



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 September 1, 2020 **TIME:** 6:00 p.m. **ROOM:** Conf. Room 1

PLACE: CPS Central Administration Office **ADDRESS:** 230 North Road

The Chelmsford School Committee intends to conduct an in-person meeting on the date and time specified, however all public participation will take place remotely, not in-person. The meeting is not open to the public for in-person participation. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 5:00 p.m. on Tuesday September 1, 2020 to be recognized to provide remote public input under the public participation portion(s) of the agenda via a GoToMeeting link that will be provided.

CALL TO ORDER

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of August 10, 2020
2. Approval of the minutes of the regular school committee meeting of August 18, 2020

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

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

NEW BUSINESS

1. Ratification of Reopening of School MOU with the Chelmsford Federation of Teachers
2. Return-to-School Planning Update
 - a. Student Enrollment: Learning Model Selection
 - i. Hybrid Learning Model
 - ii. Remote Learning Model
 - b. Community/Parent Information Sessions

- c. Approval of 2020/21 School Calendar – Amended
 - d. Student Transportation Registration Update
 - i. Prioritization of additional riders – if seats are available
 - e. Fall Reopening Professional Development & Training
 - f. Athletics and Extracurricular Activities
 - g. Review of Health and Safety Protocols
- 3. Approval of Amendments to the 2020/21 Student Handbooks
 - 4. School Committee Self Evaluation Process
 - 5. School Committee Policy Updates
 - 6. Executive Session: M.G.L. Ch. 30A, Section 21(a)(3) - The Chelmsford School Committee provides public notice of its intent to convene in executive session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares.

PUBLIC COMMENTS:

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

ADJOURNMENT

CHELMSFORD SCHOOL COMMITTEE
August 10, 2020
Meeting Minutes

Members Present: Mr. Dennis King (Chair), Ms. Donna Newcomb (Vice Chair), Mr. Jeff Doherty (Secretary), Mr. John Moses and Ms. Maria Santos

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

Call to Order

6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

“Tonight’s meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. Although we are not allowing for in-person public participation, interested community members are encouraged to submit their names and addresses to Superintendent Lang if they would like to participate remotely under the public input portion of our meeting. During our public input session anyone who has joined us through the *gotomeeting* platform and expressed interest in making a comment will be recognized by the Superintendent and allowed to speak with The Committee. If anyone watching this meeting live has questions or comments to share they are encouraged to email one of us during the meeting. We will read those questions or comments during our second public input session at the end of the meeting.”

The Chair welcomed all to the meeting where the three reopening school options will be shared. He thanked everyone who sent in emails with questions and comments since the last meeting on August 4, 2020. The Committee will discuss the three plans: full in-person; hybrid; and remote learning. They will then vote on these plans which will be sent to DESE. Then discussion of the plans will take place and a vote will, most likely, be taken on the option for reopening the CPS this September.

Good News

Mr. Doherty shared that the virtual graduation on Friday night and the speeches given were wonderful! The Chelmsford Telemedia crew did a “wonderful job”! He is thankful to all the volunteers who helped on Saturday to give out diplomas.

Ms. Santos thanked the Parker and Harrington PTOs for the successful mask sale!

Public Comments

Allison Barnes, of 104 Garrison Road, thanked all involved for their hard work in providing social services and other supports going beyond the requirements of educators. She appreciates the consideration given to education as well as to the needs of families and working parents. She appreciates The Committee wearing their masks during their in-person meetings, thereby setting a good example for families and students. When schools reopen she asks for transparency when COVID-19 cases arise, while adhering to confidentiality.

Jamie Brown, of 118 Graniteville Road, thanked all for the effort in handling the task of planning for the reopening of schools. She stated that without a vaccine, the threat of this virus will continue to exist. She wonders how effective remote learning will be and asks if students and staff will all be tested on a regular basis. She would like parental input concerning the cohort their child is assigned to facilitate families who are helping one another with child care, transportation and remote learning. She would also like to know if teachers or classroom aides will be available to respond to students' questions during the remote lessons. Will parents working schedules be considered when defining students' participation times? She is concerned about households where several children need to be online at the same time. Additionally, she wonders if there will be packets sent home in paper form since not all families will have the technology to print assignments. She believes that it will be possible to provide an in-person education while keeping our children and staff safe.

New Business

1. Return-to-School Planning Update

a. Review of CPS Learning Plans (In-Person, Hybrid and Remote Learning Options)

Dr. Hirsch spoke first of the full in-person return to school, even though The Committee eliminated that option for the reopening of schools in September. Even with repurposing the spaces in the schools, it was not possible to maintain six feet of space between the students.

The hybrid plan would have half of the students in school on any day. There would be two cohorts and those students would be kept in the same groups. This option would have cohort "A" attend on Mondays and Tuesdays and cohort "B" on Thursdays and Fridays. Wednesdays would be a deep cleaning day. Accommodations would be made for families to request a specific cohort if that would help with child care, transportation and remote learning support. Working on schedules would have the hybrid be a modified early release day which would be longer than a half day but shorter than a full day. All students would be in school for at least four hours per day. Students would take lunch home with them. This is the hybrid plan which will be submitted to DESE, if approved.

The remote plan would have all students online for the full curriculum.

Ms. Newcomb motioned for The School Committee to submit the full return reopening plan, the hybrid model reopening plan and the full remote model reopening plan as presented to the Department of Elementary and Secondary Education. Mr. Moses seconded. Motion carries 5-0.

b. CPS Learning Plan Adoption

Dr. Lang explained that the full in-person return is not viable at this time but hopes it will be in the future. In tonight's agenda packet, he shared: a memorandum about the two reopening options; a letter sent to parents containing details of the plans and the parent survey; and a slide show displaying the parent survey responses. Parents were asked to fill out an individual survey for each of their children who attend CPS. All of these are available to the public in tonight's agenda packet. Additionally, you may view tonight's meeting in full by going to Chelmsford Telemedia/YouTube. The date for the beginning of school has not yet been determined. The parents completed surveys for 4,028 students, which was a significant response. 65% opted for the hybrid option, while 33% opted for the full remote option. About 2.3% responded that they would opt to take their child(ren) out of the Chelmsford Public Schools. More elementary parents opted for the full remote as opposed to the hybrid. The 92 responders who would opt out of CPS, Dr. Lang believes, are looking for a full return to in-person learning. When parents were questioned about what choice they would make if CPS offered only the remote option, 8.3% said they

would opt out. The largest number who opted out were parents of kindergarten children. Dr. Lang's preference is the hybrid option. In collaboration with the AFT, scientific metrics will be established to determine when it is safe to use the hybrid model and when remote is the safer option. Dr. Lang believes that if the hybrid model is chosen, CPS may be able to provide bus transportation to additional students beyond the required demographic.

Ms. Newcomb asked for details on what the hybrid school day will look like from beginning to end. Dr. Lang assured her that all of this being worked on, so that The District will be sharing all the ways in which school operates safely, most of which will differ from procedures before COVID-19. Details will be broken down over the next month, prior to the beginning of school. The elementary students will need breaks which may include a snack from Food Service and may take a bagged lunch home with them.

Dr. Hirsch shared that additional materials, including digital and manipulatives, have been ordered to support both hybrid and remote learning.

Mr. Doherty wondered what the timeline will be for parents to choose between hybrid and remote learning. Dr. Lang replied that, if a model is chosen tonight, staff would work to provide details, including schedules, which would enable the parents to choose the model best for each child. This could be completed by early next week at the latest. Parents would be given seven to 10 days to make the choice, so the data would be received by CPS by the week before Labor Day. HR has already reached out to staff and has received responses from 60% of them on which model would be safest for them. When the hybrid assignments are made for "A" and "B" parents will be able to request changes to accommodate family schedules and coordination for day care, remote learning and transportation. The teachers will begin their school year the week before Labor Day. In response to Mr. Moses's inquiry about being able to change the model selected as the school year goes on, Dr. Lang said a switch from hybrid to remote could be more easily done at any time. A switch from remote to hybrid will be done at certain milestones yet to be determined.

Ms. Santos asked if two separate programs would be run to which Dr. Lang replied he envisions it that way. Those who choose hybrid will stay with their cohort and staff if the COVID-19 metrics necessitate a full remote for a period of time. The remote staff will be matched with the remote students, but the curriculum would be parallel. The curriculum will also be digitized and available on Google Classroom.

In the hybrid model each teacher will be paired with another staff member in the school who will be able to substitute if a teacher in the hybrid model is sick and unable to come to school in the short term. For longer terms a qualified substitute would need to be hired, unless someone else from that department was available.

Dr. Hirsch walked everyone through the model schedules for the hybrid for CHS, the middle schools and the elementary schools. For high schools all but one class would take place in school. After dismissal the students would do their last class of the day from home. In addition to the document which will be prepared for hybrid for each level (elementary, middle and high school), The district will also offer community forums to explain in more detail prior to the opening of schools.

