



Chelmsford School Department School Committee

Notice of Public Meeting

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Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday September 4, 2018 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of August 7, 2018

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. Establishment of 2018/19 School Committee Goals
2. Public Forums Dates, Times & Topics
3. Preliminary Kindergarten Enrollment
4. Contract Negotiation Study Committee
5. Fundraising Policies and Procedures
6. FY19 Budget Transfer Recommendation
7. Review and Approval of School Committee Policies

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

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

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
August 7, 2018
Meeting Minutes**

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

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

Mr. King opened the meeting at 6:15 p.m. and led those in attendance in the Pledge of Allegiance. Tonight's meeting is **not** being televised or recorded.

Consent Agenda

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

Mr. Thomas motioned to approve the minutes of the Regular School Committee meetings of June 26, 2018 and July 18, 2018. Ms. Newcomb seconded. Motion carries 3-0.

Public Comments

None tonight.

Good News

CHS is in great shape for the upcoming school year. The parking lot is almost completed at CHS and Parker Middle School. Harrington and Center Schools will see their parking lots completed in September.

New Business

1. Announcement of McCarthy Middle School Assistant Principal: Ms. Kerry Calobrisi.

Ms. Calobrisi was greeted warmly by all in attendance. She expressed her delight at obtaining the position and stated she has heard wonderful things about the Chelmsford Public School District as a whole and McCarthy Middle School in particular.

2. Final FY18 End-of-Year Budget Adjustments/Transfers

Mr. Thomas motioned that the Committee vote to amend their previous vote of July 18, 2018, to approve the transfer of FY18 special education out of district tuition expenses from the local budget account to the circuit breaker fund in the amount of \$2,557.45. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 3-0.

3. Approval of 2018/19 Parent & Student Handbook

Mr. Thomas motioned to approve the 2018/19 Parent and Student Handbook. Ms. Newcomb seconded. Motion carries 3-0.

a. Approval of 2018/19 Parent and Student Handbook: CHS Addendum

Mr. Thomas motioned to approve the 2018/19 Parent and Student Handbook: CHS Addendum. Ms. Newcomb seconded. Motion carries 3-0.

4. Evaluation of 2017/18 School Committee Goals

The goals were reviewed and discussed. Progress has been made on goals one and two (included in tonight's packet) and work continues. Goal three addresses facilities and resources and is ongoing. New goals will be discussed at the Committee Meeting on September 4, 2018.

5. Review/Update of School Committee Liaison Assignments

The assignments were discussed.

6. Public Input at School Committee Meeting/Public Forums

Suggestions were made and discussion followed. This agenda item will be discussed at the Committee Meeting on August 21, 2018.

7. 2018/19 School Committee Meeting Schedule

Shared in tonight's agenda packet. No action required.

8. 2017/18 Chelmsford Public Schools Year-in-Review

Dr. Lang included a memorandum in tonight's packet and shared the highlights during the meeting.

9. 2017/18 Superintendent's Evaluation Process

This item will be on the agenda for the Committee Meeting of August 21, 2018.

10. Personnel Report – June 2018

No action required.

11. Permission to Convert Position: Coordinator of Social Emotional Learning & Counseling Services

Mr. Thomas moved to convert the position of Coordinator of Guidance to Coordinator of Social Emotional Learning & Counseling. Ms. Newcomb seconded. Motion carries 3-0.

12. Permission to Convert Position: ICTS Solutions Engineer

Mr. Thomas motioned to convert the currently vacant district wide technician position to the position of ICTS Solutions Engineer. Ms. Newcomb seconded. Motion carries 3-0.

Mr. Thomas motioned to approve the transfer of \$25,000 from the Curriculum Directors (2110) software line item to the Districtwide MIS (1450) – Technology Office Staff line item. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 3-0.

13. Review and Approval of School Committee Policies

Mr. Thomas motioned to tentatively approve sections G and H of the School Committee Policies. Ms. Newcomb seconded. Motion carries 3-0.

14. Hosting of on-line Approved School Committee Policy Manual

Mr. Thomas motioned to authorize Dennis King to enter into an agreement with MASC to host the online policy manual with a cost of \$3,500 for the first year (cost of conversion plus first year hosting and updates) and \$950 (hosting and updates) for the second and subsequent years. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 3-0.

Reports

1. Liaison Reports

None

Action/New Items

On October 16th the CHS Business Department will host its second annual “Reality Fair” for students.

Adjournment

Mr. Thomas motioned to adjourn tonight's meeting at 9:15 p.m. Ms. Newcomb seconded. Motion carries 3-0.

Respectfully submitted by Sharon Giglio

Chelmsford School Committee

Goal Evaluation

District Wide Goals

Goal 1 Supporting Academic Achievement

SC Goal – By June 2018 the school committee will support the district plan to establish agreements with local colleges in an effort to increase academic pathways and career readiness programs for our high school students by:

- Evaluating potential agreements with local institutions
- Meeting with stakeholders to discuss the benefits and concerns of such programs
- Consider and possibly implement changes in programming and/or policy to accommodate such plans
- Work with the superintendent and administrative staff to publicize and inform parents, students and general public of any new programming initiatives as measured by the offerings in the 2018-19 CHS program of studies

Goal 2 Create a positive, pro-social learning environment

SC Goal – By June 2020 the school committee in collaboration with the superintendent, assistant superintendent, director of student support services and other stakeholders will create a prioritized list of programming that may be implemented to promote the social emotional wellbeing of all students and that assists in cultivating positive, safe learning environments for students and staff as measured by the budget prioritization for the 2019-20 school year. Action items toward this goal include:

