can best address the majority of issues that a student may have during school. We encourage and invite students to advocate for themselves, and encourage parents to contact teachers directly by email. A directory of teacher contact information is available on the CHS website.

Parent Conferences

Parent conferences may be arranged with counselors **by e-mailing the counselor or calling (978) 251-5111**. Please contact your son/daughter's guidance counselor to arrange a meeting.

With the large support network that we have in place for our students, we have included a chart below to help delineate the roles and whom to contact about some of our more common requests.

<p>My child contacts his/her teacher(s) when he/she...</p> <ul style="list-style-type: none"> • Doesn't understand a concept • Has a question about an assignment or a grade • Thinks the class is too easy or too hard • Needs to come for extra help • Is going to miss class 	<p>My child contacts his/her Guidance Counselor when he/she...</p> <ul style="list-style-type: none"> • Is in the midst of a crisis • Needs some help talking to his/her friends or teachers • Is feeling overwhelmed • Has a question about his/her schedule or future career/educational plans
<p>I contact my child's teacher(s) when...</p> <ul style="list-style-type: none"> • My child is struggling in the class • My child has spoken to the teacher and the issue persists or is unresolved • I have a question about my child's performance 	<p>I contact my child's Guidance Counselor when...</p> <ul style="list-style-type: none"> • My child is struggling socially or emotionally • My child is struggling academically in more than one class • I have questions about the college process • I have questions about my child's graduation status • I have important information about my child to share with the school that may impact my child's progress
<p>My child sees his/her Dean when he/she...</p> <ul style="list-style-type: none"> • Has an attendance issue • Has a classroom discipline issue • Has a school policy question 	<p>My child sees his/her House Secretary when he/she...</p> <ul style="list-style-type: none"> • Arrives late to school • Is being dismissed from school • Needs a locker • Has a question and doesn't know where to go
<p>I contact my child's Dean when...</p> <ul style="list-style-type: none"> • I have contacted my child's teacher(s) and Guidance Counselor and the behavioral issue persists 	<p>I contact my child's House Secretary when my child...</p> <ul style="list-style-type: none"> • Is going to arrive late to school, be dismissed, or be absent from school (short-term or long-term)
<p>I contact a Department Coordinator when...</p> <ul style="list-style-type: none"> • I have a question about course or program curriculum • After speaking with the teacher, I wish to change my child's level placement • I have contacted my child's teacher and the academic issue persists 	<p>My Child / I contact the school registrar when...</p> <ul style="list-style-type: none"> • We need a transcript • We need a work permit • We want to pick up a scholarship application •
<p>I contact the school nurse when...</p> <ul style="list-style-type: none"> • I have important medical information pertaining to my child • I have a question about health records 	<p>I contact the athletic director when...</p> <ul style="list-style-type: none"> • I/my child have spoken to the coach and the issue persists • I have a questions about an interscholastic athletic event
<p>I contact the school principal when...</p> <ul style="list-style-type: none"> • I have contacted the appropriate people and the issue has not been resolved • I have a question about school policy • I have a suggestion that might improve the school 	<p>I contact the superintendent when...</p> <ul style="list-style-type: none"> • I have contacted the appropriate school personnel and the issue persists
<p>I contact the school committee when...</p> <ul style="list-style-type: none"> • I have contacted the appropriate school personnel and the superintendent and the issue persists 	

High School Calendar

The Chelmsford Public School calendar is set each year by the Superintendent and the Chelmsford School Committee. We encourage you to view the individual school calendars which can be found on the district website, <http://www.chelmsford.k12.ma.us>. School events, early release days, field trips, etc. will be updated and posted on a regular basis as well as on individual teacher websites.

III. School Day

Our school follows a 7-day, rotating schedule. Students are scheduled for 7 class periods, 5 of which take place on a given day. A sample 7-day cycle is included below:

	A-Day	F-Day	D-Day	B-Day	G-Day	E-Day	C-Day
Period 1	A	F	D	B	G	E	C
Period 2	B	G	E	C	A	F	D
Period 3	C	A	F	D	B	G	E
Period 4	D	B	G	E	C	A	F
Period 5	E	C	A	F	D	B	G
Not Meeting	F	D	B	G	E	C	A
	G	E	C	A	F	D	B

Class Schedule

LUNCH 1				LUNCH 2				LUNCH 3			
A	7:19	8:16	0:57	A	7:19	8:16	0:57	A	7:19	8:16	0:57
Pass	8:16	8:20	0:04	Pass	8:16	8:20	0:04	Pass	8:16	8:20	0:04
B	8:20	9:17	0:57	B	8:20	9:17	0:57	B	8:20	9:17	0:57
Pass	9:17	9:26	0:09	Pass	9:17	9:26	0:09	Pass	9:17	9:26	0:09
(9:24 2-min warning bell)				(9:24 2-min warning bell)				(9:24 2-min warning bell)			
Advisory Plus	9:26	9:51		Advisory Plus	9:26	9:51		Advisory Plus	9:26	9:51	
Announcements 9:26				Announcements 9:26				Announcements 9:26			
Pass	9:51	9:55	0:04	Pass	9:51	9:55	0:04	Pass	9:51	9:55	0:04
Lunch 1	9:55	10:22	0:27	C	9:55	10:40	0:45	C	9:55	11:14	1:19
Pass	10:22	10:25	0:03	Lunch 2	10:40	11:07	0:27	Pass	11:14	11:17	0:03
C	10:25	11:44	1:19	Pass	11:07	11:10	0:03	Lunch 3	11:17	11:44	0:27
Pass	11:44	11:48	0:04	C	11:10	11:44	0:34	Pass	11:44	11:48	0:04
D	11:48	12:47	0:59	Pass	11:44	11:48	0:04	D	11:48	12:47	0:59
Pass	12:47	12:51	0:04	D	11:48	12:47	0:59	Pass	12:47	12:51	0:04
E	12:51	1:51	1:00	Pass	12:47	12:51	0:04	E	12:51	1:51	1:00
				E	12:51	1:51	1:00				

PLUS DAYS		FLEX DAY	
7:19- 8:16	1 st Period	7:19 – 8:11	FLEX Block
8:20-9:17	2 nd Period	8:19 – 9:11	1 st Period
9:26-9:51	PLUS Block	9:15 – 10:07	2 nd Period
9:55-11:44	3 rd Period (Lunches)	10:15 – 12:00	3 rd Period (Lunches)
<ul style="list-style-type: none"> 9:55 – 10:22 10:40 – 11:07 11:17 – 11:44 	<ul style="list-style-type: none"> Lunch 1 Lunch 2 Lunch 3 	<ul style="list-style-type: none"> 10:15 – 10:42 10:54 – 11:21 11:33 – 12:00 	<ul style="list-style-type: none"> Lunch 1 Lunch 2 Lunch 3
11:48- 12:47	4 th Period	12:04 – 12:56	4 th Period
12:51-1:51	5 th Period	1:00 – 1:51	5 th Period

IV. Student Life

Announcements

Daily announcements are posted to the high school website each day. These announcements are read each day during PLUS block, posted to the display monitors (in the main hall and the career center), and also available in each house office and the main office.

Bus Transportation/Late Bus

Chelmsford High School considers school buses, and buses for field trips, athletic events, and other school sponsored events to be an extension of the school. Therefore, students using the buses are held to the same expectations as they are in school and in accordance with all rules and policies within the CHS addendum.

Late buses are available on Tuesdays, Wednesdays, and Thursdays from the Parker and McCarthy Middle Schools. Shuttle buses will arrive at Chelmsford High School at 3:30 p.m. to transport students to their respective Middle School. Students will then board the appropriate bus to take them to their destination.

Care of Personal and School Property

Common sense precautions should always be taken to safeguard personal articles.

1. Do not allow anyone to use your locker.
2. Keep your locker locked--REALLY LOCKED.
3. Report any defective lock for replacement.
4. Keep your lock combination to yourself. There is no need to share this information with anyone. Any locker can be opened in any emergency by contacting your Dean's office.
5. Leaving personal articles, such as books, purses, or clothing unattended for even a brief time is an invitation to losing them by mistaken identity or outright theft. Locker rooms, study areas, dining rooms, rest rooms and other crowded areas are places where particular care should be exercised.
6. Place your name or other identifying mark on personal items.
7. Report missing articles to your Dean's office as soon as you can; any delay is likely to make recovery more difficult.
8. You are encouraged to leave large amounts of money, electronic devices and other valuables at home.
9. Students are expected to pay for lost and/or damaged books.
10. Students may display posters only with the approval of an Administrator. Posters must be relevant to a school activity and approved for publicity within school by the Principal.

Camera System

Cameras are in operation at key locations inside and outside of the school. Video tapes may be reviewed by administrative and/or security personnel in the course of investigating a theft or any other situations involving safety or security where a video record may be helpful.

Career Center

Services include: 30 computers with internet access, college, military & occupational career visits, library of college catalogues, DVDs, CDs, college applications, view books, etc. Occupational/vocational resources: videos, resume/interview/job search information. Job, volunteer, summer and scholarship opportunity information boards, SAT, ACT, CSS Profile, FAFSA information and materials available.

The Career Center sponsors a variety of workshops, programs, information sessions, etc. for all grade levels throughout the school year. Annual events include On-Site Decision Days, Reverse College Day, NACAC College Fair, Options Fair, career panels & college speakers. Students interested in attending any program must sign up in the Career Center and are required to have a pass signed by their teacher in order to attend. Classroom teachers have the option of refusing a student permission to attend, if they suspect there is abuse of this privilege. Career Center hours are from 7:19 a.m. until 1:52 p.m. daily. After-hours appointments may be scheduled. Email: careercenter@chelmsford.k12.ma.us , (978) 251-5111 x4292 or check out our website for up-to-date info www.chelmsford.k12.ma.us/chs/guidance/careercenter/index.htm.

Dining Rooms/Outside Dining Rooms

The dining rooms will be open during the three lunch periods. Both hot lunch and snack bars offer students a wide choice of menu. Each student's schedule provides for one 27-minute period of time that can be used for lunch. Students are expected to clean up after themselves, as well as conduct themselves in a proper manner. The cleanliness of this area is every student's individual responsibility. Permission to leave the dining rooms must be obtained from the supervisor on duty.

Weather permitting, students may use the designated outside area during lunches. This designated area is outside of Dining Room II in between the outside stairwell at the end of Whittier/Hawthorne House and the trees to the right. No student is to be in the woods, on the street, or in parking lots. The use of outside areas is a privilege not to be abused, and all school rules apply. Other than these accepted times, students may not be outside of the building.

Fees

Students are encouraged to pay fees as soon as possible to avoid possible delays in participation in activities and athletics, or the privilege to park on school grounds. All of these fees can be paid on-line, through our on-line payment system. If you would prefer to send a check, it should be made out to Chelmsford Public Schools and delivered to the people identified in each section. Make note of the name of the student and the fee(s) you are paying on the check.

Students who are unable to pay any fee but would like to participate should submit a written request to his/her Dean for a fee waiver.

Athletics (No family cap)

- \$300 First sport you participate in during the school year.
- \$250 Second sport you participate in during the school year.
- \$200 Third sport you participate in during the school year.

*Athletic fees are collected by the Athletic Secretary at the start of each sport season.

Bus Fee (Family cap of \$500)

\$200 Register on-line (<http://www.chelmsford.k12.ma.us>) or in person at the Central Office Building.

Extracurricular Activity Fee

\$125 Unlimited Activities: Activity fees are collected by the Activities Director

Project Fees

In some courses, students are requested to purchase classroom materials which will be taken home after the project is completed.

Student Parking

\$200 Parking Fees are collected by the Supervisor of Students (Mr. G.). A purchased bus pass may be exchanged for a parking pass, or you can click on the link on the left-hand side of the CHS website.

Field Trip Policy

In order for a student to participate in an approved school-sponsored field trip, the following procedure must be followed:

1. The official Parent-Teacher Field Trip Permission Form is issued by the teacher to each participating student.
2. The above-mentioned form must be signed by each of the student's teachers and a parent/guardian. The reverse side of the Field Trip form includes a health section that must also be completed and signed by a parent/guardian. Failure to obtain the signature of each teacher and parent/guardian will result in the student not being allowed to participate.
3. In order to participate the completed form must be returned to the sponsoring teacher no later than one week prior to date of the trip.
4. Students are responsible for making up class work missed as a result of the trip.
5. No academic penalty shall accrue to any student choosing not to participate in a field trip which is designated as enrichment.
6. If the field trip concludes before the close of school, students attend the remainder of their classes.
7. While on the trip, students are representing Chelmsford High School and are expected to dress and act appropriately. All school regulations and rules apply during the field trip.
8. If a student does not receive permission from school to attend a field trip and does attend, it will be treated as an unexcused absence and the student may serve a minimum of a one-day detention up to suspension depending on the severity of the incident.
9. For any student to participate in a school field trip, the student must be in good standing in all classes in both their academics and attendance.

In-school field trips will follow the same policy with the approval of the Dean.

Health Services

Our Health Services office is located on the main floor adjacent to the career center, across the hall from Dining Room 2. A student may access health services with a pass from his/her teacher. In addition to completing the emergency contact information form for health services each year, parents and students are reminded to keep the health services office apprised in a timely way as

to any health related updates (e.g., change in primary care, change in health insurance, recent medical developments, medications, etc.).

Injuries

It is the parent's responsibility to notify the school nurse of all injuries (i.e., fractures, sprains, stitches, etc.). If a student is to come to school with a cane, crutches, wheelchair, or an assistive device, a doctor's note is required for returning to school. If applicable, such doctor's notes need to indicate if such students can or cannot use stairs. An example of this would be a student with the need to wear a brace that would immobilize a knee. This note should be brought to the nurse's office and, if necessary, an elevator key can be issued. Guidelines regarding injuries and non-participation in physical education (P.E.) classes are as follows:

1. Students with casts, stitches, or splints may not participate in P.E. classes or outdoor recess without written consent from both the parent and the attending physician. All injury notes from the doctor should include the type of injury, any limitations or allowance to participate in such activities, and the date the child may return to any restricted activities. Parent's wishes may not supersede this medical prescription.
2. Students need a subsequent doctor's note when it is safe to resume normal activity in P.E. and/or recess.
3. Some specified P.E. activities may also require non-participation for the safety of the student and others.

Job Board (Part-Time Employment)

Students seeking part-time employment should regularly check the job board in the hall outside the Career Center.

Learning Commons

The Learning Commons at Chelmsford High School serves the information, knowledge-building, and reading needs of our students, staff, parents, and community members. The Learning Commons supports classroom curriculum and reflects the philosophy, goals and objectives of our school. The Learning Commons provides students with an atmosphere conducive to learning, while also providing a community space where students may collaborate on projects and construct knowledge.

While serving students' information needs is one role the Learning Commons plays, the space and staff also encourage students to ask questions, find answers, and, through this process, think creatively while building personally meaningful knowledge. All students, staff and parents have access to the Learning Commons. Our library collection is automated, there are thousands of eBooks available, and we continue to provide a virtual 24/7 space for students and staff.

The Learning Commons space has become central to teaching and learning, as our mission is tied to the mission and ideals of our school and district. The Learning Commons sponsors *Listening Lunch* events each month.

Above our central information desk are the words "Ask, Ask, Ask" and in the Cafe area the words "Think" and "Create" appear above the counter-top seating. We encourage our teachers to make learning inquiry-based by requiring students to think, ask, and then create. Learning becomes

meaningful and lasting, and students come away with a wonderful skill: the ability to think clearly and develop questions.

Learning Commons Hours

We encourage students to use the space during the school day and after school. We are open from 7 a.m. to 4 p.m. from Monday to Friday.

Book Checkout

- Books may be checked out for two weeks and are renewable unless requested by another student or teacher.
- There is no limit to the number of books students may have out at one time.

Copy Machine

- Students have use of the copy machine at no cost.

Overdue/Lost Books





- Students are expected to pay for lost materials.

Online Research

<http://www.chelmsford.k12.ma.us/Page/700>

The Learning Common’s website allows students to use the databases, access an eBook, create a bibliography, and use Web 2.0 tools, while providing central access to these valuable resources. Students are encouraged to use the project pathfinders and online databases while looking for reliable, accurate information to complete papers and projects. The chart below provides the access information for researching from home using the Learning Common’s website and databases:

 Multiple Databases	http://galesites.com/menu/mlin_n_chelhigh
 Social Studies and Humanities Databases	http://databases.abc-clio.com/Authentication/LogOn
	https://chelmsfordma.libraryreserve.com/10/45/en/SignIn.htm?url=Default.htm
	https://chelmsford.follettdestiny.com/common/welcome.jsp?context=saas16_2063309

	http://www.discoveryeducation.com/
	http://www.galepages.com/m/lin_n_chelhigh/ency
	http://www.turnitin.com/ Check to make sure you have cited your sources correctly! Create your own account. Log into your class and assignment with your class ID and password.
	http://www.noodletools.com/index.php Create your own account. Citations, note-taking, and more!

Lockers and Locker Rooms

Lockers are assigned by the Main Office to students when they enter the high school. All locker assignments are final. Students are not to change lockers unless directed by the Main Office. Students must keep their lockers locked. Students are responsible for properly maintaining their assigned lockers. Lockers remain the property of the school. However, school officials will not open lockers unless the student is present or reasonable cause (in judgment of the school administration) exists. Students are not allowed to use lockers that have not been assigned to them. There should be no expectation of privacy. **Chelmsford High School does not reimburse students for any lost or stolen items.**

Students are allowed in the locker rooms only for the purpose of participation in a physical education class or an athletic practice/game. Student-Athletes who wish to store their athletic equipment in their PE locker may do so before the start of school.

During the school day locker room bathrooms may be used by students only during their physical education classes. Students found in the locker room during an unauthorized time, or going into someone else's locker or private property will be subject to search and additional disciplinary actions in accordance with the discipline policies in this addendum.

Lost and Found

Lost books may be claimed in the student's House Office, clothing in the Nurse's Office and Athletic Office, and valuables in the Main Office. Students should not leave money or valuables unattended in dining rooms, corridors, classrooms, or lockers. Students are encouraged to place their names on all personal items. Special marking pens or labels are most effective for this purpose.

Make Up Work

During an extended absence, the student should contact individual teachers regarding assignments. The student has the obligation to secure the missing work and appropriate due dates from his/her teacher upon returning to school. The student is to have at least as much time to make up work as the number of days of class absence.

Parking

Students in their senior year with a valid driver's license and the daily use of a vehicle will qualify for the privilege to obtain a Student Parking Permit and may park in the designated student parking area in the **BACK** lot. All students will be required to register any vehicle they drive to school and to display the Parking Permit tag on the rear-view mirror of the registered vehicle. Unregistered cars will be towed away at the owner's expense. Juniors with a valid driver's license and the daily use of a vehicle will qualify for the privilege to obtain a Student Parking Permit and may park in either the TOP or SOFTBALL lots. **Juniors will be permitted to park in the back lot, after senior registration.** All students will be required to register any vehicle they drive to school and to display the Parking Permit tag on the rear-view mirror of the vehicle. **Cars parked in the faculty area or unregistered (untagged) cars will be towed away at the owner's expense.**

Students must park within the marked lines within the students' parking area and are not permitted to park in the faculty area or visitor's area. The parking lots are considered unauthorized areas during the school day. Students may not leave school to go to their cars without the written permission of a Dean. Any abuses in the use of the parking lot may result in the revocation of the parking privilege or the car may be towed at the owner's expense. Any student's vehicle on school grounds may be searched "whenever there are reasonable grounds to believe the student has violated or is violating the law or rules of the school relating to drug and/or alcohol/tobacco and/or student safety".

Qualified students are required to complete a Parking Registration Form that can be obtained from the Main Office, House Office, or Supervisor of Students' Office. Students need to have served all assigned detentions in order to be eligible for parking privileges. Completed forms should be returned to the Supervisor of Students' office by Friday, **September 15, 2017** with a check for \$200 payable to: Chelmsford Public Schools. After this date, student vehicles without a Student Parking Permit tag are subject to towing.

Students may lose the privilege of driving to school for a minimum of two weeks and a maximum of one year for violating any one of the following:

1. ********Parking in unauthorized areas, including faculty parking areas, handicapped spaces, front lot, etc.
2. Failing to register automobile and/or failure to pay the \$200 parking fee.
3. Repeated violations of the school's discipline code.
4. Driving at speeds in excess of reasonableness in a school zone. Students should enter, leave and drive in the school parking lot at no more than 10 mph.
5. Leaving school without permission.
6. Any other violations/problems that the Principal or Deans deem serious enough to warrant revocation of this privilege **(including failure to serve assigned detentions, falsifying a parking tag).**
7. Failure to provide legitimate car registration, license, etc. to the Supervision of Students' office.

Pass System

No student is to be in the corridor during class time without a pass. Passes can be obtained from faculty and staff members.

Student Records

In accordance with the student records reference in the district handbook, Chelmsford High School maintains a cumulative academic record and a cumulative medical record for each of its students. At graduation rehearsal each graduating senior student will receive his/her academic record and health/medical record to take home with him/her. CHS will continue to maintain the student transcript in accordance with the student records law.

Student Support

If there is a situation at home that might affect your child, please let the teacher, guidance counselor or administrator know. Adjustments and extra consideration can be given to your child if we understand what he/she is experiencing. Some common situations are the death of a pet, business travel, family illness, etc. Students having any other difficulties of a personal/social nature should contact a dean, guidance counselor, or teacher for help as well. A school psychologist is also on staff and students can contact him directly or through another staff member. We want to support your child. Please keep us informed. If parents are concerned with any school-related issues, they should first discuss the matter with the teacher involved.

Transcripts

All current students will be provided transcripts to institutions of higher learning, prospective employers, summer programs and scholarships free of charge. When requesting an OFFICIAL or UNOFFICIAL transcript, students should log into Naviance, select the "colleges" tab on the horizontal bar, select "transcripts" under the "resources" heading on the left side tab, then select the link most appropriate for your transcript request. If you are requesting a transcript be sent to a college or NCAA, select the first link entitled, "Request transcripts for my college applications". If you are requesting a transcript for any other purpose, select the second link, "Request transcripts for scholarships or athletics". Transcript requests must be requested through Naviance 10 school days before the transcript needs to be sent. Only UNOFFICIAL transcripts will be given directly to students who wish to bring a copy to an interview with an admissions officer, coach, or prospective employer. In this case, the transcript will be clearly marked as UNOFFICIAL.

Alumni transcript requests are processed through the Career Center for a fee of \$5.00. This is to help defray the cost of processing and mailing the transcript. OFFICIAL alumni transcripts will be mailed directly from the high school to colleges, employers, military, etc. UNOFFICIAL alumni transcripts may be picked up from the Career Center.

All transcripts of students transferring out of Chelmsford High School to another high school will be mailed to that school after a signed release form is received by the Registrar. This will be done free of charge assuming that the transferring student is in good standing and does not owe for books, fees, etc.

Scholarship Transcript Requests

The process for transcripts for scholarships is similar to those stated above. You should follow the same steps previously outlined and request one or more transcripts 10 days in advance of the date you need one. Some scholarships ask to have all documents including the official transcript mailed together. To accomplish this, the student must bring the completed application with all supporting documentation in a pre-addressed, stamped envelope. The Career Center Clerk will add the Official transcript and send the entire packet.

In the event of extreme urgency, an official transcript may be given directly to the student only in a sealed and signed envelope so that the student can send it with their entire scholarship

application. If the seal of the envelope is broken for any reason, the official transcript is invalid and therefore considered unofficial.

Video or Multimedia Projects

Students assigned a video or multimedia project by their teacher will discuss the guidelines with their teacher ahead of time. The student will be required to submit a storyboard or script to their teacher who will initial it before the student proceeds to the next step of producing the product. Storyboards or scripts should be detailed enough to include: location of filming for each scene, basic dialog and props. Teachers will keep an initialed copy of the storyboard/script.

Students who want to use school equipment will be asked to show a storyboard or script that has been approved by the teacher. Students must avoid: weapons, profanity, moving automobiles from the inside or outside. Safety issues must be considered for both the student and others. Teachers may impose any additional guidelines that suit the project. **Students who do not follow these guidelines could be subject to disciplinary action.**

Visitors to School

All doors to the high school are locked during the school day. Anyone other than staff who wishes to enter Chelmsford High School to conduct business must do so through the front doors of the building. Visitors will be buzzed into the building and should then report to the Main Office to sign in. All visitors are required to wear a Visitor's badge. Students are not allowed to bring visitors to school, as Chelmsford High School cannot take responsibility for persons not assigned to the school as a student. In rare circumstances the principal may make an exception to this policy. Students must submit a written request to the principal asking for permission to bring a visitor to school in advance of the visit. Visitors must present the school with documents to allow for emergency medical treatment and emergency contact numbers.

Voter Registration

Chapter 51, Section 42E (Section 17 of Chapter 475 of the Acts of 1993). *"All public and independent colleges, universities, high schools and vocational schools shall make available affidavit of voter registration forms at all locations where students may register for classes."* Affidavits of voter registration forms are available in the Career Center.

Work Permits

Current high school students may receive work permits from the Career Center after a promise of employment has been secured. Visit www.mass.gov/dos/youth/ and download a working permit application or you can find it on the CHS website under "Students". Once the application is filled out in its entirety, the application should be returned to the Career Center along with proof of identification. A Working Permit will then be issued. (Note: Students under 16 years of age must have a physician's signature on the form before a work permit can be issued.) The student requesting a permit must appear in person (with proper identification) in order to obtain a permit. Please contact the Career Center for the hours that work permits are issued.

V. Student Opportunities

Extracurricular Activities

Extracurricular Eligibility Policy

Chelmsford High School strives to offer challenging learning experiences and opportunities, which will meet the needs, abilities, and desires of each student.

Committed to the development of a well-rounded student, Chelmsford High School fosters intellectual, emotional, physical, social, and civic development. Emphasizing these skills, Chelmsford High School provides a large number and variety of extra-curricular activities. These include clubs, activities, and interscholastic athletics.

Any activity for which no credit is given and that begins after the school day will be defined as extra-curricular and the following eligibility policy applies.

1. Students involved in extra-curricular activities must remember that they are representing CHS at all times and should conduct themselves in an exemplary manner during the school day and during activities.
2. Any student not checked into school by 10:30 a.m. and who does not remain in school, may not participate in any extra-curricular activity on that day.
3. Any student suspended from school is also suspended from all activities on that day(s) as well.
4. Any student while a member of an extra-curricular activity involved in taking, dispensing, possessing, or knowingly being present during illegal consumption of alcohol or drugs; stealing, hazing, vandalizing during school or activities, as a participant or as a spectator will be subject to the following penalties in addition to penalties outlined in the Discipline Code:
 - a. First violation: The student shall lose eligibility for 2 weeks except for knowingly being present during illegal consumption of alcohol or drugs. For that violation, the student will lose eligibility for one week.
 - b. Second violation: The student will lose eligibility for twelve (12) consecutive weeks.
 - c. If, after the second violation, the student of his/her violation becomes a participant of a school-approved treatment program, the student may be certified by the Principal for reinstatement in school activities.
 - d. If an officer/editor/leader of an activity is involved in violation of the above rule, that leadership position will be revoked.
 - e. If a student is involved in a first offense in one activity and then is involved in violation in another activity, the second offense penalty will be invoked.
5. Activity members must use the transportation arranged by the school to attend programs away from CHS. With the advisor's permission, activity members may return home with a parent or guardian.
6. Activity members are responsible for all equipment and uniforms issued to them.
7. School facilities will not be used without the supervision of an advisor.
8. All activity participants are required to pass 25 credits worth of classes each term in order to remain eligible to participate during the subsequent marking term. In order to be eligible to compete during the first marking term, a student must have earned a final passing grade in four ten (10) credit classes in the previous academic year.
9. All students participating in extra-curricular activities must pay the activity fee and fill out the Extra-curricular Activities Registration Form to receive their activity card. All students who register and pay are responsible for abiding by the preceding policy.

Publications and Policy for Non-Authorized Publications and Circulations

Chelmsford High School authorizes sanctions or supports only in-house publications. At present the Chelmsford School Department supports two publications at the High School.

- The Voice (student newspaper)
- The Lion (annual yearbook)

The two publications noted above receive financial support in addition to human and technical support from CHS in their efforts. Parents, students and staff have an opportunity to express their views or position regarding one or both of these publications. The publisher and editor of each of these publications reserves the right to edit, censor or delete word or words, concepts, or articles which could offend the readers. The two in-house publications which are published at Chelmsford High School are circulated in the following manner:

- The Voice is distributed free of charge to the entire student body.
- The Lion is sold to all subscribers.

Non-Authorized

All other publications will be considered as non-authorized publications and NOT sanctioned for publication or circulation on school premises. If this practice is considered as a disruptive influence, it will be handled as follows:

- All copies will be confiscated and destroyed.
- Individuals responsible for the publishing and/or distribution of the publication will be disciplined accordingly.