Ms. Santos wondered how the arts, music and theater programs would be taught. Dr. Hirsch said that larger spaces would be used for music so students are able to maintain a distance of 10 feet between them. Fully remote students would probably use more technology for their performances. She was impressed in the spring with the creativity displayed by the teachers in the fine arts in teaching remotely. Cameras will be available for the teachers, so they may be teaching to the students in the classroom and those at home. New technology additions will facilitate this. Google Meet allows both groups of students to view the teacher's desktop simultaneously.

The Committee next moved on to the middle school schedule. The students stay on team for their classes and are dismissed on a staggering schedule. After eating lunch at home, they would have two blocks in the afternoon for specialists and world languages and special education services. Special ed services will also, be provided in the schools during the earlier part of the day. The middle school world language teachers and specialists will be teamed up with the core subject teachers during the in-person part of the day. Ms. Santos wondered if student activities would run in the hybrid model and Dr. Lang felt that it could possibly happen, once the schedule is up and running. Activities, as always, would take place after school hours.

Finally, Dr. Hirsch shared the slide for the elementary schedule, which is quite colorful and detailed! The classes will start with "morning meeting" which for the first few weeks will involve learning the classroom procedures. Phonics, reading, math, literacy and writing are all included in the schedule. It also includes time for a mask break and snack. After dismissal and lunch at home students would access social studies, science and specialist remotely. During the in-person school time, specialists will be working collaboratively with classroom teachers. Instructional paraprofessionals will be working both with classroom teachers and paras who specialize in working one-on-one with students will do so as they always have. If a fully remote schedule is adopted there may not be a need for all of the employees required for the hybrid schedule.

Mr. Moses received several inquiries about CHIPS and Lions' Pride. The students in CHIPS who are on an IEP would need to receive services. Once a model for reopening school is chosen, more planning will be done to allow these services to be delivered.

Ms. Santos wanted to ascertain that each student would be able to have their own device (Chromebook). Dr. Lang responded that the incoming fifth and ninth graders will be receiving their Chromebooks under the 1:1 initiative in the next couple of weeks. At that point half of all middle and high school students will have their own device. Mr. Silver has applied for a grant (a quarter of a million-dollar matching grant). Money from the Cares Act given to The Town will be used for this grant. This will allow for purchasing two thousand additional Chromebooks. Dr. Lang will advise The Committee when the grant is approved, and the Chromebooks have arrived. This should enable each student in a family to have their own device.

Dr. Lang believes that even in a fully remote model, teachers would teach from their school classrooms, where it is easy to support their needs. He does realize that for health reasons some staff may need to teach from their homes and efforts will be made to support them there as well.

The Chair asked for an update on the facilities, cleaning plans and health improvements being made to reopen schools. Dr. Lang said PPE equipment is well supplied for several months for students, staff and nurses and SPED staff. Several months of cleaning supplies for custodial staff are procured including the specialized "foggers" for classrooms. An extra custodian is being requested for day time in our schools. Higher grade filters have already been installed in the HVAC systems where possible. In the buildings where this was not possible, higher grade filters will be placed in the classroom systems and replaced on a routine basis. Bathroom protocols are being worked on and may include a person to monitor the number of children in a bathroom at any given time. Hygiene education will be reinforced. More handwashing stations will be in place. Each school has an isolation room separate from the nurse's office. Dr. Lang shared that with hybrid or a full in-person return there will be additional costs to insure safety. Many of these are being covered by FEMA. The State is also offering \$225 per student to help with added costs.

Regarding Special Education some of the students who choose remote will be asked to come to school for services, especially if they are in the "high needs" category. This would be determined on a case by case basis. The same consideration would be given to EL students.

Ms. Newcomb asked how the remote process would differ this school year from last spring. Dr. Lang responded that with remote learning, the challenge would be establishing a relationship between the student and teacher. By the time schools were closed in March, those relationships were well established. Parents who were surveyed also would like to see a firmer schedule for all students this year. Dr. Hirsch agrees that: there will be a set schedule; technology will be available; learning standards will be taught; attendance will be required; and grading practices will return to normal. Accommodations will be made for SPED and EL students. Additionally, there is lots of newly developed online professional development available to support remote learning. Many CPS staff are already involved in PD.

Ms. Newcomb motioned for the School Committee take a roll call vote with each member stating their preference for the hybrid model or the remote model for the start of the school year, pending negotiations with the Unions. Mr. Moses seconded. Ms. Newcomb voted for remote. Mr. Donahue voted for hybrid. Mr. Moses voted for remote. Ms. Santos voted for hybrid. Mr. King voted for hybrid. The vote is in favor of the hybrid model 3-2.

Dr. Lang stated that documents would be defined as will communication plans for families for early next week. A separate communication will be sent out for parents, who will be driving their own children to school, and wish to allow another student to take the bus in their child's place.

Public Comments

The Chair stated that public comments emailed during tonight's meeting have already been addressed. The School Committee will be meeting again on Tuesday, August 18, 2020, at which time "live" public comments will be addressed as well as those emailed during the meeting.

Action/New Items

Mr. Moses requests that at the next meeting a vote be taken on adopting the MASC mask policy.

Adjournment (9:08 p.m.)

Ms. Newcomb motioned for the School Committee adjourn to executive session to discuss strategy with respect to collective bargaining or litigation and to not return to public session. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio*

CHELMSFORD SCHOOL COMMITTEE
August 18, 2020
Meeting Minutes

Members Present: Mr. Dennis King (Chair), Ms. Donna Newcomb (Vice Chair), Mr. Jeff Doherty (Secretary), Mr. John Moses and Ms. Maria Santos

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

Call to Order

6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

“Tonight’s meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. Although we are not allowing for in-person public participation, interested community members are encouraged to submit their names and addresses to Superintendent Lang if they would like to participate remotely under the public input portion of our meeting. During our public input session anyone who has joined us through the *gotomeeting* platform and expressed interest in making a comment will be recognized by the Superintendent and allowed to speak with The Committee. If anyone watching this meeting live has questions or comments to share they are encouraged to email one of us during the meeting. We will try to read those questions or comments during our second public input session at the end of the meeting.”

The Chair welcomed all and stated that at the last meeting The Committee voted to start the school year with a hybrid model of instruction, while allowing families to choose a completely remote option. More details will be presented tonight. He thanked all who have sent emails regarding the reopening plan. Due to the volume of emails received many have not been responded to but the questions and concerns will be addressed tonight. There will be parent information sessions held later this week. A “Frequently Asked Questions” document will be available on the district’s website.

Consent Agenda

Ms. Newcomb motioned to approve the minutes of the regular school committee meeting of July 28, 2020. Mr. Moses seconded. Motion carries 5-0.

Ms. Newcomb motioned to approve the minutes of the regular school committee meeting of August 4, 2020. Mr. Moses seconded. Motion carries 5-0.

Good News

Ms. Newcomb shared from Byam who hosted a food drive to support “The Table of Plenty” and collected enough food to fill two vans!

Public Comments

Kristen Erickson, of 291 Acton Road, and Amy Domo, of Five Autumn Lane, called in together. They, along with two others, are the interim leaders of Chelmsford SEPAC. Parents of children with IEPs and 504s are concerned about delivery of services. Parents are concerned about making decisions about which learning plan to select for their children without knowing more about the specifics of each plan. These parents will need to know more about health issues, SEL support, access to appropriate delivery of instruction, access to appropriately trained personnel, and more. They would like to see specially trained paraprofessional staff involved in either model. Pull-out professional services like reading, therapies, arise concerns when delivery will occur during shorter days and fewer days in school. They are also worried about professional nurses' services their children should receive (G-Tube care, toileting) and other safety and health challenged by COVID-19. These include social distancing, health of others and PPE materials. They are worried about referrals and evaluations for SPED students, since many of these that had been started last spring were not completed. Ms. Erickson will be forwarding a letter to The Committee and school administrators from the director of an outside support group for parents of students with special needs. Ms. Erickson and Ms. Domo are offering suggestions to The Committee. They would like SPED families to have a chance to ask questions in a public forum. They would like details regarding special education services under the hybrid and remote learning models. Secondly, they want assurance that the lines of communication between parents, guardians, teachers and specialists will remain open in either of the two models. They would like to see a communication plan developed for each family before the new school year starts.

The Chair shared that the order of new business may need to be interrupted when an expert on the new district website arrives at 7:00 to discuss the website. He is also planning to have Peggy Gump, who is the CPS Director of Nurses, do a separate session or she may come to a Committee meeting soon to address the COVID-19 questions.

New Business

Thursday night at 7:00 and Friday morning at 9:00, Dr. Lang will host information sessions. Information on these will be sent to all families. The FAQ document should be on the website by this Friday.