- Investigate funding sources to add social workers to the schools
- Investigate funding sources to create a therapeutic classroom at the elementary level for students with severe behavioral needs.
- Create educational programs for staff and parents to inform them of district, state and national policies related to dealing with students with social emotional needs.
- Increase public awareness of the PRIDE program
- Educate all stakeholders on the proper procedures for addressing issues, including but not limited to an understanding of who to report issues to and the subsequent levels of response

Goal 3 Maintain aligned financial and facilities resources

SC Goal – By June 2018 the school committee will work with the superintendent, school personnel and town officials to finalize a 10 year capital improvement plan that:

- Prioritizes and addresses current and future facility needs in our current schools
- Continues to pursue new facility options to meet the future needs within the confines of current financial realities
- Measured by the completion and prioritization of a 10 year capital improvement document

School Committee Professional Practice Goals

Goal 1 Meeting Format and Agenda

SC Goal – By June 2018, the school committee will meet to discuss a new meeting format that:

- Encourages open discussion of issues within the committee and with the general public
- Provides appropriate time for handling the general business issues
- Implement new meeting protocols, meeting formats, and meeting agendas

Goal 2 Communication with Stakeholders

SC Goal - By June 2018, the school committee will create a policy to improve the communication, cooperation and collegiality between members of the school committee by:

- Taking part in a third-party consultation program to discuss current issues, contrasting viewpoints and past conflicts in an effort to obtain a common vision for working to maintain and improve all areas of the district
- Measured by meeting agendas, notes and protocols of collaboration

Goal 3 Policy Review and Maintenance

SC Goal – By June 2018, the school committee will review and establish a timeline for setting and evaluating district, superintendent and school committee annual goals

- Measured by the establishment of timelines and adherence to the evaluation process for the district, superintendent and school committee goals.

District Wide Goals

Goal 1 Supporting Academic Achievement

Assessment of the completion of this goal : 4 **3** 2 1

Comments: Addressed goal as written (Collaboration with local colleges), Addressed action item 3 (Assistant principals)

Suggested follow up: Rewrite goal for 3 year period to correspond to strategic plan. Work on action item 1 (student internships and enrichment opportunities)

Goal 2 Creating a positive, pro-social learning environment

Assessment of the completion of this goal : 4 **3** 2 1

Comments: Addressed action item 2 (therapeutic classroom), Action item 4 addressed at the building level

Suggested follow up: Follow up on implementation of action item 2, Discuss need for action item 1, Work on action items 3 + 5

Goal 3 Maintaining aligned financial and facilities resources

Assessment of the completion of this goal : 4 3 **2** 1

Comments: Worked toward goal of developing 10 year capital plan through subcommittee review, Improved in area addressed in action item 2 based on feedback from stakeholders

Suggested follow up: Rewrite the goal to be more general. Continue to work on "overall goal" (capital plan). Work on action items 1 + 4

School Committee Professional Practice Goals

Goal 1 Meeting Format and Agenda

Assessment of the completion of this goal : **4** 3 2 1

Comments: New policies for public input and public discussion to be implemented starting in September

Suggested follow up: Set up public forums during the school year on different topics.

Goal 2 Communications with Stakeholders

Assessment of the completion of this goal : 4 **3** 2 1

Comments: MASC workshop held for members in July attended by 4/5 members. Increased effort to solicit input from committee members on agenda items.

Suggested follow up:

Goal 3 Policy Review and Maintenance

Assessment of the completion of this goal : **4** 3 2 1

Comments: All policies reviewed with MASC, Approval process of new policies almost completed.

Suggested follow up: Hosting of policies through MASC

2018-19 Suggested School Committee Goals

District Wide Goals

By June 2020, the school committee will support the district plan to provide multiple access points to learning to ensure that every student achieves to his/her full potential by evaluating alternative learning opportunities for students as measured by the offerings in the program of studies at the high school and middle school level. **(Rewrite)**

ACTION STEPS:

1. Establish collaborative agreements with local colleges in an effort to increase academic pathways and career readiness programs for our high school students by evaluating potential agreements with local institutions. **(Moved), (2017-18, ongoing)**
2. Establish collaborations with local business to help create internship or enrichment opportunities for students.
3. Establish collaborations with local community, civic or governmental organizations to encourage students to be informed and active in their community.
4. Investigate options to provide additional administrative or supervisory support services at the elementary level including but not limited to adding assistant principals. **(2017-18, ongoing)**
5. Investigate the need for and funding sources for establishing a one-on-one computer initiative in the district. **(New)**

By June 2020, the school committee in collaboration with the superintendent, assistant superintendent, director of student support services and other stakeholders, will create a prioritized list of programming that may be implemented to promote the social emotional wellbeing of all students and that assists in cultivating positive, safe learning environments for students and staff as measured by the budget prioritization for the 2019-20 school year.

ACTION STEPS:

1. Investigate the need for and funding sources of adding social workers to the schools. **(Rewrite)**
2. Investigate funding sources to create a therapeutic classroom at the elementary level for students with severe behavioral needs. **(2017-18)**
3. Investigate the need for and funding sources for adding programs for students with language based learning disabilities. **(New)**
4. Create educational programs for staff and parents to inform them of district, state and national policies related to dealing with students with social emotional needs.
5. Increase public awareness of the PRIDE initiative.
6. Educate all stakeholders on the proper procedures for addressing issues including but not limited to an understanding of who to report issues to and the subsequent levels of response.