Student Election Process

Since the major purpose of holding elections is to help students learn the step-by-step process of running for office, the following procedures have been established to achieve that goal.

- Notice of all elections for Student Government or special elections will be announced at least two weeks prior to being held.
- For school-wide or house elections, nomination papers must be completed by all those who choose to run. Nomination papers should be signed by members of the appropriate group indicated on the nomination paper. Nomination papers must be turned in by the candidate to the Student Council Advisor; they will not be accepted after the time and date specified as the deadline.
- Candidates for senior class office must make an oral presentation to a class assembly emphasizing their qualifications for office. Candidates for senior class office must attend the Candidate Meeting, the date and time of which shall be specified prior to the speech assembly. If the candidate is unable to attend, it is the candidate's responsibility to report to a Student Council Advisor or to the Student Council Vice-President or President for the materials and information presented at the meeting.
- Candidates for office will be limited to six posters, not to exceed 24 by 30 inches in size, to be placed on walls in the core area of the building, i.e. in corridors near main office, stairwells, and dining rooms. These posters must be approved by an administrator before being displayed. No posters will be displayed in the classroom wings and the posting of campaign literature in classrooms will be not allowed. Candidates who do

not comply with these procedures will have their names removed from the ballot. No flyers or handbills are to be posted or distributed in the election, with the exception of single handbills being allowed in classes with the approval of the teacher. Stickers are not to be used.

- Students may not run as a "ticket", and may not combine individual posters or anything else which would suggest that students are running as a ticket.
- A list of candidates and a description of appropriate offices will be displayed in appropriate locations throughout the school no later than three days prior to the election. Candidates are responsible for checking the list prior to the election and reporting mistakes to the Student Council Advisor, President, or Vice-President.
- All school-wide elections or house elections will be held during lunch or Plus blocks at CHS.
- Candidates for office will not campaign within 30 feet of the polling area when elections are being held, and campaigning for any candidate is not allowed within 30 feet of the polling area during elections. Candidates are not to be in the polling area except to cast their ballot. Violation of this procedure will result in the removal of the candidate's name from the ballot and loss of all votes cast for that candidate.
- Write-in votes will not be counted, since they circumvent the step-by-step process of running for office which is a major purpose of holding student elections.
- For officer elections, a majority will be required. If no candidate receives the number of votes needed to win the election, a run-off election will be held between the top two contenders.
- Vote totals for all candidates will be posted after tally. Candidates have 24 hours to contest results if they have reason to believe an irregularity has occurred. Advisors shall retain ballots for at least 3 school days after the election.
- It is the responsibility of all candidates to remove campaign materials immediately following the elections.
- Students who need clarification of any rules should seek advice from the Student Council Advisor or President before doing anything that may lead to disqualification.
- Students who do not follow all of these procedures will relinquish the right to be candidates for office.

School Dances

Dances are for Chelmsford High School students, so students may be asked to present their CHS IDs upon entrance to the dance. The only exceptions to the CHS student requirement are the Junior Cotillion and the Senior Prom. *Once admitted, no one can leave the hall and be re-admitted without prior approval.* All tickets will be sold in advance. Tickets will not be sold at the door unless previous permission has been granted by the Principal. **No student will be admitted without a ticket.** At each dance, there are faculty members who act as chaperones. They have the right to have any unruly or rowdy individual(s) removed from the premises. Chaperones have the right to restrict dancing which can be viewed as dangerous and/or offensive. No student will be allowed into a dance later than 90 minutes after the dance has begun, unless previous arrangements have been made through the Principal and/or Deans. All Student Handbook rules and regulations are in full force at all school dances.

School Sponsored Social Events

In addition to other disciplinary consequences (as identified in section x of this addendum), students who violate school rules may also lose the privilege to participate in future events.

CHS Clubs and Activities

Mission

Clubs and activities advances Chelmsford High's specific mission by allowing community members an expanded opportunity to a free exchange of ideas, to continue growing and learning, to realize greater potential. Respect of self and others, responsibility, and compassion are developed through membership. Students are encouraged to explore the many activities offered at CHS. We also encourage students once they have chosen activities in which they will participate to make a commitment to those activities by becoming active, attending members of the activities.

Bona Fide Club/Activity

A bona fide club or activity is one that has been approved by the Principal. Depending upon current student interest, some may not run during the current school year and others may be proposed and begin to meet. The Advisor for a particular club may also change. Listen to the daily announcements, read the Daily Bulletin and watch for signs in the hallways in order to stay informed about clubs and activities at CHS. Also, each club has a web page on the CHS site where information can be obtained.

A comprehensive listing of our clubs and activities can be found on the CHS web page by clicking the "Activities" link on the left side of the home page.

Code of Conduct for Class/Student Council Officers and Representatives

It is expected that students elected to the position of class officers and representatives will set an example for the student body through their behavior, conduct and leadership. Any behavior deemed inappropriate for class officers and representatives may result in removal from office by the Principal. In addition, taking, dispensing, or possessing drugs or alcohol, stealing and vandalizing in school or at school functions will automatically result in removal from office.

Interscholastic Athletics*

*Please note that excerpts are taken from the Athletic Handbook posted to the Athletics website. All students participating in inter-scholastic athletics are subject to the same rules and regulations of conduct and behavior as when in school.

Mission and Vision:

The goal of the Department of Athletics is consistent with the School's mission: *to foster PRIDE in the pursuit of excellence*. Athletics teaches life skills including **P**erseverance, **R**espect, **I**ntegrity, **D**edication, and **E**mpathy. Our goal is to provide a rigorous athletic program which complements and supports a challenging academic program by teaching students to persevere, to work well with others, and to compete at everything they do. The Department of Athletics strives for excellence as it develops the leadership capabilities of student-athletes in an environment that unites achievement in competition with academic excellence, sportsmanship, and community service.

Athletics are open to all students, providing they are in good academic standing, are good school citizens and are physically fit to participate. Participation in the program is a privilege which students can earn by maintaining these standards.

Interscholastic Sports Offerings

The emphasis at each level of competition is:

- VARSITY** - Very Competitive/Instructional
- JUNIOR VARSITY** - Somewhat Competitive/Instructional
- FRESHMEN/JVB** - Instructional

Fall Sports (Tryouts may start as early as the second Thursday preceding Labor Day. Football conditioning will start the second Monday prior to Labor Day)

Sport	Varsity	JV A	Freshmen/JVB
Cheerleading	X		
Cross Country - Boys and Girls	X	X	
Field Hockey	X	X	X
Football	X	X	X
Golf - Boys	X		
Soccer – Boys and Girls	X	X	X
Swimming – Girls	X		
Volleyball - Girls	X	X	X

Winter Sports (Tryouts start Monday after Thanksgiving)

Sport	Varsity	JV A	Freshmen/JVB
Basketball – Boys and Girls	X	X	X
Cheerleading	X		
Gymnastics	X		
Ice Hockey – Boys	X	X	X
Ice Hockey – Girls	X	X	
Indoor Track – Boys and Girls	X	X	
Skiing – Boys and Girls	X		
Swimming – Boys	X		
Wrestling	X	X	

Spring Sports (Tryouts start the 3rd Monday in March)

Sport	Varsity	JV A	Freshmen/JVB
Baseball	X	X	X
Lacrosse - Boys and Girls	X	X	
Outdoor Track – Boys and Girls	X	X	
Rugby	X	X (if numbers warrant)	
Softball	X	X	X
Tennis – Boys and Girls	X	X	
Volleyball – Boys	X	X	

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Athletic Student Training: Students interested may apply to become a student trainer. Under the supervision of our Certified Athletic Trainer, students will gain experience in all aspects of athletic training.

Pre-Tryout Requirements Necessary for Participation

- 1. Student-Athlete Registration** For each season of participation, a student must submit a complete the on-line Student Athlete Registration before his/her first practice session. The consent portion of the form **MUST** be completed with the parent/guardian. These forms are online at the Chelmsford Athletics Web page. Included in this form are acknowledgement of the student athlete handbook and the new concussion legislation passed in the summer of 2010.

How to Register: Go to <http://www.chelmsford.k12.ma.us/athletics>

Step 1: All students who plan to participate in athletics must have a physical examination within thirteen months of the start of each season. Per state law and the MIAA, physical examinations that expire result in immediate ineligibility until a new physical examination has taken place. A duly registered physician, physician's assistant or nurse practitioner must perform physical examinations. Athletes **WILL NOT** be allowed to participate without having a physical examination in good standing.

Step 2: Read the Try-Out Clearance Info and Rules for Athletics and the State Mandated Concussion Procedures and Paperwork carefully. This is under the Athletic Clearance Information section on the left side of the Athletics web page.

**For Steps 3 & 4 both links are under the Registration Tab on the MCC site. To get to this site click on Athletic Registration and User Fee located on the left side of the athletic web page.*

Step 3: Fill out and submit the **Online Registration Form**. The link is on the left side of the Athletic Web Page. (Click on the **Season and Year Student Athlete Registration**)

Step 4: Pay your **User Fee** online. (Same link as above)

- The **User Fees** are due after teams are selected.
- **Football User Fees are due immediately.** (They must be paid before you can pick up your helmet).
- **If payment method is "Pay By Check," a student-athlete will not receive his or her uniform until the check has been turned into the Athletic Office.**

Step 5: Once you complete these steps, you are registered and can fully participate in the Chelmsford High School Athletic Program.

2. Medical/Physical Exams

All students who plan to participate in athletics must have written proof of a current physical exam signed by a physician. Per MIAA regulations, physical exams are valid for 13 months. A student athlete will **NOT** be allowed to participate once an exam has expired. It is strongly recommended that an annual exam be scheduled in July or August of each year. Such an exam would cover a student for an entire school year.

- Athletes will not be allowed to participate without the completion of the Medical/Physical Exam and Participation Forms. No physicals will be provided by school.
- A medical history questionnaire (including information of all past concussions) must be

Comment [MS1]: In the past, families will click on "pay by check" on the online registration. Many would not send a check. This is a significant loss of revenue.

Comment [MS2]:

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on file and submitted through our On-Line Registration process.

3. Insurance

All members of interscholastic teams are covered by an “excess” policy that covers expenses your family plan might not cover, provided that the proper procedures are followed:

1. All injuries must be reported to the Athletic Trainer or nurse immediately. An accident report will be filled out by the Trainer or nurse and forwarded to the athlete’s parent(s)/guardian.
2. The insurance form needs to be completed by the parent/or a physician.
3. The parent/guardian must then file the report with the insurance company. All initial claims must be made within 90 days of the injury. It is a good idea to file a claim immediately just in case “excess charges” come about at a later date.

4. Academic Requirements for Athletic Eligibility

A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of five subjects. To be eligible for the fall season, students are required to have passed five major subjects in the previous academic year. The academic eligibility of all students shall be considered as official and is determined only on the date when the report cards for the ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility. Summer school courses taken and passed to make up a failed course (or loss of credit) may be counted for fall eligibility.

5. Age Requirement (per MIAA rules 59 and 60)

A student shall be eligible for interscholastic competition for no more than 12 consecutive athletics seasons beyond the first completion of the eighth grade.

A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that his/her 19th birthday occurs on or after September 1 of that year. For freshmen competition, a student shall be under 16 years of age, but may compete during the remainder of the school year, provided that his/her 16th birthday occurs on or after September 1 of that year.

Athletic Fee

Once a student makes a team's roster- the required User Fee is due. The fee structure can be found on the athletic website. Fees must be paid by the team’s first regular season contest. Financial assistance is available through the Athletic Department office. Students with an outstanding balance from a previous activity will not be allowed to try out for any sport.

Tiered Fee System:

- 1st Sport = \$300
- 2nd Sport = \$250
- 3rd Sport = \$200

Chelmsford High School Team and School Oriented Information

Tryouts/Team Selection

Students should understand that participation in athletics is a privilege. Students try out voluntarily and for some programs there is a risk of not being selected to a team. It is the judgment of the coaches which dictates the selection and number of participants for teams. Before the tryout process begins, coaches will provide an explanation of his or her expectations and tryout criteria. It is the student's responsibility to demonstrate that he/she can meet those expectations. Only official tryouts sessions will determine an athlete's placement on a team. Students who do not make a team will be informed as to the reasons by the coach. Students are encouraged to try out for another team if there is space and final cuts have not yet been made. Any athlete that chooses to change from one sport to another after teams have been chosen must receive consent from both coaches and the Director of Athletics.

Team Commitment:

Each Member of our athletic teams MUST:

1. Commit to be present at all team activities including try-outs, practices, meetings and contest with other schools.
2. Dedicate themselves to becoming excellent team members and a positive representative of Chelmsford High School
3. Strive to continually improve as an athlete.
4. Demonstrate pride in team performance and in themselves as members of a team.

Student athletes must commit to be at all practice sessions, contests and team meetings. Practices are held daily after school as appropriate to the activity. Many team's practice and games may be held on weekends. Any team member who must be late, or miss practice, games, or meetings must confer with his/her coach, prior to the conflicting practice/game. Practice and game schedules, particularly in the case of winter and spring sports, include school vacation weeks. Students and families should take this into consideration when students are deciding to try-out for a team.

School/Family Vacations, Extended Absences

Every team member is expected to be present for all team practices and games. Because of scheduling parameters, many of our teams practice and/or play during scheduled school vacations. Student-athletes, who plan to be absent for an extended period of time due to vacation or a planned extended absence, must discuss this situation with the coach prior to trying out for the team.

Daily Team Attendance

It is extremely important that a coach be notified if a student-athlete is not going to be present at a practice or game. Practice is where plans for upcoming contests are developed and perfected. The coaches in our program expect their athletes to be present at all team activities. Suspension or dismissal from the team may take place as a result of such absences.

Student-athletes are excused from team activities for academic or religious reasons, family emergencies, illness or injury. Prior notification to the coach is expected!

Playing Time

Playing time is determined by practice attendance, attitude, commitment, and athletic skill. It is the coach's responsibility to decide which athletes should start a contest, who should play what position, and how long each athlete should play. These coaching decisions are made only by the coaching staff and are approached very seriously after having observed the athletes in practice sessions, game like situations, scrimmages, and actual games.

Team Captains

A captain's position is a privilege and not a right. Before accepting the captain's role, please realize that it comes with greater responsibility than other members of the team. Coaches decide how team captains are selected based on identified criteria. This may include character, coach-ability, communication skills, athletic ability, etc. They may be elected by the team or appointed by the coach - this process is communicated to the students ahead of time. Captains may also be appointed on a game by game basis. It is expected that team captains be the leaders of their team and should be ready to assume duties as outlined by their coach. Captains are expected to communicate with the coach, team, and Athletic Director in the event of any problems that may affect the team or its members. Captains may be asked to meet with the Athletic Director, and/or Principal during the school year to discuss the athletic program. Captains of team may be relieved of their position for violation of team, athletic department, or school rules.

Only Senior and Junior Student-Athletes are eligible for Team Captaincy. While a Junior can be named captain, they can not be named until the beginning of the season for that sport.

Comment [MS3]: Being a captain is a special designation which should be reserved for upper classmen. Also, Mr. Hart and I feel that sports that have tryouts, captains should not be chosen until after tryouts (unless that student athlete was already a captain the previous year.) By allowing a student to be chosen captain before tryouts, it is in essence telling others that this person does not need to tryout. A lot can happen from the end of that sport to the following year.

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Team Rules and Regulations

At the start of the season a coach, with the approval of the A.D., may issue a set of team rules. It is recommended these be written and distributed to all team members. These rules, which are not to be in conflict with any school or MIAA policies, may vary to reflect the nature of the sport and the practice/competition schedule.

CHELMSFORD HIGH SCHOOL REGULATIONS

At Chelmsford, student-athletes are expected and encouraged to maintain the highest level of scholastic achievement possible. They are also expected to maintain the highest level of citizenship. Students competing for Chelmsford High School, as members of an athletic team must remember that they are representing the school at all times. They must conduct themselves in an exemplary manner during the school day, at practice sessions, and at athletic contests. Failure to comply will result in disciplinary action. To promote these goals, the following are in effect:

Academic Achievement

Student-Athletes are students **FIRST**. Scholastic "extra help" sessions and make-up work are expected to be completed as soon as possible. On a practice day, students should stay after school to complete work whenever necessary. Coaches should be informed by students, in advance, when practice time will be missed due to academic obligations. Once the obligations are complete, students are expected to report to practice as soon as their academic obligations are met. If a student did not give advance notification to the coach, students should ask their teacher for a note explaining their tardiness. Coaches may ask athletes for written "Academic Progress Reports" to help monitor academic eligibility.

School Discipline Obligations

Student-athletes with school disciplinary obligations are expected to fulfill those obligations before reporting to an athletic practice/game. Students cannot expect, and should not request, disciplinary action to be postponed or canceled for any athletic reason. *The athletic department reserves the right to remove or suspend a student-athlete from a team for disciplinary problems. It is expected that our student-athletes be model citizens both in and out of school.*

School Attendance and Tardiness

Students are expected to arrive to school by 7:15 AM; students who are tardy may not be able to compete that day. All students must check into school by 10:30 AM and remain in school in order to participate in an athletic contest or practice on that day. If a student ~~has an unexcused absence~~ ~~is absent~~ on Friday, they are not allowed to practice or compete in a contest on Saturday or Sunday.

Athletic Trainer/Training Room

Chelmsford contracts a full time, licensed Athletic Trainer (AT/L) to evaluate, treat, and rehabilitate athletic injuries as they occur. The Athletic Trainer provides medical coverage for most athletic contests and practices.

The Athletic Trainer is available to student athletes from 2:00pm until duties and responsibilities are completed. The Athletic Trainer will be on site for home contests, on weekends and school vacations. In the event of an injury, the Athletic Trainer will evaluate and recommend the direction of care, and clearance level. For specific questions regarding student-athlete health care, please contact the Athletic Trainer.

Athletic Injuries

All athletic related injuries must be reported to the Athletic Trainer or coach immediately, and an injury report placed on file. ***Subsequent to any serious athletic injury and prior to any further participation in a sport, students must provide signed medical release from a physician.*** The licensed Athletic Trainer will clear the athlete for participation only when this requirement has been met.

Hazing

Hazing is any conduct or method of initiation into any student organization or team, which willfully or recklessly endangers the physical or mental health of any student or person. Hazing is a crime under Massachusetts Law and will not be tolerated. (For further information refer to Mass. State Law-Chapter 536, Sections 16-19) There is to be **NO** initiation of any kind to be a member of any team at Chelmsford High School. Students and coaches found in violation may be dismissed from participation in the athletic program.

Chemical Health and Athletic Conduct Penalties

Any student who is a member of an athletic team involved in taking, dispersing, or possessing alcohol, drugs, or tobacco products, stealing, hazing, (see above), or vandalizing from the first allowable day of fall practice, through the end of the academic school year will be subject to the following penalties in addition to school invoked penalties:

First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All fractional parts of an event will be dropped when calculating 25% of the season. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation.

Second and subsequent violations: The student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport.

- If after the second or subsequent violations the student of his/her own volition becomes a participant in a school approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification.
- If a captain of a team is involved in a violation of the above rule, the captaincy will be revoked.
- If a penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility

- status of the student during the next academic year.
- If a student is suspended for a first offense in one sport and then is involved in a second violation in another sport, the second violation penalty will be invoked.

~~In the Presence Of: Any member of an athletic team found to be in the presence of alcohol or drugs, while a member of an athletic team, will lose eligibility for the next consecutive interscholastic contests totaling 10% of all interscholastic contests in that sport with a minimum of 1 game to be served. A second offense will be treated as a First Violation of Rule.~~

Comment [MS4]: We deleted this clause two years ago. It was not updated here.

Language or gestures

Profane, derogatory, and abusive language or gestures during any team related or school activities are strictly prohibited.

Sportsmanship

Chelmsford High School expects ALL parties at a contest to display the highest possible level of sportsmanship before, during, and after athletic competitions. Players, coaches, and spectators are to treat opponents, game officials, and visiting spectators with respect and class. The MIAA reserves the right to "warn, censure, place on probation, or suspend any player, coach, game, school official, or member school determined to be acting in a manner contrary to the standards of good sportsmanship". Chelmsford High School reserves the right to impose the same penalties on spectators, athletes, or coaches displaying poor sportsmanship at any athletic contests, home or away.

Disciplinary Action

Students found in violation of this handbook, the Chelmsford High School handbook or any MIAA regulations may face disciplinary action. Infractions must be reported to the Athletic Director or other Chelmsford High School administrator. Reported infractions will be thoroughly reviewed. Any student suspended from school is also suspended from the team during that time. Final disciplinary decisions will rest with the Principal.

Transportation

Team members must use the transportation, when provided by the school, to all away athletic contests. With the coach's permission, team members may return with a parent or guardian. Some teams practice offsite, it is the responsibility of the parent/guardian to provide or arrange transportation to those offsite locations. Sometimes teams will travel over night or out of state to compete in interscholastic athletic practices or contests. In this case coaches will have students sign the necessary forms to attend.

Athletic Facilities/Building Access

No student will be allowed access to any of the athletic facilities without supervision by a school staff member. When open and supervised, the facilities are available for all students unless they have been reserved as an in- season site for practice/competition. Students are expected to respect the locker room facilities, showers, and general areas of the athletic facilities. Please take pride in the facilities by using trash barrels and keeping the areas in good condition. Glass containers of any kind are not allowed in the locker rooms or gymnasiums at any time.

Locker Room/Security

Students have an obligation and responsibility to care for all athletic equipment issued to them, as well as personal belongings. Equipment and uniforms should be stored in a locked locker at all times when not in use. **Chelmsford High School cannot be responsible for lost or stolen belongings of student-athletes.** In the event of items being lost or stolen the student must contact the coach immediately. Please lock all belongings brought into the locker rooms. In the event that your assigned locker does not work properly, contact your coach immediately.

Equipment/Uniforms

Equipment and uniforms are handed out to the student-athletes by their coaches. Full uniform is required for all contests. For specific questions regarding equipment or uniforms, please contact the

team coach. Payment for lost equipment or uniforms is required at the time of loss. No student will be allowed to try out for another sport, or graduate from Chelmsford High School until all outstanding equipment/uniforms has been returned, or payment for lost items has been received by the Athletic Director.

Athletic Awards

Below are the firm guidelines, which will govern the distribution of awards. The CHS Boosters Club will provide standardized awards for athletes and/or teams participating in varsity sports. Junior varsity athletes and/or teams will receive only those awards which are specified. Only those students whose activities are part of the Athletic Department budget will be eligible for awards. All athletes are expected to attend the seasonal Awards Night.

Football, Field Hockey, Basketball, Hockey, Volleyball, Soccer, Wrestling and Swimming

Varsity Letter – Participate in one-half of the total games played in a regular scheduled season.

Junior Varsity/Freshman – Be a participating member of the team in good standing the entire season.

Baseball and Softball

Varsity Letter – Participate in one-half of the total games during the entire season of play. Pitchers and catchers must play four innings in five games, plus part of one other game.

Junior Varsity/Freshman – Be a participating member of the team in good standing the entire season.

Indoor and Outdoor Track

Varsity Letter – Score a point or place top 6 in any invitational meet, score a team point in any dual meet or make the varsity lineup in any 3 dual meets.

Junior Varsity – Be a participating member of the team in good standing the entire season.

Cross Country

Varsity Letter – Top seven as determined by position in any dual meet.

Junior Varsity – Be a participating member of the team in good standing the entire season.

Gymnastics

Varsity Letter – Accumulate a total of 20 points during the season or place top 3 in an event at district meet.

Junior Varsity – Be a participating member of the team in good standing the entire season.

Managers

Varsity Letter – Good attendance, loyalty, service and contributions made to the team.

Varsity Jackets will be presented as an additional award to all high school athletes and cheerleaders when they earn their second varsity letter and have completed two years of participation in the same sport. Coach's requests for exceptions to this rule must be submitted via the Athletic Director for approval by the CHS Boosters Club. These requests must detail the justification for the exception and be submitted prior to measuring to allow the Boosters sufficient time to render a decision. No exceptions will be considered unless the athlete/cheerleader is to receive a varsity letter at the same Awards Night ceremony.

Varsity jackets will be presented as an additional award to a maximum of two team managers who have completed two years of active participation as a manager in the same varsity sport. The two managers will be named by the team coach. Coaches are to submit a complete "Jacket request" via the Athletic Director seven weeks prior to awards night. This is the lead time required to measure, order, make and ship the jackets.

There will be only one Varsity Jacket awarded to any athlete, even if the athlete fulfills the basic requirements in more than one sport during his/her high school career. When an athlete receives a letter/certificate separate from the varsity jacket, the Athletic Department will provide an appropriate emblem for each sport which can be worn on the jacket.

Trophies and Plaques for Scholar Athlete, Most Improved and Most Valuable will awarded to the athletes deserving of the award as selected by the coaching staff or team vote. In addition, special coaching awards may be given to a student-athlete in recognition of outstanding achievements,

dedication, specific accomplishments, devotion or other extraordinary characteristics not provided for in standard awards.

Team Banquet Guidelines

Team dinners and banquets are not sanctioned by the athletic department.

Smart Phone/Cell Phone

The use of cell phones has become commonplace among student-athletes. Students are strictly prohibited from using cellular telephones with camera or photo capability in locker rooms or restrooms. Any student-athlete found inappropriately using cell phones with camera or photo capability in a restricted area will have their phone confiscated and face disciplinary action as per the CHS Student Handbook.

Social Media

As an educational institution, Chelmsford High School supports the rights of individuals to free speech. However, the student-athletes should be concerned with any behavior that might embarrass themselves, their families, their community, and/or Chelmsford High School. This includes activities online through social networking sites.

Participation in athletics at Chelmsford High School is a privilege, not a right. As a student-athlete, you are representative of the school and the community, as such; you are always in the public eye. This fact places certain additional demands on how you must live your life. Keep the following guidelines in mind as you participate in any of type of media:

1. Before participating in any online community, understand that anything posted online is available to anyone in the world. Any text or photo posted online is completely out of your control at the moment it is placed online, even if you limit access to your site.
2. You are not to post information, photos, or other items that could embarrass you, your family, your team, the Athletic Department or Chelmsford High School. This includes items that may be posted by others.
3. Be aware of who you add as a friend to your site. Many people are looking to take advantage of student-athletes or seek connection with student-athletes to give them a sense of membership on a team.
4. Coaches and athletic department administrators can and do monitor these websites. Disparaging remarks about teammates, coaches, opponents, or school officials can serve as grounds for suspension from competition or dismissal from teams, as well as legal ramifications.
5. Student-athletes will face disciplinary measures for violation of team policies, athletic department policies, MIAA guidelines and/or state and federal laws. Any admission of conduct in violation of any of these policies or laws found on a student-athlete's website will subject him/her to disciplinary measures. Any depictions of conduct in violation of any of these policies or laws found on a student-athlete's website will be subject to a full investigation.

Keep in mind that colleges and employers also monitor these sites. You should be aware that any information posted on these websites may prevent you from obtaining a job or attending the college of your choice.

Parent/Guardian Communication Guide

By establishing communications guidelines, we are better able to understand each other roles and thereby provide greater benefit to our student athletes. To be successful, communication is vital and requires involvement, dedication, sacrifice, and commitment from parents, student athletes, and coaches.

Communication You Should Expect From Your Student -Athlete's Coach

1. Coach and program's philosophy.
2. Individual and team expectations.

3. Location and times of all practices, special equipment required, off - season conditioning.
4. Procedures to be followed should and injury occurs during a practice or game.
5. Any discipline that may result in the denial of your student-athlete's participation.

Communication Coaches Expect From Parents

1. Concerns expressed directly to the coach.
2. Notification of schedule conflicts well in advance.
3. Specific concerns with regard to a coach's philosophy and/or expectations.
4. Support for the program and the attributes of dedication, commitment, and responsibility that are essential ingredients for success and excellence.

Appropriate Concerns to Discuss With Coaches

1. The treatment of your son/daughter, mentally and physically.
2. Ways to help your son/daughter improve & develop.
3. Concerns about your student-athlete's behavior.

Issues Not Appropriate To Discuss With Coaches

1. Playing time
2. Team strategy
3. Play calling
4. Other student-athletes

Communication Protocol/Conflict Resolution

Please use the following communication protocol to resolve conflicts regarding student-athlete team participation.

- Step 1: player goes directly to coach
Step 2: player & parent go directly to coach
Step 3: player goes directly to Athletic Director
Step 4: player & parent go directly to Athletic Director

MIAA Rules and Regulations

All Chelmsford athletic teams will follow the rules set forth in the current MIAA handbook, available at www.miaa.net. Student-Athletes, coaches, and parents are responsible for adhering to all MIAA rules and regulations. Below are summaries (exact rules can be found in the MIAA handbook) of some key rules:

Rule 40-Out of Season Activity

A Coach may not directly or indirectly require a student- athlete to participate in a sport or training program outside of the MIAA defined sports seasons. "Captains Practices" are not in any way sanctioned, encouraged, or recognized in any sport by the MIAA or Chelmsford High school.