1. Return-to-School Planning Update

a. CPS Learning Plan Adoption: Hybrid Learning Model

i. Bargaining with Employee Unions – ongoing

Dr. Lang shared that meetings with the unions have been taking place and more are scheduled in the upcoming days.

ii. 2020/21 School Calendar – to be amended

The State has agreed with the AFT and MTA to allow ten days at the beginning of the school year for staff to work prior to students starting school. This will allow for additional training and planning for both hybrid and remote, professional development workshops, and safety protocol instruction. Negotiations are ongoing, so a definitive start date for school has not been determined. Dr. Lang states the school year for students will not start earlier than September 14, 2020. Parents will need to be aware that students will not be in school the week before Labor Day and the week after. Many will need to arrange for child care those weeks.

b. Communication of Plan Options and Parent/Student Preference Selection Timeline

Last week a communication was sent to families (a copy of which is included in tonight's agenda packet) asking them to look at the information by August 21st and select the education model they choose for each child. Dr. Lang's slide show tonight will provide clearer details about both plans.

c. Community/Parent Information Sessions

Community forums will be held this Thursday night and Friday morning as previously stated earlier tonight. These will be online sessions. Some families may choose to wait to respond to the learning choice for their children until early next week. Over 3,000 have already responded. At the end of the first term (in November), a change in selected model may be possible.

d. Special Populations Programming Update

Amy Reese, Director of Special Education, in conjunction with her staff have worked on FAQs for families whose children receive services. She joined the tonight's meeting at 6:30 p.m. Her FAQ slides may be seen on the district's website. This includes students who are ELL, or have IEPs or have 504 plans, as well as students who are homeless or in foster care. Social emotional learning issues are also addressed. DESE has provided guidelines saying that some of these students with high needs may require additional in-school learning time. These are also incorporated in the FAQs. The proposal for these students is that they attend with both cohorts which would mean they would be in school four days each week instead of two. Depending on staff recommendations, some additional SPED students would be asked to attend three days or maybe four per week. Parents should feel free to contact the Chair for the SPED team at their child's school. Families will receive documentation detailing their child's schedule and when services will be delivered in person or remotely.

Regarding pre-school, a model is being put together for the CHIPS students. Students with IEPs will probably go four days. Four those with intensive needs they will have a four-hour day, while others will go for two hours. Additional services like PT and speech therapy will take place in person. A survey is in place which will inform whether the "peer models" program will take place.

IEP meetings will be held remotely in the beginning of the year. Evaluations that were not completed in the spring will be addressed first. All mental health professionals including psychologists, social workers and guidance will be available, both for whole classes and for small group instruction. Accommodations for 504 students will be made both for the hybrid and remote models.

For ELL some newcomers may need more than two days in school. Translation services will continue to be offered as in the past. Ms. Reese's presentation provided many details. You may wish to watch it on Chelmsford Telemedia You/Tube.

*** At this time, item #3 under New Business was addressed, thus taken out of order.

e. Student Transportation Registration Update

Ms. Johnson-Collins provided a memorandum and spread sheet on transportation in tonight's packet and provided a review during the meeting. Dr. Lang did add that unfilled seats on the bus would be offered first to K through six students who receive free and reduced lunch (this may bring total riders up to 1,150).

Ms. Johnson-Collins said that the registration for K through six who live more than two miles from their school total 692. This includes 7th and 8th graders who have a fifth or sixth grade sibling. She estimates that 320 or so have yet to register. This would require 27 busses for elementary and 19 for middle school. This does not include the busses that provide transportation for SPED. Dr. Lang added that it may be possible to phase in other riders once the hybrid starts and ridership numbers are determined. Ms. Santos expressed dismay that there will not be bus transportation for CHS students. She would like the administration to study this possibility.

Ms. Newcomb motioned that The School Committee add transportation for students who receive free and reduced lunch from grades K through six who live under two miles from their school. Mr. Moses seconded. Motion carries 5-0.

f. Community Education Childcare Programs

The community education program at the Westland's School is prepared to offer Lions' Pride for pre-school children. The Lions' Den at CHS is being suspended for the year. The extended day programs for elementary and middle school students before and after school will not be running this year. Adult education programming will begin this fall but only in the remote format. Music lessons will be offered virtually, until it is safe to offer in-person classes.

At this point in the meeting, Dr. Lang provided slides to address some of the questions and concerns that have come up recently. Viewing these and listening to Dr. Lang's details will be very helpful for anyone who was not watching tonight's meeting live. The slides will be posted on the district's website along with the FAQ document. While sharing the slides Dr. Lang answered Committee questions and provided cogent details about the plans. Anyone who missed tonight's meeting would most likely benefit by watching this section on Chelmsford Telemedia You/Tube.

2. Update on 1:1 Technology Initiative Implementation

Tonight's agenda packet includes a detailed memorandum from Mr. Silver which shares with families updated information on technology for CPS. This provides information for the students who will be heading to grades five and nine this fall and their process for picking up their individual Chromebooks before school starts. Additional Chromebooks (2,000 of them) will be acquired thanks to a grant and matching funds from The Town. Chromebooks will also be distributed to students who do not have a device of their own, to facilitate remote learning.

3. Update on CPS Website Redesign ***

*** Brian Bahim, of Stellar Web Studios, provided an overview of the design of the new district website and school home pages. Highlights include an "Action Center" for parent awareness during the school year. The "Latest News" section will be updated with links provided. There will also be sections for "Events" (which will link to a full page of description), "Latest Videos", places for "Twitter", "Instagram" and "Facebook" channels. The footer would provide necessary contacts and links. Banners can be added on any page. Departments and each school will have a link to their "home" page. Details from the older website will be transferred to the new district web page as deemed necessary. The "News" section will

contain links to archived news. The calendar section will easily aggregate additions from across the district. The web site will be completely ADA compliant. Completion is predicted to be by the end of 2020 for a launch early in 2021.

4. School Committee Self Evaluation Process – discussion

The Chair shared that it is time for The Committee to do their self-evaluation forms and to set new goals for the upcoming year. The Chair will share the self-evaluation forms for the next regular meeting.

5. School Committee & Superintendent Goals - discussion

Due to COVID-19, it may make sense to work on short-term goals for success for this coming school year for both the superintendent and The Committee members. Work on The Strategic Plan may resume later.

6. School Committee Policy Updates

Dr. Lang has included information from MASC with recent policy updates due to the pandemic, including a policy of the wearing of masks. Dr. Lang is in favor of masks for all K-12 students, but not for our pre-school children. The Committee will review other amended MASC policies at their next meeting.

Ms. Newcomb motioned to adopt the adapted MASC policy on face coverings for grades K-12, policy EBCFA. Mr. Moses seconded. Motion carries 5-0.

Action/New Items

Ms. Newcomb shared that on August 20th the public library will host a book group. *Hair Love* will be discussed at 11:00 a.m. and *New Kid* will be discussed at noon. Information is available on the library website.

Public Comments

Tracy Concoso emailed concern that the hybrid plan might change. She has safety concerns if the day is lengthened.

Lisa Barrasso is disappointed with no full in-person plan.

Lisa Bernowski has questions on how to enroll her children for transportation.

Joe Comtois missed the meeting and would like to get the information. The Chair shared that the information is on the district's website as is the full agenda packet for tonight's meeting.

Laurel Harris states that making busses available for CHS would affect her choice of learning plan.

Melissa Sloan asked about masks for K and grade one.

Tracy Concoso wanted to know if children who own their devices would need to bring the device to school.

Will Crawford wanted to know who to notify if their child exhibits COVID symptoms. What people will then be informed?

These questions will be addressed in the FAQs on the website.

Ms. Santos added her appreciation for all the hard work to assure all CPS students will receive a good and a safe education through the plans put in place.

Adjournment (9:55 p.m.)

Ms. Newcomb motioned to adjourn the general meeting and go in to executive session to discuss strategy with respect to collective bargaining or litigation and to not return to the general meeting. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio*

CPS 2020 – 2021 ACADEMIC CALENDAR

AUGUST

26/27 New Staff Orientation
31 Staff Orientation

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST Student Days: 0

SEPTEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER

4 No School
7 No School (Labor Day)
16 **All Students – First Day**
23 Half Day (Professional Day)

SEPTEMBER Student Days: 11

OCTOBER

7 Half Day (Professional Day)
12 No School (Columbus Day)

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER Student Days: 21

NOVEMBER 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER

3 No School (Full Prof. Day)
11 No School (Veteran's Day)
18 Half Day **ELEMENTARY ONLY**
25 Early Release (Thanksgiving Recess)
26 No School (Thanksgiving)
27 No School

NOVEMBER Student Days: 17

DECEMBER

2 Half Day (Professional Day)
24 December Recess

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER Student Days: 17

JANUARY 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY

1 No School (New Year's Day)
4 School Re-Opens
13 Half Day (Professional Day)
18 No School (Martin Luther King Day)

JANUARY Student Days: 19

FEBRUARY

10 Half-Day (Professional Day)
15 February Recess
22 School Re-opens

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY Student Days: 15

MARCH 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH

3 Half Day (Professional Day)

MARCH Student Days: 23

APRIL

2 No School (Good Friday)
7 Half-Day (Professional Day)
19 April Recess
26 School Re-opens

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL Student Days: 16

MAY 2021

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

31 No School (Memorial Day)

MAY Student Days: 20

JUNE

23 Last Day for Students (Half Day)
24 Last Day for Staff (Half Day)

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE Student Days: 17

Total Student Days: 176

Additional Staff Days: 2.5

(Total Includes Six Provisional Snow Days)

■ Professional Development
■ Last day Students June 23rd
■ Last day Staff June 24th

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

DATE: August 28, 2020

RE: Student Transportation Registration Update: 2020/21 School Year

Student transportation registration began June 3, 2020 and through August 28, 754 riders have registered to ride the bus. This is a lower registration amount than in prior years due to only transporting a smaller subset, approximately one-third of students, from last year. This smaller parameter of riders was to meet the COVID-19 guidelines for student bus transportation which was presented at the July 28, 2020 school committee meeting.