By June 2020, the school committee will work with the superintendent, school personnel and town officials, to develop an aligned, sustainable financial foundation that supports the needs of the district including current and future budget requirements and facility needs and will clearly communicate these with all stakeholders in the district as measured by budget documents, the completion of a 10 year capital improvement plan, and submissions of new building projects to MSBA. **(Rewrite)**

ACTION STEPS:

1. Finalize a 10 year capital improvement plan that addresses current and future facilities needs including prioritizing capital needs in our current facilities, as well as continuing to pursue new facility options to meet projected future enrollment needs within the confines of current financial realities. **(Moved)**
2. Create a uniform policy for the establishment, maintenance, monitoring, and accounting of athletic and activity accounts, student group accounts, and/or other accounts established to raise and maintain funds outside of the normal school budget and clearly delineate how these funds are expended. **(Modified)**
3. Encourage input from stakeholders (parents, staff, administrators, etc.) about budget priorities at the district and building level.
4. Investigate the need for new grade alignments to make use of current facilities and/or in connection with enrollment projections and future building projects. **(Combined 3 + 4)**
5. Investigate alternative building plans based on feedback from MSBA. **(New)**

School Committee Professional Practice Goals

Communication Strategy

By June 2019, the school committee will meet to discuss ways to improve communication with all stakeholders as they pertain to achievements in the district, decisions made during school committee meetings, and responses to issues and concerns. Said strategy may include but not be limited to holding public forums on specific topics several times during the year, establishing a social media presence, and increasing the functionality of the district web site.

New member orientation/mentoring

By June 2019, the school committee will develop an orientation program for new members to assist them in getting acclimated with the role and responsibility of serving on the Chelmsford school committee. Components of this program may include an orientation packet including information about open meeting Laws, Robert's Rules of Order, conflict of interest laws, member contact information, and district policies. Additionally, the assignment of a mentor from among the other members of the committee to assist new members with routines such as warrant signing, requesting agenda items, etc. may be explored.

Increased professional development

By June 2019, members of the school committee will strive to participate in some form of professional development in support of their role on the Chelmsford school committee. Examples may include attending the annual MASC convention, attending Day on the Hill, attending other MASC workshops, participating on MASC subcommittees, participating in legislative advocacy for issues related to education, etc. The committee will also investigate having MASC come in and conduct in-house workshops related to issues affecting the committee and/or the district.

CHELMSFORD PUBLIC SCHOOLS

Dr. Linda J. Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent
Members of the School Committee
From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*
Date: August 31, 2018
RE: Preliminary Kindergarten Enrollment

Attached you will find enrollment numbers for kindergarten, including the breakdown of the numbers by class, at each school. These numbers are reflective as of the close of school on August 30, 2018.

There are a total of 368 kindergarten students districtwide with 16 sections – 4 at each elementary school – providing a districtwide average of 23 students per classroom. Our highest kindergarten section is 26 students and lowest section is 20 students. The median class size is 23. The larger influx of kindergarten enrollment is at the Center Elementary School with the highest section at 26 students.

We have been in contact with the schools to assess student enrollment in the district, as well as updates from our Central Registrar. With the Center School numbers being the largest, the principal has made arrangements to provide additional support to the kindergarten classrooms and continues to assess the needs of the entire population of students in the grade. We are continuing these conversations to be sure that we are best able to make meet the needs of the students in kindergarten. Any updates will be reported at a future date.

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

Byam Kindergarten Enrollment by Course8/31/2018

Course	SchoolCourse > Course > GrdLvl	Total
E0350-001	K	20
E0350-003	K	20
E0350-004	K	21
E0350-005	K	22

Report Summary

Statistics	Sum Total	83
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Center Kindergarten Enrollment by Course8/31/2018

Course	SchoolCourse > Course > GrdLvl	Total
E0350-001	K	25
E0350-002	K	26
E0350-003	K	26
E0350-004	K	26

Report Summary

Statistics	Sum Total	103
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Harrington Kindergarten Enrollment by Course8/31/2018

Course	SchoolCourse > Course > GrdLvl	Total
E0350-001	K	24
E0350-002	K	23
E0350-003	K	23
E0350-004	K	23

Report Summary

Statistics	Sum Total	93
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South Row Kindergarten Enrollment by Course

8/31/2018

Course	SchoolCourse > Course > GrdLvl	Total
E0350-001	K	22
E0350-002	K	23
E0350-003	K	23
E0350-004	K	21

Report Summary		
Statistics	Sum Total	89

Statistics	Sum Total	89
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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, 2018
Re: Contract Negotiation Study Committee

A request by school committee member Skaar is attached seeking information pertaining to the most recent teacher's contract. As way of providing background in response to this request, at the August 23, 2017 regular meeting of the school committee, the most recent teacher's contract was ratified. The school committee and union agreed to move three (3) matters to study committee through a "side letter" of agreement for further review. The contract was not approved contingent on reduction in force (RIF) and transfer language being worked out. These matters as well as the development of a mutually agreeable evaluation instrument for non-licensed personnel were referred to study committees for further discussion. A copy of page 73 from the teacher's contract referencing the study committee's is attached for your review.

Formal study committees did not convene to discuss these matters during the 2017/18 school year, proposals were not exchanged or ratified. I have provided a list of outstanding matters, including the above referenced study committees to the new CFT leadership. I am uncertain if study committees will convene to discuss these issues in the near future or if these matters may be presented in upcoming bargaining for a successor contract with the teacher's union.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 8, 2016
Re: Fundraising Policies and Procedures

As you are aware, the MASC policy review has resulted in a number of new and/or revised policies pertaining to fundraising activities conducted in the schools. With very few exceptions, fundraising at the elementary/middle school level of the district is conducted through the various school-based PTO organizations. The PTOs collect, expend and report their funds independent of the school department. PTOs are private entities and the school department has no oversight in the collection or expenditure of PTO funds.