Rule 45- Loyalty to the High School Team: Bona Fide Team Member Rule

A student must not miss a high school practice or competition to compete in any MIAA recognized sport for non-high school team. Violations will result in a suspension of 25% of scheduled contests.

Rule 48 and 49 Sportsmanship/Taunting

Students, coaches, and spectators can be ejected or suspended from a contest(s) for taunting, intending to injure another player, fighting, or other unsportsmanlike conduct.

Rule 51 and 58 - Student Eligibility

Discusses the minimum requirements for students to be eligible for competition. Chelmsford High School stipulates that a student must pass 5 academic classes per quarter in order to remain eligible for competition. Please refer to our CHS Handbook for the complete rules.

Rule 62 - Chemical Health/Alcohol/Drug/Tobacco

This rule is in effect from the first practice date for any sport in the fall until the completion of the final sport team in the spring or the end of the academic year, whichever comes last. Once found in violation of the Chelmsford High School Chemical Health Policy (Page 11); students will be assessed the Chelmsford High School penalties regarding school sponsored events (for example: dances, other teams sporting events) AND will lose contest eligibility based on MIAA Rule 62. Students found in violation will not be able to participate in scrimmages or play days until their full penalty has been served.

VI. Student Behavior

Chelmsford High School students are expected to act in an appropriate, respectful and responsible manner in all school related settings such as the cafeteria, the hallways, classrooms, buses, or at assemblies, performances or athletic contests (regardless if they are at CHS or hosted by another school/venue). If it is necessary for a person in authority to remind a student to behave appropriately, respectfully and responsibly, it is expected that the student will politely comply.

Card Playing and or Gambling

Card playing or gambling of any kind is strictly prohibited at Chelmsford High School.

Dress

Chelmsford High School does not intend to interfere with individual taste in student dress. However, there are standards by which all students must abide:

1. Student dress should be in good taste and appropriate for a school setting. Clothing which is distracting/disruptive to the learning process is inappropriate. Bare midriffs and low-cut necklines are not acceptable school wear.
2. Wearing clothing that includes words, pictures, labels, etc. that are vulgar, suggestive of vulgarity, promote or advertise alcohol, drugs, prejudice, obscene behavior, or other inappropriateness is prohibited at Chelmsford High School.
3. The health and safety of our students is a primary concern. To protect a student's feet from injury and the possibility of disease, shoes or sandals must be worn. Appropriate footwear must be worn for physical education. Any clothing or accessories that could be hazardous to the student or others are prohibited. Studs are not allowed on clothing or book bags, or any other accessories brought onto school grounds. **HOODS SHOULD NOT BE WORN IN THE BUILDING.** However, wearing hats in the classroom is at the discretion of the classroom teacher.

The Principal is the final arbiter in determining whether or not student dress is inappropriate. Students who wear inappropriate clothing will be sent home to change. Repeated violations will result in suspension and a parent conference. Chelmsford High School emphasizes that we do not want to become the fashion police, and recognize that nearly all students dress (very) appropriately every day. This should be a non-issue and we hope and expect that the very broad and reasonable guidelines set forth in this policy can and will be easily adhered to by all students.

Cell Phones, Smart Phones, and/or Electronic Devices

Schools exist for the main purpose of education. That goal cannot be achieved if the student's focus is being drawn away from the tasks at hand. With the preponderance of technological devices, and availability of to retrieve, share, and analyze information on these electronic devices, these tools should be used to enhance the learning experience for our students. As such, these devices cannot be used in classrooms for the purposes of communication or entertainment without the prior permission of the instructor. The student should request this permission from the teacher prior to each intended use of the classroom technology. Students are expected to comply with the classroom expectations set forth by their instructors regarding the use of this technology.

With the potential for these devices to compromise the academic integrity of tests, quizzes, and other assessments, students are reminded to keep these devices away during assessments unless consent is provided by the classroom teacher. If a student is found to have a device out during a test, the electronic device may be confiscated, may be searched, and the student may be subject to the consequences outlined in the honor code section of the handbook.

If a student needs to contact home they should see their Dean to receive permission to use the phone in the house office. Conversely, in the event that a parent needs to speak with a student, the parent should contact the house office.

Any student using an electronic device in violation of classroom policies will be reminded to put the device away. Continued violations will result in additional consequences that may include confiscation for a class period, confiscation for a school day, search of the device, and/or contacting the parent to arrange for parental pick-up of the device.

Sexual Harassment Code of Conduct for Students

Please ~~refer to the see page 20 of the~~ District Handbook.

Technology: Bring Your Own Device

In the high school, students are allowed to bring their own personal computing devices with them to school. The following simple guidelines are in place to ensure that students are responsible and respectful users of these devices so that all learners may benefit from wireless access as part of the instructional program. Bringing a personal computing device to school is a big responsibility. Parents and students in the high school should consider together whether or not it is the right choice for an individual student.

- Only use your personal computing device in class when your teacher gives permission
- Always be fully engaged in your class work
- Know and respect the responsible use guidelines for technology –they apply to your own personal computing device
- Secure your personal computing device in your locked locker when it cannot be with you
- Inappropriate usage of personal computing devices will be addressed according to the procedures articulated in the disciplinary procedures

Frequently Asked Questions:

Q: When can I use my personal computing device in the high school?

- Before/After School - Yes
- In class when my teacher approves - Yes
- During lunch - No

Q: Where can I use my personal computing device at school?

- Classrooms, Learning Commons

Q: Where shouldn't I use my personal computing device at school?

- Cafeteria, Locker Room, Gymnasium, During Assemblies
- Personal computing devices should be locked in your locker when not in use.

Q: What if I don't have a personal computing device? Will I miss out on instructional opportunities?

- Absolutely not! Students are not required to bring their own personal computing devices, even if they own one. Students who do not bring personal devices will be provided with a school-owned computing device when digital tools are being used to enhance learning in the classroom.

Q: What if something is wrong with my personal computing device or I don't know how to use a program?

- Our technology staff is **not** able to repair or troubleshoot personal computing devices for non-connectivity issues. Make sure that your personal computing device meets the minimum technical specifications for connecting to our wireless network and that you are familiar with the programs and applications you want to use for your personal productivity at school. If you just can't get something to work, set up an appointment to see Dr. Sweeney or Mr. O'Sullivan in the high school technology office. They will work with you and our technology staff to find the best solution.

Q: What if my personal computing device is stolen?

- We expect that our students will demonstrate good judgment and take the proper steps to ensure the security of their personal devices while at school. We recommend that you label or engrave your name on your personal computing device and use your device's password protection feature. If you cannot have your device with you (such as at P.E., in the cafeteria, during after school activities, etc.), you must secure it in your locked locker. As with all personal items, students bring electronic devices to school at their own risk. The Chelmsford Public Schools cannot be held responsible for stolen, damaged, or misplaced items.

Unauthorized Recordings

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

VII. Student Attendance, Dismissal, and Tardiness

School Attendance Philosophy

Chelmsford High School provides a full and varied education program and a wonderful opportunity to grow academically, socially, emotionally, and physically. In order to experience the full breadth of what the school has to offer, you must maintain regular attendance. Much of what you learn in school focuses on exchanging ideas with both peers and teachers, being able to orally defend your position on a certain subject, and discovering through interchange in laboratory situations. These learning experiences are lost when you are not in class/school. As such, your parents or guardians share in the responsibility of supporting you to develop and maintain strong attendance habits necessary for success in high school and in your future college and career. Also, Massachusetts General Law (Chapter 76, Section I) states: "*that every child between the minimum and maximum ages for school attendance, as established by the State Board of Education, shall attend a public day school during the number of days required by the Board in each school year.*" Under the Education Reform Act of 1993, students must complete 990 hours of learning time per year.

Attendance Policy

Credit for courses is based on classroom attendance and academic performance. To comply with the state requirement as well as our own goal of a 95% attendance rate, a student cannot be absent in excess of 6 days per semester. Once a student reaches 6 classroom absences in a semester, the teacher will call the parent, follow-up with an email and notify the student's Dean. Any student who has an excess of 6 absences (excused or unexcused) in a course in a semester will receive No Credit for that course for that semester. This will be recorded on the student's report card as an "N" for no credit due to attendance. Any student who fails to earn credit for a semester due to poor attendance shall have the right to appeal that decision to the Principal or his/her designee. The Principal or his/her designee will review the appeal initiated by the parent/guardian and or student and render a timely decision based on documentation and testimony provided during the hearing. Attendance information is available on both the student and family portals for review, and students should review their attendance frequently. Questions about class attendance should first be directed to the teacher of the class before contacting the student's dean.

Parents are required to contact the student's House Secretary by 9:00 a.m. to report their child out for all or part of the day. This will be recorded as an excused absence. In the absence of a phone call, within two days of returning to school from an absence, a student is required to present to the appropriate House Office a dated note signed by a parent or guardian indicating the **REASON** for the absence. The student must retain the note in the event it is needed. If a note is not presented within two (2) school days, the absence will be recorded as unexcused. **When a student returns to class, make-up work will be given, but credit for the make-up work will not be awarded until the absence is marked as excused in X2.** Only notes from doctors or legal documentation will be *exempt* from the attendance policy. School Administration will make the final decision regarding student attendance exemptions. All other absences count towards the total number of absences for the semester. When a student is absent, he/she will not be allowed to participate in any athletic or other extracurricular activity on that day.

Attendance and special circumstances

It is recognized that, in certain circumstances, students may need to be out of school and that no option or alternative is possible. We do, however, strongly encourage doctor and dentist appointments, college interviews, college tours, and other personal appointments be scheduled after school hours or on weekends. All absences will be considered unexcused until a parental note explaining the absence is presented to the house secretary.

Absences due to family vacations or business trips will count toward the attendance policy. A written request for trip absences must be submitted to the student's dean two weeks prior to the absence. That request must state the reasons and dates of the proposed absences. School Committee policy discourages family or student vacations while school is in session. Parents should consult the school calendar prior to making any vacation plans. The student, upon return, is responsible for contacting his/her teacher(s) to discuss missed work and make-up procedures. The teacher is not obligated to provide assignments while the student is not in school.

Any student returning from extended absences due to personal problems requiring a doctor's care must schedule a re-admittance conference with his or her Dean and/or Guidance Counselor and present a written medical report from a doctor that states the student's condition no longer prohibits attendance in classes, or clarifies what provisions must be taken before official re-admission will be granted by the appropriate Dean. Copies of medical documentation should be provided to the School Nurse.

Seniors and Juniors should schedule college visits when school is not in session. In the event that this cannot be accomplished, Seniors and Juniors must complete the official form for college visits from their guidance counselor. This form requires teacher and parent approval. In addition to the parental signature, parents must approve of the means of transportation that students use on the given day. Due to the importance of school attendance, seniors and juniors will be limited to three visits per semester. The student should bring back a stamped note from the college upon returning the next day.

Appeals Process

If a student has demonstrated adequate expected responsibility for his/her attendance, but has nonetheless exceeded the allowable number of absences due to circumstances beyond his/her control, this fact may be brought to the attention of the administration.

The procedure for the appeals process is as follows:

1. An appeal must be initiated by a written request by the parent/guardian of a student, or by the student (if 18 years of age or older), who has exceeded the absence limitations. The written appeal should include, but may not be limited to, the unusual circumstances which warrant such an appeal. The appeal should be addressed to the Principal and must be initiated within ten school days of the time that the student is notified of his/her failure to comply with the attendance policy.
2. The Principal or his/her designee will meet with the student and his/her parent or guardian to review the appeal and render a decision. Each decision shall be made within five school days, and a written copy of the decision shall be forwarded to the student and his/her parents or guardian.
3. The parent/guardian or student has the right to appeal the decision of the **Principal or designee**, within five school days of receiving the decision, to the Superintendent of Schools.

Consequences for Unexcused Absences

Students absent from school or class without a reason that is considered “excused” will have the following consequences applied:

1. For every class missed that is unexcused, a student will lose 2 (two) points from the grade in that class at the end of the marking term in which the unexcused absence occurred.
2. Students who are absent from class or school for a reason NOT excused by the Dean or Principal will not be allowed to make up work for the class or day missed, and will receive no credit for any assignments/ tests/quizzes due that day.
3. Students who CUT a class may also be subject to the following consequences:
 - 1st cut: Up to 3 days after school detention and parent notification.
 - 2nd cut: Up to 6 days after school detention and parent notification.
 - 3rd cut+: One day of suspension, a parent conference, possible loss of school privileges (i.e. student parking).

Dismissal

No student is to be dismissed from school without a written excuse from a parent/guardian/ independent student. The student will present a dismissal note to his/her House Secretary as soon as he/she arrives to school on the day of a dismissal. Only excuses for medical reasons or extraordinary circumstances will be accepted. Telephone dismissal by parents/guardians will only be considered for extreme emergencies. With telephone dismissals, parents/guardians are required to report to House Offices to sign out the student. In case of health emergencies, the parent is required to report to the Nurse’s Office to sign out the student and the School Nurse will notify the administrator. Parents are reminded that the decision to dismiss a child rests with the parent or school personnel. In the event that your son/daughter contacts you requesting to be dismissed because he/she doesn’t feel well, please direct your child to report to the school nurse.

Tardiness

The educational community at Chelmsford High School feels strongly that there is no acceptable excuse for being tardy to school. Students late to the class during which official school attendance is taken (first class of the day) will be marked as tardy to school, as well as tardy to that class, and must present a parental note explaining the cause for the tardiness. Students reporting tardy to school after the official attendance has been taken must enter the school through the front doors and be buzzed into the building. They should then report to their house office and receive a tardy pass and proceed directly to their assigned class. Students MAY NOT go to the cafeteria, library, gym area, or anywhere else without a pass.

The student will be issued an official tardy admittance pass to the student’s next class and his or her arrival time will be officially documented. Students tardy to school and/or classes will have the following consequences applied:

- Students will be marked tardy after 7:19 am by their classroom teacher.

- Students who report to school after 7:25 am will report to their house office.
- In order for seniors to be exempt from finals they must have an 85 average and no more than 6 house tardies. For students with 6 or more unexcused absences, they must have an average of 90 or more in order to be exempt from finals.
- At the 6th tardy the student will be given an after school detention.
- At the 9th tardy the student will be given 3 detentions and/or lose parking for one week.
- At the 12th tardy the student may be suspended and/or lose parking for two weeks

Students are not to go anywhere in the building until they have been officially recorded in school.

VIII. Academic Procedures

Academic Honor Code

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *"A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others."* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

The Academic Honor Code exists to address the issues of cheating and plagiarism.

Cheating

The following will be considered cheating:

1. Homework: A student is cheating when he or she copies or borrows another student's homework.
2. Any form of assessment (e.g., quizzes, tests, research papers, theme papers, lab reports, mid-year and final exams, projects): A student is cheating when he/she gains any information from another student by any means or from any unauthorized materials or devices.
3. Grades: A student is cheating when he/she changes a grade or answer on any form of assessment.
4. Attempted cheating.
5. Knowingly allowing another student(s) to cheat.

Plagiarism

Plagiarism is a form of cheating. Alexander Lindey has defined plagiarism as: *"...the wrongful act of taking the product of another person's mind and presenting it as one's own...To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft."* (Lindey, Alexander. Plagiarism and Originality)

The following will be considered plagiarism:

1. Buying or downloading a paper from a research service or a term-paper mill and offering it as your own.
2. Turning in another student's work, with or without that student's knowledge, as your own.
3. Copying any portion of another's work without proper acknowledgement.
4. Paraphrasing ideas and language from a source without proper documentation.

Consequences for Cheating or Plagiarism

1. The student will receive a zero for the entire assessment. A student will not be allowed the opportunity for make-up of any kind.
2. A conference may be held with the student, teacher, and the student's Dean.
3. Parents/guardians will be notified of the Academic Honor Code offense by the teacher.
4. Students will be required to attend an after school session on cheating and plagiarism.

Exception: The definition of plagiarism given above includes “Paraphrasing ideas and language from a source without proper documentation” (definition number 4). In violations that pertain to this type of plagiarism, the teacher, in consultation with the student’s Dean, will determine the consequences. The purpose of the consequence in this case will be to teach the proper way to attribute sources in academic work. *The teacher will use his or her professional expertise to determine whether or not the offense relates to definition number 4.*

Cheating and plagiarism are serious offenses that may affect standing in Honor Societies, school sponsored events, eligibility for scholarships, and may also jeopardize character references and letters of recommendations. The school reserves the right to assign additional penalties for subsequent offenses up to and including suspension and expulsion.

Preventing Cheating and Plagiarism

Students

1. Avoid situations which might contribute to cheating and/or plagiarizing.
2. Avoid unauthorized assistance on all schoolwork.
3. Avoid plagiarizing by properly citing all sources, acknowledging information, ideas, or patterns of thought borrowed from any source; and consulting faculty about any questionable situations.

Note: If the student found in violation of the Academic Honor Code wishes to appeal the consequences of this code, he/she may request that the Academic Honor Committee be convened to review the matter. This request for appeal must be submitted in writing along with any and all supporting documents to be used as evidence to the student’s Dean within seven school days.

Parents and Guardians

1. Have knowledge of the Chelmsford High School Academic Honor Code as it appears in the student handbook.
2. Provide a positive example for adhering to the Academic Honor Code.
3. Support faculty and administration in enforcing the Academic Honor Code.

Note: If the parents/guardians of the student found in violation of the Academic Honor Code wish to appeal the consequences of this code, they may request that the Academic Honor Committee be convened to review the matter. This request for appeal must be submitted in writing along with any and all supporting documents to be used as evidence within seven school days to the student’s Dean.

Teachers

1. Review the Academic Honor Code with students during the first week of each semester.
2. Review the concept of plagiarism and citing sources when giving assignments.
3. Take immediate action when a violation related to the Academic Honor Policy is determined.
4. Retain original marked copy of assessment in question.
5. Counsel the student.
6. Follow consequence procedures.

7. Provide all pertinent information and written work to the Academic Honor Committee within two school days of notification of appeals request.

Administrators

1. Assure that all faculty, students, and parents have knowledge of and abide by the Chelmsford High School Academic Honor Code.
2. Maintain cumulative records of reported violations of the Academic Honor Code.
3. Facilitate Academic Honor Code violation conferences between student and teacher.
4. Enforce appropriate disciplinary actions.
5. Forward letters of appeal to academic appeals Hearing Officer.

Academic Honor Committee

This committee shall be appointed by the Principal in the spring of every year to begin its service in the fall of the next school year. Members shall serve for one year, but no more than three consecutive years. The committee shall consist of five members: two administrators and three teachers, each from a different department. Alternates will be appointed as needed by the Principal.

Appeal Process and Procedure

1. Review Documents
 - a. Hearing officer receives letters of appeals from the student's Dean.
 - b. Hearing officer requests documents from the teacher.
 - c. Hearing officer convenes the committee.
 - d. The Academic Honor Committee will meet to examine all evidence submitted by the teacher, student, parents and all parties connected with this case, including but not limited to: the associated assignment, original corrected documents, and any related statements.
2. Grant Hearing
 - a. After reviewing all documentation, the Academic Honor Committee shall grant a hearing.
 - b. The Hearing Officer is responsible for notifying all parties involved in writing as to the time, date, and place of the hearing, and the specific reasons for it. All parties must acknowledge receipt of this notice in writing.
3. Rules For Hearing
 - a. The accused/accuser must be free from psychological or physical intimidation or coercion.
 - b. The hearing shall be private unless both parties agree that it be open.
 - c. Both parties shall be given the opportunity to testify, to present witnesses, and to present evidence.
 - d. Any party to the hearing may be afforded the following rights:
 - i. The right to be accompanied and advised by counsel.
 - ii. The right to present evidence, written arguments and oral arguments.
 - iii. The right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the Academic Honor Committee at least three school days before the hearing.
 - iv. The right to written findings of fact and decision.

4. Hearing

- a. The Hearing Officer conducts the hearing.
- b. The Hearing Officer opens the hearing and introduces all present.
- c. The Hearing Officer states: *“This is a hearing to determine whether or not _____ should be found in violation of the Academic Honor Code of Chelmsford High School. Following this hearing, the Academic Honor Committee will meet in executive session without the presence of the parties involved to discuss the evidence presented here and to make a determination in this case. This committee will then pass this determination on to the appropriate House Dean and the Principal of Chelmsford High School for dissemination in written format. This hearing is a school procedure and as such is not bound by any strict rules of evidence or procedure. Please adhere to the following structure: only one person speaking at a time, speaking time limited to no more than seven minutes, and no back and forth arguments.”*
- d. The teacher and/or his/her representative presents his/her case.
- e. The student and/or his/her parents and/or their representative present his/her case.
- f. At any point during the hearing the academic Honor Committee members may ask questions of those parties speaking at the hearing.
- g. All questions from participants must be directed to the committee.
- h. The Hearing Officer will then close the hearing.
- i. Academic Honor Committee members will remain seated as all other hearing participants exit the room.
- j. All parties will receive written notification of the committee’s decision within seven days following the hearing.

5. Right to Appeal

- a. The aggrieved student shall have the right to appeal the decision of the Academic Honor Committee to the Principal within seven days of the written receipt of said committee’s decision.

GRADUATION REQUIREMENTS

In compliance with the requirements set forth by the Commonwealth of Massachusetts and those affiliated with the recognition of Chelmsford Public Schools as a Federal Race to the Top school district, CHS will be shifting graduation requirements over the next few years to align with MassCore. In accordance with the change, MassCore provides a course of studies to better prepare students to meet the career/college readiness standards. Given the rigorous standards CHS already employs, the shift impacts students in mathematics and in the fine and performing arts. Upon analysis, 93% of our 2012 graduates met the new standards for MassCore. By 2016 we will have 100% of our students meet the new standards.

In addition to meeting the CHS course requirements below, all students in the Commonwealth are required to meet certain performance criteria on the Massachusetts Comprehensive Assessment System (MCAS). To receive a high school diploma, students must earn scaled scores of at least 240 on the grade 10 ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the Science, Technology, Engineering MCAS (i.e., Biology, Chemistry, Introductory Physics, or Technology-Engineering).

Department/Academic Area	Classes of 2019, 2020, 2021 & 2022
English	40 credits *
Mathematics	40 credits
Science	30 credits
Social Studies	30 credits **
World Language	20 credits ***
Arts (Fine/Performing/Practical)	25 credits ****
Physical Education	10 credits
Health Education	10 credits
Other Courses/Electives	35 credits
Total Credits for Graduation	240 credits

* Writing for High School and Reading for High School are required for 9th graders who are in English 9.

** Requirements: World History 2, US History 1 & 2.

*** Two years of the same World Language.

**** **At least 10 must be from Fine/Performing and at least 5 credits from Practical Arts**

Please note: 10 Credits are awarded for the successful completion of a full year course; 5 Credits are awarded for the successful completion of a semester course.

For a student to make successful progress toward graduation requirements and remain on par with her/his grade level, she/he must earn a minimum of 60 credits per school year. **Seniors, in addition to meeting all other requirements, you must earn at least 60 credits in your senior year.**

COURSE LEVELS

All of our courses are designed to prepare our students for the rigors of college and other post-secondary paths. Students will receive teacher recommendations regarding the course level in sequential subjects within departments. Students earning a previous grade of D or an F may not be able to continue in their current level or sequence unless recommended or approved by the teacher. The following course level descriptions are provided as a general guideline to students and parents to help determine the most appropriately challenging course level for students to participate. More detailed descriptions can be found within the specific course descriptions on the pages that follow.

All offered courses (except those considered not predictive of future academic achievement in college) are assigned a level according to the following criteria:

LEVEL AP: Advanced Placement Courses

Advanced Placement (AP) courses are designed to move at a faster pace, cover a broader and potentially deeper curriculum than the Massachusetts Curriculum Frameworks articulates, and require significant independent work both inside and outside of the classroom. Successful students in these courses have a strong track record of high academic achievement as evidenced by academic grades in previous courses, standardized test scores, and motivation in the classroom. Students can typically grasp concepts from initial presentation. As a result, little class

time will be spent practicing and/or reviewing concepts, but rather will be dedicated to extensive analysis, synthesis, and problem-solving. Students are expected to independently seek help and to organize and to budget their time for long-term assignments. The AP program is offered in the specific interest of three groups: secondary school students who wish to pursue college level studies while still in high school, schools that desire to offer these students the opportunity to do so, and colleges that wish to encourage and recognize such achievement.

AP Courses are offered in Art Portfolio, English, Calculus, Music Theory, Biology, Chemistry, Physics, US History, World History, American Government, Statistics, Psychology, French, and Spanish. In order to complete the AP curriculum and earn AP credits, a student must remain in the course for the full year. No partial credit will be awarded. Students are expected to take the AP Exam.

For more detailed information follow the course description as described in the AP Course Description booklet - apcentral.collegeboard.com/highered

LEVEL 1: Honors 1 College Preparatory Courses

These courses are more intensive than other courses experienced by the majority of our students. Classroom activities require a great deal of independent learning. Course content demands critical, creative, and analytical thinking. Courses will require that students demonstrate a comprehensive understanding of the structure of the discipline. Assignments of original design are required. These courses require: extensive reading, intensive application, analytical & creative thinking, and study to a greater depth of understanding.

LEVEL 2: Honors 2 College Preparatory Courses

Classroom activities are designed with a moderate amount of teacher assistance. While introducing new skills and concepts, the students are extensively involved in interpretation, analytical, and creative thinking. Homework is both short-term and long-range and allows students to explore skills and concepts in more depth.

LEVEL 3: College Preparatory Courses

Classroom activities are designed with a varying amount of teacher assistance. Through a variety of instructional strategies, learned skills and concepts are reinforced with increasing emphasis on interpretation, analysis, and other higher level thinking. Homework assignments are both short and long-term in duration and allow students to practice and explore skills and concepts in more depth.

POLICY FOR PROGRAM CHANGE CONSIDERATION

Allocation of staff, rooms, and the number of sections offered are determined by the number of student requests received for a specific course; therefore, students selecting full year courses are committed to remain in the course for the entire year. Also students selecting semester courses are committed to remain in these courses for the semester scheduled. Exceptions are permitted under certain circumstances.

A course change, even if approved, cannot always be granted. When the proposed course has been closed due to class size or a change would create a conflict in a student's schedule, the intended change cannot be granted. If a level change is granted, the student will take with them the grade they earned from the previous class.

All students are expected to stay in their assigned classes until at least the first mid-term grade report, unless an obvious need for change exists. Obvious need might include:

1. A computer-generated scheduling error
2. Having the same teacher in the past, with an unsuccessful academic experience the previous year
3. Incorrectly leveled students
4. Career path changes

There are two types of schedule changes that are processed during the school year.

1. Students can move from one level of a course to a different level of the same course. This is called a level change.
2. Students can add a course and drop a different course. This is called a course change.

The deadlines for making these changes are as follows:

- Level changes may occur at any time during the school year IF initiated or approved by a Department Coordinator.
- After the first 10 school days of classes in each semester, no course may be added without prior Department Coordinator approval.

During the last two weeks of any marking period no courses will be added or dropped. First semester and full-year courses dropped before the last two weeks of quarter one will be completely removed from the official transcript. Second semester courses dropped before the last two weeks of quarter three will be completely removed from the official transcript. All courses dropped after these periods will receive a W (withdrawal) as a final grade, and receive no credit for the course.

The following procedure for schedule changes will be strictly adhered to:

1. Students seeking a schedule change should see their guidance counselor and receive an "add/drop" form.
2. Students obtain the signature of the teacher and department head/coordinator of the course(s) to be *added* first.
3. Students then obtain the signature of the teacher and department head for the course(s) to be *dropped*, giving that teacher an opportunity to work out any problem area *before* the student leaves the class.
4. Students take the "add/drop" form home to be signed by a parent/guardian.
5. Schedule changes taking place more than one week after the first mid-term of the course require permission of the appropriate Department Coordinator. In this case, students take the "add/drop" form to the Dean to be signed, and for the schedule changes to be implemented assuming there is room in the class(es) to be added.
6. There will be a 24-hour minimum waiting period for all schedule changes, unless determined to be of an emergency nature by the Dean or Principal.
7. Students must attend classes as assigned until schedule changes are processed and new assignments are made. *Students violating this policy will not be allowed to change courses.*

This policy is set in place to assure students the opportunity to change for legitimate reasons and discourage whimsical requests. Exceptions to the above policy might be changes made to balance classes; changes made to correct programming errors; or changes made in the interest of good mental health.

Appeal of Denied Schedule Change

1. Students who wish to appeal a denied schedule change must request a meeting with their Dean, their guidance counselor, and any faculty member, department coordinator, or curriculum coordinator who has denied the change. Parents/guardians must attend this meeting.
2. A copy of the appeal form will be distributed to the student, his or her guidance counselor, and each affected teacher.
3. If the problem is not resolved at the Dean's level, students and their parent/guardian should request an appeal hearing with the Principal at which all interested parties will be present.