At this time, the students being transported are:

- 1) Students in Kindergarten through grade 6 that reside two or more miles from their assigned school;
- 2) Students in Kindergarten through grade 6 that reside LESS than two miles from their assigned school AND are eligible for free and reduced lunch;
- 3) Siblings of the grade 5 and grade 6 students who attend the same middle school and are in grade 7 and/or grade 8.

If families registered and paid for their students to ride the bus this year, refund checks were issued August 28, 2020. These are families who have students in grades 7 – 12, also families who have students in grades K - 6, under two miles and are not eligible for free and reduced lunch. Receiving a bus refund check indicates that bus transportation will not be provided at this time.

In reviewing the student transportation registration data, as well as last year's data, there are still families who are eligible to ride the bus, however, have not registered to date. Based on last school year, the estimate of riders would bring the total to approximately 1,150 students. This level of riders would require 27 busses at the elementary level and 19 busses at the middle school level. There would be no bus fee charged to these riders. Attached please find a one-page summary of this data.

There is also a subset of families who originally registered to ride the bus, then recently selected the fully remote learning option in August. These families are being contacted to verify that they have selected the fully remote learning option before we remove them from the transportation routing data.

If we find there is still capacity on the busses to transport additional students beyond those noted above, we will bring the recommendation forward to the school committee to expand the bus registration process.

Initial bus route creation is based on student registrations received as of August 31, 2020. The bus passes will be mailed to student's home address on Friday September 4, 2020. The bus pass will contain the assigned bus number, bus stop location, and estimated pick-up/drop-off time. This bus information will also be posted in X2. These details and other transportation information is on the CPS website, summarized in the Bus Transportation Flyer, and included in Connect-Ed message reminders to families

Thank you for the opportunity to provide this update.

CHELMSFORD PUBLIC SCHOOLS
 Transportation Summary of Riders
 2020/2021 School Year

	A	B	C	D	E	A+E			2019/2020 School Year Comparison		
School	Grade K-6 students OVER 2 miles registered as of 8/28/20	Column A DOES include the # of 7th and 8th grade siblings	# of Busses at 25 students per bus	Grade K-6 students OVER 2 miles who have not registered yet	Estimate # of Grade K-6 Additional Free & Reduced Lunch Students UNDER 2 miles who would need to register in August	Total Estimate of Riders	# of Busses at 25 students per bus	Last Year's # of Grade K-6 OVER 2 miles	Last Year's # of Grade K-6 OVER 2 miles and all F&R UNDER 2 miles	# of Busses at 25 students per bus	
Byam	135		6	?	39	174	7	197	243	10	
Center	108		5	?	10	118	5	140	164	7	
Harrington	108		5	?	16	124	5	128	161	6	
South Row	62		3	?	26	88	4	74	115	5	
Subtotal	413	0	19		91	504	20	539	683	27	
McCarthy	198	22	8	?	7	205	8	234	250	10	
Parker	143	17	6	?	7	150	6	201	217	9	
Subtotal	341	39	14		14	355	14	435	467	19	
Total	754	39		up to 320	105	859		974	1150		

FY2020 - 2019/2020 School Year

School	Total Riders	# of Busses
Byam	388	8
Center	378	7
Harrington	313	7
South Row	338	7
Subtotal	1417	29
McCarthy	688	16
Parker	573	13
Subtotal	1261	29
Sutotal Elem & M	2678	29
CHS	760	24
TOTAL RIDERS	3438	29



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

From: Dr. Linda Hirsch, Assistant Superintendent

Date: September 1, 2020

RE: CPS School Reopening Professional Development

The staff of the Chelmsford Public Schools will be participating in a significant amount of professional development, safety training, and common planning time with colleagues prior to the return of students in mid-September. The training will include health and safety protocols, school response procedures, technology training, content curriculum delivery, and both team and individual professional learning time. We use *Google Calendar* to record the different professional development sessions by level.

Our health and safety protocols will be delivered by Steven Cerven (Town of Chelmsford Safety Officer) and Peggy Gump (Chelmsford Public Schools Coordinator of Nursing) in collaboration with each building nurse. Building administrators will provide building specific procedural trainings as they relate to health and safety standards and response protocols. Technology, pedagogy, and curriculum delivery will be led by a combination of district and building-based technology integration specialists, technology department staff, and department coordinators. Teachers will be afforded professional learning time to work in grade/department teams and individually, which will be directed based on individual grade level and teacher needs. Time has been allocated for all staff to complete their yearly sign-offs and on-line ALICE training.

Below you will see an example of the professional development *Google Calendar* as a snapshot of some of the sessions. September 1st has been enlarged to provide you an example of what one scheduled day will look like for staff.

I am happy to answer any questions you may have regarding professional development and training for our staff as we begin the 2020/.21 school year.



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

CPS Professional Development *Google Calendar*

Today < > September 2020

Search, Help, Settings, Month, App Store, Google Play

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
	<ul style="list-style-type: none">Complete ALICE Training and Safety Protocols9am McCarthy Grade 5 & 6 more	<ul style="list-style-type: none">Complete ALICE Training and Safety and School Protocols9am CE Grs. 3 & 4 Tech PD9:30am CHS - Tech PD11am PA/MC Gr. 7 Tech PD11:30am CE Grs. 1 & 2 Tech P11:30am PA/MC Gr. 8 Tech PD1:30pm CE Gr. K Tech PD5 more	<ul style="list-style-type: none">9am CHS Tech PD9am PA/MC Specialist Tech 1 more	<ul style="list-style-type: none">9am CHS Tech PD9am HA Grs. 3 & 4 Tech PD 5 more	NO SCHOOL	
6	7		9	10	11	12
	NO SCHOOL		<ul style="list-style-type: none">11:30am Staff Sign-Offs9am Elem. FPC Overview12:30pm CE Remaining Te 2 more	All Levels Virtual Tech PD	All Levels Virtual Tech PD	
13	14	15	16	17	18	19
	Complete ALICE Training and					
20	21	22	23	24	25	26
27	28	29	30	Oct 1	2	3

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 31, 2020
Re: Health and Safety Protocols

Attached please find the COVID-19 related Health and Safety Protocols developed for the 2020/21 school year. I have invited Peggy Gump, Coordinator of School Nursing Services, and Sue Rosa, Public Health Director, to join us virtually at the school committee meeting to review the protocols.

Chelmsford Public Schools COVID-19 Health and Safety Protocols

An essential part of the planning process for a safe return to school was considering how to respond to a suspected or confirmed case of COVID-19 in our school community. In concert with Massachusetts Department of Elementary and Secondary Education (DESE) "[Protocols for responding to COVID-19 scenarios in school, on the bus, or in the community setting](#)," we have planned how we will respond to situations specific to COVID-19. All medical decisions will be made in conjunction with the Town of Chelmsford Board of Health (BOH), our School Physician, and the CPS Coordinator of Nursing Services. Decisions will be based on the status of the COVID-19 pandemic locally and any updated DESE guidance or statewide protocol change. Please note the following guidelines for current best practices are subject to change as additional information pertaining to COVID-19 becomes available.

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated by engaging in good respiratory hygiene, proper handwashing, maintaining appropriate physical distances, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2020-2021 school year.

A safe return for all students and staff will not be determined by a single strategy, but a combination of actions to reduce the risk of transmission. Therefore:

- **Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if they are not feeling well.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.
- **Masks are among the most important single measures to contain the spread of COVID-19.** All Kindergarten through Grade 12 students and staff are required to wear masks that ***adequately cover both their nose and mouth***. [Gaiters or masks that have exhalation valves are not allowed](#). Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings in accordance with the Chelmsford School Committee [Policy](#). Learn more: [Face Masks](#)

- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal. Handwashing with soap and water for at least 20 seconds is the best practice. However, hand sanitizer can be substituted when handwashing is not available. The safe application of hand sanitizer will be supported during the school day. Learn more: [Hand Washing](#)
- **Practice good sneeze/cough hygiene.** Learn more: [Respiratory Guidelines](#)
- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. Six (6) feet of physical distance between individuals is the goal to strive for and will reduce the chance of spreading illness. Learn more: [Physical Distancing](#)
- **Cohorts/assigned seating.** Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts to minimize the risk of transmission. Assigned seats may also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals) seating within educational spaces.
- [Additional Health Information](#)

When students must stay home for quarantine or isolation, teaching and learning should not stop if the individual is well enough to participate in the learning process. It is the school's responsibility to provide remote learning for students who cannot be in school for any extended period of time.