At the middle school level, school clubs from time-to-time may run a school dance or activity and collect a nominal admittance fee for participating students upon entry. Funds collected are recorded in the individual school student activity accounts. I would not characterize this type of activity as "fundraising," as the general public is not being solicited for funds. I feel it's appropriate for this type of activity to continue to be approved at the building level and managed through the student activity accounts.

At the high school level is where the majority of our fundraising involves soliciting the general public for support. I met with CHS Principal Murray and middle school principals McPhee (McCarthy) and Parks (Parker) to review the current approval and tracking process for fundraising requests by school-based clubs and athletic teams. A form the high school currently uses is attached for your review. This form is filled out by each club advisor or athletic coach who proposes to conduct a fundraiser. If approved, the proposed fundraiser is conducted and a financial report is to be completed and returned at the end of the fundraiser.

Principals Murray, McPhee and Parks were all in agreement with standardizing the form(s) used for the request, approval and reporting of student-related fundraising activity at the middle and high school level. We are going to move to an on-line electronic form to be completed when school-based clubs and/or athletic teams fundraising is to occur. We are going to work with our technology department to develop the form and once approved, create a link to the approved fundraiser on the

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

individual school and district website under the “parents” or “community” tab. This will allow the general public to verify whether a fundraiser is school-approved and sanctioned by the appropriate school. Further, we are going to work to attach the final fundraiser financial report to the website, linked to the corresponding fundraiser, for accountability and transparency in our fundraising ventures. I will notify the school committee when the form(s) have been created and approved fundraises that solicit the general public are linked to our website for you to view.

CHELMSFORD HIGH SCHOOL

APPLICATION FOR APPROVAL OF FUNDRAISING ACTIVITY

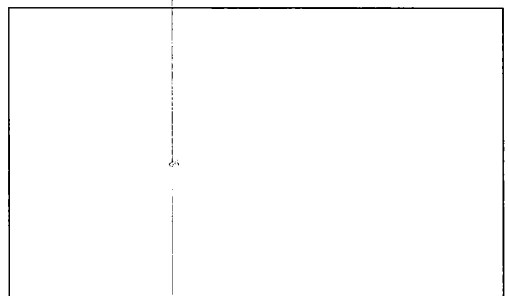
CLUB or TEAM NAME:			
ADVISOR or COACH:			
FUNDRAISING ACTIVITY:			
START DATE:		END DATE:	
Will you be using school facilities? Circle Y-or-N		YES	NO
If you answered NO, where will the fundraiser take place?			
If you answered YES, please complete a "Use of Facilities" Form. If you are <u>only</u> requesting tables & chairs outside the Cafeteria at lunch, please write the number of tables & chairs you need below:			
Briefly describe the fundraising plan.			
What is the purpose of raising the funds?			

The signing of this application shall constitute an agreement to abide by the rules of the Chelmsford Public School system, the regulations of the Town of Chelmsford and the laws of the State of Massachusetts. The Chelmsford School Committee reserves the right to deny any application it deems improper or untimely. This form must be signed by the staff member responsible for the fundraiser.

PRINT NAME:		DATE:	
SIGNATURE:			
APPROVED? YES	NO	IF NO, WHY?	
Principal's Signature:		DATE:	

Chelmsford High School Seal

Athletic Director Approval	
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FUNDRAISER FINANCIAL REPORT

Fundraiser Name:		Fundraiser Date(s):	
Club Name:		Advisor or Coach:	

Please list all of your **REVENUE**:

Source	Sub-total
Tickets Sold: _____ @ _____	
Items Sold: _____ @ _____	
Cash Contributions:	
Other Revenue:	

TOTAL REVENUE: _____

Please list all of your **EXPENSES**:

Source	Sub-total
Police: _____ @ _____	
Custodial: _____ @ _____	
Rental:	
Entertainment:	
Food:	
Transportation:	
Other Expenses:	

TOTAL EXPENSES: _____

PROFIT:	LOSS:
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Turn this report in with your Workers Credit Union deposit receipt(s).

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 8, 2016
Re: FY19 Budget Transfer Recommendation

When I had the opportunity to attend the national school safety conference in Orlando this past summer, I met with several vendors to review new to the market emergency preparedness and response technologies to improve school safety. One product that I was particularly impressed with would enhance our communication and information sharing among school district staff and local emergency responders in an emergency situation.

SafePlans is a company that provides emergency readiness-related services, including ERIP, Emergency Response Information Portal. Along with school district staff and local first responders, SafePlans representatives will visit every CPS facility, collect tactical site mapping data and conduct security assessments. ERIP will be used to securely maintain the districts emergency plans, building security assessments, emergency response drill schedules, on-line training courses, and site mapping data, such as building floors plans and facility images. Given our focus this year on school safety and updating emergency response protocols, I strongly feel this would be a beneficial tool to improve and streamline communication on this matter.