Senior Year Schedule Changes

If a senior student changes his or her schedule after applying to a post-secondary school or program, the student must inform the school or program of the schedule change. At the conclusion of the school year, a final official transcript will be sent to the school or program the student is planning on attending. If there has been a change and the student did not inform the school or program, the student's integrity may be questioned. This may result in a rescission of an acceptance, especially if the change involved the dropping of a core subject class.

Homework

Purpose

Homework is an important component of student learning; thus, student performance on homework is considered when grading students' achievement in a course. The assignments not only allow the students to practice skills and concepts that were covered in class, but also are designed to challenge students to apply their knowledge in new contexts. Through completion of assigned homework, the students are also preparing for the agenda of the next class meeting. Long-range assignments are given to allow students to explore a topic in more detail and to practice time management skills. The type of assignments and the length of time required to complete such work will differ according to the level of instruction.

Homework over Vacations

Recognizing the importance of time away from classroom learning, every effort will be made to minimize homework during vacations while allowing students to continue practicing some skills and concepts in preparation for the return to course learning. Teachers will make every effort to announce homework due after a school vacation sufficiently in advance for students to complete it without consuming the entire break and without requiring students to work with other students.

Homework and Student Absences

Students should contact classmates for assignments when absences last less than three (3) days. Students who are absent for five (5) consecutive days or more due to illness, accident, or for any other reason must call the House office to make arrangements for assignments. These assignments will be available within 24 hours after the call is received. In addition, numerous teachers post their homework assignments to their X2 page for students to access.

Roles

The *teacher's role* in home assignments is to choose or design assignments that are closely allied to the objectives of the course and the ability level of the students. The teacher should convey to the

student what level of achievement constitutes satisfactory completion of the assignment. The criteria for judging home assignments are announced by each instructor at the beginning of each course.

The *parent's role* in home assignments is to provide a quiet, well-lighted space at home that will be conducive to completion of schoolwork. In addition, regular interest in the student's home study habits and supportive encouragement is important.

The *student's role* in home assignments is to make sure he or she knows what the assignment is and how it will be judged, and to complete the assignment on time and to the best of his or her ability. It is also the student's role to find out about any assignments that might have been made while the student was absent, and to make arrangements with the teacher to turn them in within a reasonable time.

Extra Help/ Peer Tutoring

Students who are interested in extra help should contact their teacher. Peer tutoring is also available to any student who wishes extra help from another student. Students should contact their guidance counselor to arrange for peer tutoring.

Grading

Chelmsford High School uses a one hundred point numeric grading system as a means of reporting on student's progress toward the course expectations published by each teacher and distributed and discussed at the outset of the course (i.e., at the start of the school year for a full year course, and at the start of the semester for a semester course). Mid-Term progress reports are published on the X2 family portal at the midpoint of each quarter. The grade on the progress report reflects a snapshot of the student's performance at the given time. Report cards are published on the X2 family portal at the end of each quarter. The exact dates of publication are provided on our website on an annual basis. The teacher of record can best answer questions about your child's performance.

Marks are reported numerically to indicate the scholastic achievement of the student for each marking period. The following codes will be used:

90 - 100	Superior	E= Excused	N= No Grade
80 - 89	Above Average	F= Fail	P= Pass
70 - 79	Average	I= Incomplete	
60 - 69	Below Average	M= Medical	W= Withdrawn
0 - 59	Failing/No Credit		

A weighted average of the quarter grades and performance on semester exams is used to determine Semester grades and Final Year grades. Semester grades are calculated according to the following formula: each quarter is worth 45% of the semester grade, and the end-of-course, semester exam is worth 10%. The final grade for a yearlong (two-semester) course is calculated by taking the average of semester one and semester two.

Our numerical grading system is then converted into a weighted grade point average (GPA) that takes into account the academic level of the course. The weighted GPA is calculated annually (with senior GPA being calculated at the conclusion of first quarter and second quarter in accordance with the college application process). Numerical grades are converted to a grade point value

according to the chart below. Courses are weighted according to difficulty. The quality points are then multiplied by the credit value of the course. The total quality points are divided by the total credits to yield the GPA. A weighted GPA accurate to three decimal places is computed at the end of each semester. Rank is determined by putting these weighted averages into descending sequence.

GRADE POINT AVERAGE

	Advanced Placement	Level 1 Honors	Level 2 Honors	Level 3 or Unleveled
100	4.7	4.5	4.2	4.0
99	4.6	4.4	4.1	3.9
98	4.55	4.35	4.05	3.85
97	4.5	4.3	4.0	3.8
96	4.45	4.25	3.95	3.75
95	4.4	4.2	3.9	3.7
94	4.35	4.15	3.85	3.65
93	4.3	4.1	3.8	3.6
92	4.2	4.0	3.7	3.5
91	4.1	3.9	3.6	3.4
90	4.05	3.85	3.55	3.35
89	4.0	3.8	3.5	3.3
88	3.95	3.75	3.45	3.25
87	3.85	3.65	3.35	3.15
86	3.8	3.6	3.3	3.1
85	3.7	3.5	3.2	3.0
84	3.6	3.4	3.1	2.9
83	3.5	3.3	3.0	2.8
82	3.4	3.2	2.9	2.7
81	3.3	3.1	2.8	2.6
80	3.2	3.0	2.7	2.5
79	3.1	2.9	2.6	2.4
78	3.0	2.8	2.5	2.3
77	2.9	2.7	2.4	2.2
76	2.8	2.6	2.3	2.1
75	2.7	2.5	2.2	2.0
74	2.6	2.4	2.1	1.9
73	2.5	2.3	2.0	1.8
72	2.4	2.2	1.9	1.7
71	2.3	2.1	1.8	1.6
70	2.2	2.0	1.7	1.5
69	2.1	1.9	1.6	1.4
68	2.0	1.8	1.5	1.3
67	1.9	1.7	1.4	1.2
66	1.8	1.6	1.3	1.1
65	1.7	1.5	1.2	1.0
64	1.6	1.4	1.1	0.9
63	1.5	1.3	1.0	0.8
62	1.4	1.2	0.9	0.7
61	1.3	1.1	0.8	0.6
60	1.2	1.0	0.7	0.5

Confidentiality

By law, and by policy adopted by the School Committee, rank-in-class information is private and is to be released only under certain conditions to the individual student, his parent and appropriate school personnel. It will be included in the confidential information sent to selected colleges at the request of the student, but rank-in-class will not be published.

Alternative Ways of Acquiring Credit

Typically, students at Chelmsford High School accumulate graduation credits in courses that are offered in the regular day program. However, certain circumstances may make it necessary for credits to be acquired through alternative means. Such circumstances fall into the following categories:

1. **Remediation**: Alternative courses allow students to make up credit for subjects failed or subjects in need of strengthening.
2. **Enrichment**: Alternative courses provide introductory or exploratory experiences that provide a student with an opportunity that he or she might not otherwise have or inspire a student to further study in a given area.
3. **Resolution of Scheduling Difficulties**: Alternative courses allow students to take courses they need that cannot fit into their schedules due to conflicts with other courses.

Alternative Sources of Credit

1. **Summer School**: Chelmsford Community Education offers a comprehensive summer school program. It is not the intent of summer school to have students use the 4-5 week program to supplant the rigors of a full year course, but to allow students who have shown some serious effort during the year to gain credit towards promotion or graduation. Therefore, the Deans, acting on recommendations of teachers and counselors, shall determine who shall or shall not be permitted to attend class for credit. Students approved for summer school shall have attended classes for at least 75 percent of the preceding academic year in order to qualify for credit upon successful completion of the course. Attendance shall be defined by the student's absences, dismissals, suspensions and/or tardies. Successful completion of the course will mean, in most cases, that credit will be awarded. The grades earned in summer school will not be used in calculating class rank.
2. **Chelmsford Community Education**: Certain adult education courses offered in the evening are academic in nature and may be acceptable substitutes for day courses that cannot fit into students' schedules.
3. **Accredited Schools and Colleges**: Courses taken at other accredited schools such as a community college may allow students to resolve scheduling difficulties or to receive credit for advanced work, or work in subjects not offered at CHS (e. g. certain world languages).

Rules for Acquiring Alternative Credit

If credits are to be acquired from alternative sources, they must be arranged in consultation with the student's Dean. In general, the following rules can be expected to apply:

For Students Who are Repeating a Failed Course

1. Entrance Requirements
 - a. Failure in the original course
 - b. Teacher recommendation to High School Administration
2. Requirements for Earning Credit
 - a. Course that offers a minimum of 40 hours for 10 credits
 - b. No more than 2 class absences and must complete course
 - c. Mastery of concepts as outlined in course of studies
3. Type of Credit

- a. Numerical grade
- b. Passing grade of 65
- c. Credit not counted in class rank
- d. Transcript will show course of credit

For Students Who are Taking a New Course for Enrichment or to Resolve a Scheduling Difficulty

- 1. Entrance Requirement
 - a. High School administration recommendation
- 2. Requirement for Earning Credit
 - a. Course that offers a minimum of 80 hours of instruction for 10 credits
 - b. No more than 3 class absences and must complete course
 - c. Mastery of concepts as outlined in course of studies.
- 3. Type of Credit
 - a. Numerical grade
 - b. Passing grade of 70
 - c. Credit not counted in class rank
 - d. Transcript will show course of credit

For students who are pursuing an independent study

In special situations, if any grade level student has exhausted the course offerings in a subject area as listed in the *Program of Studies*, or if a twelfth grader has a specialized interest or avocation that is directly targeted to a future career goal or area of future post-secondary studies, an Independent Study course may be developed to meet the student’s particular needs. A request for such a program should first be made to the student’s guidance counselor. A course curriculum, with clearly defined expectations and responsibilities, is to be developed by the proposed teacher and student, and must be approved by the department coordinator, dean, parent, and school principal within ten days of the start of the semester. The course curriculum will articulate assessments, accountability structures for both time and work production, and culminate with a final project or final assessment to be submitted to the teacher of record. Independent studies will need to meet the standards of academic rigor equivalent to a one-semester or two-semester course. Only students in good academic standing (inclusive of academic performance, attendance, and conduct), and who have demonstrated a capacity to work with minimal supervision and direction, will be considered for an independent study course. All independent study courses will be graded on a pass/fail basis and will not be factored into the student’s GPA.

For Students Who are Taking Outside Courses for Advanced Standing

A student may take enrichment courses through colleges and universities beyond the school day or in the summer. In order for the student to bypass courses at Chelmsford High School and take more advanced courses, the student must take the final exam for the high school course and score 80 percent or better. This policy is necessary to be sure that the student has the preparation necessary for the advanced course(s). It is often difficult to tell what content is offered in enrichment courses from the course name and/or description.

Limitation of Alternative Credits

- 1. Students may not accumulate more than 20 (twenty) credits per year unless approved by the High School administration.

2. Any exception to the above policy must receive the High School Principal's approval prior to taking the course.

Alternative Education Night School Program

The Alternative Education Night School Program is designed to service those students in our community for whom the traditional day school program has not worked for a variety of reasons. In order to enter this program, a student must be officially a sophomore and receive prior approval from his or her Dean.

The students in this Alternative Education Night School Program represent a cross-section of the general population here at Chelmsford High School. For those students who do have a pre-existing IEP, the plan is amended to reflect their participation in Night School. Additional services normally offered under Chapter 766 guidelines are still offered to eligible students.

The students in this program take courses in English, Social Studies, Science, and Math. In addition, there is a daytime component for each student. It is expected that each student will participate in a work study, community service, or internship type placement during the day. Diploma credit is awarded for each placement, the amount of which is dependent on the extent and depth of the experience.

The work study experience provides the student with the practical experience that is most relevant in his or her life. The basic life skills of responsibility, discipline and self-worth are enhanced through the work study component. For many of these students, post-secondary education may not be planned. Therefore, the lessons and credits earned through participating in this program are more functional in preparing the student to succeed after high school.

Tech Prep Program

Chelmsford High School presently has articulation agreements with Anna Maria College, Middlesex Community College, Johnson and Wales University, Manchester Community College, Nashua Community College, and Mount Wachusett Community College. These agreements allow students at Chelmsford High School to receive college credit from the above academic institutions.

If you have taken any of the following courses and plan on attending **Middlesex Community College**, check with your guidance counselor for possible college credit.

- Childhood Education 1 and 2
- Industrial Technology/Industrial Design
- Financial Planning
- Microsoft Applications 1 and 2

If you have taken any of the following courses and plan on attending **Johnson and Wales University**, check with your guidance counselor for possible college credit.

- Marketing
- Management
- Accounting

If you have taken any of the following courses and plan on attending **Manchester Community College**, check with your guidance counselor for possible college credit.

- Architectural Drawing 1 and 2
- Construction Technology 1 and 2

If you have taken any of the following courses and plan on attending **Nashua Community College** check with your guidance counselor for possible college credit.

- Early Childhood Education 1 and 2

If you have taken any of the following courses and plan on attending **Mount Wachusett Community College**, check with your guidance counselor for possible college credit.

- Architectural Drawing 1 and 2
- Industrial Technology/Engineering Drawing
- Construction Technology 1 and 2

If you have taken the following course and plan on attending **Anna Maria College**, check with your guidance counselor for possible college credit.

- Legal Rights and Responsibilities

If you have taken any of the following courses and plan on attending the **New England Institute of Technology (Warwick, RI)**, check with your guidance counselor for possible college credit.

- Construction Technology 1
- Construction Technology 2

For all the above requirements, students must meet the college entrance requirements and be a matriculated student with the college and receive grades of 80 percent (B) or better in the course(s) in order to be assigned credit and/or Advanced Placement.

The awarding of college credit is not guaranteed, but is subject to annual college policies and practices.

IX. Student Recognition Programs

Academic Achievement

Gold Medal Scholars

Chelmsford High School honors its five highest-ranking senior students each year by designating them as Gold Medal Scholars. The top-ranking student is the Class Valedictorian; the next highest is the Class Salutatorian. The determination of the Gold Medal Scholars is made at the conclusion of the seventh semester. In order to qualify as a Gold Medal Scholar, senior students must have completed their last 3 semesters at Chelmsford High School.

Salutatorian

The second highest-ranking member of the senior class is declared the salutatorian and may address class members at graduation.

Valedictorian

The top-ranking member of the senior class is declared the valedictorian and may address class members at graduation.

Academic Honor Lists

Lists of honored students will be published in area newspapers at the end of each academic term. Students from all four high school class levels can earn this recognition.

High Honors: Students who receive an average of 90 - 100 for all leveled courses.

Honors: Students who receive an average of 85 - 89.99 for all leveled courses.

Dean's List: Students who receive an average of 80 - 84.99 for all level courses.

Honor lists are calculated by taking the average of all subjects that use numerical grading. A grade below 70 will disqualify a student from any honor list. A student who receives an "incomplete" will be excluded from any honor list.

Awards Nights

Student Awards Night: Students are recognized for great ~~preformances~~ performances and contributions for Academics and Extracurricular Activities. Students who have earned a wide variety of academic and extracurricular awards are presented those awards late in the month of May or in mid June. Participants might be from any high school class level.

Athletic: Student-athletes are recognized for their accomplishments at the end of each season sports season. Students from each team are recognized in three categories – most valuable athlete, most improved athlete, and scholar athlete.

Faculty Association Awards

Faculty awards are presented for outstanding scholastic achievement. Students are recognized at Student Awards Night. Awards are presented from each department – Art, Business, English, Foreign Language, Mathematics, Music, Resiliency, Science, Social Studies, and Wellness (Health/PE/FCS).

Pride Awards

Students can be nominated for going “above and beyond” in each of 5 areas – Perseverance, Respect, Integrity, Dedication, and Empathy. Teachers and administrators nominate students at three different times during the year trying to recognize when students have exemplified the core values of CHS. Nominated students are presented their awards during grade-level, PLUS block assemblies in the Performing Arts Center.

National Honor Society

Membership criteria and selection procedures are as follows:

1. Candidates must be members of the junior or senior class.
2. Candidates must have attended at Chelmsford High School for at least one semester, prior to acceptance.
3. **Scholarship:** Candidates must have a **3.50** weighted grade point average, at the end of the fourth semester for juniors, and at the end of the sixth semester for seniors. Academically qualified students will be asked to complete a student activity form, listing co-curricular activities, community service activities, leadership positions, work experience, recognition, and awards. Activity forms will be reviewed by the Chelmsford High School Governing Board of the National Honor Society.
4. **Service:** Student must have completed and be able to document 25-30 hours of community service.
5. **Leadership:** Using the student activity form, candidates will document leadership positions and will write a paragraph describing their leadership experiences, using the following NHS Constitution guidelines.

The student who exercises leadership:

- Demonstrates academic initiative;
 - Demonstrates initiative in promoting school activities;
 - Successfully holds school offices or positions of responsibility;
 - Is resourceful in proposing new solutions, applying principles, and making suggestions;
 - Exercises positive influence on peers;
 - Exemplifies positive attitudes;
 - Is able to delegate responsibilities;
 - Is thoroughly dependable in any responsibility accepted.
6. **Character:** Students are expected to uphold high standards of character, as defined in the following NHS Constitution guidelines.

The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities
- Demonstrates respect for and tolerance of differences in others
- Cooperates by complying with school rules concerning property, programs, and policies both inside and outside the classroom

- Demonstrates the highest standards of honesty and reliability
- Shows courtesy, concern, and respect for others
- Demonstrates perseverance and application to studies

The following infractions are considered serious breaches of character that could exclude a candidate from membership or could warrant a member's dismissal by the Chelmsford High School Governing Board of the National Honor Society. It is understood that it is impossible to list every infraction that would fall into this category.

- Use of tobacco, alcohol, or drugs while on school property and/or at school sponsored events
- Cheating
- Plagiarism
- Insubordination
- Assault and/or battery against any faculty, staff member or student
- Conviction or admission of guilt for a crime committed within or outside of the school community
- Other suspendable offenses

The Chelmsford High School Governing Board of the National Honor Society will review all materials to determine qualified candidates. Students not accepted may appeal in writing to the high school Principal within five school days of notification.

NHS members provide volunteer services to their school and community. For example, they ring bells for the Salvation Army during the winter holiday season and serve as guides for parents during Open House at CHS.

Other Honor Societies

French Honor Society

Induction of new members into the French Honor Society will be in May or June of the academic year. Selection of candidates will be made after the first semester and after the third quarter of the second semester. To be considered for induction, students must have completed a minimum of three consecutive courses within the French language sequence at the high school and earned a qualifying final grade in each course. Students must earn a minimum grade of 90 in all French courses taken.

Latin Honor Society

Induction of new members into the Latin Honor Society will be in May or June of the academic year. Selection of candidates will be made after the first semester and after the third quarter of the second semester. To be considered for induction, students must have completed a minimum of three consecutive courses within the Latin language sequence at the high school and earned a qualifying final grade in each course. Students must earn a minimum grade of 90 in all Latin courses taken.

Spanish Honor Society

Induction of new members into the Spanish Honor Society will be in May or June of the academic year. Selection of candidates will be made after the first semester and after the third quarter of the second semester. To be considered for induction, students must have completed a minimum of three consecutive courses within the Spanish language sequence at the high school and earned

a qualifying final grade in each course. Students must earn a minimum grade of 90 in all Spanish courses taken.

Tri-M Honor Society

“Tri-M” stands for Modern Music Masters. Those nominated for induction must have excelled in their musical field. After induction, members are expected to inspire enthusiastic participation in music programs and to promote leadership and scholastic excellence in music programs.

Recognition from Outside of CHS

John and Abigail Adams Scholarship

These scholarships, non-need based State-supported undergraduate tuition waivers, are awarded by the Massachusetts Department of Education. Students must score in the Advanced category in either the Math or English section of the grade 10 MCAS test and score in the Proficient or Advanced category on the second subject and meet several other requirements.

Stanley Z. Koplik Certificate of Mastery

The Massachusetts Board of Education provides recognition of outstanding academic achievement for high school juniors and seniors through tuition waivers to Massachusetts public college and universities based on Grade 10 MCAS scores.

National Merit Finalists

Awards are based on PSAT scores and given by the National Merit Scholarship Corporation. Students are recognized at Student Awards Night.

National Merit Semi-Finalists

Awards are based on PSAT scores and given by the National Merit Scholarship Corporation. Students are recognized at Student Awards Night.

National Merit Commended Students

Awards are based on PSAT scores and given by the National Merit Scholarship Corporation. Students are recognized at a breakfast held in the fall.

“Student of the Month”

Each month a senior male student and a senior female student are selected from each house (Emerson, Hawthorne & Whittier) to be recognized for their accomplishments during high school. They are nominated primarily by faculty, but parents and fellow students sometimes make nominations. An attempt is made to choose students from all parts of the CHS community. Those selected are hosted at a Rotary Club meeting where they are presented a citation. Each year 60 seniors are honored through this program.

“Students of the Year”

Every year a student from each house is selected by high school administration from the “students of the month” who exemplify the attributes of the ideal CHS student. The three “Students of the Year” recipients will be announced at Awards Night.

X. Student Discipline

Chelmsford High School recognizes that the level of interaction among students, parents, teachers, and administrators largely determines the quality of any discipline policy. One of our primary goals is to foster an atmosphere of trust and communication among the school, students, and parents; an atmosphere which encourages and seeks parental input. Parents are vital to the success of the school process. They have the responsibility in a shared partnership with the school to reinforce acceptable standards of behavior at home.

Students are expected to maintain proper standards of behavior at all times, and will respect the rights and dignity of others. They are expected to use common sense, good judgment and the highest degree of self-discipline while observing and adhering to the school rules and regulations. In addition, they are expected to commit themselves to continued educational growth and contribute to a positive school environment. It is expected that students and staff will treat each other with dignity and respect, and that teachers will lay out a clear and consistent set of rules as it applies to each individual classroom.

It is the charge of the school administration to maintain and perpetuate a school environment conducive to obtaining the optimum academic experience and an environment which supports the idea that school is a place for teaching and learning, and a place where academic, physical, social, and emotional growth are equally emphasized. It is also the responsibility of the administration to implement the school code of discipline in a consistent, firm, and fair manner. The administration recognizes the importance of exhibiting compassion and understanding in dealing with specific violations of the code by individual students. The administration also recognizes the importance of exhibiting compassion and understanding toward the staff in dealing with situations where student behavior has become unacceptable. It is the responsibility of the administration to maintain a balance between students' and teachers' rights and responsibilities, and to assure that all persons, students and staff alike, are treated fairly, and with dignity and respect. The administration will implement the code of discipline using all resources available to it before any final decisions are made. The administration will make all decisions based upon available facts, good judgment, common sense, and the general good of the individual student and school as a whole.

These policies apply to all school related activities and school sponsored events, including but not limited to: dances, school trips, athletic and academic competitions (home or away), etc. Any parent group which exists in support of school activities must follow the mandates of this Student Handbook. For example, any student under suspension from school will not be allowed to attend parties, celebrations, banquets, etc. sponsored by such groups while a suspension is in force. Violation of this policy by any student or staff member is deemed a form of insubordination and will be appropriately disciplined.

Laboratories are of a unique nature, and without complete adherence to the rules and regulations of lab safety, a dangerous situation could arise. All students must follow the dictates of lab teachers as related to safe laboratory procedures. Any student violating lab safety procedures may be removed from the class in order to ensure the safety of all other students in the class. Classes with labs include Art, Science and Technology Education.

Computer laboratories provide important learning experiences in many courses. Students must adhere to rules and regulations established by the administration in order to best meet the needs

of the students. Any student violating computer laboratory procedures may be removed from the class.

Emergencies

Nothing in this policy should deter any school department employee from initiating quicker and more effective action than herein outlined, if a student is obviously in need of immediate medical assistance.

Search & Seizure

The Principal, Deans or the principal's designee are entitled to conduct a search of a student's person, assigned locker and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the school relating to drug and/or alcohol/tobacco and/or student safety.

Disciplinary System

Chelmsford High School remains committed to being a place where every student is treated fairly and with dignity and respect. The expectation is that every student will demonstrate these same qualities when interacting with teachers, administrators, staff and each other. However, occasionally a student (or group of students) may, for whatever reason, not follow these expectations. When this happens the optimal learning environment is breached and discipline is necessary. Chelmsford High School will adhere to the system of discipline as described below.

Detention

This is any adjustment to a student's arrival to or dismissal from school due to any disciplinary infraction. All detentions will be served after school from 2:00 p.m. to 3:00 p.m. in a supervised study room on Tuesdays, Wednesdays and Thursdays. The students will study under the supervision of an adult. They will obey all posted rules and regulations established by the adult. Students must serve the detentions within two weeks of their being assigned. Failure to report to a detention will lead to further disciplinary action including possible suspension by the Dean. While serving a detention a student retains all school privileges regarding athletic, extra-curricular and social activities, except for participation in such after-school activities and athletics on the date(s) and time(s) of the assigned detention.

Suspensions

Repeated violations or major infractions of the school code of discipline may result in suspension from school. Depending on the type of infraction, suspensions will be either in school or out of school, for a short-term (fewer than 10 days) or long-term (longer than 10 days), and will be assigned depending upon the violation and the student's past disciplinary record. Suspensions will command parent notification. While suspended, a student loses all school privileges regarding athletic, extra-curricular, and social activities.

Expulsion Policy

Under the provisions of Massachusetts General Law, Ch. 71, Section 37H, 37H $\frac{1}{2}$, and 37H $\frac{3}{4}$, any student found on school premises or at school-related events, who is in possession of a weapon, or drugs, or who assaults any educational staff member or supervising adult may be subject to expulsion by the high school Principal (please see Acts of Misconduct for specifics). A Special Education student who violates a school rule leading to expulsion shall be subject to exclusion. Exclusion is defined as placing the student in another education setting, not at Chelmsford High School. If expelled or excluded, a student must be notified in writing of an opportunity for a

hearing before the Principal. A student will have the opportunity at the hearing to present evidence on his/her behalf which may impact the student's case. A student who has been expelled by the high school Principal has the right to appeal the Principal's decision to the Superintendent of Schools.

Partnership with Local Authorities

As per the memorandum of understanding between Chelmsford Public Schools and the Chelmsford Police Department, both CHS and CPD have agreed to respond effectively and cooperatively for everyone's protection to incidents of student delinquency, truancy, and criminal behavior. As per the understanding, CHS has a responsibility to report to CPD any incident involving alcohol, inhalants, or controlled substances (as per G.L. c.94C); the threat of assaultive behavior, intentional assaultive behavior, or reckless behavior resulting in personal injury; possession of a weapon (as per below, of G.L. c.71 s.37H); stalking or harassment (as per G.L. c.265 s. 43 + 43A, c.209A or 258E); involving a child suffering from physical or emotional injury as from abuse or neglect; involving an actual or suspected case of a hate crime or violation of civil rights; resulting in significant damage to school property; involving bomb threats, fire threats, fire setting, or other explosive devices or hoax devices; creation or possession of a document that identifies any individual targeted for violence or death; involving any threat against a student, school personnel, or other school employee; involving hazing (as per G.L. c. 269 s. 17); any sexual assault or any lewd and lascivious behavior; and any incident of bullying (as per G.L. 71 s.37 O).

Acts of Misconduct

The following are merely examples of conduct that may lead to disciplinary action. Students are expected to conduct themselves in an appropriate manner at all times. Students who choose to engage in behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed, could be subjecting themselves to disciplinary action up to and including expulsion.

1.0 Dangerous Weapons

It is the responsibility of the school administration to protect every student and staff member from any possible injury. The possession of any type of knife, razor, or other dangerous object or weapon in school greatly increases the risk of accidental injury to both the student carrying the object and to others. Therefore, weapons and other dangerous objects of any kind are not allowed in the building or anywhere else on school property for any reason.

1.1 Possession of any weapon or dangerous object

1st Offense

- Parent notification
- Notification to proper authorities
- 10 day out-of-school suspension
- Pre-expulsion/exclusion hearing

2nd Offense

- Parent notification
- Notification to proper authorities
- Minimum 10 day out-of-school suspension
- Student-parent meeting with Superintendent of Schools

1.2 Using or threatening to use a weapon or other dangerous object for the purpose of bodily harm to another person

- Parent notification
- Notification to proper authorities
- Minimum 5-day suspension
- Pre-expulsion/exclusion hearing

A weapons violation may result in an immediate referral for an emergency mental health evaluation.

Drug Searches with Police and K-9s

In accordance with Chelmsford School Committee policy 3210, notice is hereby provided that the Chelmsford Public Schools in collaboration with the Chelmsford Police Department may utilize K-9 searches for illegal drugs in an effort to eliminate illegal drug use, possession and/or distribution in the schools. As a reminder and as a condition of use of any and all school property there should be no expectation of privacy in any locker, desk, parking space and/or other property belonging to the Chelmsford Public Schools. The administration of Chelmsford High School reserves the right to inspect such equipment, furniture or space to maintain the integrity of the school environment, to protect other students and staff, and to enforce safety regulations in accordance with the policies of the Chelmsford School Committee and the Chelmsford High School Student Handbook.