Testing, tracing, and isolation

It is important to note that testing, combined with contact tracing and isolation, will help control the spread of COVID-19 in Chelmsford. All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When an individual has a positive COVID-19 test, the Chelmsford Board of Health will reach out to provide support so affected individuals may remain safely in medical isolation. They will also identify close contacts. Contact tracers will reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely

isolate/quarantine. While the BOH will provide support, to further assist with contact tracing, the student/family and staff are asked to reach out to their personal contacts and notify the school when an individual has a positive COVID-19 test. The BOH will provide follow up with each confirmed COVID-19 case.

Self-isolation for COVID-19 positive cases is a minimum of 10 days

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least ten (10) days. People who test positive can resume public activities after a minimum of ten (10) days AND once they have:

- a. been fever free for 24 hours (without taking fever-reducing medications like Ibuprofen, Advil or Tylenol); and
- b. experienced improvement in other symptoms (for example, their cough has improved); and
- c. received clearance from public health authority contact tracers (the local Board of Health).

Repeat testing prior to return to school is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested. For general guidance, the Department of Public Health (DPH) defines a close contact as:^[1]

- Being within less than six (6) feet of a COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (i.e., being coughed on) while not wearing recommended personal protective equipment (PPE).

In school settings: Close contacts include other students and staff who were within six (6) feet of the student or staff member for at least 10-15 minutes in a classroom, in other educational spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where students are in self-contained classrooms for an extended period, all students and staff members within the “cohort” will be considered close contacts as they may have been within six (6) feet of the individual with a positive test result. Close contacts should not come back to

school until they have self-quarantined for 14 days. Close contacts are encouraged to be tested on day 4 or 5 after possible exposure. If an individual tests positive for COVID-19, self-isolation is for a minimum of 10 days **AND** until at least 24 hours have passed since the last fever, without the use of fever reducing medications, and improvement in other symptoms is noted. If the test is negative, the student or staff member still needs to self quarantine for 14 days.

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school nurses/administrators should notify the Chelmsford Board of Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).
- CPS Nursing Staff will work collaboratively with the Chelmsford Board of Health to identify individuals who test positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to stay home and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.
- The CPS Coordinator of Nursing Services will work closely with CPS administrators to identify any COVID-19 cases and coordinate necessary actions.

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. **When in doubt, please stay home!**

You must STAY HOME if you have any of the symptoms listed below. Families will be asked to complete a wellness check on their child each morning prior to them being sent to school. Staff members will also complete a wellness check prior to coming into school.

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves for:

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache *when in combination with other symptoms*
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms

- ❑ Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

If students or staff have any of these symptoms, they will be dismissed from school and they must seek medical attention. If a student has been diagnosed with a bacterial infection such as strep throat or an ear infection, they may return to school if medical documentation is provided prior to return. If they elect not to seek medical attention, a 14 day self-quarantine will be required.

- Families need to provide the school nurse with at least four (4) emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become ill during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.
- Students who are not wearing a mask (due to special circumstances such as medical condition or disability) and are showing signs of illness, will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.
- As recommended by the Centers for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE), the Department of Public Health (DPH), the Chelmsford Board of Health (BOH), our protocols were created to ensure the safest return to school possible. Learn more about illness care for a student or staff member during the school day: [Illness Management](#)

Following is a list of COVID-19 Test sites in the area:

AFC Urgent Care	44 Drumhill Road	Chelmsford	978-528-3033
Harvard Vanguard	228 Billerica Road	Chelmsford	617-629-6000
Lowell Community Health Center	161 Jackson Street	Lowell	978-937-9700
Circle Health	198 Littleton Road	Westford	978-323-0302

Additional testing sites in MA: <https://www.mass.gov/covid-19-testing>

While specific protocols vary, there are common elements for each possible COVID-19 scenario:

- ✓ Evaluate symptoms
- ✓ Separate from others
- ✓ Clean and disinfect spaces visited by the individual

- ✓ Test for COVID-19 and stay at home while awaiting results
- ✓ If test is positive:
 - Remain at home at least 10 days **AND** until at least 24 hours have passed since last fever, without the use of fever reducing medications, and improvement in other symptoms
 - Monitor symptoms
 - Notify the school and close personal contacts
 - Answer the call from Chelmsford BOH to help identify close contacts to help prevent transmission
 - Secure release from isolation or quarantine from the Chelmsford BOH for return to school

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
Individual symptomatic	If an individual is symptomatic <u>at home</u> , they should stay home and get tested.	Individual tests negative and there has been no known exposure to a positive case or MD has evaluated and determined a test is not needed or alternative diagnosis is made	Return to school once asymptomatic for 24 hours with written documentation from MD.
	If an individual student is symptomatic <u>on the bus or at school</u> , they should remain masked and adhere to strict physical distancing. Students will be sent to the nurse and remain in the medical waiting room; parent will be called to pick up student. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should request coverage for their duties and then go home and get tested.	Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school and close personal contacts, assist the school in contact tracing efforts, and answer the call from the local BOH. Most people who have a relatively mild illness will need to stay in self-isolation for 10 days AND until at least 24 hours have passed since the last fever, without the use of fever reducing medications, and improvement in other symptoms.
		Individual is not tested or not seen by an MD	Remain home in self-isolation for 10 days from symptom onset, AND until at least 24 hours have passed since the last fever,

			without the use of fever reducing medications, and improvement in other symptoms.
Individual is exposed to COVID-19 positive individual	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, the parent/guardian will be contacted to dismiss the student from school. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests <u>negative</u>	Remain home in self-quarantine for 14 days from exposure.
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school and close personal contacts, assist the school in contact tracing efforts, and answer the call from the local board of health. Most people who have a relatively mild illness will need to stay in self-isolation for 10 days <u>AND</u> until at least 24 hours have passed since the last fever, without the use of fever reducing medications, and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure.

Protocol: Presence of significant number of new cases in a municipality

1. In the case of a significant outbreak specific to Chelmsford, as determined by the local Board of Health or DPH, the superintendent and school leaders will consult with the Chelmsford BOH to determine whether it is appropriate to close a specific school, schools, or the entire district.



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

From: Dr. Linda Hirsch, Assistant Superintendent

Date: September 1, 2020

RE: 2020/21 Student Handbook Amendments

In compliance with [Commonwealth of Massachusetts General Law Part I, Title XII, Chapter 71, Section 37H](#), which requires the Superintendent of every school district to publish the district's policies pertaining to the conduct of students, you will find included in your school committee packet a copy of the Chelmsford Public Schools Student Handbook for 2020/21.

Each school district's handbook must address the policies pertaining to the conduct of students and 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 a student's civil rights. Codes of discipline. The policies and procedures used to develop such codes shall be filed with the department of education for informational purposes only.

Changes to the handbook are identified using *track changes*, and include a notification of the CPS Reopening Plan as it pertains to bussing, schedules and student dismissal times, the school calendar once the revised school calendar is voted and approved by the committee, notification of the CPS health and safety protocols to address any COVID -19 symptoms, and other health handbook additions and changes to include:

- administration of Tylenol or ibuprofen
- protocols for students who have contracted lice.

Chelmsford High School will be presenting you with the changes to their addendum document that expands on this handbook as it relates to the high school specific student requirements.



Student Parent Handbook

202019-20210

Chelmsford Public Schools

www.chelmsford.k12.ma.us

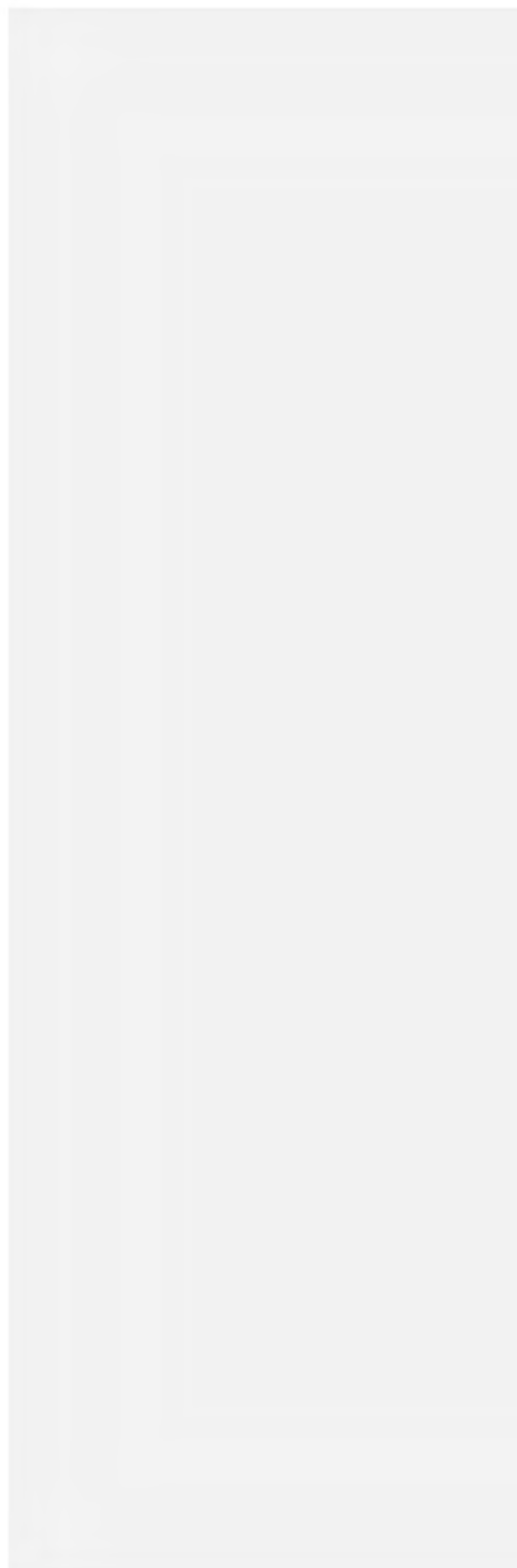


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Communication

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

[* Please note that due to the pandemic, we will be following our alternate schedules for the 2020-2021 school year. Use the following link to access the revised school calendar.](#)