There are one-time as well as annual renewal costs associated with SafePlans. I am seeking the school committee's approval to transfer available funds within the FY19 budget to provide for the initial, one-time costs to fully implement ERIP this year in the Chelmsford Public Schools as follows:

\$ 4,100	Emergency plan development, ERIP set-up and staff training (8 sites at \$ 450 + \$ 500 district set-up)
<u>\$ 32,000</u>	Security assessment and site mapping (8 sites at \$4,000)
\$ 36,100	Total Year One Purchase and Implementation Cost

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

The annual hosting and technical support moving forward in years 2 and beyond is assessed at \$ 450 per school facility or \$ 3,600 annually which will be incorporated into the FY20 budget recommendation. **A transfer of \$ 36,100 from Special Education Tuition (9330) to Districtwide MIS - School Security (1450) is recommended for school committee approval.**

The recommendation to transfer available funds from the local budget special education tuition account is due to the required (larger) offset to the circuit breaker account as we are reaching the maximum allowable reserve by statute. We have fully budgeted known special education tuition expenses in FY19 and anticipate receiving additional credits from Valley Collaborative, over and above what we have budgeted, creating a surplus in the local budget special education tuition account.

A second budget transfer request pertains to our facilities department vehicle, which has reached the end of its useful life. When we implemented the hybrid model of custodial cleaning services two years ago, instead of purchasing a new vehicle for the director of facilities, the police department had an old vehicle they were taking out of service and agreed to transfer it to the school department for use. We are at a point where it is more costly to repair the vehicle and are not seeing a return on our investment. I am recommending \$ 25,000 be transferred to provide for the purchase of a new vehicle to serve the facilities department for the years to come. **A transfer of \$ 25,000 from Special Education Tuition (9330) to Maintenance of Grounds (4210) is recommended for school committee approval.**

A third budget transfer request is to provide for the purchase of acoustical ceiling tiles to remedy the sound reverberation matter at the Parker Middle School. An update on this matter was provided at the August 21, 2018 regular meeting of the school committee. The report from the engineers was favorable with meeting ANSI standards in the classroom (219) with the Armstrong Optima Planks installed. Our recommendation is to purchase sufficient materials to outfit the remaining fifteen (15) core 7th and 8th grade academic classrooms at this time. The work will be performed by our in-house custodians throughout the fall. **A transfer of \$ 20,000 from Special Education Tuition (9330) to Supplies – Custodial (4230) is recommended for school committee approval.**

A fourth budget transfer request is to provide for translation services for the student and parent handbooks (including CHS addendum) that were recently approved by the school committee. The MA DESE Coordinated Program Review indicated the district needs to translate these handbooks into the second most identified home language of our students and families, in our case Spanish. The estimated cost to perform this translation service is \$ 7,000. **A transfer of \$ 7,000 from Special Education Contracted Services (2440) to English Language Learner Contracted Services (2110) is recommended for school committee approval.**

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, 2018

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

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

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

Monday March 19, 2018

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

Tuesday April 10, 2018

Section C	General School Administration
Section D	Fiscal Management

Wednesday May 9, 2018

Section E	Support Services
Section F	Facilities Development

Thursday June 7, 2018

Section G	Personnel
Section H	Negotiations

Tuesday July 3, 2018

Section I Instruction

Thursday July 19, 2018

Section J Students

Thursday August 2, 2018

Section K Community Relations

Section L Education Agency Relations

After we review each section of the policy manual in subcommittee, Mr. Gilbert incorporates the subcommittee's recommended additions, deletions, and/or changes in the policies reviewed and provides updated policies for each section. Attached are updated policies for **Section J**, Students, for the full school committee to review and approve at the regular meeting on September 4, 2018.

SECTION J

STUDENTS

JB	EQUAL EDUCATIONAL OPPORTUNITIES
JC	ATTENDANCE AREAS
JCA	ASSIGNMENT OF STUDENTS TO SCHOOLS
JEB	ENTRANCE AGE / MANDATORY ADMISSIONS
JF	SCHOOL ADMISSIONS
JFAA /JFABD	STUDENT RESIDENCY
JFABC	ADMISSION OF TRANSFER STUDENTS
JFABD	HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES
JFABE	EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN
JFABF	EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE
JFBB	SCHOOL CHOICE
JFCA /JJCB	REQUESTS FOR LEAVE OF ABSENCE TO RETURN TO COUNTRY OF ORIGIN (on hold for legal review)
JH	STUDENT ABSENCES AND EXCUSES
JHCBA	RELIGIOUS HOLIDAYS
JHD	EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE
JI	STUDENT RIGHTS AND RESPONSIBILITIES
JIB	STUDENT INVOLVEMENT IN DECISION-MAKING

JIC	STUDENT DISCIPLINE
JICA	STUDENT DRESS CODE
JICC	STUDENT CONDUCT ON SCHOOL BUSES
JICE	STUDENT PUBLICATIONS
JICF	GANG ACTIVITY / SECRET SOCIETIES
JICFA	PROHIBITION OF HAZING
JICFA-E	HAZING
JICFB	BULLYING PREVENTION
JICH	ALCOHOL, TOBACCO AND DRUG USE BY STUDENTS PROHIBITED
JIE	PREGNANT STUDENTS
JIH	SEARCHES AND INTERROGATIONS
JII	STUDENT COMPLAINTS AND GRIEVANCES
JJ	CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES
JJA	STUDENT ORGANIZATIONS
JJE	STUDENT FUND-RAISING ACTIVITIES
JJF	STUDENT ACTIVITIES ACCOUNTS (C)
JJF	STUDENT ACTIVITY ACCOUNTS (MASC)
JJH	STUDENT LATE NIGHT OR OVERNIGHT TRAVEL
JJH-R	STUDENT TRAVEL REGULATIONS
JJIB	INTERSCHOLASTIC ATHLETICS
JJIF	ATHLETIC CONCUSSION POLICY
JJIF-R	ATHLETIC CONCUSSION REGULATIONS