Breathalyzer

Chelmsford High School is strongly committed to providing an alcohol and drug-free school environment for all students, faculty, and staff. Due to our growing concerns with student safety at dances and other school events, including prom and graduation, the High School has implemented the use of a breathalyzer at these events in order to deter alcohol consumption and prevent undetected drinking from resulting in serious harm to our students.

Disciplinary Action for Breathalyzer

1. The Chelmsford High School may administer breathalyzer tests to all students seeking entry into any school sponsored event. In the event the first test administered is positive, a second test shall be administered immediately. In the event the second test administered is negative, a third test shall be administered immediately and the result of the third test will control.
2. If a student tests positive on two breathalyzer tests administered, his/her parents will be contacted and he/she will be released directly to his/her parents. Disciplinary consequences will be assigned per the Student Handbook. Attendance at school sponsored events will be prohibited for one calendar year. Any senior who tests positive on two breathalyzer tests administered will not be permitted to attend senior week events. Any senior who violates this policy twice within a calendar year will not be permitted to walk the stage at graduation. Any senior who brings alcohol to a school sponsored event will not be permitted to attend senior week events or to walk the stage at graduation.
3. If a student, after signing the agreement, refuses the breathalyzer test, his/her parents will be notified and asked to transport the student from the school sponsored event. If it is suspected that the student is under the influence of alcohol, the student will be interviewed

by school administrators and, if it is determined that he/she has consumed alcohol, disciplinary procedures will be followed.

Nothing in this policy shall limit the ability of athletic coaches, club/activity advisors and/or the Athletic Director/CHS administrators to impose separate disciplinary consequences involving participation in athletic events or membership on athletic teams.

2.0 Alcohol and Drugs

The school community supports all efforts in educating our youth to the dangers of alcohol and drugs. In addition, we encourage all students with alcohol or drug problems and their parents to work with our administrators and/or counselors to assist the students in identifying programs to address the drug or alcohol problems. Alcohol and drugs can be very dangerous. They maim the body, impair judgment, limit mental capacity, and impact negatively both on the learning and socialization processes. It is for this reason that the school administration takes the hardest line possible with anyone violating our alcohol and drug policy. Because of the administration's concern for the well-being of all students, if a student violates the drug and alcohol policy the administration strongly advises parents/guardians to seek counseling in order to ensure the student's well-being.

A student shall not buy, sell, use, distribute nor possess alcohol or drugs such as, but not limited to barbiturates, amphetamines, narcotics, marijuana, or any other controlled substances as defined by Massachusetts General Laws, Chapter 94. A student shall not knowingly be in the presence of, nor have drugs and/or alcohol on his person or in any place on school property (including bus transportation), during home or away extra-curricular activities, on any school-sponsored trip, senior week activities, or during any activity sponsored by a parent group which exists in support of school activities.

Any student involved in Athletic or Extracurricular activities and is in violation of the drug and alcohol policy will be subject to additional penalties as defined in "Rules for High School Athletes" and "Extracurricular Eligibility Policy".

2.1 Possession of and/or Being under the Influence of Alcohol

1st Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 5-day suspension
- Possible meeting with Principal/Dean and parents

2nd Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 10-day suspension

2.2 Being under the Influence of Drugs

1st Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 5-day suspension
- Possible meeting with Principal/Dean and parents

2nd Offense:

- Parent notification

- Possible notification to proper authorities
- Minimum 10-day suspension (5 days out-of-school and 5 days in-school suspension)
- Pre-expulsion /exclusion hearing

2.3 Possession of Drugs

1st Offense:

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Pre-expulsion/exclusion hearing to include parental participation will be held

2nd Offense:

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Student-parent meeting with Superintendent of Schools to determine student status at CHS

2.4 Selling or Distributing Alcohol and/or Acting as a Go-Between in the Transfer or Attempted Transfer of Such Substance

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension

2.5 Selling or Distributing Drugs and/or Acting as a Go-between in the Transfer or Attempted Transfer of Such Substances

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Pre-expulsion/exclusion hearing

2.6 Drug, Alcohol and Vaping Paraphernalia

A student shall not possess on his/her person or any other place on school property, (including bus transportation to and from school) such as lockers or desks, any type of drug and vaping paraphernalia, including but not limited to: pipes, rolling papers, clips, e-cigarettes, Juuls, chargers, electronic cigarette cartridges, edibles, chemicals, drips, e-juice, or anything with trace drug residue, etc. Any violation of this policy will result in the following:

1st Offense:

- Parent notification
- Up to 5 day suspension

2nd Offense:

- Parent notification
- 5 days suspension
- Possible pre-expulsion/exclusion hearing

2.7 Possession or Distribution of Counterfeit Drugs or Anything Represented as a Controlled Substance

1st Offense:

- Parent notification
- Notification to proper authorities

Comment [MS5]: We added names of items that we either found and/or are related to Vaping.

- Up to 5 days suspension

2nd Offense:

- Parent notification
- Notification to proper authorities
- 10 days suspension
- Pre-expulsion/exclusion hearing

2.8 Any Student Knowingly in the Presence of Alcohol on School grounds during school hours or at a School Sponsored Event.

1st Offense:

- Parent Notification
- Up to 6 days after-school detention

2nd Offense:

- Parent Notification
- Up to 5 days out-of-school suspensions

2.9 Any Student Knowingly in the Presence of Drugs on School Grounds during school hours or at a School Sponsored Event.

1st Offense:

- Parent notification
- Up to 6 days after school detention

2nd Offense:

- Parent notification
- Up to 5 days out-of-school suspensions

3.0 Fire/Chemical/Biological Hazards

Students shall not start a fire in the building or on school grounds. Furthermore, no student shall bring into the building any bomb, explosive, fireworks, chemical/biological devices, any incendiary device, or the counterfeit representation of the above listed items. Students violating this section shall be subject to the following:

1st Offense:

- Parent notification
- Notification to proper authorities
- Minimum 3-day suspension

2nd Offense:

- Parent notification
- Notification to proper authorities
- Up to 10-day suspension

4.0 Threatening, Harassing, and/or Physically Assaulting Staff

One of the objectives of the educational process is to nurture growth in young people so that appropriate conflict resolution is learned. The importance of being able to solve interpersonal problems without violence or physical contact cannot be overstated. Therefore, the necessity of learning to resolve differences of opinion through appropriate dialogue is continually stressed. Threats, attacks, or harassment against any staff member will not be tolerated.

Students who commit a physical attack on a staff member are subject to:

- Parent notification

- Notification to proper authorities
- 10 days out-of-school suspension

Students who make threats against or harass a staff member are subject to:

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to 5 days out-of-school suspension

2nd Offense:

- Parent notification
- 5-10 days out-of-school suspension

5.0 Threatening, Hazing, Harassing and/or Physically Assaulting a Student

Any student who feels unsafe or harassed should seek out his counselor, Dean, or Principal immediately.

5.1 Any student who threatens or harasses another student will be subject to:

1st Offense:

- Parent notification
- Possible notification to proper authorities
- Consequence(s) may include a warning up to a suspension depending on the severity of the offense

2nd or subsequent violations:

- Parent notification
- Possible notification to proper authorities
- Up to 5-day suspension

5.2 Any student who threatens or harasses another student based on race, color, sex, religion, national origin, sexual orientation, ethnicity, gender identity, homelessness, age and/or disability and any other class or characteristic protected by law.

Assault

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to a 5-day suspension

**Normally this is a five day suspension. However, administration reserves the right to review potential consequences of the case based on the severity of the violation and based on the particular facts and circumstances of the situation.*

2nd Offense:

- Parent Notification
- Notification to proper authorities
- Up to a 10-day suspension

**Normally this is a five day suspension. However, administration reserves the right to review potential consequences of the case based on the severity of the violation and based on the particular facts and circumstances of the situation.*

• **5.3 Assault**

Comment [MS6]: We moved Assault to 5.3 and created a different 5.2. 5.2 now addresses violations related to classes of students that are protected by law. Previously, students who exhibited racial and other such violations were lumped under harassment. We believe that these violations should have their own category. We ran this by Andy Waugh. He agreed with the idea, wording and consequence.

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1st Offense:

- Parent notification
- Notification to proper authorities
- Up to a 5-day suspension

2nd Offense:

- Parent Notification
- Notification to proper authorities
- Up to a 10-day suspension

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6.0 Physical Altercations

Settling differences through physical altercation is unacceptable social behavior, endangers others, and will not be tolerated anywhere on school property or at school-related functions (including sporting events, field trips, etc.).

6.1 Fighting

1st Offense:

- Parent notification
- Notification to proper authorities if necessary
- Up to 5-day suspension

2nd Offense:

- Parent notification
- Notification to proper authorities if necessary
- 5-10-day suspension

3rd or More Offenses:

- Parent notification
- Notification to proper authorities
- 10-day suspension

6.2 Premeditated Attack

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Pre-Expulsion/Exclusion Hearing

7.0 Extortion/Unarmed Robbery or Theft of School/Personal Property

Any student feeling unsafe or harassed should seek out his counselor, Dean, or the Principal immediately.

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to 5-day suspension
- Full restitution

2nd Offense:

- Parent notification
- Notification to proper authorities
- 10 day out-of-school suspension

8.0 Destruction of School or Personal Property

In many surveys nationwide, educators, parents and students complain most about the depressing physical conditions of their schools. The Chelmsford High School community takes a great deal of pride in maintaining a physical environment conducive to good learning. It is the administration's responsibility to ensure that this message is emphasized on a consistent basis, and that those who choose to abuse the physical structure of the building or its contents or grounds will be properly disciplined.

Willful destruction of school property, such as, but not limited to: books, desks, chairs, windows, equipment, or personal property belonging to others is unacceptable and will not be tolerated. Students who violate this rule are subject to:

- Parent notification.
- Restitution for the repair or replacement of property destroyed or damaged.
- At the discretion of the Principal, a detention or suspension may be assigned.
- Depending upon the severity or frequency of the offense, proper legal authorities and the Superintendent of Schools may be notified.
- Students may be assigned to an appropriate work detail in response to damage caused.

9.0 Smoking and Tobacco

As of June 18, 1993, the Commonwealth Of Massachusetts passed The Educational Reform Act, which specifically makes smoking by anyone on school grounds illegal. Smoking, as well as the use of any other type of tobacco products, (~~including electric cigarettes, vape pens and all similar devices and products~~ [please see section 2.6 for information regarding vaping and e-cigarettes](#)) is unhealthy and contributes to or is a direct cause of many serious ailments. Passive smoke is also unhealthy, and contributes to allergic reactions, irritated eyes, and other discomforts for the nonsmoker. Recognizing this, Chelmsford High School remains committed to maintaining a smoke-free, tobacco-free environment for all students and staff.

All offenses will result in parent notification plus the following:

1st Offense:

- Minimum 3-day detention
- \$100 fine

2nd Offense:

- Up to 6 days of detention
- \$200 fine

3rd and Subsequent Offenses:

- Hearing with the Principal who will determine length of suspension
- \$300 fine

Failure to pay a fine could result in the filing of a criminal complaint by the Town of Chelmsford.

Additionally, since Chelmsford High School is, by State law, a smoke-free environment, there is no reason for students to be in possession of matches or lighters or cigarettes of any kind. Such devices will be confiscated and discarded. Repeat offenders will be subject to disciplinary action.

10.0 General School Misconduct

It is not possible to list all offenses that may occur during the school year. The following is a list of offenses that may most commonly occur. This list is not all-inclusive, and violations not covered by this section will be dealt with as they occur. The following school-based offenses carry with them a range of possible disciplinary actions, from a simple warning to suspension. The degree of the disciplinary action will be directly related to the severity and frequency of the offense, as well as the student's past disciplinary records. The following are defined as general school misconduct:

- Propping open exterior doors or admitting anyone who has not checked in the main office.
- Substantially disrupting school or classroom activities in a repeated or flagrant manner.
- Being present in a part of the school building or grounds for no legitimate reason.
- Failure to have a pass may lead to after school detention.
- Any form of insubordination, including refusing to identify yourself properly upon request by a staff member.
- Engaging in verbal abuse, profanity, or obscenity (including inappropriate gestures).
- Engaging in loitering, either in the halls or the bathrooms, throughout the school day or after school.
- Engaging in dangerous behavior such as excessive horseplay, snowball throwing, etc., which endangers oneself or others.
- Forging of notes, parking permits, or any other school form
- Gambling/card playing.
- Provoking or encouraging others to break school rules.
- Failure to report to assigned area.
- Possession of banned electronic devices.
- Failure to sign into school properly.
- Inappropriate use of technology and school equipment.
- Possession and distribution of pornographic or offensive materials.
- Dangerous driving of an automobile on school grounds.
- Providing building access to individuals through locked door
- Any disruption to the school day.

11.0 Demonstrations

The administration at Chelmsford High School remains committed to being responsive to student needs and will continue to make every attempt to intervene and defuse potentially volatile situations. If however, students feel a need to meet as a group in order to fully discuss with the Principal an issue of particular concern, the following process should be followed:

- Try to resolve differences with the Student Council.
- If a solution is not reached, request a meeting with the Principal.
 - a. A room, date and time for a meeting will be designated.
 - b. Principal will hear all concerns and make a decision.

The Principal continues to encourage students to voice their opinions in constructive ways and through positive means.

12.0 False Emergency

Signaling a false emergency (e.g. causing a false fire alarm, reporting, calling in or faxing a false situation) or threatening verbally or in writing to commit a crime is a serious offense. Such an action puts the safety of our entire student population and staff at risk, and unnecessarily endangers the safety of the emergency personnel who must respond quickly. While such

emergency personnel are attending to the false emergency at CHS, the safety of the entire town is compromised. In addition, the signaling of false emergencies might diminish the serious response by those who need to evacuate our building and would cause disastrous results during a real emergency.

The following disciplinary procedure will be undertaken for a student alleged to have signaled such a false emergency:

- Parent notification
- Notification to proper school and civil authorities
- 5-10-day suspension
- Restitution

13.0 Leaving School Grounds

Students may not leave school grounds without permission. Any student who leaves school without permission will be subject to the following disciplinary actions:

1st Offense:

- 6-day detention
- Loss of car parking privilege for 2 weeks, or until the 6 detentions have been served.

2nd Offense:

- 1-day in-school suspension
- Parent notification
- Loss of parking privilege for remainder of academic year.

3rd and Subsequent Offenses:

- Length of in-school suspension to be determined by the Principal after a meeting with the parents and student.

14.0 Unauthorized Use of Technology

Chelmsford High School recognizes the importance of the responsible use of technology within our schools. Technology is omnipresent in our society and is becoming more vital to the current and future success of our students. As such, we encourage and promote students to engage in behaviors commensurate with our Acceptable Use Policy. When a student violates the tenets of this agreement, the learning environment can become compromised which may impact the physical and emotional safety of students and staff members. As such, engaging in behaviors that compromise our current technological infrastructure or network or the safety of others, including but not limited to the unauthorized distribution of text, data, voice recordings, photographs, or videos of staff or students, at school, on buses, or at a school function, will result in a suspension of up to five (5) days, with the possibility of losing the privilege to use personal and school provided technology during the school day, and may result in the notification of the proper authorities. In addition, students may be expected to participate in a media literacy course with an instructor to help support the student's understanding of the behavior.

*** CHS reserves the right to revise and update this handbook at any time.**

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Chelmsford School Committee & Superintendent's Goals 2017-18

Mission Statement

In order to support the mission of the Chelmsford Public Schools to cultivate inspired, creative and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the school committee proposes the following goals for the 2017-18 school year.

District Wide Goals

The following school committee goals for the 2017-18 school year are intended to support and reinforce the district wide and superintendent's goals outlined in the strategic plan.

School Committee's Goals and Actions Steps

Superintendent's Goals and Action Steps

① Supporting Academic Achievement

By June 2020, the school committee will support the district plan to establish collaborative agreements with local colleges in an effort to increase academic pathways and career readiness programs for our high school students by evaluating potential agreements with local institutions, meeting with stakeholders to discuss the benefits and concerns of such programs, consider and possibly implement changes in programming and/or policy to accommodate such plans and, work with the superintendent and administrative staff to publicize and inform parents, students and the general public of any new programming initiatives, as measured by the offerings in the 2018-19 CHS Program of Studies.

ACTION STEPS:

1. Establish collaborations with local business to help create internship or enrichment opportunities for students;
2. Establish collaborations with local community, civic or governmental organizations to encourage students to be informed and active in their community;
3. Investigate options to provide additional administrative or supervisory support services at the elementary level including but not limited to adding assistant principals.

① Every Student Achieving Academically

By June 2020, the superintendent will establish a comprehensive tiered system of support that addresses the academic needs of all students and provides multiple access points to learning, to ensure that every student achieves to his/her full potential, as measured by the aligned, consistent, rigorous, and comprehensive curriculum, the implementation of tier I instructional practices, and established systems for data-informed decision making.

ACTION STEPS:

1. Prepare students for achieving the Next Generation Science Standards - Complete alignment process and final mapping K-12
2. Review of all pacing and syllabi at all levels for instructional adjustments;
3. Establish documents and models/exemplars to guide schools' efforts to implement T I practices;
4. Assess student development and growth.

School Committee's Goals and Actions Steps

② Creating a positive, pro-social learning environment

By June 2020, the school committee in collaboration with the superintendent, assistant superintendent, director of student support services and other stakeholders, will create a prioritized list of programming that may be implemented to promote the socio-emotional wellbeing of all students and that assists in cultivating positive, safe learning environments for students and staff as measured by the budget prioritization for the 2019-20 school year.

ACTION STEPS:

1. Investigate funding sources to add social workers to the schools.
2. Investigate funding sources to creating a therapeutic classroom at the elementary level for students with severe behavioral needs.
3. Create educational programs for staff and parents to inform them of district, state and national policies related to dealing with students with socio-emotional needs.
4. Increase public awareness of the PRIDE program
5. Educate all stakeholders on the proper procedures for addressing issues including but not limited to an understanding of who to report issues to and the subsequent levels of response.

Superintendent's Goals and Action Steps

② Every Student Supported in a Positive, Prosocial Learning Environment

By June 2020, the superintendent will establish a comprehensive tiered system of support that promotes our PRIDE norms, values, and expectations, that ensures students' social and emotional learning needs are addressed and ensures that all members of the school community feel engaged, respected, and safe, as measured by the district MTSS team. The district MTSS team supports the effective implementation of tiered systems and practices, the established systems for data-informed decisions, and the consistency of effective practices across schools.

ACTION STEPS:

1. Form a district level leadership team that plans for, oversees, and supports the implementation of effective Tier I systems and practices;
2. Ensure systems for effective and efficient behavioral data collection and use (i.e., procedures for on-going data-based monitoring, evaluation, and dissemination);
3. Provide technical assistance to build local capacity;
4. District-wide implementation of Tier I systems and practices.

School Committee's Goals and Actions Steps

③ Maintaining aligned financial and facilities resources

By June 2020, the school committee will work with the superintendent, school personnel and town officials, to finalize a 10-year capital improvement plan that addresses current and future facilities needs including prioritizing capital needs in our current facilities, as well as continuing to pursue new facility options to meet projected future needs within the confines of current financial realities. This will be measured by the completion and prioritization of a 10-year capital improvement plan document.

ACTION STEPS:

1. Create a uniform policy for the establishment, maintenance, monitoring, and accounting of activity accounts, student group accounts, and/or other accounts established to raise and maintain funds outside of the normal school budget;
2. Encourage input from stakeholders (parents, staff, administrators, etc.) about budget priorities at the district and building level;
3. Investigate the need for realignment at the elementary level based on enrollment projections;
4. Investigate new grade alignments to make use of current facilities and/or in connection with future building projects.

Superintendent's Goals and Action Steps

③ Aligned Financial and Facility Resources in Support of the Strategic Plan

By June 2020, the superintendent will develop an aligned sustainable financial foundation that supports the resource needs of the district, and ensures that students, families, and educators are supported and growing, as measured by aligned building conditions in the D&W Comprehensive Facilities Assessment, maintenance of equitable class sizes for instruction as informed by the NESDEC long-term student enrollment projection, and the established timeline and funding of the Facilities Master Plan.

ACTION STEPS:

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;
2. Develop a plan to continuously monitor areas of need to support elementary, middle and high school level educational programming;
3. Provide sustainable facilities and operations for educational programming conducive to both present and future student learning.

School Committee Professional Practice Goals

Mission Statement

The following school committee goals for the 2017-18 school year are intended to improve the operations and communications among and between the members of the school committee and Chelmsford community.

① Meeting Agenda & Format

By June 2018, the school committee will meet to discuss a new meeting format that encourages open discussion of issues within the committee and with the general public while also providing appropriate time for handling the general business issues as measured by the implementation of new meeting protocols, meeting formats and meeting agendas.

② Communications with Stakeholders

By June 2018, the school committee will create a process to improve the communication, cooperation and collegiality between members of the school committee by taking part in a third-party consultation program to discuss current issues, contrasting viewpoints, and past conflicts in an effort to obtain a common vision for working to maintain and improve all areas of the district, as measured by the meeting agendas, notes, and protocols of collaboration created.

③ Policy Review & Maintenance

By June 2018, the school committee will review and establish a timeline for setting and evaluating district, superintendent and school committee annual goals, as measured by the established timeline(s) and adherence to the evaluation process for the district, superintendent and school committee goals.

Perseverance • Respect • Integrity • Determination • Empathy

Chelmsford School Committee

2018 - 2019 Liaison Assignments

Negotiations	Member	Member	Alternate
Administrators	Dennis King	Al Thomas	
Teachers/Nurses	Al Thomas	John Moses	
Professional Support/Secretaries	Barbara Skaar	Dennis King	
Custodians	John Moses	Donna Newcomb	
Food Service	Donna Newcomb	Barbara Skaar	
Subcommittees	Member	Member	Alternate
Policy	Barbara Skaar	Al Thomas	
Superintendent's Evaluation	Al Thomas	Dennis King	
Facilities/Maintenance	Donna Newcomb	John Moses	
Finance/Budget	Dennis King	Donna Newcomb	
School Organizations	Member	Alternate	
Byam School Organization	John Moses	Donna Newcomb	
Center School PTO	Dennis King	Al Thomas	
CHIPS PTO	Al Thomas	John Moses	
Harrington PTO	Barbara Skaar	Dennis King	
Chelmsford High PTO	Al Thomas	Dennis King	
McCarthy PTO	Barbara Skaar	John Moses	
Parker PTO	John Moses	Al Thomas	
PTO Council of Schools	Dennis King	Donna Newcomb	
South Row PTO	Donna Newcomb	Barbara Skaar	
SEPAC	Donna Newcomb	Barbara Skaar	
Wellness Committee	Donna Newcomb	Dennis King	
Other Organizations	Member	Alternate	
CHS Alumni Association	Al Thomas	Dennis King	
CHS Boosters	Dennis King	Donna Newcomb	
Chelmsford Business Assoc. (CBA)	John Moses	Al Thomas	
Friends of Music	Donna Newcomb	Barbara Skaar	
MASC	Barbara Skaar	John Moses	
Town Boards	Member	Alternate	
Board of Selectman	Dennis King	John Moses	
Finance Committee	Barbara Skaar	Donna Newcomb	
Capital Planning Committee	Donna Newcomb	Barbara Skaar	
Planning Board	Al Thomas	Barbara Skaar	
Economic Development	John Moses	Al Thomas	
Turf Fields	Al Thomas	Dennis King	
Recycling Committee	John Moses	Donna Newcomb	
Legislative Outreach	Member		
Liaison to Federal Elected Officials	All		
Liaison to State Elected Officials	All		

CHELMSFORD PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING SCHEDULE

September 2018 – August 2019

September 4	6:00	School Committee Meeting	Administration Office (TELEVISED)
September 18	6:00	School Committee Meeting	Administration Office (TELEVISED)
October 2	6:00	School Committee Meeting	Administration Office (TELEVISED)
October 16	6:00	School Committee Meeting	Administration Office (TELEVISED)
November 6	6:00	School Committee Meeting	Administration Office (TELEVISED)
November 20	6:00	School Committee Meeting	Administration Office (TELEVISED)
December 4	6:00	School Committee Meeting	Administration Office (TELEVISED)
December 18	6:00	School Committee Meeting	Administration Office (TELEVISED)
January 8	6:00	School Committee Meeting	Administration Office (TELEVISED)
January 22	6:00	School Committee Meeting	Administration Office (TELEVISED)
February 5	6:00	School Committee Meeting	Administration Office (TELEVISED)
February 26	6:00	School Committee Meeting	Administration Office (TELEVISED)
March 5	6:00	School Committee Meeting	Administration Office (TELEVISED)
March 19	6:00	School Committee Meeting	Administration Office (TELEVISED)
April 4	6:00	School Committee Reorganization Meeting	Town Hall
April 9	6:00	School Committee Meeting	Administration Office (TELEVISED)
April 23	6:00	School Committee Meeting	Administration Office (TELEVISED)
May 7	6:00	School Committee Meeting	Administration Office (TELEVISED)
May 21	6:00	School Committee Meeting	Administration Office (TELEVISED)
June 4	6:00	School Committee Meeting	Administration Office (TELEVISED)
June 18	6:00	School Committee Meeting	Administration Office (TELEVISED)
July 16	6:00	School Committee Meeting	Administration Office (TELEVISED)
August 6	6:00	School Committee Meeting	Administration Office (TELEVISED)
August 20	6:00	School Committee Meeting	Administration Office (TELEVISED)

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 6, 2018
Re: Chelmsford Public Schools: 2017/18 Year in Review

As I reflect on my third year leading the Chelmsford Public Schools, I am deeply grateful for the encouragement and support I have received from students, parents, staff, and community members; I feel privileged to work with you as superintendent. I do not take the opportunity to lead this district lightly. Your support for our students is truly remarkable, and I look forward to working with you and the greater Chelmsford community as we build on past successes in the district and work to make the Chelmsford Public Schools the best public school system in the state.

We have accomplished much over this past year. I am very proud of our work, and I thank you for guiding and supporting me and the staff of the Chelmsford Public Schools as we strive to address students' academic, social, and emotional needs. I feel encouraged every day when I walk through schools, attend events, and witness firsthand the dedication to meeting student needs shown by our teachers, paraprofessionals, building administrators, and support staff. Following are some highlights of our work this year.

Construction of 22 Modular Classrooms

In October 2016, the school department requested an appropriation from town meeting representatives of \$7.9 million to fund the construction of modular classrooms at the Byam, Center, Harrington, and South Row Elementary Schools. The modular classrooms provide much-needed space at the elementary level as enrollment increases and will supply the additional classroom space needed for full-day kindergarten. Significant time and resources went into the planning, preparation, and construction of 22 modular classrooms during the summer of 2017. Six new modular classrooms were added at the Byam, Harrington, and South Row Elementary Schools and four at Center Elementary School. These remarkable new classrooms house fourth-grade students and staff. In the end, the project was delivered on time and \$1 million under budget.

Implementation of Full-Day Kindergarten

The FY18 budget included funding to hire teachers and support staff to fully implement full-day kindergarten, a long-desired program in the Chelmsford Public Schools. During the summer of 2017, district administrators and teachers planned for the launch of the program. As the 2017/18 school year began, the full-day kindergarten programming seamlessly joined the elementary-level offerings for students. Anecdotal evidence from parents and staff overwhelmingly supports the move from a half-day to full-day kindergarten model. This would not have been possible without widespread community support.

Strategic Plan Adoption: Chelmsford Public Schools 2017–2020

The Chelmsford Public School District provides an exceptional education to the students entrusted to our care. The district effectively uses the resources appropriated annually by town meeting to serve the needs of an ever-diversifying student population. Overall, our students' academic achievement and accolades make it clear that the town of Chelmsford is receiving a positive return on its investment in public education. Chelmsford's students are also heavily involved in athletics, community service, and fine and performing arts, thereby fulfilling the roles of productive and valued members of our community.

The Strategic Plan was a year-long culmination of work performed by our district's schools and administrators reviewing progress on prior initiatives and identifying the emerging needs of our students. The Strategic Plan document outlines the mission, vision, and values of the Chelmsford Public Schools. It also highlights three strategic objectives to serve as the foundation of our work:

- ✓ Every student achieving academically
- ✓ Every student supported in a positive, prosocial learning environment
- ✓ Aligned financial and facility resources in support of the Strategic Plan

The Strategic Plan guides our district's work through 2020 and maintains our collective commitment to the district's guiding core PRIDE values. 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. Chelmsford employs a caring, compassionate and dedicated staff who truly have the best interests of our students in mind at all times. I am fortunate and proud to be leading the district at this exciting time in education.

Ratification of the Teachers and Nurses Collective Bargaining Agreement

In August 2017, the School Committee ratified a three-year contract with the Chelmsford Teachers and Nurses bargaining unit covering the period from July 1, 2016 to June 30, 2019.