[School Calendar \(hyperlink will be updated once school calendar is approved\)](#)

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

* Please note that due to the pandemic, we will be following our alternate schedules for the 2020-2021 school year. Use the following link to access those schedules. When we return to school after the pandemic, we will follow the traditional school schedule.

School Reopening Plans

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

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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

* Please note that due to the pandemic, we will be following our health and safety protocols for the 2020-2021 school year.

CPS Health and Safety Protocols

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)-** ~~*the nurse will assess the student for the presence of head lice or nits. If head lice or nits are detected, the nurse will contact the parent/guardian and provide education on lice treatment. Based on the discretion of the school nurse, some situations may warrant a dismissal from school. 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.

Note-Over the counter medications such as Tylenol and Ibuprofen will not be administered within 30 minutes of the end of the school day as the effects of the medication cannot be evaluated.

Medication Delivery/Pick-up Requirements

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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

* Please note that due to the pandemic, we will be bussing students K-6 that are over 2 miles from schools as stated by the DESE Transportation Policy.

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.

[* Please note that due to the pandemic, we will be following our alternate schedules for the 2020-2021 school year. Use the following link to access those schedules. When we return to school after the pandemic, we will follow the traditional school schedule.](#)

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 any time.
6. During an emergency drill, students must follow directions, stay with their class, use the proper exits, exit quickly, and refrain from talking.
7. Objects must never be thrown in school.
8. Gum chewing is not allowed in school (elementary & middle school).

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

Dress Code

The dress code is based upon the premise that all students attending school may wish to dress and groom themselves appropriately with due consideration to popular convention. Any clothing, jewelry, etc. that denotes drugs, weapons, sex, gambling, alcohol, or gangs is

not allowed in school.

Good grooming and appropriate dress should be based on health, safety, cleanliness, and the avoidance of suggestive clothing and clothing injurious to school property. Students should not wear chains in school. Jackets, coats, hats, caps, kerchiefs, bandannas, visors, and sunglasses are not allowed to be worn in elementary and middle schools. Kerchiefs, bandannas, visors, hoods which are in the “up” position, and sunglasses are not allowed to be worn in the high school. For more detail regarding your child’s grade level, please see your child’s grade addendum.

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

Students who violate these dress standards must:

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

Items Not Allowed During School

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

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

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

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

Phone Usage

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

Personal Computing Devices

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

Unauthorized Recordings, Photos and Video

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

Behaviors Not Allowed

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

1. Throwing objects.
2. Stealing.
3. Threats, acts of intimidation, aggressive behavior (including pushing and shoving), fighting.
4. Borrowing or exchanging money (Items for sale will be confiscated and parents will be notified. Students should not bring large sums of money to school.)
5. Damage to, defacing, or tampering with school property or the property of others.

(Students may be expected to pay for all damages before final grades are issued. Additional consequences may also be enforced, including the option of suspension from school).

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

Forms of Consequences:

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

Due Process

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

Section 37H

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

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

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

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

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not

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

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

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

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

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

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

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district

level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

Section 37H1/2.

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or

headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

Section 37H 3/4

Suspensions

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

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

You/your

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

In-School Suspension

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

Short-Term Suspension

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

Long-Term Suspension

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

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

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

Expulsion

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

School Wide Education Plan

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

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.

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

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

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

PROCEDURES FOR EMERGENCY REMOVAL

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

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

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

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

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

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall 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. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/or other sanctions.

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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

Stephen Murray, Principal

Memorandum

To: Dr. Jay Lang, Superintendent of Schools
From: Stephen Murray, Principal
Date: August 27, 2020
RE: 2020/21 CHS Student Handbook Addendum

Each year we make changes/updates to our student handbook. You will see that most of the changes are updating names, dates and/or clarifying a point of information. We only have three significant changes in our handbook this year.

The first change is our school schedule which was approved two weeks ago. The traditional schedule was replaced with our hybrid schedule in response to the COVID-19 pandemic. This can be seen on page 6.

The second change is with our G.P.A.: Rationale for Revised Grade Point Average at Chelmsford High School

For many years, Chelmsford High School has operated on a 4.7 scale. There are two factors as to why there is a need to update this. The first is that many school districts in Massachusetts have moved to a 5.0 scale, which gives students in other districts an opportunity for a higher raw G.P.A. Although we share with colleges our grading scale, it can be overlooked that we have a lower G.P.A. scale. Also, this is a logical time to update our scale based upon the removal of most level three courses at Chelmsford High School.

In comparing the previous grading scale, 86% of scores yield to a higher equivalent GPA, while only 9% lead to a minor decrease in score. Assuming an equal probability of earning any grade from 75-100 in a term, for a CP student taking seven courses there is a 99% chance that their GPA would be higher under the new scale. You can find this update on page 46.

The G.P.A. chart in the handbook has the comparison between the proposed and the current G.P.A. Below is a link that describes this in greater detail. If approved, we will remove the current G.P.A. and leave the new one. For the purposes of your review, I left the two scales in the handbook with the additional link below:

<https://drive.google.com/file/d/1t3RxVBzMGweN5srpf2bDjmYYJX0rN0Ka/view?usp=sharing>

The last change is a COVID-19 addendum. This section talks about safety protocols and procedures as well as discipline for students not following safety protocols. You can find this at the end of the handbook.



Chelmsford High School



Student Handbook Addendum

2020 - 2021

Letter from Principal

Dear Students,

Welcome to the ~~2020-2021~~ ~~19-2020~~ school year! ~~I look forward to connecting with all of you. The CHS staff is eager to meet you. I am so excited for the new school year to begin.~~

~~This is certainly unprecedented times. We are working in ways that we never had to before. Some of you will be learning in a hybrid model and others will be learning remotely. Regardless of your learning model, we are all in this together. We will support each other through this new normal. We might not always have the answers but we can find solutions together.~~

~~Our custodial and maintenance teams worked hard getting the building ready for you. Schedules are done and teachers are ready. I hope that all of you were able to enjoy the long summer. I am fully rested and ready for the new year to begin. All of us look forward to seeing you at the end of August.~~

~~There were some changes to school since you left. Thank you to the 2017 and 2018 graduating classes. Their generous donations allowed us to purchase a new stone sign on our Graniteville entrance. The town and the school department worked at acquiring lighting for our back parking lot. Hopefully, the lights will be fully installed by the time you arrive. The striping in the parking lot is complete. Even though students do not have to pay for parking, each student intending on driving to school must register their car with security in order to get a parking sticker. Our Supervisors of Students will be available to register cars the first two weeks of school.~~

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. **Please look at the sections involving attendance and after school activities. Policies changed in regard to excessive tardies and absences.**

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,



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. ~~Sandra Windt~~~~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. Marcy Mason, 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. Susan Fallon, 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	Ms. Laraine Wilson	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. Shawna Mottram	X5584
Technology + Business	Dr. Marilyn Sweeney	X5639
Wellness (PE/Health/FCS)	Ms. Katie Simes	X5553
World Language Facilitator	Ms. Jessica Nollet	X5520
Coordinators' Secretary	Ms. Martha Hartery	X5640
Student Services Secretary	Ms. Lia Zouzas 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. Jessica Wolfe	X5645
Supervisor of Students	Mr. Jonathan Demers	X5564664
Supervisor of Students	Ms. Jennifer Salmon	X5583

Chelmsford School Committee

Mr. Dennis King, Chair
Ms. ~~Donna Newcomb~~ ~~John Moses~~, Vice Chair
Mrs. ~~Jeffrey Doherty~~ ~~Maria Santos~~, Secretary
Mr. ~~John Moses~~ ~~Donna Newcomb~~
Ms. ~~Maria Santos~~ ~~Jeffrey Doherty~~

Chelmsford Public School Central Administration

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

Central Office Staff

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

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 question 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 	<p>I contact Security when...</p> <ul style="list-style-type: none"> I have questions about parking.