JK	STUDENT CONDUCT
JKA	CORPORAL PUNISHMENT
JKAA	PHYSICAL RESTRAINT OF STUDENTS
JL	STUDENT WELFARE
JLC	STUDENT HEALTH SERVICES AND REQUIREMENTS
JLCA	PHYSICAL EXAMINATIONS OF STUDENTS
JLCB	INOCULATIONS OF STUDENTS
JLCC	COMMUNICABLE DISEASES
JLCD	ADMINISTERING MEDICINES TO STUDENTS
JLD	GUIDANCE PROGRAM
JQ	STUDENT FEES, FINES, AND CHARGES
JRA	STUDENT RECORDS
JRD	STUDENT PHOTOGRAPHS

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC

UPDATED: March 2018

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination
JFABD, Homeless Students: Enrollment Rights and Services

ATTENDANCE AREAS

Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the following general guidelines will also be applied:

1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural barriers will be used for boundaries.
2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
603 CMR 17.00
603 CMR 26.00

CROSS REF.: JCA, Assignment of Students to Schools

ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves a hardship case or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his/her former school; permission will not extend beyond the current school year.
4. To permit secondary school students to take courses not offered in their assigned schools.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules; or unless specific permission is granted by the School Committee.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
603 CMR 17.00
603 CMR 26.00

CROSS REF.: JC, Attendance Areas

ENTRANCE AGE / MANDATORY ADMISSIONS

A child entering kindergarten must be five years of age on or before August 31st of the year in which they are to enter kindergarten. A child entering grade one must be six years of age on or before August 31st of the year in which they are to enter grade one.

A birth certificate and health records must be provided by parents registering their child for kindergarten/first grade. Proof of residency is required.*

During the school year any family/child moving into Chelmsford from another city, town, or state who has already been enrolled in school, is registered into whatever grade is recommended by the transferring school. Regardless of the grade that a child is being transferred to, proof of residency is required.*

For transferring into high school, the student will be registered into the grade level in accordance with the number of credits earned toward graduation. Proof of residency is required.*

For early entrance Grade 1 requests, a waiver from the August 31st entrance age date will be considered only for children who have successfully completed (documentation provided) a full year of kindergarten and whose birth dates fall between September 1st and October 31st.

*Proof of residency includes, but is not limited to, a purchase and sales agreement with financial commitment, copy of utility bill, and/or rental/lease agreement.

SOURCE: Chelmsford

LEGAL REFS.: M.G.L. 15:1G
 603 CMR 8.00

SCHOOL ADMISSIONS

All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Central Registrar and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship shall also be required by the school administration.

SOURCE: MASC

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Inoculations of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services

STUDENT RESIDENCY

All school aged children residing in the Town of Chelmsford have the right to attend the Chelmsford Public Schools regulated by the Chelmsford School Committee. If it is determined by the Superintendent of Schools that a student does not reside in the Town of Chelmsford, the student is not entitled to attend the Chelmsford Public Schools.

Residency - Residency is determined first by the location of the domicile where the student eats meals and sleeps at night prior to attending a Chelmsford elementary, middle or high school the following morning (i.e. Sunday through Thursday evenings). The student must be living at such address with a parent/legal guardian or someone who has been entrusted to take care of the child, including a relative or friend. However, if a child is living with an entrusted relative or friend, such residency cannot be for the sole purpose of attending the Chelmsford Public Schools. Students living at a Chelmsford residence for reasons other than school attendance must provide evidence that the residence serves as the center of the student's domestic, social and civil life.

Any person who fails to satisfy the above-listed residency requirements but attempts to attend the Chelmsford Public Schools may be required to remit full restitution to Chelmsford which restitution includes, but is not limited to, the cost of tuition for attending the Chelmsford Public Schools. Similarly, any person who assists a student in improperly attending the Chelmsford Public Schools may be required to remit full restitution to Chelmsford.

Related Factors - Other factors important to establishing residency and school enrollment include the following.

- Students living at a Chelmsford residence for a temporary period of time (i.e. foreign exchange students may attend the Chelmsford Public Schools for the duration of their residency; however, the Chelmsford School Committee reserves the right to charge tuition on a prorated basis of the per pupil expenditure at the elementary, middle and high school levels for the length of such residency).
- Homeless students living temporarily in the Town of Chelmsford must be enrolled immediately, even if they do not possess records usually required for enrollment.
- Joint legal custody of a child where one parent resides in Chelmsford is insufficient to establish proof of residency.
- Ownership of taxable residential or commercial property in Chelmsford is insufficient to establish proof of residency.
- Residents housing students, other than their own offspring, for the sole purpose of attending the Chelmsford Public Schools will be liable for all tuition charges in the event the student and the student's family have not followed all guidelines listed herein.
- Only legally enrolled students in the Chelmsford Public Schools are permitted to participate in the academic daily program, extra-curricular activities and sports.

Process - Prior to enrollment, all students and/or their parents and/or legal guardians must complete the school department's registration form and supply the school department with certain information, including the following items: the names, addresses and telephone numbers of the student, parent(s), legal guardian, foster parent, other; the student's address if it differs from the parent(s), guardian, etc.; the name of the party to contact in case of emergency.