Ratification of the Professional Support Staff Collective Bargaining Agreement

In August 2017, the School Committee ratified a two-year contract with the Chelmsford Professional Support Staff bargaining unit covering the period from July 1, 2017 to June 30, 2019.

Ratification of the Building Custodians Collective Bargaining Agreement

In March 2018, the School Committee ratified an initial (first-time) three-year contract with the Chelmsford Building Custodians bargaining unit covering the period from July 1, 2017 to June 30, 2020.

FY2017 Massachusetts DESE Financial Audit

Every year, each school district in Massachusetts must submit an external audit of their end-of-year financial report to the Massachusetts Department of Elementary and Secondary Education (DESE). Powers & Sullivan, LLC performed the district's external financial audit for the year ending June 30, 2017. As noted in the audit report, the auditors had no financial findings or financial reporting recommendations. This outcome is desirable and significant, given the number of financial audits and reviews of the Chelmsford Public Schools conducted in prior fiscal years, each with findings and recommendations for improvement of financial practices.

FY2018 Budget Administration

School Committee members received regular reports on the district's finances throughout FY2018, including the local operating budget, grant funds, and revolving funds. Consolidating the town and school district accounting systems in MUNIS involved a significant amount of work, but the new consolidated financial system has eliminated the reconciliation aspects of operating two financial systems and streamlined the district's financial reporting.

After reviewing the FY2018 budget, I am pleased to report that in just three years, the district has made great strides in stabilizing its finances. By implementing strict financial practices, it has accrued several reserve fund balances for future budget needs. At the end of FY2018, the district was able to:

- reserve approximately \$2 million in the special education circuit breaker revolving fund to pay for future unanticipated/unfunded special education

student tuition and/or transportation costs (as a reminder, in the fall of 2015, the school department had to request a supplemental appropriation from the town of \$500,000 to cover unanticipated special education tuition costs as no reserve fund balance was available).

- carry over approximately \$450,000 in food service/school nutrition funds. Given the annual revenue and expenses for the school nutrition program, this is a significant achievement, as many school districts find themselves operating their food service programs at a deficit.
- set aside approximately \$1.35 million in school choice funds as a reserve for future spending by the School Committee on educational programs, services to augment current program offerings in the schools, or a contingency in the event of an unanticipated budget shortfall.

FY2018 Capital Expenditures

In December, the School Committee approved the request for \$1.75 million for building and technology capital projects in the schools. The building capital projects include the reconstruction and repaving of the rear parking lot, sidewalks, and curbs at Chelmsford High School (\$1,062,351) and the reconstruction and repaving of the front parking lot, sidewalks, and curbs at Parker Middle School (\$190,000). Technology capital projects include a continuation of outfitting district classrooms for the twenty-first century with overhead projectors and interactive televisions or whiteboards (\$75,000), a network infrastructure upgrade at Center and Harrington Elementary Schools and McCarthy Middle School (\$376,220), and upgrades to the existing security camera system at Parker Middle School (\$45,000).

FY2018 Budget Presentation and Review

In February, the central office presented the FY2019 general fund operating budget to the School Committee, including net school spending compliance and comparable community analysis (academic performance, demographic, and financial). We highlighted the assumptions that underlie the FY2019 budget, including normal step and lane increases, special education tuition increases, regular education student transportation increases, funding to reinstate a full-time curriculum coordinator for English, two assistant principal positions to support the elementary schools, and funding to support a new elementary-level therapeutic program. The School Committee held public input sessions and reviewed district-level budget detail and a staff salary book that cross-walked salaries to the main budget document.

At the April town meeting, representatives once again asked thoughtful questions, received straightforward answers, and approved (138-4-2) the FY2019 funding request of \$59 million to support the Chelmsford Public Schools. As with the previous fall town

meeting, this was another step toward rebuilding trust in the financial processes and practices of the Chelmsford Public Schools.

Appointment of Harrington Elementary School Principal

In the spring of 2017, former Harrington Principal Michael LaCava informed us that he was leaving the district to pursue a position as K-12 Director of Performing Arts with the Wellesley Public Schools. Principal Michael LaCava had served at the Harrington School for seven years. We did not identify a permanent replacement for Principal LaCava at Harrington School for the 2017/18 school year during the formal search process that spring. Therefore, we changed direction and sought a candidate to serve as the acting principal of Harrington for the 2017/18 school year and planned to conduct a full search for a permanent replacement in the winter/spring of 2018. Mrs. Patricia Tobin served as the principal of Harrington School for the 2017/18 school year.

After a full search conducted during the spring of 2018 for a permanent principal, I selected Mr. Robert J. Asselin to serve as the next principal of Harrington Elementary School. In addition to the Interview Committee's strong approval of Mr. Asselin's combination of experience and qualifications for the position, his personal and professional references praised his work ethic, his collaborative and inclusive management style, his focus on educating the whole child (keeping students' academic, social, emotional, and physical needs at the center of decision-making), and his communication practices with students, parents, and staff. I am very excited that we were able to attract an experienced educator to this important position and look forward to working with Mr. Asselin and the Harrington community this year.

Appointment of Coordinator of English 5-12

The School Committee approved the restoration of the coordinator of English position in the FY2019 budget process. Due to budget issues, the district had eliminated the position during the 2014/15 school year. Since that time, the social studies coordinator for the district had been performing the work of both the English and social studies coordinators. Late this spring Ms. Abbey Dick was appointed to serve as the coordinator of English 5-12 for the Chelmsford Public Schools.

Abbey previously served as director of humanities in the Malden Public Schools. In that role, Abbey oversaw curriculum, instruction, assessment, and professional development for English, social studies, and several other departments in the district. Before that, she had taught grades 6-12 ELA, including co-teaching Advanced Placement language and literature. Abbey has also worked as a literacy specialist at DESE, where she learned about data analysis, assessment writing, grant evaluation, curriculum units, and the diverse needs of Massachusetts school districts. Although she enjoyed state-level education policy and learned many things, she missed working in a district and came back to the public schools as an English teacher and then administrator. Abbey is very

excited to join us in Chelmsford. During her interview process she referred to this position as her “dream job.”

Dual-Enrollment Programming: Partnership with Middlesex Community College

We formed an exciting partnership with Middlesex Community College to provide opportunities for Chelmsford High School students to earn college credits while working toward their high school diploma requirements. Work in preparation for the launch of this new dual-enrollment program was initiated last winter and will enable CHS students to earn high school and college credit in the following courses during the 2018/19 school year: Sociology, Exploring Early Childhood III, and Biotechnology I. Additional dual-enrollment courses and opportunities will follow as the program is implemented and expanded.

As I reflect on this past year, I see that we have accomplished much as we worked together. In addition to the developments already listed, we have taken steps to rebuild both the school community's and the greater Chelmsford community's confidence in the school department administration. I have worked closely with Town Manager Cohen and the members of his financial team to provide accurate and timely information on our budget to Chelmsford's boards. We closed the books on FY2018 with a positive fund balance, transferred the unexpended local budget appropriation to the circuit breaker revolving fund to help offset future unanticipated special education tuition costs, and set aside remaining school choice funds as a reserve for School Committee use. Much more work lies ahead, but I strongly feel we are continuing to move in the right direction. I am excited about our staff's past accomplishments in the district and look forward to a successful 2018/19 school year.

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 3, 2018
Re: 2017/2018 Superintendent's Evaluation Process

Below is a proposed timeline and process for conducting my evaluation for the previous 2017/18 school year.

Superintendent Evaluation Process

1. Superintendent submits a Year-in-Review Report and presents the highlights to the school committee at a public meeting. At the August 6th School Committee meeting members will have an opportunity to ask clarifying questions or request additional evidence/information.
2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report (by August 15) reviewing the report submitted by the superintendent as well as any other relevant evidence/information for the purpose of arriving at:
 - An assessment of progress on goals
 - A rating of the superintendent's performance on the Standards
 - An overall rating of the superintendent's performanceMembers will electronically send their evaluation report to Debbie Phillips by August 15. Debbie will compile a summary document and forward it to the Chair (Dennis).
3. The Chair (Dennis) drafts an End-of-Cycle Summative Evaluation Report. The Chair will:
 - Prepare a single summative evaluation based on the preponderance of individual ratings
 - The Chair sends the summative evaluation to committee members by August 20.
 - The school committee adopts a final End-of-Cycle Summative Evaluation Report (on agenda for August 21).

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

This timeline will allow us to review last year and move the discussion to the current (2018/19) school year. I am working on goals to present to the school committee on September 4th to guide my work for the coming year. To aid in your review and evaluation of my work, I have attached an evaluation rubric taken from MA DESE for the superintendent's evaluation. This rubric is to be completed by each individual member and then submitted individually to Debbie Phillips for compilation. The individual evaluations *are not public record* and *are not shared with the public*. The summative document (ratings and comments) that Dennis will compile as Chair based upon individual member ratings will become public record and will be shared with the public.

I have colored coded the rubric for you. Each box that is colored (yellow and green) requires a rating. It is recommended that you complete the yellow sections first and then review the ratings and go back and complete the green sections. The green sections are overall summative ratings for each area included in the yellow sections. I hope this make sense.

I am also available/willing to meet individually with any committee member that desires to review the work of this past year and assist in providing additional evidence of practice where it may be helpful. If you would like to schedule a time to meet, please reach out and we'll get together.

**End-of-Cycle Summative Evaluation Report: Superintendent
2017 - 2018 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p>				
<p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p>				
<p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p>				
<p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>				
Standard I: Instructional Leadership				
Standard II: Management and Operations				
Standard III: Family and Community Engagement				
Standard IV: Professional Culture				
Rate Overall Summative Performance				

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent
2017 - 2018 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Superintendent’s Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
<i>Overall Rating for Standard I</i>				
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent
2017 - 2018 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Superintendent’s Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.				
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				
<i>Overall Rating for Standard II</i>				
The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent
2017 - 2018 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Superintendent’s Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.				
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				
<i>Overall Rating for Standard III</i>				
The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent
2017 - 2018 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Superintendent’s Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.				
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				
Overall Rating for Standard IV				
The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.				

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent
2017 - 2018 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

NOTES:

CHELMSFORD PUBLIC SCHOOLS

Cheryl L. Kirkpatrick, Ed.D., Director of Personnel and Professional Learning
Office of Human Resources
230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100 Fax: (978) 251-5110
kirkpatrickc@chelmsford.k12.ma.us

TO: Dr. Jay Lang, Superintendent

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

DATE: August 2, 2018

RE: **Personnel Report: June 2018**

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes for the month of June, 2018. Thank you for sharing this report with the members of the Chelmsford School Committee.

Personnel Report - JUNE 2018

New Hires

Angell, Valerie

Teacher

Chelmsford High School

Effective date: 8/27/18

Belanger, Joanne

Paraprofessional

Parker Middle School

Effective date: 8/27/18

Borgen, Kimberly

Assistant Director of Business & Finance

Central Office

Effective date: 8/27/18

Cafarelli, John

Special Education Teacher

Chelmsford High School

Effective date: 8/27/18

Carnevale, Victoria

ELL Teacher

Parker Middle School

Effective date: 8/27/18

DeVillasante, Jorge

Spanish Teacher

Chelmsford High School

Effective date: 8/27/18

Donnell, Michael

Science Teacher

Chelmsford High School

Effective date: 8/27/18

Fallon, Danielle

Interim ELL Teacher

South Row Elementary School

Effective date: 8/27/18

Ramalho, Jayson

Assistant Principal

South Row & Center Elementary School

Effective date: 8/27/18

Sousa, Steven
Science Teacher
Chelmsford High School
Effective date: 8/27/18

Voronov, Julia
Science Teacher
Chelmsford High School
Effective date: 8/27/18

Resignations:

Bolton, Carolyn
Lunch/Recess Aide
McCarthy Middle School
Effective date: 6/22/18

Caples, Eric
Paraprofessional
Chelmsford High School
Effective date: 6/22/18

Dodds, Marsha
Lunch/Recess Aide
South Row Elementary School
Effective date: 6/11/18

Ellithorpe, Emily
Classroom Teacher
Byam Elementary School
Effective date: 6/22/18

Houle, Katherine
English Teacher
McCarthy Middle School
Effective date: 6/22/18

Leblanc, Julie
Speech Teacher
Center Elementary School
Effective date: 6/22/18

LoConte, Julie
Lunch/Recess Aide
Center Elementary School
Effective date: 6/22/18

Mascia, Lynne

Resource/Learning Teacher

McCarthy Middle School

Effective date: 6/22/18

Menezes, Judith

Paraprofessional

Chelmsford High School

Effective date: 6/15/18

Mostow, Kathryn

Spanish Teacher

Chelmsford High School

Effective date: 6/22/18

Ozanian, Ann

Guidance Counselor

Harrington Elementary School

Effective date: 6/22/18

Ritson, Amanda

Lunch/Recess Aide

Harrington Elementary School

Effective date: 6/22/18

Shaka, Katherine

Physics Teacher

Chelmsford High School

Effective date: 6/22/18

Thomas-Boyle, Lisa

Classroom Teacher

Byam Elementary School

Effective date: 6/13/18

Trainor, Tara

Classroom Teacher

Harrington Elementary School

Effective date: 6/22/18

Zouzas, Despena

Paraprofessional

Byam Elementary School

Effective date: 6/22/18

Retirements:

Bruyn, Peter

Science Teacher
Parker Middle School
Effective date: 6/30/18

Demers, Michael

Science Teacher
Chelmsford High School
Effective date: 6/30/18

Greenfield, Douglas

Technology Engineering Teacher
Chelmsford High School
Effective date: 6/30/18

LaGrange, Donna

Special Education Teacher
Chelmsford High School
Effective date: 6/30/18

Sandholm, Cynthia

English Teacher
Chelmsford High School
Effective date: 6/30/18

Slavich, Donna

Paraprofessional
CHIPS Program
Effective date: 6/30/18

Visniewski, Gale

Classroom Teacher
Harrington Elementary School
Effective date: 6/30/18

Assignment Changes:

Baker, Amy

(formerly Grade 6 Teacher at McCarthy Grade 2 Teacher at Harrington)
Grade 4 Teacher at Byam
Effective date: 8/27/18

Christine Carlson

(formerly Grade 8 Science Teacher at Parker)
Grade 7 Science Teacher at Parker
Effective date: 8/27/18

Guerra, Mary

(formerly Grade 6 Science & Math Teacher at McCarthy)

Grade 4 Teacher at Harrington

Effective date: 8/27/18

Kamenides, Lisa

(formerly School Nurse at CHS)

School Nurse at Parker

Effective date: 8/27/18

Kooken, Karla

(formerly Grade 2 Teacher at Byam)

Grade 3 Teacher at Byam

Effective date: 8/27/18

Renee Tiches

(formerly Special Ed Teacher K-1 at Byam)

Grade 2 Teacher at Byam

Effective date: 8/27/18

Waszak, Alison

(formerly Kindergarten Teacher at Byam)

Grade 1 Teacher at Byam

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 5, 2018
Re: Permission to Convert Position: Coordinator of Social Emotional Learning and Counseling Services

Attached is an updated posting for a proposed position for a Coordinator of Social Emotional Learning and Counseling Services to replace the current Coordinator of School Guidance position filled by Thomas Wright. Mr. Wright has resigned from his position in Chelmsford to accept a position as Assistant Principal of Groton Dunstable High School. Mr. Wright's last day in Chelmsford will be Wednesday August 8, 2018.

I feel it is timely with our district wide focus (Strategic Plan Goal No. 2) on students' social emotional health and well being to clearly articulate our vision for a coordinated effort to evaluate and provide responsive programming to meet the SEL needs of our students and staff. Mr. Wright and Ms. Katie Simes have taken the lead over the past year coordinating the SEL initiatives and programming throughout the district, however we have an opportunity to clearly articulate our vision for this work to be embedded and supported within our current positions we employ to support such services.

If the Committee approves this recommended job description conversion, I will work with the Chelmsford Administrators Association (CAA) to properly recognize this new title within the bargaining unit and advertise immediately given the 2018/19 school year is only a few weeks away. I would like to thank Assistant Superintendent Hirsch and Amy Reese, Director of Student Support Services, for their assistance in developing this proposed job description. As always, please feel free to contact me with any concerns and/or questions regarding this recommendation.

Coordinator of Social Emotional Learning and Counseling Services

Summary Description:

The Coordinator of Social Emotional Learning and Counseling Services provides oversight in matters related to Tiered Systems of Social and Emotional Supports district wide, including wrap-around services and community partnerships that support SEL initiatives district wide. The Coordinator heads the Department of Social Emotional Learning and Counseling Services and oversees all counseling and clinical services and staff district wide.

Qualifications:

- MA DESE Administrator's License
- A Master's Degree or higher in the field of Education, Psychology, School Counseling, Social Work or a related field
- A minimum of three years of leadership in a public school district, school or organization
- Extensive in-depth knowledge of social and emotional supports research, program evaluation, strategies, theories, techniques, and methods of instruction
- Experience designing and implementing social emotional learning and wellness curricula and supports as a pivotal aspect of student educational success using proactive and responsive models that are multi-tiered and differentiated
- Experience developing therapeutic programs and delivering therapeutic services in the public school setting
- Training in Responsive Classroom, Open Circle or similar evidence based approaches to linking academic success to social emotional learning
- Experience supervising professional staff
- Effective administrative and management skills, including budget management and grant writing
- Effective interpersonal and leadership skills
- Excellent communication (oral and written) skills, including the effective utilization of technology and information management tools
- Proven ability in curriculum development, supervision, organization and strategic planning

Key Responsibilities:

- Evaluate and build capacity for Pre-K-12 social emotional learning programs for the district
- Provide professional development training for district administrators and staff on topics such as, social and emotional learning, mental health disorders and the impact on learning and behavior, trauma-sensitive schools, Collaborative and Proactive Solutions (CPS), Tier 3 therapeutic programs, PBIS, restorative practices, crisis intervention techniques, and school refusal behavior
- Work collaboratively with district and building-based staff to develop an instructional vision for student success that integrates social emotional learning and wellness with rigorous instructional opportunities

- Set goals and benchmarks for ensuring successful social and emotional learning outcomes for students and ensure accountability for those outcomes
- Collaborate with the Director of Student Support Services and Assistant Superintendent of Curriculum, Instruction and Assessment to ensure that all schools have a vision and effective approach to developing students' personal development in key social emotional competencies
- Collaborate with the Coordinator of School Nursing Services to meet the basic health and mental health needs of families and students
- Oversee wrap-around services that are coordinated and provided to families as needed
- Collaborate and provide clinical consultation to administrators and educational staff
- Participate on relevant district teams and committees including the Wellness Committee, PBIS Teams, Child Study Team, Student Support Teams (SST), and Crisis Teams to assist in implementing multi-tiered systems of support district wide
- Lead and facilitate the district Social Emotional Learning (SEL) team
- Review and analyze the effectiveness of social skills curricula and its implementation
- Develop, facilitate and lead professional development activities for counseling and clinical services staff
- Coordinate, facilitate and oversee standardized testing at the high school level
- Coordinate, facilitate and oversee college and other post-graduate counseling initiatives performed by the high school counseling staff
- Seek, prepare, submit and administer grants received to support SEL initiatives district wide
- Collaborate as part of the Leadership Team of the Office of Student Support Services
- Evaluate and supervise staff as assigned by the Director of Student Support Services
- Perform such other duties as requested by the Director of Student Support Services

REPORTS TO: Director of Student Support Services

SUPERVISES: School counselors and clinical staff as assigned

TERMS of EMPLOYMENT: In accordance with the Chelmsford Administrators Association (CAA) Collective Bargaining Agreement



CHELMSFORD PUBLIC SCHOOLS

William Silver

Director of Information Communication & Technology Services

Department of Technology Central Administration Offices 230 North Road, Chelmsford, MA 01824

To: Jay Lang, Superintendent of Schools
From: William Silver, Director of ICTS
Re: Creation of ICTS Solutions Engineer Position

Backup, high availability, and efficiency, are words that are often used in technology discussions. Generally, these words are used in discussion about network and hardware assets when thinking about how to construct a network that can withstand a failure of some sort but continue to run. It is just as important to think about these terms in relation to our most important technology asset, staff.

The technology department has made many great strides over the past two years, and we expect to continue to meet the demands and exceed the expectations of our users for years to come. In order to make sure we are ready to continue providing excellence in support, it is imperative that we staff appropriately.

I would like to propose a new technology position that will be created from a presently vacant district wide technician position. This new position will handle general technician-based roles and functions but will also serve many other needs in the department. This new role will be called ICTS Solutions Engineer. Along with providing technical support to all school buildings, this role will focus in on other areas which are crucial to the district.

This position will become a backup to other existing roles in the department. This includes acting as an assistant to the ICTS Service Manager and becoming an understudy to the Student Database Manager. It is necessary and prudent to make sure that there is always someone available to step into a role and pick up any slack when needed. If there is something a technology department understands; it is always better to have a plan in the event of an outage, then to scramble when an outage occurs. If you work in this arena long enough you know that outages will happen, the key to surviving them is redundancy and a plan for something else to take over during the down time.

In addition to becoming the backup to greatly rely upon positions, this role will perform other very important functions.

One function will be to oversee all computer-based testing throughout the district. This list includes but is not limited to: adaptive diagnostic testing, ACCESS testing, and MCAS online testing. Each of these three tests require a skillset in both data management and networking along with the ability to train/mentor staff in the best practice approaches to administer and proctor these tests. This will require an individual with expertise





CHELMSFORD PUBLIC SCHOOLS

William Silver

Director of Information Communication & Technology Services

Department of Technology Central Administration Offices 230 North Road, Chelmsford, MA 01824

in the student information system, the various manufacturer test application programs (Pearson/WIDA), and the ability to run caching servers in both virtual and physical environments in order to meet the demands of the data transfer required by the test application software.

Another large function of this role will be creating a program that will take information from disparate data sources and pull them together into a real-time, easy to read, and user customizable dashboard. The idea of using data to make decisions is nothing new. The idea of making data easy to access and interpret is. For years, we have stressed the importance of using data to inform classroom instruction. Unfortunately, providing a way for teachers to obtain and interpret this data has been an area which lacks in most if not all K-12 school districts. The goal of this program will be to pull all of the pieces of data that tell us why a student is struggling (or doing well) and display them in a graphical format so that teachers can easily see which students require interventions regardless of whether those interventions are remedial or designed to push students to new levels of learning.

Finally, this position will create program solutions to deal with the needs of the department and/or district. Essentially, this staff member will be looking for ways to make things more efficient, then design and build applications to create the change required to become efficient. One thing that comes to mind right away is building an inventory system that can link to our help desk ticket system in order to have visibility into where hardware is in the repair process. Right now, the two systems are disparate, but a programmer or solutions engineer could reasonably tie the two data sets together with a program and allow us to keep much better track of where our inventory is during the repair process. I know there are other venues within the district who would benefit by having someone who can listen to an idea, and then write a program to facilitate the end result the requestor is looking for.

As you can see there are several needs which can be met by altering the district wide technician role, adding more responsibility, and hiring a technology expert that has a set of skills that align with the vision for this role. Ultimately this position will enhance the great work that already exists in the technology department and will help push us to new levels of efficiency and effectiveness.

As mentioned earlier, we have a vacant Computer Technician position in the district that I would recommend be converted to the new ICTS Solutions Engineer position. The salary (\$ 47,754) from the technician position





CHELMSFORD PUBLIC SCHOOLS

William Silver

Director of Information Communication & Technology Services

Department of Technology Central Administration Offices 230 North Road, Chelmsford, MA 01824

is proposed to be augmented with the “software” line item(\$ 25,000) contained in the Curriculum Directors (2110) line item which was budgeted for work to develop data dashboards for staff. The new ICTS Solutions Engineer will be charged with developing this staff resource.

Recommended Budget Transfer:

I recommend the school committee approve the transfer of \$ 25,000 from the Curriculum Directors (2110) – Software line item to the Districtwide MIS (1450) – Technology Office Staff line item.



Chelmsford Public Schools

Job Description

Job Title:	ICTS Solutions Engineer	FTE:	1.0
Location:	Central Administration	Reports to:	Director of Information Communication and Technology Services
Qualifications:			
<p>The ideal candidate will be a self-motivated, goal oriented, technically skilled individual who can demonstrate a desire to support end users with current technology tools, and build new tools as needed to meet the demands of the district.</p> <p>This position requires excellent verbal and written communication skills. The candidate must know how to work both as part of a team and independently and communicate effectively.</p> <p>This position will also act in the capacity of a district wide technical resource to staff and students, and also serve as a backup to both the ICT Service Manager and the Student Database Manager. In addition, this position will be responsible for all online testing including caching servers, setup/configuration/scheduling/training/device preparation assistance for all online tests (i.e. ACCESS, MCAS).</p> <ol style="list-style-type: none"> 1. Degree in computer science or equivalent preferred. Will also consider work experience in the educational technology field or other technical work. 2. Minimum five (5) years' experience supporting technology in the educational setting, and expertise in hardware/software/databases/management systems in a multi-platform environment. 3. Problem solving proficiency. Must be able to accurately identify inefficiencies and design systems to improve efficiency. Must have extensive experience with data programs (Student information Systems), Excel, File Maker Pro, SQL. 4. Must have solid communication skills and possess the ability to talk with a wide range of users in basic terms. 5. Demonstrated ability to work as a productive member of a technology team with willingness to develop new skills and understanding to keep abreast of emerging technologies. 6. Experience with information security best practices. 7. Solid understanding of data communications technologies and network protocols including TCP/IP, FTP, SFTP, HTTP, HTTPS, DNS. 8. FileMaker Pro database creation and GUI design is a must for this position. 9. Dashboard design with tools like Tableau highly desired. 10. Experienced using Pearson testing management system and populating this system with data from a student information system. 11. Experience with WIDA testing environment, and configuration of testing platform. 12. Experience with the following: <ol style="list-style-type: none"> a) Windows Server 2012R2 b) Mac Server c) MDM Systems (i.e. JAMF, SCCM, Google Management) 			

- d) Google – G Suite
- e) Chromebooks/Chromeboxes enrollment/powerwashing etc.
- f) Google Cloud Print & MS Print Server technologies
- g) Various network broadcast technologies (i.e. Bonjour)
- h) Follett X2 (Aspen) Student information System or equivalent
- i) SSO/LDAP Connection/GADS etc.
- j) S2 Camera/Door security or equivalent
- k) DNS Management/Configuration
- l) Data extraction/manipulation from multiple sources to produce reports/exports for other systems.
- m) File Maker Pro server experience.
- n) Tableau server experience.

Responsibilities:

- 1)** Design and develop dashboards using FileMaker pro using data sets from a wide array of programs.
- 2)** Work with administrators, curriculum coordinators, database managers to develop the look and feel of dashboards.
- 3)** Extract data from various sources (MA DESE, X2, i-Ready, etc.) to populate areas of the dashboards, and be able to set up conditional formatting to give end users an easy to read overview of student/school/district performance standards.
- 4)** Management and administration of Mac servers and clients.
- 5)** Triage and repair common PC/Mac/Printer/Chrome devices issues.
- 6)** Assist with MDMs (Google/Apple)
- 7)** Maintain proper documentation on all software solutions. Write user guides for end users.
- 8)** Manage a software platform to review and report data access and changes.
- 9)** Responsible for proper working functionality of PA systems at all schools.
- 10)** Maintain caching servers for online testing (ACCESS/MCAS).
- 11)** Oversee the internal technology needs and scheduling needs of buildings to successfully run online testing.
- 12)** Install, maintain, and update computer hardware and software as required
- 13)** Provides technical support to users as needed.
- 14)** Assists Network Administrator, Service Manager, and Student Database Manager as required
- 15)** Any other duties/tasks assigned by the Director of ICTS.

Terms of Employment/Work Year):

Full Time

Annual Salary Range: \$ 74,000 - \$ 82,000

Date:

9/1/2018

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 3, 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 G**, Personnel, and **Section H**, Negotiations for the full school committee to review and approve at the regular meeting on August 7, 2018.