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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 Schedules

PLUS DAY (Monday, Wednesday, Friday)

Block	Min
1 7:19 - 8:15	56
2 8:19 - 9:15	56
PLUS 9:19-9:44	25
3 9:48-10:44	56
4/L 10:48-12:49	121
5 12:55 - 1:51	56

L1 10:48-11:15	27
L2 11:20-11:47	27
L3 11:52 - 12:19	27

PRIDE DAY (Tuesday & Thursday)

Block	Min
1 7:19 - 8:15	56
2 8:19 - 9:15	56
3 9:21 - 10:17	56
4/L 10:21-11:51	90
PRIDE 11:55-12:51	56
5 12:55- 1:51	56

L1 10:21 - 10:48	27
L2 10:52 - 11:19	27
L3 11:24 - 11:51	27

PLUS BLOCK (Practice-Learn-Understand-Study)

PLUS block is intended to be a time for students to interact with advisors and peers for social/emotional support, directed learning time, and attend school wide or grade-level assemblies. Students are expected to remain in their PLUS Block for the entire period unless called out of class by either their counselor or dean. PLUS Block will meet on PLUS days (most Monday/Wednesday/Friday) between 2nd and 3rd period.

PRIDE BLOCK Purpose Statement

In order to promote an environment that fully addresses and supports the overall well-being of the Chelmsford High School community, PRIDE Block will provide a systematic opportunity for students to access interventions and supports such as:

- Focused Extra Help/Skill Development
- Social Emotional Support
- Homework, Classwork and Make-up Work Completion
- Group Projects
- Peer Tutoring
- Enrichment Opportunities

- Please note that due to the pandemic, we will be following our alternate schedules for the 2020-2021 school year. Use the following link to access those schedules. When we return to school after the pandemic, we will follow the traditional school schedule.

<https://drive.google.com/file/d/1y8xrPUes97qhP91w1-Ee6wztszWdoORt/view>

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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.k12ma.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.

Food can only be eaten in the café. 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. Failure to abide by these rules could result in discipline.

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

\$100 Unlimited Activities: Activity fees are collected by the Activities Director, [Lauren Cochran](mailto:LaurenCochran@chelmsford.k12.ma.us). She can be reached at cochranl@chelmsford.k12.ma.us

Project Fees

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

Student Parking

There are no fees for students to park. In order to park at Chelmsford High School a student must register their car with building security and obtain a parking pass. Failure to register your car will result in your car being towed.

Upon a student's 9th tardy, he/she will lose their parking pass for one week (5 days).

At the 12th tardy the student may be suspended and/or lose parking for two weeks.

Tardies beyond 12, additional parking suspensions can be implemented, or parking permission can be revoked at the discretion of administration.

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.).

- We will be following district and state guidelines as they pertain to COVID-19. Please use the link below to access the guidelines and protocols.

Covid 19 Health Protocols

<https://drive.google.com/file/d/1zpxCSwuQMAm-wF7zFXflkBubRfTqCbF/view>

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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 7:00 a.m. to 4:00 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 Commons 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:

 <p>Multiple Databases</p>	<p>http://galesites.com/menu/mlin_n_chelhigh</p>
 <p>Social Studies and Humanities Databases</p>	<p>http://databases.abc-clio.com/Authentication/LogOn</p>
	<p>https://chelmsfordma.libraryreserve.com/10/45/en/SignIn.htm?url=Default.htm</p>
	<p>https://chelmsford.follettdestiny.com/common/welcome.jsp?context=saas16_2063309</p>
 <p>Online Encyclopedia</p>	<p>http://www.galepages.com/mlin_n_chelhigh/ency</p>
	<p>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.</p>
	<p>http://www.noodletools.com/index.php Create your own account. Citations, note-taking, and more!</p>

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 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 spots are given on a first come first serve basis with seniors getting priority. Seniors will register first followed by juniors. 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. 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. Student parking spaces are painted in white. Staff parking is painted yellow. **Cars parked in the faculty area or unregistered (untagged) cars will be towed away at the owner's expense.**

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 an [online](#) Parking Registration Form that [will be emailed to all families during the first week of school.](#) ~~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. [The online registration form should be completed by](#) Completed forms should be returned to the Supervisor of Students' office by Friday, **September 30~~13~~, 20~~19~~**. After this date, student vehicles without a Student Parking Permit tag are subject to towing.

Seniors can register from ~~August 27thSeptember 15th~~ – ~~September 22nd~~. ~~September 6th~~. Juniors can register September ~~22nd – 6th~~ – September ~~30th – 13th~~.

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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.
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.

10. If a student misses, skips or does not attend their detention, he/she will not be permitted to attend ANY after-school event (ie. Athletics, Dances, Clubs, or any school sponsored after-school activity) until the missed detention(s) are served.

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 60 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. Only current CHS students are permitted to attend regular 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 **Perseverance, Respect, Integrity, Dedication, and Empathy**. 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	

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 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 cannot be named until the beginning of the season for that sport.

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 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 inter- scholastic 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.

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 be 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 (for gambling purposes) 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 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 1) 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.

Any underclassman who plans on attending the Senior Prom is expected to be in school the day of the prom. Any student who does not attend school on the day of the prom will not be permitted to attend this event.

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 who report to school after 7:19 a.m. must report to their house office BEFORE going to class.
- Students will not be admitted to class without a pass from their house office.
- Students will be marked tardy after 7:19 a.m. by their classroom teacher.
- In order for seniors to be exempt from finals they must have an 85 average and no more than 6 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
- Tardies beyond 12 additional parking suspensions can be imposed or parking permission can be revoked at the discretion of administration.

Consequences for Unexcused Tardies:

If a student misses, skips or does not attend their detention, he/she will not be permitted to attend ANY after-school event (ie. Athletics, Dances, Clubs, or any school sponsored event) until the missed detention(s) are served.

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

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VIII. Academic Procedures

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+ 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 2020, 2021, 2022, & 2023
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.

66	2.30	2.00	1.70	1.50	66	1.8	1.6	1.3	1.1
65	2.30	2.00	1.70	1.50	65	1.7	1.5	1.2	1
64	2.00	1.70	1.30	1.00	64	1.6	1.4	1.1	0.9
63	2.00	1.70	1.30	1.00	63	1.5	1.3	1	0.8
62	2.00	1.70	1.30	1.00	62	1.4	1.2	0.9	0.7
61	2.00	1.70	1.30	1.00	61	1.3	1.1	0.8	0.6
60	2.00	1.70	1.30	1.00	60	1.2	1	0.7	0.5
<60	0	0	0	0	<60	0	0	0	0

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	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

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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 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

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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, Supervisors of Students 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~~ Monday through Friday. 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 ½, and 37H ¾, 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".

***Chelmsford High School acknowledges that students make mistakes. We want students to learn from their experiences. All violations under 2.0 may have an opportunity to reduce the number of days suspended if they enroll in the substance abuse education program. This will be discussed with students and their parents/guardians by their respective Dean.**

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
- 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.

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

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

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, tables, seats, 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, (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 without the permission from a staff member is not permitted, 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.

Students leaving the building without permission will be subject to discipline. 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 PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 31, 2020
Re: School Committee Self Evaluation

Attached please find a copy of the school committee self evaluation form provided by the Massachusetts Association of School Committees (MASC) to assist individual school committee members and committees as a whole to review their work. Chairman King asked that I include this form in the agenda packet for discussion at our upcoming meeting on September 1, 2020. We will discuss the self evaluation process and schedule a date to conduct a workshop to review the data and begin to discuss school committee goals for the 2020/21 school year.

SCHOOL COMMITTEE SELF-EVALUATION

The Education Reform Act of 1993 strengthened the requirement for accountability in the delivery of education to our students. To that end, the law now calls for the superintendent of schools to "cause the evaluation" of every employee in the school system.

But who is to evaluate the school committee, if not the school committee itself? While it is true that as individuals, members of the committee are "evaluated" when they stand for re-election or reappointment there is no prescribed agency, no prescribed vehicle for the school committee, as a body, to be evaluated -except by the body itself!

Why do a self-evaluation? While there are many potential benefits, there are two essential questions that could be answered. They are:

- 1. Is the committee doing the right things?**

- 2. Are the "right things" being done the "right way"?**

The Massachusetts Association of School Committees has developed this package to serve as a guide to members who wish to conduct a self-evaluation. The guide is more of a process than an instrument. Self-evaluation by the school committee can yield significant insights and improvement in the total operation of the committee. It can also demonstrate to the entire organization the committee's affirmation of, and commitment to, improvement and accountability in the continuing implementation of Education Reform.

As always, the Association is ready to assist you whatever your needs may be. Please call our office to talk to a staff member or to set up an on-site visit with a Field Director.