A parent or legal guardian interested in enrolling a child in the Chelmsford Public Schools must submit a Proof of Residency Form to the Central Registrar at the time of enrollment. If the child's residency changes during enrollment in one or more of the Chelmsford Public Schools, it is the responsibility of the parent to notify the Central Registrar. The new residency will be subject to the same criteria as the child's initial residence. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Central Registrar, proof of vaccinations and immunizations as required by state law and the School Committee. Proof of residency of a student's legal guardian may also be required by the school administration. The Chelmsford Public Schools reserves the right to challenge the factual basis of a claim of residency at the time of enrollment or at any time during a school year. If a student's residency is challenged, the student's parent or guardian will have the right to a hearing before the Superintendent of Schools.

SOURCE: Chelmsford

ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS.: Chapter 12, Section 11 of the Acts of 2010

SOURCE: MASC February 2011

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

SOURCE: MASC

LEGAL REFS.: The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die in active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within thirty (30) days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC April 2018

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: *Every Student Succeeds Act (ESSA)*;
Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC April 2018

SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1st of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1st of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two (2) drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.

SOURCE: MASC March 2018

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00

STUDENT ABSENCES AND EXCUSES

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

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

A child may also be excused for other exceptional reasons with approval of the Principal or designee. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly. Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

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

Student Absence Notification Program

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

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

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times

within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's

parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed fourteen (14) days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian. The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

RELIGIOUS HOLIDAYS

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

At the start of the school year the superintendent shall notify all staff concerning the possible effects of religious holiday on attendance and assignments. Homework and projects will not be assigned to students observing religious holidays. Teachers shall not schedule tests for those students celebrating observed religious holidays. Students will not be expected to complete daily homework assigned the evening before, or the day of the religious holiday. Assignments and tests should be made up in a time span that is reasonable to both students and teachers.

Students celebrating observed religious holidays shall not be expected to participate in school sports (games and practices), tryouts and extra-curricular activities. If a student misses a practice due to the observance of a religious holiday, the student(s) will not be precluded from participating in events/games.

Observance of a religious holiday shall be viewed as valid justification for student absence, late homework/project submission and delayed testing. It is the responsibility of the student's parent/guardian to notify the principal/dean/teacher of these dates at the beginning of the school year. In addition, the student shall notify the teacher(s) of the observance date no later than two (2) weeks in advance or as soon as practical. This responsibility will be included in every student handbook and in the annual school calendar text.

If conflicts occur with regard to assignments/attendance during religious observances, parents should contact the teacher and/or the principal to resolve any conflicts.

SOURCE: Chelmsford

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B
603 CMR 26:00

STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure their rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the School Committee

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student 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 immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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 short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H ¾; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

SOURCE: MASC

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC

STUDENT PUBLICATIONS

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

The School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF.: M.G.L. 71:82

SOURCE: MASC April 2007

GANG ACTIVITY / SECRET SOCIETIES

The goal of the School Committee is to keep District schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises at individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

SECRET SOCIETIES

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

SOURCE: MASC

PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC

LEGAL REF.: M.G.L. 269:17, 18, 19

HAZING

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, 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 or 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 provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

Whoever knows that another person is the victim of hazing as 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 or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, 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 a report.

SOURCE: MASC

BULLYING PREVENTION

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 cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Chelmsford Public Schools;

Bullying and cyber-bullying are prohibited 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 the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or designee determines that bullying has occurred, he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen (14) school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. An annual report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Chelmsford Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Chelmsford Public Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972 603
CMR 26.00
M.G.L. 71:370; 265:43, 43A; 268:13B; 269:14A

REF.: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline

SOURCE: MASC/Chelmsford

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

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

SOURCE: MASC February 2018

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; [272:40A](#)

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited
[GBEC](#), Drug Free Workplace Policy
GBED, Tobacco use on School Property by Staff Members Prohibited
IHAMB, Teaching About Drugs, Alcohol, and Tobacco

PREGNANT STUDENTS

The School Committee wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The school district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS.: M.G.L. 71:84
 Title IX: 20 U.S.C. § 1681
 34 CFR § 106.40(b)

SOURCE: MASC January 8, 2009

SEARCHES AND INTERROGATIONS

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

Students – and their parents and/or guardians, who believe that a student has received unfair treatment, may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings.

SOURCE: MASC October 2016

CROSS REF: JIC Student Discipline

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

Various activity programs that include cultural, recreational, and/or vocational components will be offered to students. Participation in activity programs will be voluntary. However, students participating in extracurricular activities will be subject to the same rules of conduct and behavior as when in school.

Co-curricular and/or extracurricular activities may have fees associated with the students' participation. The Chelmsford School Committee shall annually review all fee structures for all activities and set the amounts for the following fiscal year.

See School Handbooks

Legal Reference: M.G.L. 71:47; 603 CMR 26.00

SOURCE: Chelmsford

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the School Committee.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations – High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school; the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.

SOURCE: MASC

CROSS REF: JICF, Gang Activities/Secret Societies

LEGAL REF.: 603 CMR 26.00

STUDENT FUND-RAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by the building Principal or Superintendent.

Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the building Principal or Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are discouraged.

No money collections of any kind may be held in the schools without the specific consent of the building Principal or Superintendent.

SOURCE: MASC October 2016

CROSS REFS.: JP, Student Gifts and Solicitations
 KHA, Public Solicitations in the Schools

STUDENT ACTIVITIES ACCOUNTS

The Chelmsford School Committee authorizes the High School and Middle School Principals to receive all student money and to deposit such money into an interest bearing bank account, hereinafter referred to as the Student Activity Agency (Savings) Account, duly established by vote of the Chelmsford School Committee to be used for the express purpose of conducting student activities.

Interest earned by such Student Activity Agency Account shall be retained by the fund and may be expended for the annual audit fee or any other fees or expenses associated with the operation of the account.