SECTION G

PERSONNEL

GA	PERSONNEL
GBA	EQUAL EMPLOYMENT OPPORTUNITY
GBEA	STAFF ETHICS / CONFLICT OF INTEREST
GBEB	STAFF CONDUCT
GBEBC	GIFTS TO AND SOLICITATIONS BY STAFF
GBEBD	ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING
GBEC	DRUG-FREE WORKPLACE
GBED	TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS PROHIBITED
GBGB	STAFF PERSONAL SECURITY AND SAFETY
GBGE	DOMESTIC VIOLENCE LEAVE
GBGF	FAMILY AND MEDICAL LEAVE
GBI	STAFF PARTICIPATION IN POLITICAL ACTIVITIES
GBJ	PERSONNEL RECORDS
GBK	STAFF COMPLAINTS AND GRIEVANCES
GCA	PROFESSIONAL STAFF POSITIONS
GCBA	PROFESSIONAL STAFF SALARY SCHEDULES
GCBB	EMPLOYMENT OF PRINCIPALS
GCBC	PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

GCE	PROFESSIONAL STAFF RECRUITING / POSTING OF VACANCIES
GCF	PROFESSIONAL STAFF HIRING
GCG	SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT
GCI	STAFF DEVELOPMENT
GCJ	PROFESSIONAL TEACHER STATUS
GCK	PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS
GCO	EVALUATION OF PROFESSIONAL STAFF
GCQD	RESIGNATION OF PROFESSIONAL STAFF MEMBERS
GCQE	RETIREMENT OF PROFESSIONAL STAFF MEMBERS
GCQF	SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS
GCRD	TUTORING FOR PAY
GDA	SUPPORT STAFF POSITIONS
GDB	SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS
GDD	SUPPORT STAFF VACATIONS AND HOLIDAYS
GDO	EVALUATION OF SUPPORT STAFF
GDQC	RETIREMENT OF SUPPORT STAFF MEMBERS
GDQD	SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

PERSONNEL

Education is a human enterprise. All educational goals are directly or indirectly related to the development of students and are implemented by people: teachers, parents, professional support personnel, administration, and policy makers.

Effective personnel management is founded in clearly established policies and procedures on the hiring of employees, development of their professional skills, personnel conduct, health and safety considerations, supervision, and evaluation. As a result, the Chelmsford School Committee is committed to:

- hiring the most qualified personnel who will provide the greatest opportunity in meeting the mission of our schools
- supporting our personnel with professional development activities that maintain high quality performance
- supervising and evaluating our professional staff to ensure effective practice
- conducting fair and comprehensive contract negotiations with organized labor unions and associations

SOURCE: Chelmsford

EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC March 2018

LEGAL REF.: M.G.L. 151B:4;
BESE Regulations 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination;
JFABD, Homeless Students Enrollments Rights and Services

STAFF ETHICS / CONFLICT OF INTEREST

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Every two years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the Municipal or District Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, and the procedures designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing procedures and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc.), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

SOURCE: MASC December 2012

Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00

CROSS REFS.: KHA, Public Solicitations in the Schools
JP, Student Donations and Gifts

Chelmsford Public Schools

ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy (KCD). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Communication, Information and Technology Services or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23;
Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;
GBEBC, Gifts To and Solicitations by Staff;
KCD, Public Gifts to Schools

SOURCE: MASC February 2018

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

DRUG-FREE WORKPLACE

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC March 2016

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: IHAMB, Teaching about Drugs, Alcohol, and Tobacco
[JICH](#), Drug and Alcohol Use by Students

TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.

Staff members who violate this policy will be referred to their immediate supervisor.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 71:37H

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the municipality's employee assistance program.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:54; 71:55C

CROSS REFS.: EB, Safety Program

DOMESTIC VIOLENCE LEAVE

It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

- (i) the employee, or a family member of the employee must be a victim of abusive behavior;
- (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling, victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and
- (iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists, the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

- (1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;
- (2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;

- (3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;
- (4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt; or has been convicted of, or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;
- (5) medical documentation of treatment as a result of the abusive behavior;
- (6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;
- (7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

- (i) requested or consented to, in writing, by the employee;
- (ii) ordered to be released by a court of competent jurisdiction;
- (iii) otherwise required by applicable federal or state law;
- (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
- (v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse', 'abusive behavior', 'domestic violence', 'employees' and 'family members' may be found in the laws referenced below.

SOURCE: MASC October 2014

LEGAL REF.: M.G.L. 149:52E; Section 10
Chapter 260 of the Acts of 2014

NOTE: The School Committee should seek the advice of counsel, deliberate, and determine whether or not to change the following language in the first paragraph as the School Committee, in consultation with the Superintendent, may choose to 1) make this type of leave paid or unpaid, and 2) make an employee exhaust other leave options or not:

“The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.”

Additionally, the statute does not require that employers with less than 50 employees provide this leave.

FAMILY AND MEDICAL LEAVE

The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, procedures setting forth the rights and procedures granted by the Act, and shall ensure compliance with those procedures either personally or by delegation, or by some combination of personal oversight and delegation.

SOURCE: MASC

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 55; 71:44

PERSONNEL RECORDS

Information about staff is required for the daily administration of the school district, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's educational reporting requirements. To these ends, the School Committee authorizes and directs the Superintendent to develop and implement a comprehensive and efficient system of personnel records maintenance and control under the guidelines which follow:

1. The personnel file shall be accurately maintained in the central administrative office for each present and former employee. These files shall contain applications for employment; references; and records relative to compensation, payroll deductions, evaluations, and such other matters as may be considered pertinent to the purposes of this policy as cited above.
2. The Superintendent shall be the records manager for personnel files and shall have the overall responsibility for maintaining and preserving the confidentiality of the files. The Superintendent may, however, designate another official to perform the duties of records management on the understanding that this official is to be held responsible for granting or denying access to records on the basis of these guidelines.
3. Personnel records shall be considered confidential and not be open to public inspection, and access to files shall be limited to persons authorized by the Superintendent to use the files for purposes of this policy as cited above. No other persons or agencies may have access to information in a staff member's file except (a) when the staff member has given written consent for the release of specific information to a specific person or agency or (b) when such information is subpoenaed or ordered for release by a court of law.
4. A staff member may have access to his/her own personnel file at all reasonable times (i.e., during regular school hours) but with the exception that access will not be granted to references provided to the district on a confidential basis prior to employment. The right of access includes the right to make written objections to any information contained in the file. Any written objection must be signed by the staff member, and it shall become part of the staff member's file.
5. No negative comment shall be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include his/her written response in his/her file.
6. Lists of district employees' names and home addresses shall be released only to governmental agencies as required for official reports.

LEGAL REFS.: M.G.L. 4:7; 71:42
Negotiated Agreements.

SOURCE: Chelmsford

STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.
3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 150E:5 and 8

CONTRACT REFS.: All Contract Agreements

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school system will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

SOURCE: MASC

NOTE: Job descriptions for professional staff positions are available for review in the office of the Superintendent.

PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

Administrators

Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:40; 71:43

CONTRACT REF.: Teachers' Agreement

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current licensure, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

SOURCE: MASC September 2016

LEGAL REF: M.G.L. 71:41; 71:59B

PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

SOURCE: MASC September 2016

LEGAL REF.: Collective Bargaining Agreement

PROFESSIONAL STAFF RECRUITING / POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has licensure and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC September 2016

LEGAL REFS.: Collective Bargaining Agreements

PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children of Chelmsford.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

SOURCE: MASC March 2018

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45
Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994
BESE Regulations 603 CMR 7:00, 26.00, and 44:00

NOTE: School Committees may determine the size and composition of the screening committee.

SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The school system will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.

The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the School Committee.

SOURCE: MASC

STAFF DEVELOPMENT

The School Committee encourages professional employees to pursue studies and participate in activities that will increase their competencies and their contribution to the educational program and promote excellence in the Chelmsford Public Schools. Among the means for professional growth which the Committee may authorize, support, and provide are high quality professional staff development programs that are in accordance with the priorities of the Board of Elementary and Secondary Education:

- Planned in-service programs within the school system;
- Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings;
- Professional leaves of absence for study, research, or travel related to the field of employment;
- Partial payment of tuition for approved courses.

The Superintendent will have authority to approve or deny released time for conferences and visitations, and reimbursement for expenses, provided such activities are within budget allocations for the purposes. Committee approval will be required for scheduling in-service programs necessitating any alteration in the school day or school calendar.

For pertinent information, refer to the appropriate negotiated agreement(s).

SOURCE: Chelmsford

PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base his/her decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by **June 15** or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he/she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he/she is not legally qualified.

Established by law and Committee policy

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The basic consideration in the assignment of professional staff members will be the needs of the students and the instructional program.

Therefore, the assignment and transfer of professional staff members will be accomplished by the Superintendent on the basis of the employee's qualifications, the needs of the school system, and the employees' expressed desires.

Care will be exercised by the Superintendent to assure that all schools are staffed with effective teachers.

Within an individual school, the building administrator will have the authority to assign classes and courses, provided this is done with full regard for the teacher's area of licensure and the policies delineated above.

SOURCE: MASC

CONTRACT REF.: Teachers' Agreement

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established by the School Committee. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations;
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program;
3. The application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor initiated observations, and teacher initiated observations.

The evaluation record should be specific in terms of the person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B
603 CMR 35:00

CONTRACT REF.: Teachers' Agreement

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Professional staff members may discontinue their service in the school system during the school year by submitting a written notice of intent to resign to the appropriate hiring authority.

Such written notice of intent to resign will be given to the Superintendent. The staff member will be notified in writing of the Superintendent's action on the resignation.

When a resignation is accepted by the Superintendent the employee may be expected to continue in service at his or her assigned duties for a period of 30 days after submission of the resignation.

SOURCE: MASC

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

Annually, the Superintendent will inform the Committee of the professional staff members who have indicated their intention to retire at the end of the current school year. No further School Committee action is necessary unless approval is needed for the payment of or participation in continued local benefits.

SOURCE: MASC

LEGAL REF.: Age Discrimination in Employment Law, P.L. 95-256

CONTRACT REF.: Teachers' Contract

NOTE: Under Massachusetts law (Teachers' Retirement Act), all professional personnel participate in a teachers' retirement plan, which provides several options on time of retirement and benefits granted to those who retire. It also sets limitations on the number of days a retired employee may be re-employed annually on a temporary basis by the school system. Temporary employment up to 90 days or 720 hours per calendar year is permitted at the discretion of the employer.

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, he or she will:

1. Be certain that each such case is supported by defensible records;
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual;
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit;
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the Superintendent is taking is dismissal or suspension;
 - b. State the reason for the suspension or dismissal;
 - c. Guarantee that all procedures will be in accordance with due process of law;
 - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:42; 71:42D

TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

A teacher cannot recommend that one of his or her own students get tutoring, and then be paid to tutor that same student in a second job.

A teacher may not tutor students who are currently in his/her class. Even if the teacher does not recommend that the current student receive private tutoring, the teacher should not tutor current students.

Teachers and other public employees may not approach a student, or the student's parents, seeking private tutoring work. A teacher may provide tutoring when the relationship is initiated by the parents or a student, but, if the student is, or in the future may be, under the teacher's authority, the teacher will need to provide a written disclosure.

A teacher cannot use school resources such as classrooms or materials in connection with a private tutoring business. A public school employee cannot use a school or district website to advertise private tutoring services. Schools cannot send home brochures for a particular tutoring service with the children.

Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Principal may give the parents a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he or she is to be tutored.

Tutoring for pay is not to be done in the school building.

LEGAL REF: M. G. L. 268A Mass. Ethics Commission FAQs for Public School Teachers

SOURCE: MASC 2013

NOTE: A teacher cannot tutor in their own district if the district is going to pay for the tutoring unless the district has included a provision in the teachers' collective bargaining agreement providing a set amount of extra pay for tutoring by teachers that will be included in the teachers' regular paychecks.

SUPPORT STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the school system must participate intelligently and effectively for the benefit of the children. This school system will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the Committee. In each case, the Superintendent will submit for the Committee's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the Committee may abolish a position it has created.

SOURCE: MASC

SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

In establishing rates of pay and levels of compensation for support staff personnel, the School Committee will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the school department.

Compensation plans will be reviewed annually for all categories of staff. Such review, where applicable, will be carried out in connection with negotiations with representatives of recognized bargaining units. The master agreements with these units will be considered appendices to this manual and will have the full force of School Committee policy.

The School Committee will set the rates of pay for personnel not covered by collective bargaining agreements.

Overtime

For personnel not covered by collective bargaining agreements, employees will be paid overtime wages for work performed in excess of 40 hours in a work week. In counting hours for the purpose of allowing overtime work and pay, supervisors will consider vacation time and holidays as time worked. Every effort must be made to minimize overtime by scheduling duties during the regular workday. Overtime will be authorized only by the Superintendent and only to cover emergency situations. All such work will be assigned on a fair and equitable basis.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:38

CONTRACT REFS.: All Contracts

SUPPORT STAFF VACATIONS AND HOLIDAYS

Holidays

The school calendar, as adopted by the School Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.

Employees who work on a 12-month basis will be granted paid holidays on all legal holidays and such other holidays as designated by the School Committee. They will also be expected to report to work during school recess periods unless days during these periods are considered official and designated as paid holidays by the Committee.

To qualify for holiday pay, the employee must be at work on the day before and the day following the holiday, unless his/her absence is approved on the basis of current leave policies.

Vacations

The vacation year is July 1 through June 30, and employees hired prior to July 1, 2017 are eligible for up to 20 days paid vacation. Employees hired after July 1, 2017 will be eligible for vacation as follows, unless their employment agreement states otherwise:

<u>Continuous Service Period</u>	<u>Vacation Days</u>
Year one through year four	10 days
Year five through year nine	15 days
Year ten and beyond	20 days

In the first year of employment, vacation will be pro-rated based on the date of hire.

SOURCE: MASC

LEGAL REFS.: M.G.L. 4:7; 136:12

CONTRACT REFS. All support staff contracts

EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.

The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.

Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.

SOURCE: MASC September 2016

CONTRACT REFS.: All support staff agreements

NOTE: Evaluation is an area in which many negotiated agreements contain information directly related to policy. The "contract reference" was added to this policy by the school system to direct the user of the manual to pertinent statements in the negotiated agreement. This type of referencing is only one method for dealing with the content of such agreements.

RETIREMENT OF SUPPORT STAFF MEMBERS

All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.

Periodically, the Superintendent will present to the Committee the names of support staff members who have indicated their intentions to retire.

SOURCE: MASC

LEGAL REFS.: Age Discrimination in Employment Law, P.L. 95-256

SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

In the event of failure to perform as required, the Superintendent may immediately suspend or terminate employment depending upon agreement language.

Support staff employees may or may not be given prior notice of their dismissal, depending upon the circumstances.

The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend/remove employees from their individual assignments.

SOURCE: MASC September 2016

SECTION H
NEGOTIATIONS

- HA** **NEGOTIATIONS GOALS**
- HB** **NEGOTIATIONS LEGAL STATUS**
- HF** **SCHOOL COMMITTEE NEGOTIATING AGENTS**

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

SOURCE: MASC

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

“ shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.”

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 150E:1 et seq.

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for his/her services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. He/she will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. He/she will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
 - d. He/she will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37E

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 4, 2018

Re: Hosting of On-Line Approved School Committee Policy Manual

At the request of the Committee at the 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 out about every 6 weeks or so. At the end of the policy review process, MASC delivers a paper copy and MS Word files of the updated NEPN coded manual. The cost for this process is \$10,500. At the August 2, 2018 Policy Subcommittee meeting, we completed the review of the policy manual and Mr. Gilbert is now incorporating the final changes for presentation to the Committee for final adoption.

The second contract was for the MASC on-line hosting service (Policy21). MASC would take our completed MS Word files and convert them into our database format and host our manual on-line for us. MASC would provide a link for us to put on our website to access the manual. In the future, anytime we make a policy change we send it to MASC and they update the on-line manual. The cost for this service is \$3,500 for the first year (cost of conversion plus first year hosting and updates) and \$950 (hosting and updates) for the second and subsequent years. MASC does not bill for the on-line contract until the policy manual is up on-line regardless of when the contract is signed.

We do not have the capability to host the policy manual as recommended without purchasing a new software application for hosting the policy manual. We have the information and cost for MASC to host the policy manual for us as referenced above. I reached out to a competing vendor and inquired about pricing for their product, BoardDocs. Attached is a correspondence from the BoardDocs representative, a proposal, ADA compliance, and technical specifications for their product.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

The BoardDocs product is more expensive than the MASC hosting service and after discussing the pros/cons of the BoardDocs product with Michael Gilbert of MASC, I learned that MASC is the sales agent in Massachusetts for BoardDocs. A copy of the e-mail from Michael Gilbert is attached for your review. Therefore, we would have to go through MASC to purchase BoardDocs if we elected to pursue that product. Given this information and the fact that MASC currently hosts the on-line policy manual for over 75 school districts in the Commonwealth, I recommend the Committee vote to host the approved Chelmsford School Committee Policy Manual through MASC for the cost of \$3,500 for the first year (cost of conversion plus first year hosting and updates) and \$950 (hosting and updates) for the second and subsequent years.

Attached is the MASC on-line hosting service (Policy21) contract for review and approval at the August 7, 2018 regular meeting of the school committee. I recommend the school committee vote to authorize Chair Dennis King to enter into the agreement with the MASC for the on-line hosting service.

AGREEMENT FOR PARTICIPATION IN THE MASC “POLICY21”© PROGRAM
Massachusetts Association of School Committees
Online Policy Services
CONTRACT

This agreement, made and entered into this 11th day of September, 2017, by and between the Massachusetts Association of School Committees (hereinafter referred to as MASC), and the Chelmsford Public Schools (hereinafter referred to as School District).

This contract as written and offered by MASC, becomes null and void if not signed and returned to MASC by the School District within 90 calendar days of the date of transmission to the School District as determined by postmark of the United States Postal Service (if mailed,) date of record on a facsimile transmission (if Faxed,) date of record of an email transmission (if sent via electronic mail,) or signed and dated verification of receipt if delivered by hand.

In consideration of the mutual promises contained herein, and other valuable consideration, MASC and the School District agree as follows:

MASC agrees to publish the School District’s Policy Manual of up to 600 pages in length, in single spaced format, on a website dedicated to the School District. The site may be password protected at the request of the School District with a user name and password established and issued by MASC. It is understood that the site will be intended for access, mainly, through a standard browser via a standard PC or MAC with sufficient memory to operate the program. Should the School District manual exceed 600 pages, additional pages, in increments of 1 up to 50 pages, may be added at a cost of \$200.00 for each additional 1 - 50 page increment.

Please indicate your preference regarding **password protection**:

_____ **Yes**, please provide user name and password protection at this time.
We understand that we may remove the password protection later if we so desire.

_____ **No**, we do not desire password protection at this time. We understand that we may add password protection of the published manual later if we so desire.

The School District Policy Manual being published on the website through this contractual agreement with MASC shall:

- Be copyrighted to MASC with full rights to the School District to use the manual for specific School District purposes, including copying, hard copy distribution, and public consumption within the School District and School District community.
- Be published with the specific understanding that the School District is prohibited from selling, distributing, for other than School District purposes, or duplicating, by any means,

for other than specific School District purposes, or profiting, in any way, from the publication of the manual on the Internet through the services of MASC.

- Contain multiple search capabilities by key word, phrase, policy number, etc.
- Display, at the request of the School District, the School District “Logo” or letterhead, names of key School District officials, and the names, if requested, of School Committee Members, and other basic School District demographic information as requested by the School District. An HTML link to the School District’s main webpage may be included at the request of the School District at no extra cost.
- Provide hot link references to legal citations from the Massachusetts General Laws.
- Allow direct printing of any document from the site without need for copying, pasting, or transcription.
- Be protected from outside “hacking” or interference insofar as current technology can make such a warranty.
- Provide redundancy through regular back-ups secured off site to be retrievable in the event of an unanticipated shutdown or natural catastrophe.

MASC shall:

- Provide unlimited changes or updates to the on-line manual per the annual hosting agreement.
- Be available to the School District by personal telephone contact for questions, concerns, or problem troubleshooting during normal business hours of MASC, Monday through Friday, or via email to **mgilbert@masc.org** during normal business hours.
- Provide, if requested, one, one-hour training session for School District staff on the use of the Policy21© service at no added cost to the School District. Additional training sessions, if requested, shall be billed at the hourly rate of \$100.00.

The School District agrees that it will:

- Provide MASC with the Board’s existing policies, if needed or requested by MASC, in a Microsoft Word format, as well as other materials, if any, as requested, by MASC within 20 days after the signing of this contract.
- Furnish administrative assistance and information to MASC as requested and in a timely manner.
- Recognize that MASC cannot offer an express or implied warranty for the services provided, and hold MASC harmless for any damages caused by any policy, contract, advice, or other consulting services rendered pursuant to this agreement.
- Understand that this contract is, initially, for a two (2) year subscription to the MASC POLICY21© service, and agrees to pay MASC for the second year’s annual “hosting fee”

even if electing to cancel participation in the POLICY21© service prior to the expiration of this agreement. Following the second subscription year, MASC reserves the right to increase the annual “hosting fee” for the third or subsequent years. Notice of any increase in the “hosting fee” will be given to the School District at least thirty (30) days before the billing comes due for the third or subsequent year(s).

- Furnish MASC with any “update” materials via email attachment, or on disk, in Microsoft Word format. Documents submitted in other than Microsoft Word format may be subject to a conversion charge as determined by MASC.
- To allow MASC to use the name of the School District for purposes of advertising or promotion of the POLICY21© service at no charge to MASC.

The MASC *basic set-up* charge, which includes the first year’s “hosting fee,” to the School District for publication of its bylaw and policy manual via the POLICY21© service is **\$3,500.00 (THREE THOUSAND, FIVE HUNDRED DOLLARS)**.

The *actual* cost charged to the School District shall also include the following:

- The School District agrees to pay MASC for addition training sessions, initial pages beyond 600, or conversion charges as per the rates quoted herein.

The *actual* cost to the School District for the POWER service will be: \$3,500.00 + (Pages beyond 600 in 1 -50 page increments) + (Additional training sessions) + (Conversion charges for non-Microsoft Word documents) = *Actual Cost*.

The School District further agrees to pay MASC according to the following schedule:

100% of the *Basic* cost (**\$3,500.00**) due upon return of this signed and dated contract unless otherwise mutually agreed. A separate invoice will be sent by MASC once this contract has been returned.

Balance of the *Actual* cost, if any, due within 45 days of date the School District’s manual is made accessible to the School District on the Internet via the POLICY21© service.

100% of the annual “hosting fee” for the second year of the POWER service within thirty (30) days of billing by MASC. The “hosting fee” for the second year of this agreement is set at **\$950.00 (NINE HUNDRED FIFTY DOLLARS)**. This will be billed 30 days prior to the beginning of the second year.

The parties, further, mutually agree as follows:

- The web-based manual, including exhibits and forms, pursuant to this agreement, is the work product and the sole and exclusive property of MASC, subject to copyright by MASC. The School District is granted a license to edit, copy, and use said web-based manual exclusively for its own purposes as set forth herein above.

- In the event the School District should elect to discontinue the Policy21© service beyond the initial second year of this agreement, and, later, decides to re-enroll in the POLICY21© program in a subsequent year, the School District will be required to pay MASC another set-up fee at the rate established by MASC at the time of the re-enrollment in the POLICY21© service.

In witness whereof, the parties hereto have executed this Agreement as of the date written above.

Chelmsford Public Schools

Massachusetts Association of School
Committees

By: _____

By: _____

Title: School Committee Chair

Michael J Gilbert
Field Director

From: [Mike Gilbert](#)
To: [Lang, Jay](#)
Subject: RE: BoardDocs ?
Date: Thursday, May 10, 2018 2:23:36 PM

Jay,

Here is the deal with BoardDocs. MASC is the exclusive sales agent for Massachusetts. We have 3 school districts that are using BoardDocs LT (Narragansett Regional, Plainville, and Northeast Metro Tech) and 2 districts that have BoardDocs Pro (Bristol Plymouth VT and Southeastern VT). The cost for BoardDocs LT is \$2700 per year and for BoardDocs Pro the cost is \$9K per year.

You can certainly check with any of these districts with regards to their experience. As far as other options, I think most districts manage their agendas in GoogleDocs, Word, or Adobe Acrobat Pro (I think the license fees for education versions of these software packages can be had for less than \$100 per year through places like Tech Soup who provide a conduit for donations from major Tech companies). For policy hosting, MASC does have an online hosting service. We would take your manual's Word files when we finish the manual and load those into a database at our third party partner. This makes your manual available to all at any time on any devices, even if your website is down. The manual is both word and phrase searchable. We link all legal references to online statutes and regulations where available. We link all cross references to other policies. We currently host about 75 district manuals. You can take a look at the district's we host and the format of the manuals on our website under policy services. Our fee for this service is a first year fee of \$3500 that includes the conversion costs as well as the first year hosting costs and unlimited updates. Second and subsequent year costs are \$950 a year which includes hosting and unlimited updates.

Mike

Michael J Gilbert, Field Director
Mass. Association of School Committees
One McKinley Square Boston, MA 02109
www.masc.org mgilbert@masc.org
(office)1-800-392-6023 (cell)1-508-277-6011

"Your representative owes you, not his industry only, but his judgment; and he betrays instead of serving you if he sacrifices it to your opinion."

"All government, indeed every human benefit and enjoyment, every virtue, and every prudent act, is founded on compromise and barter."
Edmund Burke

From: [Cheryl Domby](#)
To: [Lang, Jay](#)
Subject: BoardDocs/Chelmsford Pro Proposal
Date: Friday, April 27, 2018 10:07:49 PM
Attachments: [Chelmsford Pro Proposal.pdf](#)
[ADA Compliance BoardDocs.pdf](#)
[BoardDocs Technical Information 2017 \(3\).pdf](#)

Hi Dr. Lang,

It was a pleasure talking with you this week. Attached is the MASC BoardDocs PRO pricing.

References in MA:

Narragansett Regional School District	Baldwinville
Plainville Public Schools	Plainville
Southeastern Regional Vocational School District	SOUTH EASTON
Northeast Metropolitan Regional Vocational School District	Wakefield
Bristol-Plymouth Regional Technical School	Taunton

Goal Reporting Export is done through HTML, and I will try to get you more information soon on this feature.

Have a great weekend and let me know if you need anything additional or set up a board demo, I'm here to help.

Kindest Regards,

Cheryl Domby
eGovernance Coordinator
cdomby@BoardDocs.com
404-865-1278 x 3554



Executive Overview

Introduction

MASC BoardDocs® is a state-of-the-art, cloud-based Board Management Service from Emerald Data Solutions™ and MASC. Developed specifically for public governing bodies, BoardDocs provides a means of immediately publishing and revising agenda items, supporting documents, and policies and procedures via the Internet. Staff Members can quickly and easily create, approve and track agenda items and other correspondence. MASC BoardDocs services offer governing bodies a simple way to eliminate paper-based and less advanced electronic processes while maintaining a searchable, legal repository for all documents.



BoardDocs improves governance by making documents readily available to governing bodies, designated staff and the public in a professional, easy-to-access format. Staff maintains total control over who sees what information - and when. Governance stakeholders have immediate and ubiquitous access to their data via most Internet-connected devices. No third-party apps are required because BoardDocs is platform-independent and looks, feels and functions the same across both mobile and stationary devices.

MASC BoardDocs goes far beyond email, PDF quick-fixes and general-purpose cloud services like Google Drive. It is a turn-key, state-of-the-art solution that includes all supervision, labor, materials, hosting, hardware, licensing, training, technical support, upgrades and documentation necessary to implement and maintain an effective electronic board document management system. With BoardDocs, there's no need to incur the cost of purchasing and supporting a thick client infrastructure; the organization need only provide Internet-connected devices to access the service.

Benefits Summary

In addition to dramatic improvements in governance processes and board effectiveness, our subscribers consistently report substantial annual cost savings, time-of-staff savings of up to 75%, increased transparency with stakeholders and multiple environmental benefits.