The Process for Conducting a Self-Evaluation

The process for performing a self-evaluation is a three-step process:

- 1. Planning the evaluation**
- 2. Completing the evaluation**
- 3. Processing the data**

Planning the evaluation requires the committee to reach agreement on areas of evaluation. This can include, but is certainly not limited to, the following areas of concern:

- governance
- operations
- member relations
- committee/superintendent relations
- strategic planning
- community relations
- fiscal management
- conduct of school committee meetings

A list of specific items that you may want to consider in each category is listed in the appendix to this document.

At this point it is important to note that while the process for the evaluation of the superintendent calls for clear, measurable goals; the committee need not restrict itself to that specifically for this process. Much of what the committee needs to address are the more subjective and *qualitative* factors in areas such as group dynamics that are such an integral part of a school committee's effectiveness.

Once the committee has met (with or without the help of a facilitator) to decide on what categories will be incorporated into the evaluation, they can begin to choose the *descriptors* within each category (See appendix) . This important step may involve a considerable amount of discussion. Try not to "split hairs" and have too many variations of the same point. Later in the process, you should recognize that one of the key benefits of self-evaluation is the actual discussion among committee members as you review the results. Once you have settled on the categories and descriptors, you are ready to complete the self-evaluation.

SCHOOL COMMITTEE SELF-EVALUATION

When establishing a deadline for completing the evaluation, it is important to give each member enough time so they won't feel rushed. It is common for each evaluation to be anonymous. Designate someone to collect the forms and do a composite scoring.

Processing the data can often be more effective when the committee uses a facilitator. Many of the issues and examples that will be used by members in the discussion can involve personalities and interpersonal dynamics and an objective non-member can be an invaluable aid in keeping the dialogue on-track and focused.

Remember that a key benefit, apart from the "report card" that results from the processing of data, is the enlightening (and non-threatening) discussion of issues that would never have been "agenda items" on their own. To this end, try and choose a setting that is comfortable and informal. While the meeting must be an open meeting, it must be set up for the benefit of committee members to have an honest and productive dialogue. Limit the discussion to the participants.

There are two ways to look at the scoring. The most obvious way is to find the areas where there is strong agreement. If there is strong agreement that improvement is needed in a particular area, then this should become part of your new "action plan." If there is agreement that something is working, then keep up the good work!

The other way to view the scoring is to look for areas where there is no strong agreement. If half the committee believes the committee does a great job on the budget, and half the committee believes that there is room for improvement, then an area for discussion has been identified. It is in these discussions that members can learn about each other, find ways to reach common ground, and develop a plan to move forward together. The most important thing is not to let the report hang in the air - use it to develop your own "professional development plan" for the school committee. Ask your facilitator or one of your members to draft a synopsis of your discussion, and initiate plans to put into action the ideas generated in the process, or to develop a plan for the committee to receive training.

Appendix

Scoring is done as follows:

1-Strongly agree

2-Agree

3-Disagree

4-Don't know

Sample Descriptors

Governance

The school committee is a governing body, charged with setting the educational goals and objectives for the school system, adopting policies that enable the administration to achieve these goals and objectives, adopting a budget to provide necessary resources, the hiring and evaluation of the superintendent, and the ongoing review and evaluation of the school system's performance in fulfilling its mission.

1. The committee's policies are clear and up-to-date. _____
2. The committee has adopted a mission statement. _____
3. The committee regularly evaluates its progress relative to the goals and objectives that have been adopted. _____
4. The committee refrains from involvement in the administration of the school system. _____
5. The committee members take part in educational workshops and conferences to help them make informed decisions. _____

SCHOOL COMMITTEE SELF-EVALUATION

Operations

Any group or team functions best when the norms, rules and dynamics are spelled out, easily understood, and agreed upon. Aside from certain Massachusetts General Laws and Robert's Rules of Order, the school committee generally develops its own ways of doing things. City charters and town by-laws may also provide direction for the committee. The more that is discussed up front, the smoother the process for making decisions can be.

1. Roles of committee officers are defined in committee policy and understood by all members. _____
2. New members receive introductory training and orientation when they join the committee. _____
3. Procedures and protocols for committee operations are published and understood. _____

Member Relations

Group dynamics and teamwork are an extremely important part of school committee success. Members can have strong opinions on issues yet still remain open-minded and willing to work out differences. How committee members treat each other goes a long way in affecting the ultimate success of the committee as a whole and as individuals.

1. Members treat each other with courtesy and respect. _____
2. All members are encouraged to voice opinions and take positions on issues. _____
3. Members respect the will of the majority and support decisions once they are made. _____
4. Members share pertinent information with each other to prevent surprises and promote informed decision making. _____
5. Members "do their homework" and come prepared to make decisions. _____
6. Members understand the role of the individual as part of the whole group. _____

1-Strongly agree

2-Agree

3-Disagree

4-Don't know

Committee/Superintendent Relations

The superintendent is a critical member of the management team, implementing school committee policies and leading the school system in the direction set by the school committee. The relationship between the committee and the superintendent is an area that deserves the utmost attention and care.

1. The committee regularly evaluates the superintendent using a mutually agreed-upon process. _____
2. The types and frequency of communications are agreed to in advance. _____
3. The superintendent is accessible to committee members. _____
4. Committee members contact the superintendent when seeking information. _____
5. The superintendent informs the committee of major personnel decisions. _____
6. The superintendent and committee treat each other with mutual respect and professionalism. _____
7. Both the committee and the superintendent operate on a "no-surprises" model. _____

1-Strongly agree

2-Agree

3-Disagree

4-Don't know

SCHOOL COMMITTEE SELF-EVALUATION

Strategic Planning and Fiscal Management

The school committee is accountable to the community for the responsible management of the school system's finances. It is also responsible for providing the resources necessary to enable the school system to perform its mission. Solid planning is needed to maximize short-term and long-term allocation of resources.

1. A long term, strategic plan exists and is regularly reviewed. _____
2. All constituencies of the school district are involved in the strategic planning process. _____
3. The budget process is documented and published. _____
4. Budgets are developed based on needs, from the "bottom-up." _____
5. The committee, as a group, presents and advocates the budget to the community. _____
6. The committee receives regular reports with budget and financial status for the school system. _____

Community Relations

The school committee is the chief advocate for students in the community. As such, it needs to strive for a positive relationship between the community and the school system. The perception of the school system's quality impacts nearly all facets of the system, and is an integral component of school committee success in advocacy.

1. The committee has a public relations plan for the school system. _____
2. The committee encourages the inclusion of community member in as much decision making as possible. _____
3. The committee works cooperatively with other branches of municipal government. _____
4. The school system regularly reports its own progress and accomplishments. _____

1-Strongly agree

2-Agree

3-Disagree

4-Don't know

Conduct of Meetings

The quality of school committee meetings affects not only the quality of committee decisions and committee credibility, but also the level of confidence the community has in the committee. School committee decisions can be made only at these meetings, which often provide the public its only "window" into the school system. The meeting agenda is planned jointly by the committee chairman and the superintendent, and must be adhered to by the committee.

1. Committee members receive sufficient information far enough in advance to prepare for meetings. _____
2. Public input is welcomed, and is done according to an established policy. _____
3. Full and sufficient debate is allowed. _____
4. Discussion is focused on issues, not personalities. _____
5. The physical setting is conducive to productive discussion and decision making. _____
6. Meetings are frequent enough to prevent overcrowded agendas. _____

1-Strongly agree

2-Agree

3-Disagree

4-Don't know

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 31, 2020
Re: School Committee Policy Updates

I reviewed the recent recommend COVID-19 Pandemic guidance document and recommended supplemental policy from the Massachusetts Association of School Committees. I have attached the supplemental policy (Policy ECB Supplemental) for school committee consideration. This emergency/interim policy would be effective upon majority vote of the school committee and cease upon the end of the emergency as declared by the governor.

General (Interim) Policy on COVID-Related Issues File: EBC Supplemental

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government, and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the “back to school plan,” and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the “back to school” plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The “back to school” plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;

- provide the most effective educational services as possible to students under the circumstances;
 - authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
 - conduct the district business and operational functions of the district as efficiently as possible;
 - allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
 - facilitate the re-establishment of a safe and productive school day and year.
- Student assignment to schools (File JCA)

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.
 - School calendar (File IC/ICA)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.
 - Class size (File IIB)

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.
 - Attendance (File JH)

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements
 - Time on learning (File IC/ICA and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File IKE)

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Special education (File IHB, IHBA, IHBA, IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File JIC, JK)

The “back to school” plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these “back to school” plans provisions for students were disciplined or suspended or who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File GCA)

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK (JIE, JL, JLC, JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or

educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File JRA)

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the “back to school” plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File IHBG (temporary), home-bound instruction File IHBF (e.g., students with physical disabilities) and remote instruction for students in quarantine

The “back to school” plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File JH and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File KI)

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contact tracing (File JLCC)

Subject to the provisions of the “back to school” plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the CORVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File EEA, EEAA, EEAE, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP’s that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district “back to school” plan.

- Operations and plant maintenance (File EC, ECA)

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.