In addition to such Student Activity Agency Account, the Chelmsford School Committee hereby authorizes the Principals of each school to establish a checking account, designated the Student Activity Checking Account, to be operated and controlled by the Principal and from which funds may be expended exclusively for student activity purposes for student activities authorized by the Chelmsford School Committee. All expenditures from the Student Activity Checking Accounts may be approved only by the Principal, Assistant Principal, or High School Dean.

Administration and record keeping of said Student Activity Accounts shall be the responsibility of the Superintendent or designee. Unless otherwise directed by the Superintendent, the Principal/Bookkeeper/Secretary/ High School Activities Director shall maintain appropriate records for all student activity transactions. Residual funds from inactive student organizations shall revert to the Student Activity General Student Body Fund account of that particular school unless otherwise designated.

Student Activity Checking Account Restrictions:

<u>School</u>	<u>Imprest Balance (Maximum)</u>	<u>Maximum Check Amount</u>
High School	\$75,000	\$20,000
McCarthy Middle	\$20,000	\$ 6,000
Parker Middle	\$20,000	\$ 6,000

In the event of a bonafide reorganization of a school, funds from Student Activity Agency Accounts will be redistributed proportionally to the percentage of students being reorganized.

Reference: M.G.L. 44:53- Deposits of Departmental Receipts in Town Treasury
M.G.L. 71:47 - Student Activity Accounts
Imprest Account Balances approved by School Committee vote on May 3, 2007.

SOURCE: Chelmsford

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited into a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually to the Student Activity General Student Body Fund account.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. The interest that is earned on such accounts shall be maintained in the Checking Account and distributed annually to the Student Activity General Student Body Fund account. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the building Principal. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal, Superintendent or his/her designee, or Treasurer. Student Activity Checking Accounts shall be audited in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed \$25,000, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years.

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than one (1) year from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Student Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within one (1) year of their graduating, the funds will be forfeited by the class and will then be allocated in the Student Activity General Student Body Fund account by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activities

When a student activity ceases to be active for a period of three (3) years or more the Principal or other authorized administrator shall require the following actions:

1. Obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC March 2018

CROSS REFS: JJA – Student Organizations

NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

STUDENT LATE NIGHT OR OVERNIGHT TRAVEL

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

SOURCE: MASC March 2004

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: M.G.L. 69:1B; 71:37N

STUDENT TRAVEL REGULATIONS

1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws and School Committee Policy.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory.” FMCSA ratings are available at <http://www.safersys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor’s qualifications.

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered “optional school programs” and do not count toward meeting structured learning time requirements (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide).

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students’ obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)

www.fmcsa.dot.gov

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist)

www.uma.org/consumer/student-transportation/

Department of Defense’s approved list of motor carriers

www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf

SOURCE: MASC

APPROVED: March 10, 2004

CROSS REFS.: IJOA, Field Trips
ADDA Background Checks

LEGAL REFS.: M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

INTERSCHOLASTIC ATHLETICS

The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities will be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well being of students and staff members who participate in these activities.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:47; 71:54A
603 CMR 26.00

CROSS REFS.: AC, Nondiscrimination (and subcodes)

NOTE: Requirements for insurance coverage and physical examinations might be part of a policy in this category or they could be dealt with under Student Insurance (JHA) and Physical Examinations of Students (JHCA) and cross-referenced from this page. The cross reference on the sample policy above is to a related statement in this manual.

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates

to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. 111:222; 105 CMR 201.000

SOURCE: MASC December 2011

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. An MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure

- G. Unequal, dilated, or unreactive pupils
 - H. Cranial nerve deficits
 - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/ worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
- A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test **(or other approved test identified by the School District)**. The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all

public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
 - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days.**
 - D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
 - E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
 - F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
 - G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
 - H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**

- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs). More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
 - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity.
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.

5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.

15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress

- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

SOURCE: MASC December 2011

STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

Updated July 2014

LEGAL REF.: M.G.L. [71:37H](#); 71:37H ½; 71:37H ¾; 71:[37L](#); [76:16](#); 76:[17](#)
603 CMR 53.00

CORPORAL PUNISHMENT

Corporal punishment is prohibited in the Chelmsford Public Schools and in accordance with the law, which states

"The power of the School Committee or of any teacher or other employee or agent of the School Committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil."

LEGAL REF.: M.G.L. 71:37G

SOURCE: Chelmsford

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities – Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

Student Safety

Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity.

Fire Drills and Reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL 71:37L; 148:2A

SOURCE: MASC 8/2006

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of an emergency contact/neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the Principal or designee;
- Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;
- Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

SOURCE: MASC

Updated July 2012

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56; 57; 69:8A

CROSS REF.: EBB, First Aid
EBC, Emergency Plans
JLCD, Administration of Medications to Students

PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Athletic Director.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

** NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

SOURCE: MASC

Updated July 2012

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57
105 CMR 200

CROSS REF.: JF, School Admissions

INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 71:55

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Department of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Department of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:54B](#)

Dept. of Public Health Regulations:
105 CMR 210.00; 244 CMR 3.00

GUIDANCE PROGRAM

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The school system's guidance program will be based on this definition and developed from these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist him/her in arriving at his/her own satisfactory solutions.

Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G
603 CMR 26.00

STUDENT FEES, FINES, AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may:

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC October 2016

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven (7) years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10; 71:34A, B, D, E, H
 603 CMR 23.00

SOURCE: MASC

CROSS REF: KDB, Public's Right to Know

STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

SOURCE: MASC