BoardDocs Pro Formal Proposal

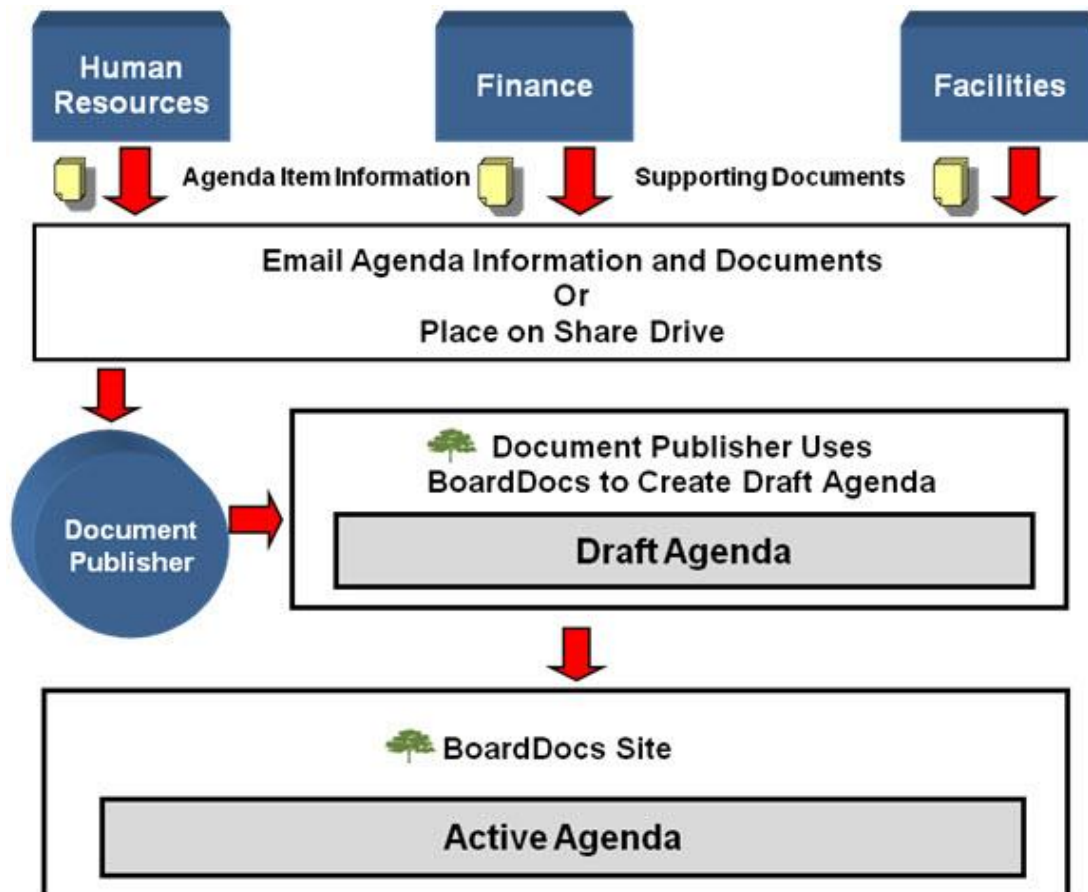
Document Submission, Creation and Publishing

With MASC BoardDocs, the people that create the packet are the ones who manage it. And, since BoardDocs services provide centralized data storage, stakeholders can always be confident that there is only one valid copy of agenda information to be viewed or managed. There is no confusion regarding whether or not the information being viewed is current, because everyone is looking at the same documents.

Document Submission Options

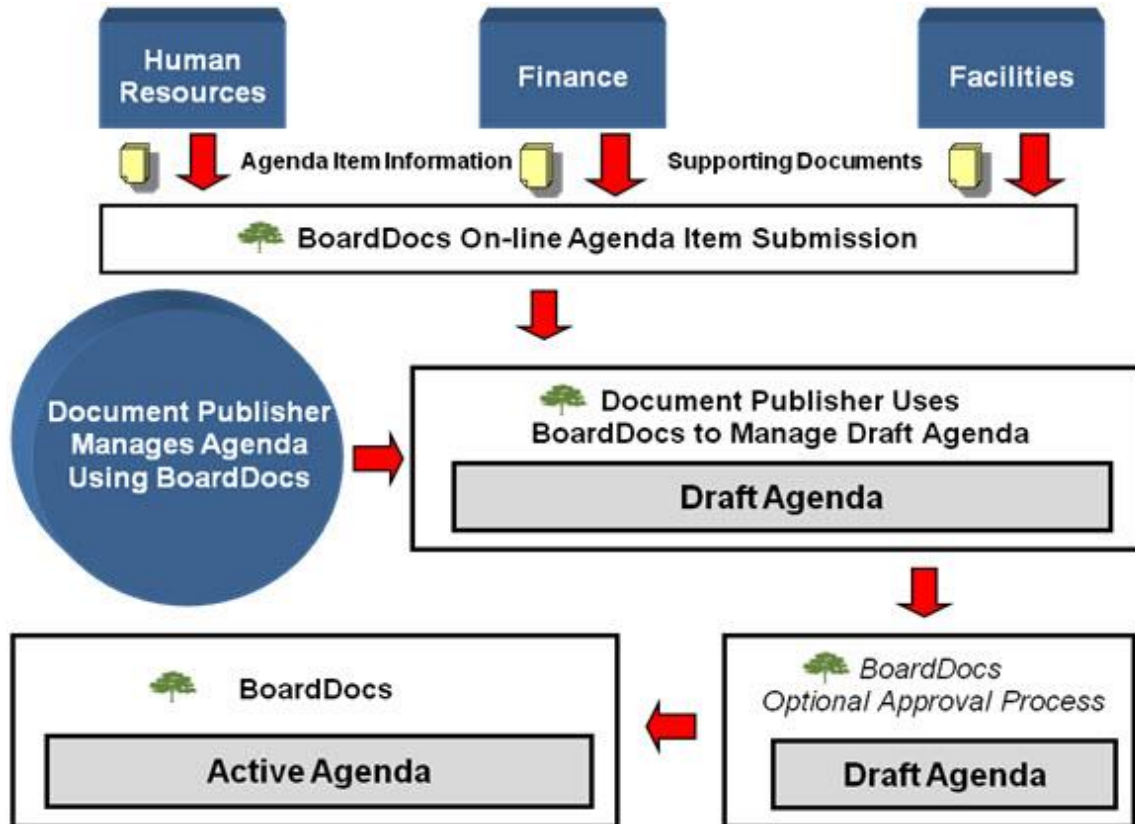
BoardDocs Pro is easily customized to meet your organization's document workflow requirements. Data can be collected and entered into the system in three ways:

Smaller organizations may prefer to designate a single person or a small group of people to gather electronic versions of their documents and enter them into the system. Using this simple method, these "document publishers" receive agenda item information and supporting documents via email or network share and create the agenda items using BoardDocs Pro document publisher software. This method often gives the document publisher(s) the ultimate control over all facets of the agenda item creation process.



BoardDocs Pro Formal Proposal

The second option provides an easy way for designated staff members to create and submit their own agenda items using the BoardDocs Pro advanced user interface. As the items are submitted, the document publisher acts as the gatekeeper by ordering, checking and finalizing the agenda items.



Mid-sized and larger organizations will often choose to use online submission of agenda items due to a geographically dispersed staff or to accommodate the large volume of information that needs to be included in packets. This option also benefits submitters of regular or reoccurring reports as it provides a way for submitters to easily create, duplicate and manage their reports in a private work area.

BoardDocs Pro Formal Proposal

The third option is similar to option two, but adds the ability for document submitters to select from one of several customizable approval trees that the item must proceed through prior to reaching the document publisher. Any number of approval trees can be set up where serial lists of approvers can be maintained. Once an agenda item is submitted and an approval tree is designated, an email message is sent to the first approver in the tree and the document publisher is notified. The approver then has several options:

- They can review the item and approve it
- They can edit the item and approve it with changes
- They can reject the item and send it to the original submitter
- They can send it back to any previous approver

Once approved, the correct staff member is notified via email and the item can no longer be edited by previous staff members. The next approver will have the same options and the agenda item will continue to move through the approval tree until everyone has approved the item. The document publisher can monitor this process and review the approval queue for each user. At any point, the document publisher can force approval of an item, as well as re-start the approval process.

Each document is securely stamped with the workflow history of the creator and each approver so that members of the governing body will know who signed off on each item prior to it being placed in the packet.

Final Publishing

While any designated staff member can submit agenda items to draft meetings using a browser, only document publishers can activate meetings. Access is ultimately managed by the document publisher at the meeting, agenda item and sub-agenda item level. Additional workflow rules are used to release meeting information and documents based on role and by date.

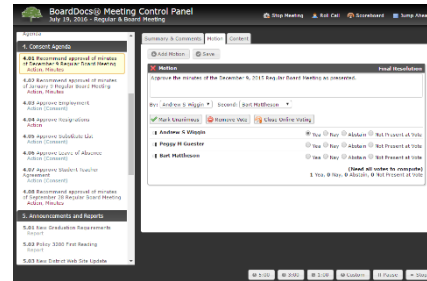
The formatting of the submitted items is up to the submitter and the document publisher. Rich text formatting is available to all users, and when cutting and pasting from standard applications, formatting is preserved. By using attachments, any type of file format is supported to provide backup information. By allowing users to control the formatting and presentation of each agenda item, the organization can define exactly how the information will be presented to the board, staff and/or the public.

BoardDocs Pro Formal Proposal

Meeting Management

Meeting Control Panel

MASC BoardDocs Pro provides comprehensive tools for meeting management. The core of our meeting management is the Meeting Control Panel (MCP). The organization can designate any staff member or even a member of the governing body to be the meeting moderator. Because the MCP is a Web App, there is no software to install. Using the MCP, designated meeting moderators have the ability to move agenda items in and out of consent, re-order the agenda, record motions, record voting, enable online voting and take notes for inclusion in the minutes.



“Follow Me” Technology

With BoardDocs Pro “Follow Me” technology, it’s easy to be sure that everyone is on the same page. As the meeting moderator moves through the meeting, the governing body members can follow along. They simply click on the blinking agenda item at any time and are immediately taken to the current agenda item.

Voting

BoardDocs Pro is easily customizable and can collect actions in two ways. Organizations can designate a moderator to record the action details during or after the meeting, or the built-in online voting system can be used. Through the Meeting Control Panel, the action information and any additional notes are stored in each agenda item and made available to the public and authenticated users at the appropriate times.

BoardDocs Pro supports multiple motions per agenda item, multiple votes per item, real time modification of motions, automatic vote tally and provides the ability to override the results to meet virtually any voting scenario.

BoardDocs Pro also supports consent agenda items. Using the consent feature, the board can vote on several agenda items at once and BoardDocs Pro populates the resulting vote in each agenda item. Items can be removed from or added to the consent agenda in real time, during the meeting, with a simple click by the meeting moderator.

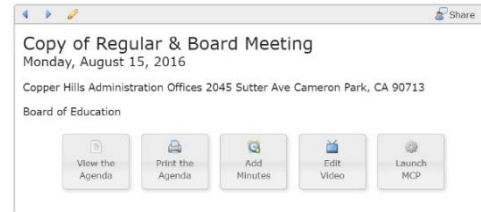
ScoreBoard

No matter how action information is recorded, BoardDocs Pro can share the results with the public in real time. ScoreBoard is an automated screen that follows the progress of the meeting and keeps the public up-to-date with the actions of the board. It is typically displayed on large screens in the board room during the meeting.

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Minutes

MASC BoardDocs Pro uses the action information stored in each agenda item to generate draft minutes of the meetings. Once the minutes are generated, the document publisher can format and edit using the BoardDocs Pro integrated editor. When complete, the minutes are placed in the system as an agenda item and attached to a future meeting. Once approved by the board, they are automatically released to the public and associated with the correct meeting.



BoardDocs Pro Features and Benefits

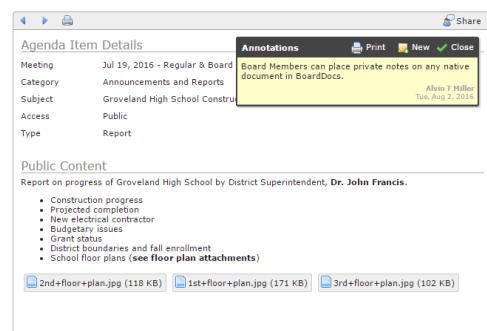
Ease of Use

BoardDocs Pro is currently being used by tens of thousands of users nationwide. This industry-standard solution provides an advanced user interface where stakeholders can access information in an intuitive manner. All information associated with agenda items, policies and library items can be consolidated in a customizable and easy-to-use electronic packet. Using the packet, designated stakeholders get an instant snapshot of all policies under consideration, current meetings, upcoming events, important documents and can even track progress of selected board goals.

Emerald Data Solutions has conducted a tremendous amount of research and taken recommendations from thousands of board members to assure that every governing body can easily navigate the service. We provide on-site training, user-friendly documentation, video tutorials, electronic manuals and online help. Plus, if any BoardDocs user ever needs additional assistance, Emerald Data Solutions provides 24-hour, live, toll-free technical support at no additional charge.

Annotations

BoardDocs Pro provides support for governing body members to enter private notes on any native BoardDocs Pro document. The notes are stored separately from the organization's data in a private notebook on BoardDocs' servers. While most solutions store annotations together with the organization's data, BoardDocs Pro's private annotation solution is unique. By maintaining the information in a separate database, the organization is not required to provide the annotations in response to a FOIA request.



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Meeting Video

Meeting video allows stakeholders to go well beyond documents and actually view what happened during each agenda item in a meeting. This feature simplifies the task of associating and managing meeting video by providing easy-to-use tools that automate the process involved with delivering video over the Web. Users can easily associate their video with each meeting and tag individual agenda items to any part of the video, all while displaying them through the organization's existing BoardDocs interface.

Stakeholders can then use BoardDocs' powerful search tools to search for any agenda item within a meeting. Once the item is found, the stakeholder is presented with the highest fidelity experience of what actually happened during the meeting, including the agenda item, background information and video - all from one simple interface.

Advanced Web Application Technology

MASC BoardDocs' advanced Web technology provides an extremely rich user experience by delivering custom interfaces across multiple platforms without the need to install custom software or special end-user configurations. Recognizing the power of the individual to design their own Web experience, BoardDocs technology moves document management away from the IT department and to the individuals that actually create and manage the packet.

In the end, this technology helps governing bodies operate more effectively by eliminating paper, replacing less advanced electronic solutions and streamlining board packet processes. Organizations save money, time and increase transparency for their stakeholders. With BoardDocs, organizations of all sizes can significantly improve the way they create and manage board packets, access information and conduct meetings.

Client Requirements

MASC BoardDocs Pro readers and publishers can access the BoardDocs user interface via most contemporary Web browsers, from virtually anywhere, on just about any Internet-connected device. There are no thick client applications to install, update or maintain. The organization is only responsible for supplying any client hardware and network infrastructure necessary to connect to BoardDocs services via the Internet.

Dedicated Database

BoardDocs uses a dedicated database and code base for each client. By using separate databases, access control lists and code for each client, Emerald Data Solutions can assure that no other BoardDocs subscriber will have unauthorized access to any organization's private data. This also prevents data corruption from spreading throughout the system.

BoardDocs Pro Formal Proposal

Integrated Solution

MASC BoardDocs is the only solution to provide online meetings, library, goal tracking, events, video and policy solutions in one product. Other solutions require separate products for policies and agenda items. BoardDocs provides for all governance document needs in one simple system. This allows our clients to use one service for the features that boards need the most to support and streamline their governance activities.

Hosting and Technology Partners

Our hosting environment is supported by technology partners who are regarded as the best-in-class providers of their services. Application services are provided by clusters of Oracle/Sun servers, behind four F5 enterprise load-balancers that are connected to redundant, high-speed network connections. These clusters are hosted at three SSAE 16/SOC1 audited (formally SAS 70) dedicated hosting centers located in Denver, Co Sterling, VA and Toronto, Canada. All feature emergency backup environmental systems for continuous, 7 x 24 operation. At each site, data is kept on dual, fully-redundant fiber arrays with redundant connections to all servers and independent copies of the data are kept and stored on dual Raid 5+1 configured arrays at each site, so hardware failure is extremely unlikely. Additionally, each week night, between 11:30 PM and 3:00 AM, production data is copied to a NAS-attached array. This backup is kept for 1 week, except for Friday's backup, which is stored for 3 additional weeks.

Storage

BoardDocs provides document archives and instant access for at least 20 years of information. If, after 20 years the amount of information does not exceed 20 GB, additional data will be stored until the limit is reached. Data exceeding the 20-year limit will be archived on optical media and provided to the organization.

Customization

BoardDocs service includes customization at no additional charge. Through customization, BoardDocs is ideal for both large and small organizations. While each organization has different agenda, formatting and workflow needs, our customization functionality assures that your processes will not be driven by the software. Rather, our technology will work to support your existing meeting format, agenda and workflow.

Search and MetaSearch

BoardDocs provides the ability to perform searches against the full text of any document in the system – including attachments. The document publisher determines what documents or parts of documents users can access. Through MetaSearch, BoardDocs also provides the capability to perform searches of public agenda items and policies from similar organizations using BoardDocs services. By using this exclusive feature, staff and governing bodies can research policies and procurement on a national basis, incorporate

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findings into their own efforts, develop best practices, and ultimately save a great deal of time and money.

Custom Interface

BoardDocs supports the branding of public and private Web apps with the subscriber's information. Organizational logo support is provided for the apps and all printed documents. At any time, the subscriber can further modify the public and private Web sites with custom verbiage and designated documents. The public areas of BoardDocs are designed to integrate with the organization's Web site, and link back to it.

BoardDocs features several ways for subscribers to access data in the BoardDocs Pro database outside of our standard interface, including RSS and XML access to all public data. Using XML and RSS, dynamic information can be integrated into existing Web sites or custom queries can be made from most popular third-party reporting tools. Custom interfaces to the BoardDocs Pro data can also be created.

Ownership of Data, Backups, Object and Source Code

While BoardDocs maintains the data on behalf of each subscriber, we believe that the organization should have an up-to-date, local copy of all data. Our customers retain all ownership of content posted to their database and have exclusive control of who can access the data and when. Designated staff control access while the system and centralized storage ensure that there is only one valid and current copy of the information.

Technical Support

BoardDocs provides live, 7 x 24, US-based, no-charge technical support for all document publishers and authenticated users for the life of the agreement. The technical support is available via toll-free phone number with a guaranteed response time of two hours and a 24-hour resolution.

User Reports

BoardDocs is able to provide reporting on when users log in and access documents. If this information is provided to the organization, it will then be available to anyone via FOIA and Sunshine regulations. Most public governing bodies do not want this information collected or released to anyone.

User Accounts

Authenticated users will need an individual user ID and password. Initially, passwords and user names will only be shared with designated document publishers. After the implementation, changes to user names and passwords can be managed by designated staff using BoardDocs Manager.

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Maintenance and Updates

Emerald Data Solutions provides ongoing maintenance, including minor fixes and updates to the software for the term of the agreement. Updates and fixes are automatically applied daily, as necessary, without user intervention. Emerald Data Solutions is continually responding to the needs of our subscribers and partners by improving our service and adding new features. This process is continuous and has taken BoardDocs from a simple paperless meeting solution to a comprehensive, sixth-generation board management solution.

Emerald Data Solutions will inform the customer and provide version upgrades as they become available at no additional charge. All version upgrades will be scheduled in advance and performed only after approval by the organization. Since BoardDocs is 100% Web based, there is no need to manage client software or install updates on workstations.

Training and Implementation

We have found that video or Web training is not sufficient to ensure complete success. As a result, every implementation of BoardDocs is performed on-site.

Emerald Data Solutions will assign a dedicated Implementation Specialist and Technical Analyst to assist in the implementation of the solution. The Implementation Specialist will conduct three on-site training sessions based on our proven curriculum. Each attendee will receive documentation, customized for the subject matter of their training session. Additionally, the organization's IT staff will receive a comprehensive IT Implementation Guide.

The training sessions will be scheduled on two consecutive days and will consist of the following:

Document Publishers – This session is to be attended by the designated document publisher(s). The instructor will lead a six- to eight-hour session where the attendee(s) will publish an entire meeting and learn how to load and manage the data and how the data is presented by BoardDocs Pro.

Senior Staff – This consultative session will explore the processes and workflow in preparing information to be managed using BoardDocs Pro. This two-hour session should be attended by the senior cabinet and their administrative assistants.

Governing Bodies – Each member will attend a one – two hour, instructor-led session where they will learn how to access the information from any Internet-enabled location and how to participate in a meeting using BoardDocs Pro.

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Other than a \$1,000, one-time start-up fee to cover travel expenses, there is no charge for initial training and implementation. Emerald Data Solutions will provide subsequent visits for training, on-site support or attendance of meetings at the organization's request. For these visits, Emerald Data Solutions will only submit travel expenses, including airfare, ground transportation and hotel, for reimbursement. The BoardDocs Web site also features documentation and video tutorials if any user would like a quick refresher on how to use the system. Emerald Data Solutions maintains support and training staff throughout the country, so help is never far away.

Still Need "Some" Paper?

If some of your organization's stakeholders still want to use paper, BoardDocs Pro provides an easy way to print individual agenda items, a customized agenda or even the entire packet.

Organizations can easily customize any report by adding logos, headers, footers and formatted text to their printed documents.

BoardDocs Plus

Need a Solution for Multiple Governing Bodies?

BoardDocs Plus is a new service enhancement that enables organizations with multiple public governing bodies to provide a separate, distinct and comprehensive suite of BoardDocs services to each group via one subscription.

BoardDocs Pro can support unlimited types of meetings for different committees; however, by adding Plus, each governing body can have separate confidential meetings, separate document managers and separate administrative access. With BoardDocs Plus, BoardDocs services can provide agenda item-level security so only authenticated users in each group can access meetings, agenda items or even parts of an agenda item.

About Emerald Data Solutions

Emerald Data Solutions is employee-owned and has been providing technology solutions to public and private organizations since 1989. Emerald Data Solutions is exclusively dedicated to the development and delivery of BoardDocs board management services. BoardDocs was initially developed in 2000, and since the national introduction of BoardDocs Pro in 2002, over 2,000 organizations have chosen BoardDocs for board management services.

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Features and Costs Summary (ISP/Hosted)

The MASC BoardDocs Pro service includes the following features:

- BoardDocs Board Management Solution for Unlimited Number of Users
- BoardDocs Policy Development and Publication Solution
- BoardDocs Library with Support for Events, News, Board Goals and Board Member Pages
- Integrated Board Goals Management and Tracking
- Development, Publication and Tracking of Strategic Plan
- Separate, Customizable Packets for the Board, Staff and Public
- Private Document Annotations for Governing Body Members
- Advanced Document Workflow with Support for Unlimited Number of Document Submitters
- Customizable Approval Trees and Collaborative Annotations
- Meeting Control Panel (MCP) to Display and Record all Board Actions During the Meeting
- On-line or Manual Voting with Support for Virtually Any Type of Vote
- Automated Minutes Generation and Release
- "Follow Me" so Governing Body Members Will Never Get Lost
- Automated Public ScoreBoard with Voting Results and Speaker Timers
- Customizable email Notifications
- 100% Web-based for access from Windows, Macintosh, Linux and iPad devices
- Integrated Audio Player - Listen to Meetings Indexed by Agenda Item
- Meeting Video simplifies the task of managing and associating videos for private or public meetings
- Access to BoardDocs MetaSearch
- Search Functionality for Consolidated Searches on Any Content
- 7 x 24, Secure, Power-redundant Hosting with Daily Backups
- Up to 20 Years of History with DVD Archiving of Data beyond 20 Years
- User and Security Administration via BoardDocs Manager
- XML Capabilities to Dynamically Drive BoardDocs Data Into Your Organization's Web site
- Social Sharing via Twitter, Facebook and Email
- No Extra Charge On-site Training
- 7 x 24, Toll-free, US-based End-user Technical Support
- No Extra Charge for Customization
- Access to All Software Enhancements, Including Version Updates and Fixes for the Term of the Agreement



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COST SUMMARY	
MASC BoardDocs Pro Document Management System One-time start-up fee	\$1,000
MASC BoardDocs Pro Document Management System Recurring cost: (Includes maintenance/support, installation, training, updates, upgrades, implementation and customization)	\$9,000 per year

In some states, BoardDocs Pro service fees are invoiced by a designated billing agent. Services are invoiced at the beginning of each annual term. The delivery of BoardDocs services is exclusively defined by the BoardDocs End User Agreement (EUA).

Company Contact Information

Corporate Office, Payments and Legal Notices:

Emerald Data Solutions, Inc.
519 Johnson Ferry Rd. NE
Suite A100
Marietta, GA 30068

Other Information:

Federal Tax ID: 80-0003127
DUNS: 131937562
(800) 407-0141 x 3514
email: boarddocs@boarddocs.com
<http://www.BoardDocs.com>

BoardDocs has worked closely with the Office of Civil Rights to ensure we are up to date with ADA Compliance. BoardDocs public access is WCAG 2.0 AA and WCAG 2.0 AAA compliant. With that said, it is ultimately up to subscribers to make sure their CONTENT meets the desired standard. BoardDocs does not certify that content published by the subscriber is compliant. Our compliance efforts are limited to the BoardDocs interface and navigation in the PUBLIC interface.

To meet these standards—

WCAG 2.0 Requires:

1. Any links imbedded in BoardDocs content must have an alt tag with descriptive text.
2. Any graphics imbedded in BoardDocs content must have an alt tag with descriptive text.
3. All attachments must have a name that has a proper naming convention.

WCAG 2.0 Level AA Requires:

1. Captions are provided for all live audio content in synchronized media.
2. Audio description is provided for all prerecorded video content in synchronized media.

WCAG 2.0 Level AAA Requires:

1. Sign language interpretation is provided for all prerecorded audio content in synchronized media.
2. Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media.
3. An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media.
4. An alternative for time-based media that presents equivalent information for live audio-only content is provided.

We are happy to help support our subscribers by continuing to provide updated information regarding BoardDocs compliance with ADA.

BoardDocs Technical/ Security Information

Hardware and infrastructure behind the service:

Our dual server clusters are supported by technology partners who are regarded as the best-in-class providers of their services. Application services are provided by two clusters of Oracle/Sun servers, behind four F5 enterprise load-balancers that are connected to redundant, high-speed Network Connections.

These server clusters are hosted at two SSAE 16/SOC1 audited (formerly SAS 70) dedicated hosting centers. These are CenturyLink/Qwest CyberCenters - one in Denver, CO and the other in Sterling VA. Both feature emergency backup environmental systems for continuous 24 x 7 operation.

At each site, data is kept on a fully redundant fiber array with redundant connections to all servers and independent copies of the data are kept and stored on dual Raid 5+1 configured arrays at each site, so hardware failure is extremely unlikely. Additionally, each week night between 11:30 PM and 3:00 AM, a copy of production data is copied to a NAS-attached array. This backup is kept for 1 week, except for Friday's backup, which is stored for 3 additional weeks.

Security utilized to protect customer data:

Dedicated Database

BoardDocs uses a dedicated database instance for each client.

By using separate databases, access control lists and code for each client, Emerald Data Solutions ensures no other BoardDocs subscriber will have unauthorized access to your organization's private data.

Encryption

All end-user access to information stored in BoardDocs is encrypted and handled via http for the public and authenticated users are forced to use https. The only way for end-users to access the data at each data center is through a pair of F5 load balancers that act as web accelerators, handle all encryption and block access to the servers. All authenticated access is protected by a SSL certificate issued by Network Solutions.



BoardDocs uses Firewall services from Check Point 4600 Appliance to protect all back-office and internal data.

Emerald Data Solutions Employee/Administrator access is provided via remote client access that utilizes IPsec and SSL encryption protocols to create secure connections. All Emerald Data personnel access Emerald Data Solutions resources according to the access privileges assigned by Emerald Data Solutions to the user. Traffic is encrypted between the client and VPN gateway, and strong user authentication is supported.

Disaster Resilience and Recovery:

Disaster Resilience:

Geographical Redundancy

BoardDocs servers are housed at two geographically separated sites within the United States, one outside Denver, Colorado and one in Sterling, Virginia, both are Century Link data collocation centers. Each site has a complete replica of all production data, maintained via IBM Domino replication with an average update time between sites of < 3 seconds. Sites function in an active/active environment with a predilection towards geographical routing, ensuring that both sites are working on a day-to-day basis for all necessary tasks. Each site is capable of carrying the entire BoardDocs load, even at peaks, with no noticeable increase in response time or latency. Each site is capable of continuing service without the other site present. Administrative access is provided via VPN.

BoardDocs staff is geographically dispersed as well, with IT/support staff in Washington, Georgia, Colorado, Florida, Texas and Utah, providing resilience in staff's access to servers should a problem limit an area's internet access.

Hardware Redundancy:

Each site has 2 mirrored servers in an active/active configuration. Traffic is directed via mirrored Local Traffic Managers working in an active/standby mode, with a fully-redundant switch fabric. Production data is stored on Fiber Arrays with a RAID 5 system in place to alleviate any problems with disk failure, and is stored, between both sites, in 4 complete copies at any point.



Century Link data centers have multiple internet backbones into both centers, ensuring resilience should there be a major internet backbone outage. Century Link's data centers also have backup power in the form of batteries for short-term problems and diesel generators capable of running for months as a long-term solution.

Each site is capable of handling all anticipated customer load on 1 of the 2 production servers with no noticeable increase in response time or latency.

Monitoring:

All production servers are probe monitored by Century Link's 24x7 monitoring office as well as by BoardDocs IT staff. Automated alerts with multiple routes for notification are used as a backup monitoring system. The 24x7 monitoring staff has office, home, and cellular numbers for multiple members of the BoardDocs staff as well as their own response teams for emergencies and the procedural latitude to perform necessary actions to ensure contestant service.

Backups:

Nightly snapshot (complete, not incremental) backups are taken nightly, Monday through Friday, and stored for a period of one (1) week. Friday backups are kept for four (4) weeks. Backups are stored on a separate Network Attached Storage device from other production data and access is limited to mission-critical IT staff.

Disaster Recovery:

IT staff maintains an internal-only (for security reasons) matrix of all failure points and associated processes necessary to restore service. This matrix contains procedures, contacts, and requirements for scenarios as broad as the permanent loss of an entire site and as granular as the replacement of a single Disk in the Fiber Array.